

**ENGLISH 101:011 - 4 Credits**  
**English Composition I: Critical Reading and Responding**  
**Syllabus**

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**Instructor:** Ms. Marisa Humphrey, M.A.

**Office:** Black 225-28

**Office hours:** Monday, Tuesday, Thursday 10:00 – 10:50, **or by appointment**

**Phone:** 509-963-1539

**Email:** humphrem@cwu.edu

**Writing Center Info:** Hertz Hall, Suite 101; 963-1296 (call ahead for appointments)

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**Required Textbooks:**

- > The Allyn & Bacon Guide to Writing (ABGW), Concise 5<sup>th</sup> Edition, by Ramage, Bean, and Johnson.
  - > The Little Penguin Handbook, 2<sup>nd</sup> edition with 2009 MLA guidelines, by Faigley.
  - > Humphrey's Eng 101 Coursepack
- Bring these texts to every class meeting.*

**Other Necessary Materials:**

- > Notebook for class notes
- > Collegiate dictionary
- > Stapler

**Course Description:**

This course will help you to develop the skills necessary for reading and responding within the context of academic writing. Through assignments involving critical reading and response, you will generate complex questions and explore multiple perspectives. The culminating assignment for the course is a synthesis essay in which you explore several possible answers to a question at issue that interests you.

**Course Outcomes:**

In English 101, we will 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; and
- > Crafting prose that conforms to the expectations of an academic audience.

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**Type of Instruction:**

This class will consist primarily of lecture and discussion.

**Grading Procedure:**

In order to pass this course and move on to English 102, you must earn a grade of C- or higher. **Keep in mind that your major may require you to attain a higher grade.** Your grade in this course will be broken down as follows:

Participation	10%
½ page reactions	5%
MLA & grammar homework	5%
Quizzes	10%
Summary #1	10%
Summary #2	10%
Response paper	15%
Synthesis paper	25%
Reflection Essay	10%

Grading Scale:	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59-0	F

**Confidentiality:**

Your grade is confidential. No one else in the class (or even your parents, if you are 18 or over) has the right to know about it. If other people ask you about your scores, you are under no obligation to share that information.

**Description of Writing Assignments:**

*(More specific assignment sheets and grading sheets are included in the coursepack)*

- > Minor Assignments: These short writings allow you to explore your own responses and reactions to the course readings.
- > MLA and grammar homework: These brief projects assigned throughout the quarter will allow you to get used to using your handbook to improve your awareness of conventions for grammar and documentation.
- > Summaries: These one-page papers allow you to explain objectively and accurately the main points of an article and to practice MLA documentation.
- > Response: This two- to three-page paper allows you to respond logically and rationally to an author's ideas, based on your own knowledge, experience, and critical thought.
- > Synthesis: This five- to seven-page paper allows you to incorporate all of the writing techniques that you learned from the previous papers. You will choose an issue question based on class readings, look for the different ways that our authors answer your issue question, look for connections among the readings, and explore the complexities of your issue question.
- > Reflection Essay: This one- to two-page essay allows you to reflect on what you have learned over the course of the quarter.

**Policies on Course Work:**

- > General grading criteria: Every essay submitted must have the following features:
  - a clear purpose and focus that fulfills all of the assignment requirements;
  - a tone appropriate for the assignment (formal and academic unless otherwise noted);

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- an organization that is focused and unified, complete with transitions and topic sentences to provide cohesion;
  - coherent development that is consistently relevant to the purpose of the essay;
  - concise, clear, strong, and effective sentences;
  - consistently correct grammar, punctuation, spelling, and mechanics; and
  - accurate documentation of any sources used.
- > **Drafting:** Start your assignments early. After drafting a paper, you should revise it several times before peer review and then revise each paper several more times and edit it meticulously before submitting the final version. **Always proofread a printed draft of your paper before you print the final version.** This is vital and **not** a waste of paper. You can find clever ways to re-use your draft paper.
- > **Late papers:** Assignments must be turned in at the beginning of class on the day that they are due or earlier. **Late assignments will not be accepted. Period.**
- > **Emailing assignments:** Assignments may be emailed to the instructor **on time only** under emergency circumstances, such as personal health issues or family emergencies. Sleeping late, forgetting to do the work, being hung over, and/or not being caught up with class work do not count as emergency circumstances.
- > **Revision and resubmission:** If you score a 65% or lower on a paper, you may rewrite it and resubmit it to make sure that you get a firm grasp of the concepts behind the paper before you move on. You may resubmit only one paper during the quarter. If you wish to rewrite and resubmit a paper, you must turn in the rewritten paper **no later than one week** after the date you received back the graded paper. In other words, if the instructor hands back a graded paper on a Monday, you have until the following Monday to seek additional assistance, revise the paper, and resubmit it. The late paper policy above still applies to resubmissions. When resubmitting a paper, you must include the original graded copy with the revision. **It is your responsibility to remember this policy as the instructor may not remind you of it.**
- > **“Recycled” papers:** Do not submit papers that you wrote for another class or for a previous English class.
- > **Quizzes:** Quizzes will cover the reading assigned in the class schedule below. Quizzes will be multiple choice or true/false and will occur at the beginning of the class period and will last for about five minutes. Some quiz questions will test your knowledge of what the text said, other questions will test your understanding of the concepts.
- > **Make-up quizzes:** Make-up quizzes are allowed only if the student missed the quiz due to personal health problems or family emergencies. It is the student’s responsibility to contact the instructor and arrange a time to make up any missed quizzes. Quizzes must be made up **no later than one week** (7 calendar days) from the original date. Failure to make up a quiz will result in an automatic 0 for that quiz.

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- > Extra credit: There is no extra credit available in this class. However, help is always available to you through the instructor and the Writing Center, but you must take the initiative to seek additional advice.
- > Documentation of sources: Quotations **and summarized ideas** taken from sources must be fully acknowledged and correctly documented according to the MLA guidelines set forth in The Little Penguin Handbook. We will be working on how to do that correctly in and out of class. If you do not document your sources correctly, here or in any other class, you risk being charged with plagiarism.
- > Plagiarism: Simply put, you can be unceremoniously tossed from this university for plagiarizing, thus ending your academic career. Be warned that I will have absolutely no tolerance, sympathy, or pity for those who willfully plagiarize. Plagiarism includes, but is not necessarily limited to, copying another's work; turning in work which you did not write; turning in work that a relative, friend, or internet ghost writer wrote for you; and copying phrases or ideas out of books, articles, or websites without proper documentation. Such a violation of the university policy **will** be reported to Student Affairs. **I reserve the right to fail you for the entire course if you turn in any plagiarized work.**

**Class Policies:**

- > Participation: Participation is an overall score assigned at the end of the quarter to assess your involvement in the class over the course of the whole quarter. The grading standard is the same as it is for papers: a 75% (C) denotes average participation, 85% (B) is above average, and so on. There are many ways to participate in class. The most obvious way is to join in classroom discussions. However, participation also includes joining in small group discussions, asking relevant questions during class, meeting with the instructor, going to the Writing Center, giving useful feedback during peer review, coming to class regularly, and being interested and engaged in what you are learning in this course.
- > Attendance: Attendance is part of your participation grade. Obviously, if you aren't in class regularly, you can't participate. At the end of the quarter, if your overall grade is on a borderline between grade categories, I will consider bumping your overall grade up if you have attended class faithfully and have participated consistently.
- > Absences: You are allowed 3 "free" absences; use them wisely and sparingly. Students who miss more than 3 classes may have trouble passing the course successfully due to missed information. Absences are never excused because absence is still absence regardless of the reason; however, I welcome you to inform me of the reason for your absence either in person or via email.
- > Absences on peer review days: If you come to a peer review workshop day without a substantial draft (i.e. a nearly finished version) of your paper, **you will be asked to leave and you will be marked absent.**

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- > Absence responsibility: If you miss class, you must talk with a reliable classmate about the day's lesson and keep up with the homework assignments listed in the class schedule. **You will be held responsible for information, due dates, and assignment requirements presented in class while you were absent, just as if you had been there.**
  
- > Tardiness: This class starts at the top of the hour, not five or ten minutes after. If you arrive late, you may still join the class, but attendance is taken at the beginning of class, so students who arrive late may be counted absent. **Students who arrive late while a quiz is in progress will be allowed to take the quiz but will not be given extra time to complete it. Students who arrive after a quiz has finished will not be allowed to make it up.**
  
- > Electronic gadgets: Feel free to use lap tops to take notes or to use pocket translators during class if necessary. However, the use of cell phones, text-messaging devices, iPods, or any other electronic toys **IS STRICTLY FORBIDDEN**. If you are an on-call parent, you may have your phone on vibrate, but you will be expected to leave the classroom if you have to take a call. The rest of you will **turn your phones OFF** when you enter the classroom out of respect for yourself, for your peers, and for the learning environment. You wouldn't smoke in an operating room or prepare food for other people without washing your hands first; in the same way, your electronic toys contaminate the learning environment and are neither needed nor tolerated in the classroom. **Students who refuse to abide by this rule** will be given one strident, articulate warning from the instructor in class in front of everyone, but after that warning, students will lose 10% of their overall grade for each offence. (**REALITY CHECK**: This means that if you earn a 79% in the class, you'll drop to a 69%, which will prevent you from passing the course.)
  
- > Classroom behavior: Students are expected to behave as respectful, mature, rational, and responsible adults in this classroom and in all of their dealings pertaining to this course. Disruptive or disrespectful behavior will be taken seriously and may be reported to Student Affairs, for your protection and mine. Students are expected to show respect to the instructor and to respect their classmates and their opinions. Different opinions and alternate viewpoints really are encouraged and welcomed here! Bad attitudes and disrespect are not.
  
- > Simple courtesy: If you want to be treated as adults, you must behave in a mature manner. Coming late to class, **packing up before class has been dismissed**, sleeping, eating, doing homework for other classes, and chattering with friends during class are **rude, immature behaviors which will not be tolerated**.
  
- > **As a student, you are perfectly within your rights to ask people around you to be quiet while you are trying to pay attention in this, or any other, class.** The learning environment is as much in your control as it is in the professor's.

**Questions or Concerns:**

If questions or concerns arise, speak with the instructor immediately so that the questions can be answered or the issues resolved. If you need clarification on an assignment or something else, please feel free to ask, especially in class. If one student has a question, usually at least five other people have the same question, so asking questions in class can help everyone.

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Feel free to email, call, or meet with the instructor if you have a question or would like some help outside of class. Your instructors keep office hours so that you have access to them outside of class. Meeting with the instructor shows that you have an interest in the class and in your own academic success.

**ADA Statement:**

Students who have special needs or disabilities that may affect their ability to access information or material presented in this course are encouraged to contact the instructor or the Center for Disability Services at (509) 963-2171 for additional disability-related educational accommodations.

**Reading Tips for Quizzes:**

Obviously, you already know how to read. Here are some additional hints based on educational research to help you get the most out of your textbooks and prepare for quizzes:

1. Turn off the music, shut out the noise, and focus on understanding the text;
2. Glance through the assigned reading before you begin; look at the title and any section headings to get an idea of what the reading is going to be about;
3. Before you start to read, consider how the section headings might all relate to one another—look for a logical progression of ideas;
4. Read the text—all at once, if that works for you, or in sections with small breaks in between (**avoid speed-reading** because it will not help you to understand or retain information at an optimum level);
5. Take the time to understand and process what you read;
6. **Always keep a dictionary within arm's reach** and look up definitions as you read; other than learning Latin, this is the best way to improve your vocabulary;
7. Mark the text (underline, highlight, write summary notes in the margin, write questions in the margin, etc.), taking note of important ideas, definitions, main points, and characteristics of each of the papers we'll be writing in this class; if you don't want to mark in your textbook, take notes in a separate notebook;
8. Stop at the end of each section and review it to make sure you understood the major ideas, examples, and details;
9. When you've finished, look back through the chapter and re-read what you marked.

## COURSE SCHEDULE\*

Date	Homework Due in Class**	Class Topic
Th Sept 24	<input type="checkbox"/> Student Profile (completed in class)	-- Introductions -- Overview of course -- Review of syllabus
M Sept 28	<input type="checkbox"/> Review syllabus, note policies and due dates <input type="checkbox"/> Read “What grades mean” and “Things you need to know about grades” in Coursepack <input type="checkbox"/> Write ½ page reaction to “What grades mean” and “Things you need to know about grades” <input type="checkbox"/> Read <u>ABGW</u> p. 32-38 <input type="checkbox"/> Prepare for quiz over p. 32-38	-- Quiz -- ½ page reaction due -- The writing process & paragraphing -- Academic writing -- Exploratory writing
T Sept 29	<input type="checkbox"/> Read “Revisiting the Common Myths” in Coursepack <input type="checkbox"/> Write ½ page reaction to “Revisiting the Common Myths”	-- Discussion -- Exploration -- Reading persuasive essays -- Assumptions, biases, and prejudices
Th Oct 1	<input type="checkbox"/> Read <u>ABGW</u> p. 12-27 <input type="checkbox"/> Prepare for quiz over reading	-- Quiz -- Issue questions -- Writing with purpose an audience
M Oct 5	<input type="checkbox"/> Read “Hell’s Bibliophiles” in Coursepack <input type="checkbox"/> Write ½ page reaction to “Hell’s Bibliophiles”	-- Discussion -- Introduction to summary papers
T Oct 6	<input type="checkbox"/> Read <u>ABGW</u> 109-121 (including “On Teenagers and Tattoos” and sample summaries) and 131-134 <input type="checkbox"/> Prepare for quiz over reading	-- Quiz -- Writing a summary -- Attributive tags -- MLA in-text citations
Th Oct 8	<input type="checkbox"/> Read “Dwelling in Possibilities” in Coursepack <input type="checkbox"/> Write ½ page reaction to “Dwelling in Possibilities”	-- Discussion -- Writing a summary
M Oct 12	<input type="checkbox"/> Choose an article from the Coursepack to summarize <input type="checkbox"/> Begin drafting your summary paper	-- Writing a summary -- Plagiarism -- MLA in-text citations
T Oct 13	<input type="checkbox"/> Finish drafting your summary <input type="checkbox"/> Bring completed draft to peer review	-- Peer review workshop
Th Oct 15	<input type="checkbox"/> Revise and edit your summary <input type="checkbox"/> Attach documents listed on assignment sheet <input type="checkbox"/> Bring handbook to class	-- Summary #1 <b>DUE</b> -- MLA external citations
M Oct 19	<input type="checkbox"/> Finish MLA external citations begun in class, using your handbook <input type="checkbox"/> <b>Type</b> up the external citations with correct formatting and spacing	-- Review of summary writing -- MLA external citations -- Grammatical conventions

T Oct 20	<input type="checkbox"/> Read “Leisure, Freedom, and Liberal Education” in Coursepack <input type="checkbox"/> Write ½ page reaction to “Leisure, Freedom, and Liberal Education”	-- Discussion
Th Oct 22	<input type="checkbox"/> Read “Against School” in Coursepack <input type="checkbox"/> Write ½ page reaction to “Against School” <input type="checkbox"/> Begin drafting second summary paper	-- Discussion
M Oct 26	<input type="checkbox"/> Finish drafting second summary <input type="checkbox"/> Bring completed draft to peer review	-- Peer review workshop -- <b>Grammar corrections DUE</b>
T Oct 27	<input type="checkbox"/> Revise and edit your summary <input type="checkbox"/> Attach documents listed on assignment sheet	-- Summary #2 <b>DUE</b> -- Introduction to response paper
Th Oct 29	<input type="checkbox"/> Read <u>ABGW</u> 121-130 (including charts and sample student writing) and 135-140 (including charts and examples) <input type="checkbox"/> Prepare for quiz over reading	-- Quiz -- Writing a response -- Active reading -- Assumptions, biases, prejudices, and implications
M Nov 2	<input type="checkbox"/> Read <u>ABGW</u> p. 41-48 <input type="checkbox"/> Prepare for quiz over reading	-- Quiz -- Writing a response -- Thesis statements and organization
T Nov 3	<input type="checkbox"/> Read “Good to Think With” in Coursepack <input type="checkbox"/> Write ½ page reaction to “Good to Think With”	-- Discussion
Th Nov 5	<input type="checkbox"/> Read “The Trouble with Self-Esteem” in Coursepack <input type="checkbox"/> Write ½ page reaction to “The Trouble with Self-Esteem”	-- Discussion -- Drawing conclusions
M Nov 9	<input type="checkbox"/> Read “The Interdependency of Vocational...” in Coursepack <input type="checkbox"/> Write ½ page reaction to “The Interdependency of Vocational...” <input type="checkbox"/> Choose an article to respond to <input type="checkbox"/> Begin drafting your response paper	-- Discussion -- <b>Grammar corrections DUE</b>
T Nov 10	<input type="checkbox"/> Finish drafting your response paper <input type="checkbox"/> Bring completed draft to peer review	-- Peer review workshop
Th Nov 12	<input type="checkbox"/> Revise and edit your response paper <input type="checkbox"/> Attach documents listed on assignment sheet	-- Response <b>DUE</b> -- Grammatical conventions

M Nov 16	<input type="checkbox"/> Read “Analyzing and Synthesizing Ideas” in Coursepack <input type="checkbox"/> Prepare for quiz over reading	-- Quiz -- Writing the synthesis -- Issue questions
T Nov 17	<input type="checkbox"/> Brainstorm 5 more issue questions that would work for a synthesis based on the articles you’ve read this quarter from the Coursepack <input type="checkbox"/> <b>Type</b> up your potential issue questions <input type="checkbox"/> Begin re-reading the Coursepack articles for the synthesis	-- Writing the synthesis -- Discussion
Th Nov 19	<input type="checkbox"/> Read “Incorporating Sources Into Your Own Writing” in Coursepack <input type="checkbox"/> Prepare for quiz over reading <input type="checkbox"/> Continue re-reading articles	-- Quiz -- Writing the synthesis -- Incorporating sources -- Avoiding plagiarism
M Nov 23	<input type="checkbox"/> Continue re-reading the articles for the synthesis <input type="checkbox"/> Decide which issue question you will focus on in your synthesis	-- Writing the synthesis -- Organizing the synthesis
T Nov 24	<input type="checkbox"/> Continue re-reading the articles <input type="checkbox"/> Begin planning and drafting your synthesis	-- Writing the synthesis -- Introductions, conclusions, and thesis statements -- <b>Grammar corrections DUE</b>
Th Nov 26	No Class	Thanksgiving
M Nov 30	<input type="checkbox"/> Compose a full draft of your synthesis	-- Peer review workshop
T Dec 1	<input type="checkbox"/> Make revisions to your draft	-- Peer review workshop
Th Dec 3	<input type="checkbox"/> Revise and edit your synthesis <input type="checkbox"/> Attach documents listed on assignment sheet	-- Synthesis <b>DUE</b> -- Writing the reflection essay -- Course evaluations
F Dec 11	<input type="checkbox"/> Compose, revise, and edit your reflection essay	-- No class meeting during finals week -- <b>Reflection essay DUE by 10:00 a.m. at English office (L&amp;L 423)</b> NOTE: Feel free to submit the reflection essay <u>before</u> the due date and time. 10:00 a.m. on Friday December 11 is the cut off time for submissions

\*Subject to change according to the needs of the class

\*\*Homework schedule may be revised if necessary

