Meeting Times and Location: M, W, F 12-12:50; Hogue 229

Instructor: Travis (Tad) D. Smith
e-mail: smithtra@cwu.edu; phone: 963-3302
Office: L&L 420
Office Hours: Wed. 8:00-9:00 & 1:30-3:30; or by appointment

Course Description: This course will be an introduction to the skills necessary to engage in college level, or “academic,” writing. As such, all coursework will be geared toward preparing you to be successful writers, readers and thinkers in your chosen discipline as well as in other disciplines. The content of this course will meet the expectations of the English Department (please see attachment) by focussing on techniques of summary, response, critical analysis, and synthesis of sources, as well as making effective rhetorical choices and exploring methods of prewriting, editing, and revising.

Mode of Instruction: Classroom activities will include lecture, discussion (both full class and in small groups), guided writing activities peer review and workshops.

Required Materials:
A Meeting of Minds: Strategies for Academic Inquiry and Writing 2nd Ed.
Harbrace Essentials
Coursepack
Copies: Expect to print/copy somewhere in the range of 100 pages this quarter for your papers, workshop papers, journal articles, etc.

Assessment:
* Grades will be based primarily on points given for each of the assignments listed below, and weighted at the percentages indicated.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Opinion paper (1 pg)</td>
<td>10/7</td>
<td>10 pts</td>
</tr>
<tr>
<td>Summary paper (1 pg max)</td>
<td>10/16</td>
<td>15 pts</td>
</tr>
<tr>
<td>Response paper (1 pg)</td>
<td>11/2</td>
<td>15 pts</td>
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<tr>
<td>Self Evaluation paper (1 pg)</td>
<td>12/7</td>
<td>10 pts</td>
</tr>
<tr>
<td>Exploratory Synthesis paper (6 pgs)</td>
<td>12/7</td>
<td>40 pts</td>
</tr>
<tr>
<td>Quizes (3-4)</td>
<td>(see schedule)</td>
<td>10 pts</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100 pts = 100%</strong></td>
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Grade Scale:
93-100% = A
90-92% = A-
88-89% = B+
83-87% = B
80-82% = B-
78-79% = C+
73-77% = C
70-72% = C-
68-69% = D+
63-67% = D
60-62% = D-
0-59% = F

* ALL PAGE COUNTS ARE MINIMUMS (except the Summary as indicated), AND DO NOT INCLUDE THE PAPER’S HEADING OR TITLE. ASSIGNMENTS THAT FALL SHORT OF THE MINIMUM WILL HAVE POINTS DEDUCTED.

* BE AWARWE: You must earn a C- or better to enroll in English 102

* ALL OF THE ABOVE ASSIGNMENTS (WITH THE EXCEPTION OF QUIZES) MUST BE SUBMITTED AND ACCEPTED IN ORDER FOR YOU TO PASS THIS CLASS.

* Extra Credit: Extra credit will be accepted for participation in “academic” events (prior approval is recommended, but not required), and the number of points given will be determined on a case by case basis (usually 1 per event attended when accompanied by a one page minimum typed summary/response paper). Extra credit may also be offered for other activities presented by your instructor. The maximum number of extra credit points will be 5.
Communication:
It’s very important that we are able to communicate with each other both in and out of class. To facilitate this please check CANVAS and your CWU email frequently.

Policies:
* As per our discussion/debate, the following is a list of the primary policies governing this class.

- **Attendance:** To be “in attendance” means to be present (both physically and mentally) and prepared for class (e.g., if you don’t have a paper to review on a peer review day, you are unprepared and will be counted absent). 6 absences will be allowed without penalty, with more than that resulting in automatic failure of the course. Additionally, attendance during the workshop sessions is MANDATORY and points will be deducted for missing &/or being unprepared for these days. Be aware that it will be your responsibility to find out what you missed from your instructor or one of your classmates. Absences may be excused only for sickness and extreme circumstances if prior notice was given and a 1 page typed explanation paper is submitted upon your return to class. As incentive, an Extra Credit bonus of 5 points will be given for those with perfect attendance during the quarter (all absences count against this—excused or not). NOTE: Do not forget to sign the attendance sheet passed around at the beginning of class (which means if you are a bit late, within 10 minutes of our start time, you need to remember to sign the sheet after class).

- **Tardiness:** If you are more than 7 min. late you will be counted absent. If you are late, please make every attempt to minimize disruption. If tardiness becomes excessive it will be dealt with on a case by case basis. Please don’t take advantage of this policy.

- **Late Papers:** Papers must be complete and turned in by you at the beginning of class (unless other arrangements have been made previously). Late papers will be accepted with a full letter grade deduction per class meeting late, with more than 4 days late resulting in an 0. Late papers will also be ineligible for revision. NOTE: The final papers will not be accepted late unless warranted by extreme circumstances, and when every attempt has been made to contact the instructor ahead of time.

- **Paper Revision:** 2 revised papers will be accepted during the quarter if accompanied by a ½ page summary/discussion of changes made and turned in before the next paper is due. Late papers cannot be revised. Please also include the original draft and criteria sheet. Final papers cannot be revised.

- **Use of Electronics:** Please keep all devices off and out of sight during class. If you have a specific academic need please discuss this with your instructor.

- **Food and Beverage:** Please don’t bring food/beverages that may be distracting to the class (noisy, smelly, prone to spills, etc.)

* NOTE: The instructor reserves the right to reconvene the discussion/debate on any or all of these policies if necessary.

* WARNING: Intentional plagiarism will result in your failing this course at the very least. Methods of avoiding unintentional plagiarism and using appropriate documentation will be discussed as a part of the class. Any form of academic dishonesty is subject to disciplinary action as described under Student Rights and Responsibilities (www.cwu.edu/student-rights/).

My Expectations:
1. Do the assigned work to the best of your ability: 4 credit course = 12 hours per week (see “Academic Credit” in CWU catalog).
2. Ask questions when things are unclear and/or you need further explanation.
3. Be involved in the class as much as you can (if some opportunities make you uncomfortable, e.g. speaking in front of the class, I hope you will attempt to find other ways you can contribute--peer review sessions, small group work, etc.)
4. If you hope for an “excellent” grade (A or B range) then your work should be “excellent” (i.e., going beyond “marginal” or “satisfactory” - see “Grading Policies” in CWU Catalog).
* Assuming 1-4, I’m confident you will be successful in this course. If there is anything I can do to contribute to your success and/or you would like to discuss these expectations please contact me at any time.

Classroom Diversity:
Every effort will be made to create and maintain a learning environment that is supportive of individual expression and diversity of opinion. This can only be achieved if a climate of civility and mutual respect is maintained; therefore, all forms of prejudice and discrimination will not be tolerated.

ADA Statement:
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 your instructor. Students with disabilities should contact Disability Services (DS) to discuss a range of options for removing barriers in the course, including accommodations. DS located in Hogue 126. Call (509) 963-2214 or email ds@cwu.edu for more information.

WELCOME TO THE COURSE! I look forward to spending the next several weeks working with you. If at any time you have questions, concerns, comments, etc., please don’t hesitate to stop by my office, or e-mail.
In the University Writing Program, students write to learn, to explore ideas, to solve problems, to make decisions, and to argue for positions. The Program comprises two writing courses with supporting tutorial services. All course assignments are designed to help students work with ideas and issues they will likely encounter in their academic careers. Both faculty and tutors are committed to helping students achieve specific course outcomes, which specify standards of written competence and critical thinking expected of scholars, professionals, and citizens.

The Program's faculty recognize that writing is a process and that writers depend on a community of readers. They thus expect students to participate in their courses in the following ways:

• prewriting to generate and clarify content;

• revising to provide economy, clarity, unity, and balance;

• editing their own work and the work of others;

• writing polished prose that is purposeful, clear, and effective;

• understanding and using criteria to self-assess their writing;

• working responsibly in writing groups;

• engaging critically and constructively in the exchange of ideas during class discussion, group activities, and conferences;

• demonstrating academic integrity in all written projects.
English 101 Outcomes

**Composition I: Critical Reading and Responding**

In English 101, students focus on the following outcomes:

- Reading critically—distinguishing central ideas from evidence and identifying the author's purpose, assumptions, and attitudes;

- Summarizing advanced-level material accurately—representing and documenting content; reflecting the source's purpose, tone, and structure; referring to all key ideas; and excluding unnecessary details;

- Reading responsively, using prior knowledge and experience to identify questions at issue and to recognize bias;

- Responding in writing to advanced-level material—reflecting the positions and assertions of an author, identifying a question at issue for both the student and the author, and focusing comment on the question at issue;

- Identifying and synthesizing responses to common questions at issue, various perspectives on a topic, or solutions to a problem;

- Drawing reasonable conclusions from information found in various sources—whether written, oral, tabular, or graphic—and integrating those conclusions into the development of written projects;

- Integrating multiple sources by examining alternative solutions or perspectives and responding to source material;

- Crafting prose that conforms to the expectations of an academic audience.

Each essay submitted for grading should have these features:

- a clear and refined purpose
- development relevant to the purpose
- logical organization
- an appropriate tone
- well-crafted sentences
- consistent use of conventions for standard academic English
- accurate in-text citation and end-of-text documentation of sources.
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<th>DATE:</th>
<th>DISCUSSION:</th>
<th>READING:</th>
<th>ASSIGNMENTS:</th>
<th>DUE:</th>
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| DAY 1  Wednesday, 9/23 | • Introductions  
• English 101 overview  
• General instructor expectations | • Department Outcomes  | • Consider class policies for Friday discussion |                                           |
| DAY 2  Friday, 9/25    | • Class policies                                                             | • Coursepack (CP) pgs. 1&2                    | • Quiz #1                                        | • Notes on policies                      |
| DAY 3  Monday, 9/28   | • Review syllabus, schedule & MLA paper format                              | • Meeting of Minds (MofM) ch 1               | • Opinion paper                                  |                                          |
| DAY 4  Wednesday, 9/30 | • Syllabus/Outcomes questions or concerns?  
• “Problematic” or “Stasis” questions  
• Defining “Academic”  
• Opinion paper criteria | • Quiz #2: MofM ch 1                      | • Quiz #1                                        |                                          |
| DAY 5  Friday, 10/2    | • Review Quiz #1  
• Prewriting and its importance  
• Prewriting strategies: “preliminary” research, idea mapping, freewriting | • Preliminary research for Opinion paper  
• Freewrite or “Idea map” for Opinion paper |                                                 |                                          |
| DAY 6  Monday, 10/5    | • General peer review guidelines  
• Peer review Opinion paper | • Quiz #3: MofM ch3                      | • Quiz #2  
• Draft - Opinion paper |                                          |
| DAY 7  Wednesday, 10/7  | • Review Quiz #2  
• Summarizing  
• Analytical (“close”) reading strategies: marking the text and function statements  
• Summary paper criteria  
• Using source material effectively (biased language, citation, attributive tags) | • MofM ch3  
• CP pgs 3-5 & 10-12 | • Read and annotate summary article (handout)  
• Summary paper | • Opinion paper  
• Quiz #3 | |
| DAY 8  Friday, 10/9    | • Summary article (handout)  
• Prewriting strategies: group discussion & outlines | • Write “main idea statement”  
• Develop outline of summary article |                                                 |                                          |
| DAY 9  Monday, 10/12   | • Review Quiz #3  
• Review Summary paper outlines | • Quiz #4: MofM ch2                      | • Summary article outlines |                                          |
| DAY 10  Wednesday, 10/14 | • Peer review Summary paper                                               | • Draft: Summary paper |                                                 |                                          |
| DAY 11  Friday, 10/16  | • Understanding rhetorical situations & Academic style  
• Academic research: “primary” (NOT “preliminary”) vs “secondary” | • MofM ch 2  
• CP pg 16-18 | • Quiz #4  
• Summary paper: (include with paper: outline & annotated article) |                                          |
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| DAY 12 Monday, 10/19 | • Scholarly journals  
• Journal identification group exercise | • CP pg 5 | | |
| DAY 13 Wednesday, 10/21 | • *Meet in Library*  
• CWU library resource & One Search presentation | | • Find a scholarly journal article for your Response paper | |
| DAY 14 Friday, 10/23 | • Analytical reading strategies: margin notes & double entry journals  
• Responding to a source  
• Response paper criteria | CP pgs 17-18 & 30 | • Response paper | |
| DAY 15 Monday, 10/26 | • Exploratory Synthesis paper | MofM ch 6&7 | • Exploratory Synthesis paper  
• Begin preliminary research & prewriting | |
| DAY 16 Wednesday, 10/28 | • Exploratory Synthesis proposals  
• Workshops (*sign-up*)  
• Form Trivia Day teams | | • Prepare for Trivia Day: Review MofM ch 3,6,7 & Coursepack | • Response double entry journal (copy) |
| DAY 17 Friday, 10/30 | • Peer review Response paper | | | • Draft: Response paper |
| DAY 18 Monday, 11/2 | • Small group peer/instructor review of proposals | | • Response paper  
• Draft: Exp Synth proposal | |
| DAY 19 Wednesday, 11/4 | • Trivia Day: MofM ch 3,6,7; Coursepack (all) | | Exp Synth proposal | |
| DAY 20 Friday, 11/6 | • *Uncontested Withdrawal Deadline*  
• Proposal feedback  
• Workshop questions/concerns | | | • Drafts ws #1 |
| DAY 21 Monday, 11/9 | • Workshop #1 | | | • Annotated copies of ws #1 drafts |
| Wednesday, 11/11 NO CLASS - VETERAN’S DAY | | | | • Drafts ws #2 |
| DAY 22 Friday, 11/13 | • Workshop #2 | | | • Drafts ws #3  
• Annotated copies of ws #2 drafts |
| DAY 23 Monday, 11/16 | • Workshop #3 | | | • Drafts ws #4  
• Annotated copies of ws #3 drafts |
| DAY 24 Wednesday, 11/18 | • Workshop #4 | | | • Drafts ws #5  
• Annotated copies of ws #4 drafts |
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<tr>
<td>DAY 25 Friday, 11/20</td>
<td>• Workshop #5</td>
<td></td>
<td>• Drafts ws #6</td>
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<td>• Annotated copies of ws #5 drafts</td>
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<td>• Last day to submit proposal for approval</td>
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<td>DAY 26 Monday, 11/23</td>
<td>• Workshop #6</td>
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<td>• Prepare Works Cited page for 11/30</td>
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<td>• Prepare near final draft of Exp. Synth. paper for peer review on 12/2</td>
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<td>• Annotated copies of ws #6 drafts</td>
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<td>Wednesday, 11/25 &amp; Friday, 11/27</td>
<td>NO CLASS - THANKSGIVING BREAK</td>
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<td>DAY 27 Monday, 11/30</td>
<td>• Self Evaluation paper</td>
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<td>• Draft - Works Cited page</td>
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<td></td>
<td>• Portfolio contents</td>
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<td>• Review Exploratory Synthesis Criteria</td>
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<td>• Review Citation/Works cited</td>
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<td>DAY 28 Wednesday, 12/2</td>
<td>• Peer review Exploratory Synthesis paper</td>
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<td>• Draft - Exp. Synth. paper</td>
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<td>Thursday, 12/3</td>
<td>ADDITIONAL DROP-IN OFFICE HOURS: 10-2 OR BY APPOINTMENT</td>
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<td>DAY 29 (last day) Friday, 12/4</td>
<td>• Final comments</td>
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<td>• SEOI’s (in computer lab)</td>
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<td>FINALS WEEK Monday, 12/7</td>
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<td>• Portfolios (in my office, L.&amp;L. 420)</td>
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CONGRATULATIONS! YOU MADE IT!