Critical Reading and Responding

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Required Texts & Tools


Every student must have regular and consistent Internet access, the ability to play multimedia (PDFs, streaming video, audio), a current browser that runs Canvas (preferably Chrome), and a word processor able to read and write docx files.

Course Information and Description

**Instructor:** Joseph Johnson  
**Office:** Language & Literature 403i  
**E-mail:** josjohns@cwu.edu  
**Office hours:** MWF 1–1:50pm or by appointment  
**Contact hours:** Your instructor will check Canvas/email twice a day (morning and evening) on weekdays and once on the weekend. Please allow up to 24 hours for responses (48 hours on weekends).

This course will help you to develop the skills necessary for **academic writing** and **reading in context** (rhetorical situation). Through assignments involving critical reading—responding and sourcing—you will generate complex questions, explore multiple perspectives, write summaries and responses, and synthesize ideas and sources.
Paper Expectations

A finished paper should have...

- 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

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.
- 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.

- 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.

ADA Statement

If you wish to set up academic adjustments in this class, please provide a copy of your “Confirmation of Eligibility for Academic Adjustments” so we can discuss how to implement the approved adjustments. Disability Services, Hogue 126, www.cwu.edu/disability-support, or 963-2214.

Citizenship/Online Conduct

Everyone is expected to be respectful of other people, their ideas, and their work. Obscene or demeaning language and behavior is never appropriate or acceptable, nor is discrimination of any kind against race, gender, religion, age, disability, or sexual orientation, whether spoken or written.

Any such conduct will not be tolerated, and any student who violates this expectation will be reprimanded accordingly. Such reprimands may include being removed from discussions, receiving a lower participation grade, receiving a lower assignment grade, or, in some situations, being reported to Student Affairs.
Writing Center/Extra Credit

All student writers, of all disciplines, are invited to work with consultants through the University Writing Center. The Writing Center is available free. For more information, see its website:

www.cwu.edu/learning-commons

- The Writing Center offers on-campus appointments in Ellensburg, Des Moines, Lynnwood, and Everett.
- The Writing Center offers online appointments to students at all campuses.
- The format of a session is two writers talking about writing. They can brainstorm ideas and outlines, work on research skills and citations, as well as discuss ways to revise drafts in ways that reflect sentence-level issues, purpose, organization, and audience.
- Each session lasts up to 50 minutes.
- Students should bring/send the assignment sheet, syllabus, and related materials.
- Students may drop by and hope there is an opening, or they may call 963-1270 to make an appointment.

Extra Credit: If you have a Writing Center consultation and your consultant submits a session summary report, you will earn five extra credit points. The five points will be added to the “Bonus” column in the grade book. You may only earn five points per assignment (only the Summary, Rhet Analysis, Summary-Response, Syth Plan, and Synthesis). 25 points max.

Submissions & Deadlines

Start early and complete all readings. As the course progresses, missed details will be more costly to your grade. Even skilled writers will have difficulty completing well-edited, cohesive papers without proper planning and revising.

If you need extra assistance with your writing, exchange files with a peer, consult your instructor, and/or visit the Writing Center. The Writing Center is available free.

Deadlines

Deadlines for all assignments (apart from some discussions) are 8pm (Ellensburg time) on the specified Fridays.

- Quizzes and Tests. All quizzes and tests must be completed before their due date and time. Once closed, quizzes and tests will not be re-opened.
- Discussion Boards. Late posts will be read, but not evaluated for points.
- Other Assignments: Writing assignments lose 1 point every hour they are late. All assignments later than 72 hours will receive 0 points. Assignments not submitted by 11:59 pm Dec. 4 receive 0% credit (including the Exploratory Synthesis). If you foresee an issue submitting an assignment on time, contact your instructor immediately. Extensions are not guaranteed, but will be considered—but only before an item is due. (Note: these particular assignments are marked with a ✍️ under the “Grading” list on the next page.)

Revision

You may revise your Rhetorical Analysis for a better grade. This is the first paper, and the feedback provided on it will offer a clear sense of the standards for the course. To receive an adjusted score, your revision must be submitted no later than 8:00 p.m. on October 30. You must also complete a consultation with the Writing Center about the paper. The revision score may raise a paper grade up to a max of 84 points. Remember, revision requires re-thinking/re-viewing a paper, not just making editing corrections. A revised paper will feel new.
# Grading

Your final grade will be calculated according to the points you earn in the six modules (1000-point scale):

<table>
<thead>
<tr>
<th>Modules</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE 1: Foundations</td>
<td>170pts</td>
</tr>
<tr>
<td>Discussion (Introductions)</td>
<td>20</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>25</td>
</tr>
<tr>
<td>Grammar Quizzes {5 quizzes}</td>
<td>125</td>
</tr>
<tr>
<td>MODULE 2: Reading &amp; Rhetoric</td>
<td>230pts</td>
</tr>
<tr>
<td>Discussion (Reading)</td>
<td>30</td>
</tr>
<tr>
<td>Rhetorical Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Summary</td>
<td>100</td>
</tr>
<tr>
<td>MODULE 3: Sourcing</td>
<td>100pts</td>
</tr>
<tr>
<td>Quotes, Paraphrases, Summaries, MLA Test</td>
<td>50</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>50</td>
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<tr>
<td>MODULE 4: Responding</td>
<td>100pts</td>
</tr>
<tr>
<td>Summary-Response</td>
<td>100</td>
</tr>
<tr>
<td>MODULE 5: Planning and Drafting</td>
<td>100pts</td>
</tr>
<tr>
<td>Synthesis Plan</td>
<td>70</td>
</tr>
<tr>
<td>Synthesis Page 1 (📝)</td>
<td>30</td>
</tr>
<tr>
<td>MODULE 6: Synthesizing and Editing</td>
<td>300pts</td>
</tr>
<tr>
<td>Discussion (Synthesis)</td>
<td>30</td>
</tr>
<tr>
<td>Exploratory Synthesis</td>
<td>200</td>
</tr>
<tr>
<td>Editing Tests 1 &amp; 2</td>
<td>70</td>
</tr>
</tbody>
</table>

**TOTAL POINTS:**

- **A**: 930 +
- **A-**: 900-929
- **B+**: 870-899
- **B**: 830-869
- **B-**: 800-829
- **C+**: 770-799
- **C**: 730-769
- **C-**: 700-729
- **D+**: 670-699
- **D**: 630-669
- **D-**: 600-629

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# Modules

**The modules are sequential:** you must complete work in one before moving to the next. They also have specific closing dates. Sometimes, you can move forward, but be careful not to fall behind.

1. **FOUNDATIONS.** In this module, you'll do some Canvas orientation, verify that you understand this syllabus, and run through a number of grammar and usage rules. Closes 8pm, 10.2.

2. **READING & RHETORIC.** In this module, you'll read a few articles and start thinking about the material you want to write about this quarter. You will also learn and write about “The Rhetorical Situation” and write a Summary. Closes 8pm, 10.16.

3. **SOURCING.** In this module, you will develop your essential skills for successful and ethical academic writing. Also, you will present a selection of sources for your upcoming Synthesis. Closes 8pm, 10.30.

4. **RESPONDING.** In this module, you will build upon your reading and sourcing skills through a sophisticated writing project involving the analysis and merging of two academic articles. Closes 8pm, 11.6 (one-week module).

5. **PLANNING & DRAFTING.** Before you submit your Exploratory Synthesis, you’ll need to make some mistakes with it. In this module, you will work on structure and writing, preparing all the materials you need to develop a university-level Synthesis paper. Closes 8pm, 11.20.

6. **SYNTHESIZING & EDITING.** This module will require tremendous work, so start as early as possible. The Exploratory Synthesis is a significant piece of academic writing that should successfully demonstrate your abilities as an academic reader and writer. Also, you will be asked to take two editing tests to show your ability to properly finish writing. Closes 8pm, 12.4. **Note:** All work not submitted by 11:59pm, Friday, 12.4, the end of the class, immediately receives a zero score.
**Plagiarism**

A demonstrable case of plagiarism will likely result in a failing grade for the assignment and may result in a failing grade for the class. Furthermore, such a violation of the Student Code of Conduct may be reported to Student Affairs. (See “106-120-027 Proscribed conduct 2.h” at www.cwu.edu/student-success/student-rights-and-responsibilities.)

**Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due</th>
<th>Notes and Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.25</td>
<td>Introductions (Discussion)</td>
<td><strong>Syllabus</strong>: All pages</td>
</tr>
<tr>
<td></td>
<td>Syllabus Quiz</td>
<td><strong>HE</strong>: 246–266 (Sentence Essentials), 269–271 (Fragments), 272–276 (Splices and Fused Sentences), 366–374 (Commas), 375–379 (Colons/Semicolons), 379–384 (Apostrophes), 385–390 (Quotations).</td>
</tr>
<tr>
<td>10.2</td>
<td>Grammar Quizzes (five)</td>
<td><strong>HE</strong>: 406–410 (Capitals), 411–413 (Italics).</td>
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<tr>
<td>10.9</td>
<td>Rhetorical Analysis</td>
<td><strong>C</strong>: “Superman and Me,” “The Utility and Ubiquity of Taboo Words,” Key Texts/Topics</td>
</tr>
<tr>
<td>10.16</td>
<td>Summary Reading (Discussion)*</td>
<td><strong>HE</strong>: 2–5 (Rhetorical Situation), 75–80 (Evaluating Sources), 90–93 (Paraphrasing and Summarizing), 306–310 (Good Usage), 80–84 (Using Sources), 85–89 (Acknowledging Sources), 98–103 (Plagiarism), 106–115 (MLA Citations), 116–146 (MLA Works Cited), 157–158 (Sample WC).</td>
</tr>
<tr>
<td>10.23</td>
<td>Quoting, Paraphrasing, Summarizing, and MLA Tests</td>
<td><strong>HE</strong>: 350–355 (Good Usage), 81–84 (Using Sources), 85–89 (Acknowledging Sources), 98–103 (Plagiarism), 106–115 (MLA Citations), 116–146 (MLA Works Cited), 157–158 (Sample WC).</td>
</tr>
<tr>
<td>10.30</td>
<td>Annotated Bibliography</td>
<td><strong>HE</strong>: 32–33 (Writing Arguments), 93–98 (Responding), 10–12 (Developing Paragraphs), 7–10 (Planning), 20–21 (Transitions).</td>
</tr>
<tr>
<td>11.13</td>
<td>Synthesis Plan</td>
<td><strong>C</strong>: “Superman and Me,” “The Utility and Ubiquity of Taboo Words,” Key Texts/Topics</td>
</tr>
<tr>
<td>12.1</td>
<td>Synthesis (Discussion)*</td>
<td><strong>Optional</strong>: 515–529 (Glossary). Review 246–266 (Sentence Essentials), 269–271 (Fragments), 272–276 (Splices and Fused Sentences).</td>
</tr>
</tbody>
</table>

*Note: These discussions require an initial post to be made at least 24 hours before the discussion closes.*

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**Are you on or near the CWU/Ellensburg campus?**

Even though this an online-only class, I love meeting students in “real life.” Feel free to schedule an appointment or just say “Hi.” I’m happy to meet if we can align our schedules. Sometimes a face-to-face meeting can also help get a fuller understanding of assignments and expectations.
Assignment Overview

**Reading & Videos:** In an online course, readings and online videos are the primary forms of instruction. Students are required to view all assigned videos and complete readings. Videos are posted in each module on the Canvas site. See page 5 for the required readings by weeks/modules.

**Videos, Assignments, & Success:**
The difference between students who successfully complete this course and those who don’t often comes down to two common traits: Successful students study the videos and submit work that reflects an understanding of the assignments; failing students skip videos (or wait until the last moment) and miss assignments. The videos are for your benefit. Please use them, even if they seem boring.

**GRAMMAR QUIZZES**
[5 quizzes totalling 125 points]: Each quiz covers an assigned reading section from your Harbrace Essentials (HE) text. A quiz consists of 10–20 multiple choice questions. All five quizzes must be completed by the end of M1.

**RHETORICAL ANALYSIS:** This assignment requires you to choose any written or visual text of your choice. You must use precise writing to identify the various component of the Rhetorical Situation within that text. M2.

**SUMMARY:** The SUMMARY is an exercise in summarizing your Key Text. You will be expected to demonstrate an understanding of the source and present it for an audience, considering a rhetorical situation. This paper will require you to detail the ideas of the author for three different situations. It may not contain your perspectives or evaluations. M2.

**ANNOTATED BIBLIOGRAPHY:** The BIBLIOGRAPHY is an exercise in summarizing that asks you to assemble proper MLA-formatted bibliographic information with short, objective source summaries. M3.

**QPS AND MLA TEST:**
This test gauges your ability to paraphrase and quote a source, in addition to using proper citation, including the usage of attributive tags. The test will also include simple questions on plagiarism and the plagiarism policy. M3.

**SUMMARY-RESPONSE:** This paper builds upon your skills as an objective reader able to discern the rhetorical situations of two sources. You will present a close reading of selected ideas of your Key Text, then combine those ideas with another text to form a response to a text’s claims or ideas. M4.

**SYNTHESIS PLAN:** This brief but formal exercise asks you to consider some topics that will appear in your Synthesis. You will need to demonstrate the ability to synthesize multiple sources in a few sentences. M5.

**SYNTHESIS PAGE:** Consider this something of a lightly polished draft of your first page. It’s a way of forcing yourself to draft; it also provides a chance for your instructor to offer some thoughts and ideas that might help improve your Synthesis. M5.

**EXPLORATORY SYNTHESIS:**
This paper is your opportunity to demonstrate your grasp of the essential skills necessary to write an academic paper. You will show your abilities to summarize, respond, develop a thesis, write coherently, cite, attribute, and draw from multiple sources. The Synthesis should be a complete paper written to the best of your ability, free of structural flaws and proofing errors. M6.

**EDITING TESTS:** These two Canvas tests gauge your ability to correct problem sentences. They also check your ability to discern phrases and clauses, identify grammar and usage issues, and recognize proofing errors. M6.

**INTRODUCTION/ DISCUSSION POSTS**
and RESPONSES Although discussion boards are used minimally in this course, they are important and require thoughtful engagement of material and ideas, from readings and classmates. Module 1, M2, M6.

**SYLLABUS QUIZ:** This brief quiz will test your comprehension of this class’s requirements and polices as stated in the syllabus. M1.