English 101.006 (Composition I: Critical Reading and Responding)

Basic Information

Instructor: Josh Aubol
Classroom: Farrell Hall 112
Office: Lang 408G
Course Time: M/W/F 9:00-9:50 AM
Office Hours: Mon 10:00am-11:00am
Tue 8:00am-10:00am PM
Or by appointment
E-mail: AubolJ@cwu.edu

Writing Center in the Academic and Research Commons: Brooks Library, First Floor, 963-1270

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 and responses. You will also learn how to craft prose that meets the expectations of an academic audience. The culminating assignment for the course is a synthesis paper in which you answer a research-based question of interest to you and to others in your class.

Specific outcomes for English 101 are listed in the coursepack.

English 101 Texts and Materials


English 101 Coursepack (Coursepacks are on shelves on the back [south] wall of the bookstore.)

Recommended: A folder for keeping handouts

Canvas and Outlook E-mail

Canvas is an electronic tool that can help you keep track of your grades, assignments, and course documents. Any announcement I post on Canvas will be sent to your CWU e-mail account. Any messages I send you individually will also go to your CWU account. You can find links for both Canvas and your campus e-mail account on the upper-right side of CWU’s home page, under Wildcat Connection.

Class Policies and Expectations

Attendance/Participation/Tardiness

- To achieve the goals of this course, you will have to participate actively, completing all assignments and taking part in discussions. Your contributions are crucial to your success and to the success of the course as a whole, so you are expected to attend every class. You will receive a grade for your participation.
- If you have to miss class, inform me of your impending absence, check Canvas for handouts and assignments, and talk with a classmate about that day's lesson when you return. When you have to miss class because of scheduled commitments such as games or concerts, submit an official calendar or letter at the beginning of the quarter and make arrangements so that your assignments are submitted on time. You will be held responsible for completing any work assigned while you are gone.
• If you miss more than six classes, you will receive a failing grade for the course. You may continue to attend class and submit papers for comments; however, you will not receive any points or letter grades for this work. Because you are expected to participate in class, this course does not distinguish between excused and unexcused absences, including those related to university events. If you must miss more than three classes, you are strongly encouraged to drop this course and add another course or an online section of English 101.

• If you are late, talk to me after class. If you are consistently late, you will not receive full credit for participation. If you are more than fifteen minutes late to class, you will be considered absent for that day.

Classroom Disruptions
Students whose conduct is disruptive or disorderly (e.g., talking out of turn or using cell phones and other electronic devices in class) will be reprimanded. A student who is consistently disruptive will be asked to leave the class, and the incident will be reported to the Dean of Student Success. If you need to use a laptop or other device for coursework, please make arrangements with me before class.

Late Work
Turn in your assignments on time. Late assignments may not be accepted unless arrangements have been made in advance. If arrangements have been made, the grade on any late assignment accepted may still be reduced by 5 percent for each day it is late.

Revision Policy
Be sure to start assignments early. You should bring your papers to class workshops and, if necessary, to the Writing Center BEFORE you submit them. You will be able to revise only one paper for a better grade. You will have one week to submit this revision. It should be accompanied by a detailed explanation of the changes you have made. Papers submitted during the last week of class or during finals week may not be revised.

Homework
Because this is a four-credit course that meets only three days a week, you are expected to do nine hours of homework each week (two for each credit and one for the day class does not meet).

Conferencing
At least once this quarter, you will be required to attend an individual conference in my office. A missed conference will count as an absence.

Plagiarism and Academic Dishonesty
Academic dishonesty, including plagiarism, will result in a failing grade for the assignment and may result in a failing grade for the course. Academic dishonesty is defined in the student conduct code (http://www.cwu.edu/student-success/student-rights-and-responsibilities). 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.

Academic Adjustments
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, please discuss them with me as soon as possible. To determine whether you qualify for specific accommodations, contact Disability Services. It is your responsibility to make sure a list of accommodations is sent to me. For more information, drop by Hogue 126, call (509) 963-2214, or email ds@cwu.edu.
Your final grade will be calculated according to the number of points you earn.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Preparation, Homework, and Participation</td>
<td>100</td>
</tr>
<tr>
<td>Toolkit Quizzes and Test (Grammar and Editing)</td>
<td>150</td>
</tr>
<tr>
<td>Eight Quizzes = 100; Test = 50</td>
<td></td>
</tr>
<tr>
<td>Citation and Documentation Test</td>
<td>50</td>
</tr>
<tr>
<td>Summarizing Paragraphs</td>
<td>50</td>
</tr>
<tr>
<td>Summary</td>
<td>100</td>
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<tr>
<td>Summary-Response Paper</td>
<td>150</td>
</tr>
<tr>
<td>Research Proposal and Annotated List of Works Cited</td>
<td>50</td>
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<tr>
<td>Preliminary Synthesis Assignment</td>
<td>100</td>
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<tr>
<td>Exploratory Synthesis Paper</td>
<td>200</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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To pass the course, you must submit ALL writing assignments. You may not submit a paper written previously.

**Extra Credit**
The Writing Center is an excellent resource for students of all skill levels who desire help with any stage of the writing process (prewriting, drafting, revision, etc.). You will earn two extra credit points on your assignment if I receive online notification that you worked with a tutor at the Writing Center. A maximum of ten extra points can be earned.

**Grading Scale**

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>930-1000</td>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>900-929</td>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>870-899</td>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>830-869</td>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>800-829</td>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>770-799</td>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>730-769</td>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>700-729</td>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>670-699</td>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>630-669</td>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>600-629</td>
<td>D-</td>
<td>60-62%</td>
</tr>
</tbody>
</table>

**Course Schedule**

Class meets on Mondays, Wednesdays, and Fridays. Make good use of your Tuesdays and Thursdays by visiting the University Writing Center.

**GETTING STARTED**

**Week 1**
Wednesday, September 20

Agenda: Introductions / Critical Thinking

Homework: (1) Complete the diagnostic assignment. (2) Read 1a-c in Harbrace Essentials (HE). (3) Read “The Rhetorical Situation” in the coursepack and compare and contrast the two excerpts about gambling.
THE RHETORICAL SITUATION
Friday, September 22 (Due: Diagnostic Assignment)
Agenda: The Rhetorical Situation / Sentence Essentials
Homework: (1) Read 17a-c in HE and identify just the subjects and predicates in Exercise 17.2 on page 257. (2) Take the practice quiz (ungraded).

Week 2
Monday, September 25
Agenda: Writer's Toolkit 1 (Subject and Predicates) / The Rhetorical Situation
Homework: (1) Read actively and critically the article assigned. (2) Rewrite the first paragraph so that it is appropriate for a less formal rhetorical situation. (3) Take Toolkit 1 Quiz.

Wednesday, September 27 (Due: Toolkit 1 Quiz)
Agenda: Reading Rhetorically / Unity and Coherence
Homework: (1) Read 3a-d in HE. (2) Choose a paragraph or two from the assigned article and describe three features that make the paragraph(s) unified and coherent and/or choose a paragraph and identify which rhetorical method was used to develop it. (3) Read 11c-e and 12a-c in HE and complete "Quotations and Paraphrases" in the coursepack.

SUMMARIZING SOURCES
Friday, September 29
Agenda: Reading Rhetorically / Quoting, Paraphrasing, and Summarizing Paragraphs
Homework: (1) Read 11f and 17d-e in HE. (2) Complete Summarizing Sources Assignment in the coursepack.

Week 3
Monday, October 2 (Due: Summarizing Sources Assignment)
Agenda: Toolkit 2 (Phrases and Clauses) / Citing and Documenting Sources
Homework: (1) Prepare for the test on quoting, paraphrasing, citing sources, and documenting sources. (2) Read chapter 13 in HE and complete the study guide. (3) Take Toolkit 2 Quiz by Wednesday.

Wednesday, October 4 (Due: Toolkit 2 Quiz)
Agenda: Test on Citing and Documenting Sources (open book)
Homework: (1) Read "Doubts about Doublespeak" and write function statements (brief summaries) for each paragraph. (2) Read 18a-c in HE.

Friday, October 6
Agenda: Summarizing Sources
Homework: (1) Review “Guidelines for Summarizing” in the coursepack. (2) Start the Summary Assignment. (3) Complete Exercise 18.1 on page 272; take Toolkit 3 Quiz by Friday. (4) Read "The Politics of Work, Family, and Community"; then read and score "Balancing Act" (pp. 41-42), using the criteria of the summary assignment.

Week 4
Monday, October 9
Agenda: Toolkit 3 (Avoiding Sentence Fragments) / Strategies for Summarizing
Homework: (1) Revise your summary. (2) Prepare a list of five questions about your paper to ask other workshop participants. (3) Toolkit Quiz 3 by Wednesday.

Wednesday, October 11 (Due: Toolkit 3 Quiz)
Agenda: Formulaic Expressions for Summarizing / Workshop
Homework: (1) Prepare a final draft of your summary. (2) Read "Responding" in the coursepack.
RESPONDING TO SOURCES  
Friday, October 13 (Due: Summary)  
Agenda: Writing in Response  
Homework: (1) Read Guidelines for Responding in the coursepack. (2) Read the assigned article and draft brief summaries of its paragraphs or main sections. (3) Read 19a-c in HE. (3) Complete Exercise 19.1 on page 277.

Week 5  
Monday, October 16  
Agenda: Toolkit 4 (Avoiding Commas Splices and Fused Sentences) / Strategies for Responding  
Homework: (1) Write your summary-response paper. (2) Take Toolkit 4 Quiz by Wednesday.

Wednesday, October 18 (Due: Toolkit 4 Quiz)  
Agenda: Formulaic Expressions for Responding to Sources / Workshop  
Homework: Prepare a final draft of your response.

SYNTHESIZING SOURCES  
Friday, October 20 (Due: Summary-Response)  
Agenda: Research Questions and Research Proposal Introduction  
Homework: (1) Read 8a-c and 9a-g in HE (2) Read 20a and 20f in HE; complete Exercise 20.1 on page 282 and Exercise 20.5 on page 296.

Week 6  
Monday, October 23  
Agenda: Toolkit 5 (Appropriate Verb Forms and Subject-Verb Agreement) / Finding Appropriate Sources  
Homework: (1) Read 10a-c and 11b in HE and review 9a-g in HE. (2) Compose a list of three research questions for which you can find at least four sources each. (3) Take Toolkit 5 Quiz Wednesday.

Wednesday, October 25 (Due: Toolkit 5 Quiz)  
Agenda: Finding Appropriate Sources / Comparing and Contrasting  
Homework: (1) Take the Narcissistic Personality Inventory: http://personality-testing.info/tests/NPI.php. (2) Use your experience taking the inventory to respond to one or more claims made in "Comparison of Perspectives on Narcissism."

Friday, October 27  
Agenda: Research Questions, Research Proposals, and Annotated Lists of Works Cited  
Homework: (1) Prepare a research proposal for Friday. (2) Read "Synthesizing" in the coursepack. (3) Read the assigned article. (4) Read 21b and 21d in HE; complete Exercise 21.1 and 21.2 on page 304 and Exercise 21.4 on page 309.

Week 7  
Monday, October 30  
Agenda: Toolkit 6 (Appropriate Pronoun Forms and Clear Pronoun Reference) / Integrating Sources  
Homework: (1) Finish your research proposal by Friday. (2) Take Toolkit 6 Quiz by Wednesday.

Wednesday, November 1 (Due: Toolkit 6 Quiz)  
Agenda: Evaluating Research Proposals / Workshop  
Homework: (1) Prepare the final draft of your research proposal. (2) Prepare your Preliminary Synthesis Assignment.

Friday, November 3 (Due: Research Proposal)  
Agenda: Synthesizing Sources  
Homework: (1) Read 21c and 21f in HE. (2) Complete Exercise 21.3 on page 307 and Exercise 21.6 on page 74. (3) Complete your preliminary synthesis assignment.
Week 8
Monday, November 6 (Due: Preliminary Synthesis Assignment)
   Agenda: Toolkit 7 (Pronoun-Antecedent Agreement and Use of First- and Second-Person Pronouns) / Introduce Exploratory Synthesis Assignment
   Homework: (1) Re-read Guidelines for Synthesizing in the coursepack. (2) Take Toolkit 7 Quiz by Wednesday.

Wednesday, November 8 (Due: Toolkit 7 Quiz)
   Agenda: Writing Synthesis Papers
   Homework: (1) Prepare a working outline or a map for the body of your paper. Indicate which sources you will use, how you will use them, and how they are connected to your other sources. (2) Read 22a, 22d, and 22e in HE; complete Exercise 22.1 on page 315, Exercise 22.3 on page 319, and Exercise 22.4 on page 321.

Friday, November 10, No Class, Veterans Day

Week 9
Monday, November 13
   Agenda: Toolkit 8 (Placement of Modifiers) / Writing Synthesis Papers / Workshop 1
   (1) Write the first three pages of your synthesis paper. (2) Take Toolkit 8 Quiz by Wednesday.

Wednesday, November 15 (Due: Toolkit 8 Quiz)
   Workshop 2 / Writing Conclusions
   Homework: (1) Finish and revise complete draft of your synthesis paper by November 27.

Friday, November 17
   Agenda: Review for the Grammar and Editing Test (Toolkit Test)
   Homework: Prepare for the Grammar and Editing Test (Toolkit Test).

Week 10
Monday, November 20
   Agenda: Grammar and Editing Test (Toolkit Test. If you miss this test, you will have to take a similar test at the end of finals week.)
   Homework: Complete draft of your synthesis paper.

Wednesday, November 22, No Class, Thanksgiving and Native American Heritage Day Recess

Friday, November 24, No Class, Thanksgiving and Native American Heritage Day Recess

Week 11
Monday, November 27
   Agenda: Evaluating Synthesis Papers / Workshop 3
   Homework: Prepare the final draft of your synthesis paper.

Wednesday, November 29
   (Due: Synthesis Paper)
   Agenda: Writing a Reflection

Friday, December 1, No Class, Committee Grading Day
   (Last day of class)
   Agenda: Reflection in-class work.
   Homework: Complete your reflection.

Finals Week: Submit your reflection on Canvas by 3:00 p.m. on Wednesday (12/6/17). Have a great winter break!