English 101.012 (Composition I: Critical Reading and Responding)

**Basic Information**

**Instructor:** Victoria Zencak  
**Classroom:** L&L 358  
**Office:** 416D  
**Office Hours:** M-W 3:00 – 4:00 (or by appt.)  
**Course Time:** M/W/F 4:00 – 4:50  
**E-mail:** victoria.zencak@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 create 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 or a small three-ring binder for keeping handouts

### Canvas and Outlook E-mail

I use Canvas to provide you with your grades, assignments, and course documents. Any announcement I post on Canvas will be sent to your CWU e-mail account, as will any messages that I send you individually. **Note:** I will not send emails to your personal email account; you must check your CWU email. Links for Canvas and your CWU e-mail account are on the CWU home page under the MyCWU heading.

### Class Policies and Expectations

**Attendance/Participation/Tardiness**

To achieve the goals of this course, you will have to participate actively, complete all assignments, and take part in discussions. Your contributions are crucial to your success and to the success of the course, so you are expected to attend every class. You will receive a grade for your participation once at midterm and once at the end of the quarter.

If you have to miss class: 1. inform me of your impending absence, 2. check Canvas for handouts and assignments, and 3. talk with a classmate about that day's lesson when you return. When you have to miss class because of university events 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.** 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.**
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 will not be accepted unless arrangements have been made in advance. The grade on any late assignment that I choose to accept will be reduced by 5 percent for each day it is late unless I tell you otherwise.

Revision Process and Formal 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 and resubmit only one paper for a better grade. You will have one week after receiving your grade and my feedback to submit this revision. It should be accompanied by a detailed explanation of the changes you have made (i.e., why they improved the quality of the assignment). Papers submitted during the last week of class or during finals week are not eligible for the formal revision process.

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 that class does not meet). Your homework for the following day is listed on the syllabus calendar. Any changes to a day’s homework will be announced in class and on Canvas.

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 (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.

Important Dates
- **April 3**: Drops completed by this date will not appear on transcripts or have tuition assessed.
- **April 26**: Deadline for complete withdrawal and 50 percent refund
- **May 12**: Deadline for uncontested withdrawal
- **June 2**: Deadline for hardship withdrawal petition
Your final grade will be calculated according to the number of points you earn.

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<tr>
<th>Grade Book</th>
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<tr>
<td>Attendance, Preparation, Homework, and Participation</td>
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<tr>
<td>Citation and Documentation Test</td>
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<tr>
<td>Summarizing Paragraphs</td>
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<tr>
<td>Summary</td>
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<td>Summary-Response Paper</td>
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<td>Research Proposal and Annotated List of Works Cited</td>
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<tr>
<td>Preliminary Synthesis Assignment</td>
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<td>Exploratory Synthesis Paper</td>
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<td>Final Reflection</td>
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<td>900-929</td>
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<td>870-899</td>
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To pass the course, you must submit ALL writing assignments. You may not submit a paper written previously.

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 five 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 credit points can be earned, but additional visits are likely to improve the quality, and thus the scores, of your assignments. If you are confused or uncertain about feedback that you receive at the Writing Center, you are welcome to come to my office with your paper draft and feedback for clarification.

Course Schedule

GETTING STARTED
Week 1
Wednesday, March 29
Agenda: Introductions / Critical Thinking
Homework: (1) Complete the diagnostic assignment. (2) Read 1a-c and 21f 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, March 31
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 syllabus quiz. (3) Bring a printed copy of the diagnostic assignment to class on Monday.
Week 2
Monday, April 3
Agenda: Writer's Toolkit 1 (Subject and Predicates) / The Rhetorical Situation
HomeWORK: (1) Actively and critically read the assigned article. (2) Rewrite the first paragraph so that it is appropriate for a less formal rhetorical situation. (3) Take Toolkit 1 Quiz.

Wednesday, April 5 (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. Then 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, April 7
Agenda: Reading Rhetorically / Quoting, Paraphrasing, and Summarizing Paragraphs
HomeWORK: (1) Read 11f in HE. (2) Complete Summarizing Sources Assignment from the coursepack and submit it on Canvas.

Week 3
Monday, April 10 (Due: Summarizing Sources Assignment)
Agenda: MLA Introduction
The Writer’s Toolkit 2: Phrases and Clauses
HomeWORK: (1) Read 17d-e. (2) Take Toolkit 2 Quiz by Friday.

Wednesday, April 12
Agenda: 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.

Friday, April 14 (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.

Week 4
Monday, April 17
Agenda: Summarizing Sources
The Writer’s Toolkit 3: Avoiding Sentence Fragments
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.

Wednesday, April 19
Agenda: 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.

Friday, April 21 (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. (3) Read 19a-c in HE.
RESPONDING TO SOURCES

Week 5
Monday, April 24 (Due: Summary)
   Agenda: Writing in Response
         The Writer’s Toolkit 4: Avoiding Commas Splices and Fused Sentences
         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) Complete Exercise 19.1 on page 277; take Toolkit 4 Quiz by Friday.

Wednesday, April 26
   Agenda: Strategies for Responding
   Homework: (1) Write your summary-response paper. (2) Take Toolkit 4 Quiz.

Friday, April 28 (Due: Toolkit 4 Quiz)
   Agenda: Formulaic Expressions for Responding to Sources / Workshop
   Homework: (1) Prepare a final draft of your response. (2) Read 20a and 20f in HE; complete Exercise 20.1 on page 282 and Exercise 20.5 on page 296. (3) Take Toolkit 5 Quiz by Friday

SYNTHESIZING SOURCES

Week 6
Monday, May 1 (Due: Summary-Response)
   Agenda: Comparing and Contrasting
   The Writer’s Toolkit 5: Appropriate Verb Forms and Subject-Verb Agreement
   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.” (3) Read 8a-c and 9a-g in HE.

Wednesday, May 3
   Agenda: Research Questions and 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) Read 21b and 21d in HE; complete Exercise 21.1 and 21.2 on page 304 and Exercise 21.4 on page 309. (4) Take Toolkit 5 Quiz.

Friday, May 5 (Due: Toolkit 5 Quiz)
   Agenda: Research Questions, Research Proposals, and Annotated Lists of Works Cited
   The Writer’s Toolkit 6: Appropriate Pronoun Forms and Clear Pronoun Reference
   Homework: (1) Prepare a research proposal for Monday. (2) Take Toolkit 6 Quiz by Wednesday. (3) Read "Synthesizing" in the coursepack. (4) Read the assigned article.

Week 7
Monday, May 8
   Agenda: Evaluating Research Proposals / Workshop
   Homework: (1) Prepare the final draft of your research proposal. (2) Take Toolkit 6 Quiz.

Wednesday, May 10 (Due: Toolkit 6 Quiz; Research Proposal)
   Agenda: Synthesizing Sources
   Homework: (1) Read 21c and 21f in HE. (2) Prepare your Preliminary Synthesis Assignment.

Friday, May 12
   Agenda: Writing Exploratory Synthesis Papers
   The Writer’s Toolkit 7: Pronoun-Antecedent Agreement and Use of First- and Second-Person Pronouns
Week 8
Monday, May 15 (Due: Preliminary Synthesis Assignment)
   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) Take Toolkit 7 Quiz.

Wednesday, May 17 (Due: Toolkit 7 Quiz)
   Agenda: Writing Synthesis Papers / Workshop 1
   Homework: (1) Write the first full draft of your synthesis paper. (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, May 19
   Agenda: Writer’s Toolkit Applications
   The Writer’s Toolkit 8: Placement of Modifiers
   Homework: (1) Take Toolkit 8 Quiz by Monday.

Week 9
Monday, May 22 (Due: Toolkit 8 Quiz)
   Agenda: Review for the Grammar and Editing Test (Toolkit Test)
   Homework: (1) Take Toolkit 8 Quiz. (2) Prepare for the Grammar and Editing Test (Toolkit Test).

Wednesday, May 24
   Agenda: Grammar and Editing Test (Toolkit Test). **Note: If you miss this test, you must email me to confirm your intent to make up the test; otherwise, you will receive a 0. The make-up time is on Friday of finals week at 8 a.m.; if you have another final at that time, you must make other arrangements with me.**
   Homework: Prepare the first full draft of your synthesis paper. (If I deem your draft incomplete, you will be excused from class and marked absent for the day; I will not waste your classmates’ time on peer-reviewing an incomplete paper.)

Friday, May 26
   Agenda: Workshop 2 / Writing Conclusions
   Homework: Finish a full-length draft of your synthesis paper by May 31. (Your paper should be ready for submission on the 31st; Workshop 3 is designed to catch oversights before submission.)

Week 10
Monday, May 29 (Memorial Day - No Class)

Wednesday, May 31
   Agenda: Evaluating Synthesis Papers / Workshop 3
   Homework: Use the feedback that you receive in class to prepare the final draft of your synthesis paper.

Friday, June 2 (Due: Synthesis Paper)
   Agenda: Writing a Reflection
   Homework: Complete your reflection.

**Finals Week: Submit your reflection on Canvas by 3:00 p.m. on Wednesday (6/7/17). Have a great summer break!**