Course Information

Instructor: E. “Rick” Hutchins, Jr.
Language & Literature 403I
E-mail: e.rick.hutchins@cwu.edu
(please include “English 101” in your subject line for email. Note that I do not respond in any manner to emails received from non @cwu.edu addresses)

Office hours: Monday, Wednesday, Friday 10:00 – 11:00 – Black Hall Zipper (common area).
You may also reach me during office hours and at other times using Canvas, email, or the Q&A Discussion Group on Canvas.

Note: I do not discuss grades or scores with students between classes or in the halls. If you wish to discuss aspects of your grade, you MUST meet with me during office hours or a scheduled appointment. I will only respond to emails that request an appointment time to discuss your concerns. General questions about materials or the class must be posted in the Q&A Discussion Group.

Class Time and Location: M, W, F 1:00 - 1:50 Bouillon Hall 210

Course Description

This course will help you to develop the skills necessary for academic writing. Through assignments involving critical reading, response, and research, you will generate complex questions, explore multiple perspectives, and write summaries, responses, and research proposals. The culminating assignment for the course is a synthesis essay in which you answer a research-based question of interest to you and to others in your class.

Course Texts


Microsoft Word 2007 or later – During the peer review process, you will be required to use MS Word because other programs are not compatible with the track changes and comment features. However, you do NOT have to purchase this program. I will provide further details on the first day of the course.

ADA Statement

If you have a disability and wish to set up academic adjustments in this class, please ensure that your “Confirmation of Eligibility for Academic Adjustments” is sent to me as soon as possible AND meet with me so that we can discuss how to implement the approved adjustments. If you do not have this form, please contact the Disability Support Services Office. The office is located in Hogue Hall, room 126 and can be reached at 963-2214 or via email to ds@cwu.edu.

Other

Because of the prevalence of allergies and sensitivities, including my own, to strong fragrances, I ask that you do not use strongly scented deodorants, perfumes, etc. Should you choose to use products such as Ax, Chanel, etc., you may be asked to sit in the back of the classroom or in the extreme, leave the class.
The University Writing Program Outcomes

In English 101, you will focus on the following outcomes:

1. **Reading critically**—distinguishing central ideas from evidence and identifying the author's purpose, assumptions, and attitudes;
2. **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;
3. **Reading responsively**—using prior knowledge and experience to identify questions at issue and to recognize bias;
4. **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;
5. **Identifying and synthesizing the common questions at issue among readings** that represent various perspectives on a topic or solutions to a problem;
6. **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;
7. **Integrating multiple sources**—examining alternative solutions or perspectives and responding to source material. The writing may include a description of the research process;
8. **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.

Writing Program Expectations

The Program's faculty recognizes that writing is a process and that writers depend on a community of readers. We thus expect you to participate in your courses in the following ways:

- prewriting to inquire, reflect, focus, generate, and clarify content;
- revising to provide economy, clarity, unity, and balance;
- editing your own work and the work of others;
- writing polished prose that is purposeful, clear, and effective;
- understanding and using criteria to assess your own 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.

These items are connected to your grade as defined in the “Citizenship” section.
Grading

The points for this course are awarded according to performance in the following areas:

- 75 Citizenship (see below)
- 150 Quizzes
- 50 MLA Exam
- 100 Daily Journal
- 25 Informal Rhetorical Analysis (Outcome 1)
- 100 Summary Paper (Outcomes 1, 2, and 8)
- 150 Summary-Response (Outcomes 1, 2, 3, 4, and 8)
- 50 Synthesis Proposal (Outcome 4, 5)
- 200 Synthesis Paper (Outcomes 5, 6, 7 and 8)
- 50 Reflection Letter (Outcomes 8)
- 50 Final Exam

Final grades will be awarded based on the total number of points earned in the course according to the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>930–1000</td>
<td>A</td>
</tr>
<tr>
<td>900–929</td>
<td>A-</td>
</tr>
<tr>
<td>870–899</td>
<td>B+</td>
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<tr>
<td>830–869</td>
<td>B</td>
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<tr>
<td>800–829</td>
<td>B-</td>
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<tr>
<td>770–799</td>
<td>C+</td>
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<tr>
<td>730–769</td>
<td>C</td>
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<tr>
<td>700–729</td>
<td>C-</td>
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<tr>
<td>670–699</td>
<td>D+</td>
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<tr>
<td>630–669</td>
<td>D</td>
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<tr>
<td>600–629</td>
<td>D-</td>
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<tr>
<td>0–599</td>
<td>F</td>
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</table>

Citizenship

I expect you to participate conscientiously, attend each class period, complete assignments on time, conduct yourselves in class responsibly, and demonstrate academic integrity.

Participation

This is a difficult item to grade, and you might think it "subjective." However, several things reveal how involved you are in the course. Your level of participation in both large-group and small-group discussions: how many, how consistent, and how thoughtful are the comments you make, as well as the questions you ask. Your record of performance on quizzes: do your scores fluctuate, indicating sporadic attention to the course material? The thoughtfulness and style of your papers: are they dashed off? somewhat thoughtful? very thoughtful? The thoughtfulness of your answers on exams: do they reveal careful and attentive preparation? Your discussions with me outside of class: do they evince a conscientious student? Your attitude: what do your tone, demeanor, perpetual tardiness, perpetual excuses reveal about your conscientiousness? These aspects help you maintain, lose, or gain credibility. You are welcome to ask me any time during the quarter how you are doing in terms of participation or credibility. I may use participation when awarding your final grade for the course by lowering or
raising your grade one full letter. In other words, just as your grade may suffer by exceptionally poor participation, it may benefit from exceptionally fine participation.

Attendance Policy

My attendance policy is extremely egalitarian; if you are not in class for ANY reason, you are absent. There is no such thing as an excused absence (though I think I'm reasonable). However, merely being in class every day does not guarantee "attendance:" Being in class is a minimum, a basic requirement (it might even be considered less than adequate). Attendance is evaluated based upon the following:

- You begin the quarter with three attendance laurels.
- Be punctual: you will lose one attendance laurel if you are tardy twice or are very late to a single class.
- Additionally, you will lose one attendance laurel if . . .
  - you are not prepared for class (homework ready, readings complete, workshop materials in-hand, etc.) or otherwise do not put forth effort to meet the "Writing Expectations" listed above.
  - you answer your cell phone in class, leave the classroom to answer your cell phone, or are “texting” during your time in the classroom.
  - you are reading non-class related material during the class period (including studying for other classes).
- Beginning with class on Wednesday, September 23, you will gain 1 attendance laurel (“one-up”) for every 8 days of attendance.
- At the end of the quarter, you will receive 25 citizenship points for each laurel up to three. Each laurel above 3 will receive an additional five points (for a maximum total of 90 points).
- Ending the quarter with fewer than 4 attendance laurels remaining may result in the lowering of your final score by 50 points per laurel under 3. Ending the quarter with no laurels remaining may result in an automatic "game over" for this course.

Paper Rewrite Policy

In general, paper rewrites are not allowed; however, I will occasionally ask for rewrites if a paper does not meet the basic rubric requirements – if requested, rewrites must be submitted within one week of the request in order to receive a 50 percent score on the assignment.

Completing all assigned work for this class is a minimum requirement of the course; not completing any given assignment may result in failure of the course. Not completing three weekly weekly quizzes during the quarter or missing three journal entries will likely result in a score of zero for the respective portion of your grade. Not completing five or more weekly quizzes or missing five or more journal entries (combined) during the quarter may result in a lowering of your grade by one full grade (A to B, etc.). Two suggestions for minimizing missed assignments, especially those that occur as a result of absences, are to write down the name of two classmates you can turn to for missed information and to check Blackboard daily for assignments, readings, and other class notes. Make-up quizzes (for those given in-class) and paper rewrites are not permitted in this class.

Classmate 1: __________________________________________________

Classmate 2: __________________________________________________
Responsible Class Conduct

What follows may seem obvious, but I have noticed that people have different understandings of "responsible" class conduct. To avoid hard feelings or misunderstandings, let me tell you what I expect.

I expect you to come to class on time, stay until the end, and pay attention while here. Coming late, leaving early, reading, talking to friends, opening crinkly wrappers, popping open soda cans, snapping or popping your gum, or playing with your cell phone are all disruptive, and, frankly, rude to me and your classmates. I expect you to be prepared with drafts on workshop days. I expect you to participate fully with your assigned peer group and provide adequate (at least) and meaningful input during your workshop sessions. I expect participation in class discussions, both in class and on Canvas. We are all responsible for maintaining the learning environment here. Please, be considerate.

Academic Honesty (or lack thereof)

Plagiarism is presenting as your own the IDEAS OR WRITING of someone else without proper recognition of the sources. Plagiarized papers will receive an F, at least. I may fail you for the course for plagiarizing a single assignment. University Policy requires that serious cases of plagiarism, which are a violation of the Student Code of Conduct, be reported to Student Affairs. Academic dishonesty is defined in the student conduct code (http://www.cwu.edu/student-success/student-rights-and-responsibilities). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In cases where academic dishonesty is confirmed, a “W” can be replaced with a letter grade. (Thanks to Dr. Steven Olson for the inspiration and much of the content of this Citizenship policy)

Course Calendar

A complete calendar for the quarter is available on the Home page of Canvas.

Due Daily/Weekly

Journal Entries are due between EVERY scheduled class period. Entries should be made between the end of class and the beginning of the next class. Entries made in the same time period as other entries (two entries between the same classes) or made during a scheduled class period will not be scored. For information on what the content of these entries should be, see the next page. Weekly Readings can be found on the Canvas Home Page. Each week you are assigned from one to three chapters from The Writer's Harbrace Handbook. It is your responsibility to check the calendar each day, or week, for the appropriate readings. The entire course reading calendar may be printed out following the first day of class. Weekly Quizzes on the assigned reading from The Writer's Harbrace Handbook, 5th edition will be posted every Thursday at 12:00 am and turn off promptly at 11:59 pm. It is your responsibility to log into Canvas anytime every Thursday and take the quiz. Most quizzes should take no more than 30 minutes and will be timed accordingly. If you need special accommodations, you will need to meet with DSS and me before the scheduled quiz time. I will not make retroactive accommodations.

You will be allowed one attempt at a quiz. If you exit the quiz for any reason, you are finished. I will not re-enable quizzes for students under any circumstances - NO EXCEPTIONS.
Paper Due Dates

All Papers must be submitted to Canvas in .doc or .docx format prior to 11:00 am on their respective due date. I do not grant individual extensions on papers; however, I reserve the right to grant a class-wide extension if deemed necessary - though you should not count on it.

Summary Paper: October 12
Informal Rhetorical Essay: October 26
Summary-Response Paper: November 6
Synthesis Proposal: November 13
Final Synthesis Paper: December 4
Reflection Letter: December 9

The Informal Rhetorical Essay, the Synthesis Proposal, and the Reflection Letter MUST be turned in on time, or you will receive a zero for the assignment; all other papers are subject to the “Late Paper Policy.” You must turn in a Synthesis Proposal to be eligible to write a Final Synthesis Paper.

Late Paper Policy

Unless otherwise specified, papers may be turned in one day (24 hours) late for an automatic 10 percent reduction, two days (48 hours) late for an automatic 20 percent reduction, or three days late for an automatic 50 percent reduction. Papers more than three days (72 hours) late and up to one week late will be accepted with no score. Papers will not be accepted more than one week late under ANY circumstances and will result in the lowering of your final grade by the number of points the paper was worth in addition to the loss of the paper score. (Note: the standard policy for students who miss major assignments is to fail the student from the course instead of simply losing double the points.)

Exams

There are two exams in this class. You must take the exams on the specified date. Make-up exams are not allowed for any reason. A portion of the Mid-term exam will be online multiple choice in place of the weekly quiz on Thursday, October 15; the remainder of the midterm exam will be a short essay type assignment that will be available on October 15 and due before class on Friday, October 16.

Mid-term exam on MLA, Quoting, Paraphrasing, and Summarizing Sources: Friday, October 16.

Final Exam: Consult the Safari for this quarter's scheduled day. The Final exam for this course will occur online and will be available for a 24 hour period on the scheduled day of the final.
<table>
<thead>
<tr>
<th>Date</th>
<th>Planned Content</th>
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<tbody>
<tr>
<td>9/23/2015</td>
<td>Introductions, Syllabus Review, Class procedures,</td>
</tr>
<tr>
<td>9/25/2015</td>
<td>Syllabus, Class procedures, cont., Grammar lesson 1a Clauses</td>
</tr>
<tr>
<td>9/28/2015</td>
<td>(First Monday) Grammar Lesson 1b (Clauses cont., Phrases)</td>
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<tr>
<td>9/30/2015</td>
<td>MLA Lesson 1 In text Citation and Works Cited</td>
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<tr>
<td>10/2/2015</td>
<td>MLA Lesson 2 Quoting, Paraphrasing, Summarizing</td>
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<tr>
<td>10/5/2015</td>
<td>Summary Lesson Rubric, How to Summarize</td>
</tr>
<tr>
<td>10/7/2015</td>
<td>Grammar Lesson 2 Splices, Fragments, Fused Sentences</td>
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<tr>
<td>10/9/2015</td>
<td>Peer Review, Summary draft</td>
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<tr>
<td>10/12/2015</td>
<td>Rhetorical Situation in class activity</td>
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<tr>
<td>10/14/2015</td>
<td>Rhetorical Situation Lecture</td>
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<tr>
<td>10/16/2015</td>
<td>Rhetorical Essay assigned, short informal homework assignment.</td>
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<tr>
<td>10/19/2015</td>
<td>(Online Discussion) Rhetorical situation of Summary Article</td>
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<tr>
<td>10/21/2015</td>
<td>Summary Response Rubric, short lesson on using electronic grammar and spell checking.</td>
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<tr>
<td>10/23/2015</td>
<td>Evaluating Sources, Using Sources Rhetorically (B.E.A.M. Schema), midterm review (ten minutes)</td>
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<tr>
<td>10/26/2015</td>
<td>How to Respond (Agree, Disagree, Qualify)</td>
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<td>10/28/2015</td>
<td>Emerson in class Discussion</td>
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<td>10/30/2015</td>
<td>Comma Usage</td>
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<tr>
<td>11/2/2015</td>
<td>Enthymeme (Assumptions, Reasons, Assertions)</td>
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<tr>
<td>11/4/2015</td>
<td>Writing Thesis Statements</td>
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<tr>
<td>11/6/2015</td>
<td>(Online) Summary Response Introduction and Thesis Peer Workshop</td>
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<tr>
<td>11/9/2015</td>
<td>Veteran's Day</td>
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<tr>
<td>11/11/2015</td>
<td>Using Sources Responsibly, Plagiarism</td>
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<tr>
<td>11/13/2015</td>
<td>(Online) Summary Response Final Peer Review</td>
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<tr>
<td>11/16/2015</td>
<td>Synthesis Proposal Assignment (Final Draft Summary Response Due)</td>
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<tr>
<td>11/18/2015</td>
<td>Synthesis Assignment, Synthesizing Sources</td>
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<tr>
<td>11/20/2015</td>
<td>Online Peer Review 1 Online Groups (during these days, I am online with students in chat and available in my office)</td>
</tr>
<tr>
<td>11/23/2015</td>
<td>Online Peer Review</td>
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<tr>
<td>11/25/2015</td>
<td>Thanksgiving Break</td>
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<tr>
<td>11/27/2015</td>
<td>Thanksgiving Break</td>
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<tr>
<td>11/30/2015</td>
<td>Online Peer Review</td>
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<tr>
<td>12/2/2015</td>
<td>Online Peer Review</td>
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<tr>
<td>12/4/2015</td>
<td>Final Day of Class</td>
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**Disclaimer**

While I make every effort to have an accurate syllabus and to abide by the grading and schedule as set forth herein, I reserve the right to make minor adjustments as necessary to accommodate time and error.
Journal Guidelines

- 3.5 points per entry X 29 possible entries = 101.5 possible points.
- Each entry must be at least 100 words, there’s no maximum length limit
- 3 entries per week – 1 between each Monday and Wednesday, 1 between each Wednesday and Friday, and 1 between each Friday and Monday - beginning with the first day of class (Wed., Sept 23) and excluding Veteran’s Day and the Thanksgiving break when only 1 entry is required over the break period.
- The entries should reflect on English 101 or CWU academics in general; however, an occasional deviation will not adversely affect your score.
- Entries should be typed directly into the journal assignment and not uploaded as a .doc, etc. (Think Facebook Status Update).
- To make subsequent entries after your first, select the "resubmit assignment" link.
- Entries should not be used to communicate issues that are better suited for email (e.g. questions about assignments, absence excuses, etc.).