CENTRAL WASHINGTON UNIVERSITY, Fall 2015

English 100T.06, Transitional English

M, T, F (Hogue 220), W (Brooks Library)
Katherine (Katie) Boswell
Library 101A
Office hours: M-F 8-9am
509.963.2131
boswellk@cwu.edu

Required Materials:
Real Skills Interactive is a workbook. You must purchase a new copy of this book.
Learning Curve interactive software will be included when you buy Real Skills Interactive. You will use Learning Curve to complete your grammar homework. If you have previously taken 100T, you will still need to buy access to Learning Curve.

Course Outcomes:
- Reading Comprehension
- Recognize implicitly stated main ideas in paragraphs and essays
- Show how details are related to the main idea
- Recognize unstated assumptions
- Fluency
- Use precise vocabulary
- Write clear and meaningful sentences and paragraphs within essays, strategically placing elements to provide clarity, cohesion, and focus
- Coherence
- Link sentences within paragraphs and paragraphs within essays, strategically placing elements to provide clarity, cohesion, and focus
- Distinguish between thesis statements and development (e.g. reasons, illustrations, examples, details)
- Proofreading
- Include correct punctuation, mechanics, and spelling
- Follow grammar conventions appropriate for an academic audience
- Process
- Describe your own writing process
- Edit your work and the work of other students

Course Policies
- Make-Up work: NOPE. Come to class. There is extra credit available by visiting the Writing Center (see Canvas).
- Late work: Accepted on papers/essays ONLY at a deduction of a full letter grade per day. NO other work may be turned in late. NO EXCEPTIONS. The Comparison/Contrast cannot be submitted late!
- Attendance: Come to class if you want to pass! More than 4 absences = automatic course failure. If you have a serious issue (death in family, major illness—please contact the Dean of Student Success at 509-963-1515).
- Tardiness: I take attendance at the BEGINNING of class. If you are late, and I’ve already taken attendance, it is YOUR responsibility to let me know at the end of class to change the attendance roster.
- NO CELL PHONES. NO LAPTOPS. NO ELECTRONIC DEVICES. Put them away BEFORE class begins!
- Students should never be disruptive to the learning environment (i.e. talking in class, arriving late, leaving early).
- Respect others! If you choose not to be respectful, you will be asked to leave and it will count as an absence.
Academic Dishonesty

Academic dishonesty is defined in the CWU Student Conduct Code (11.B). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. See course handout for further detail. Please note that translation software is strictly prohibited in this course. See course handout for further detail.

Inclusivity

In my classroom, diversity is welcomed and celebrated. I will not tolerate any forms of prejudice or discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect.

ADA

Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. Students with disabilities should contact Disability Services to discuss a range of options to removing barriers in the course, including accommodations. DS is located in Bouillon 140. Call (509) 963-1202 or email ds@cwu.edu for more information.

Etiquette:

Cell phones, laptops, iPads, iPods, MP3 players, and other electronic devices are banned in this class. You won’t need them in class in order to be successful. If you are caught using any banned electronics during class, you will be asked to turn in the banned devices. You may reclaim them at the end of the class period. If you argue with me, you will be asked to leave, and you will be counted absent for the day.

Let me know before class begins if you are expecting a phone call because of an emergency situation. Leave the room quietly to take the phone call. Return to class with as little distraction as possible.

Sleeping in class is prohibited. If you fall asleep in class, I will draw attention to you and let your classmates laugh at you.

Food and drink are allowed in class, but try to be reasonable about it, please. You may bring something to drink and a snack, but please don’t attempt to eat a full meal in class.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Overview and Rules (Syllabus) Quiz</td>
<td>10 points</td>
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<tr>
<td>Unannounced Work (pop quizzes, grammar quizzes, in-class work, etc…)</td>
<td>95 points</td>
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<tr>
<td>MLA Quiz</td>
<td>10 points</td>
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<tr>
<td>Midterm</td>
<td>50 points</td>
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<tr>
<td>Final</td>
<td>100 points</td>
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<tr>
<td>Learning Curve Grammar Practice</td>
<td>30 points (5 each)</td>
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<tr>
<td>Peer/Self Reviews and Draft Work</td>
<td>70 points (10 each)</td>
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<tr>
<td>Reading Logs</td>
<td>45 points (5 each)</td>
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<td>Journals: midterm journal check (20 pts.), final journal check (20 pts.)</td>
<td>40 points</td>
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<tr>
<td>Descriptive Paper</td>
<td>50 points</td>
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<tr>
<td>Narrative Paper</td>
<td>100 points</td>
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<tr>
<td>Argument Essay</td>
<td>100 points</td>
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<tr>
<td>Rhetorical Analysis Essay</td>
<td>150 points</td>
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<tr>
<td>Comparison/Contrast Essay</td>
<td>150 points</td>
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<tr>
<td>Total</td>
<td>1000 points</td>
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The main goal of English 100T is to prepare you for English 101. This class is graded on a Satisfactory (S)/Unsatisfactory (U) scale. To receive an S, you must earn at least 800 points (80%) out of the 1,000 points available for the course. **If you do not submit a Compare-Contrast Essay WITH ALL OF ITS ASSOCIATED DRAFT WORK, you will not pass the course, no matter how many points you have at the end of the quarter.**

**Web Requirements**

- All students must have access to Canvas and Learning Curve. It is the student’s responsibility to set these accounts up correctly at the beginning of the quarter. It is the student’s responsibility to call the Help Desk (for Canvas issues) or Cengage Technical Support (for Learning Curve) if there are account or login problems.
- All assignments will be posted on Canvas. Hard copy printouts will not be provided. It is your responsibility to check Canvas regularly and download your assignments.
- It is your responsibility to print grading rubrics for all writing assignments. You must submit a rubric with each paper you submit.
- You can check your grade in the class at any time by looking at the Canvas grade book. I will update the scores at least once a week.
Week One
Wednesday, September 23
In Class: Introductions, syllabus, Canvas, Learning Curve, Outlook
Homework: Study for Syllabus Quiz; read Real Skills, pages 31-44 and 51-53

Friday, September 25
In Class: Descriptive Paper assigned, Syllabus Quiz
Due Today: Syllabus Quiz (taken in class)
Homework: Draft of Descriptive Paper due Monday

Week Two
Monday, September 28
In Class: Peer Review of Descriptive Paper
Due Today: Draft of Descriptive Paper
Homework: Read Real Skills, pages 81-99; Learning Curve One due Friday

Tuesday, September 29
In Class: Grammar: Parts of Speech and Sentences
Due Today: Nothing!
Homework: Read “A Plague of Tics” by David Sedaris (50 Essays, pages 360-373); Reading Log One due tomorrow

Wednesday, September 30
In Class: Writing Center: Reading Groups
Due Today: Reading Log One
Homework: Learning Curve One due Friday

Friday, October 2
In Class: Plagiarism and Academic Honesty
Due Today: Learning Curve One
Homework: Read Real Skills (pages 46-48); Final draft of Descriptive Paper due Monday

Week Three
Monday, October 5
In Class: Narrative Paper assigned
Due Today: Descriptive Paper
Homework: Read Real Skills (pages 100-111); Learning Curve Two due Friday; draft of Narrative due Friday

Tuesday, October 6
In Class: Grammar: Fragments
Due Today: Nothing!
Homework: Read “On Dumpster Diving” by Lars Eighner (50 Essays, pages 139-151); Reading Log Two due tomorrow

Wednesday, October 7
In Class: Writing Center: Reading Groups
Due Today: Reading Log Two
Homework: Draft of Narrative Paper due tomorrow; Learning Curve Two due Friday

Friday, October 9
In Class: Peer Review of Narrative Paper
Due Today: Draft of Narrative Paper; Learning Curve Two
Homework: Final draft of Narrative Paper due Monday
Week Four
Monday, October 12
In Class: Essay structure; Argument Essay assigned
Due Today: Final draft of Narrative Paper
Homework: Read MLA section (50 Essays, pages 477-482); read Real Skills (pages 72-80); draft of Argument Essay due Friday

Tuesday, October 13
In Class: MLA Format
Due Today: Nothing!
Homework: Read “On Being a Cripple” by Nancy Mairs (50 Essays, pages 259-272); Reading Log Three due tomorrow

Wednesday, October 14
In Class: Writing Center: Reading Groups
Due Today: Reading Log Three
Homework: Draft of Argument Essay due Friday

Friday, October 16
In Class: Peer Review of Argument Essay
Due Today: Draft of Argument Essay
Homework: Final draft of Argument Essay due Monday

Week Five
Monday, October 19
In Class: Rhetorical Analysis Essay assigned
Due Today: Final draft of Argument Essay
Homework: Read Real Skills (pages 112-118); Learning Curve Three due Friday

Tuesday, October 20
In Class: Grammar: run-ons and comma splices
Due Today: Nothing!
Homework: Read “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie (50 Essays, pages 15-19); Reading Log Four due tomorrow

Wednesday, October 21
In Class: Writing Center: Reading Groups
Due Today: Reading Log Four
Homework: Work on your Rhetorical Analysis Essay; Learning Curve Three due Friday

Friday, October 22
In Class: Rhetorical Analysis practice; review for Midterm Assessment
Due Today: Learning Curve Three
Homework: Midterm Assessment on Monday: bring your note card! Midterm Journals due on Monday (ALL entries for September 23-October 22 must be included—you must have at least 35 entries!)
Week Six
Monday, October 26
In Class: Midterm Assessment
Due Today: Journals (September 23-October 25)
Homework: Read Real Skills (pages 119-161); Learning Curve Four due Friday

Tuesday, October 27
In Class: Grammar: Verbs
Due Today: Nothing!
Homework: Read “Mother Tongue” by Amy Tan (50 Essays, pages 417-423); Reading Log Five due tomorrow

Wednesday, October 28
In Class: Writing Center: Reading Groups
Due Today: Reading Log Five
Homework: Draft of Rhetorical Analysis due tomorrow; Learning Curve Four due Friday

Friday, October 29
In Class: Peer Review: Rhetorical Analysis; review MLA format
Due Today: Learning Curve Four
Homework: Bring draft of Rhetorical Analysis on Monday; MLA Quiz on Monday

Week Seven
Monday, November 2
In Class: Self-Review Workshop: Rhetorical Analysis; MLA Quiz
Due Today: Draft of Rhetorical Analysis; MLA Quiz (taken in class)
Homework: Read Real Skills (pages 162-181); Learning Curve Five due Friday

Tuesday, November 3
In Class: Grammar: Pronouns and modifiers
Due Today: Nothing!
Homework: Read “The Ways We Lie” by Stephanie Ericsson (50 Essays, pages 159-168); Reading Log Six due tomorrow

Wednesday, November 4
In Class: Writing Center: Reading Groups
Due Today: Reading Log Six
Homework: Learning Curve Five due Friday

Friday, November 5
In Class: Narrative Editing and Revision Exercise
Due Today: Learning Curve Five
Homework: Final draft of Rhetorical Analysis due Monday
Week Eight
Monday, November 9
In Class: Compare-Contrast Essay assigned
Due Today: Rhetorical Analysis Essay
Homework: Read “Just Walk on By: Black Men and Public Space” by Brent Staples (50 Essays, pages 394-398); Reading Log Seven due tomorrow

Tuesday, November 10
In Class: Writing Center: Reading Groups
Due Today: Reading Log Seven
Homework: Read Real Skills (pages 62-65); pick topic essays for Compare-Contrast Essay

Wednesday, November 11
In Class: Holiday!  Veterans Day!  No Class! No homework!

Friday, November 12
In Class: Compare-Contrast Outline assigned
Due Today: Compare-Contrast topic essays
Homework: Outline due Monday

Week Nine
Monday, November 16
In Class: Peer review of Outline
Due Today: Compare-Contrast Outline
Homework: Read Real Skills (pages 212-233); Learning Curve Six due Friday

Tuesday, November 17
In Class: Grammar: Punctuation and Capitalization
Due Today: Nothing!
Homework: Read “Turkeys in the Kitchen” by Dave Barry (50 Essays, pages 72-75); Reading Log Eight due tomorrow

Wednesday, November 18
In Class: Writing Center: Reading Groups
Due Today: Reading Log Eight
Homework: Learning Curve Six due Friday

Friday, November 19
In Class: Catch-up Day
Due Today: Learning Curve Six
Homework: Draft of Compare-Contrast Essay due Monday
Week Ten
Monday, November 23
In Class: Peer Review of Compare-Contrast Essay
Due Today: Draft of Compare-Contrast Essay
Homework: Read “A Modest Proposal” by Jonathan Swift (50 Essays, pages 408-416); Reading Log Nine due tomorrow

Tuesday, November 24
In Class: Reading Discussion
Due Today: Reading Log Nine
Homework: Work on your Compare-Contrast Essay

Wednesday, November 25
In Class: Holiday! Thanksgiving Break! No Class!

Friday, November 26
In Class: Holiday! Thanksgiving Day! No Class!

Week Eleven
Monday, November 30
In Class: Final Assessment Review
Due Today: Nothing!
Homework: Compare-Contrast Essay due Friday; Final Journals (October 26-December 3) due Friday; prepare for Final Assessment

Tuesday, December 1
In Class: Final Assessment Review
Due Today: Nothing!
Homework: Read “Reading to Write” by Stephen King (50 Essays, 221-226); Reading Log Ten due tomorrow; Compare-Contrast Essay due Friday; Final Journals due Friday

Wednesday, December 2
In Class: Writing Center: Reading Groups
Due Today: Reading Log Ten
Homework: Compare-Contrast Essay due Friday; Final Journals due Friday

Friday, December 3
In Class: Final Review
Due Today: Final Journals (October 26-December 3: You MUST have another 35 entries!), Compare-Contrast Essay
Homework: Prepare for the Final Assessment: make a note card!

Final Exam
Tuesday, December 8th at NOON! Notice the time change.