

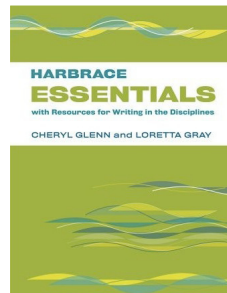
# English 101 online

## Critical Reading & Responding

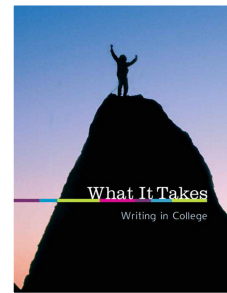


REQUIRED TEXTS AND TOOLS	<b>A</b> 1
COURSE INFO	<b>B</b> 1
COURSE DESCRIPTION	<b>B</b> 1
ESSAY EXPECTATIONS	<b>C</b> 2
OUTCOMES	<b>D</b> 2
ADA STATEMENT	<b>E</b> 2
ONLINE CONDUCT	<b>F</b> 2
PLAGIARISM	<b>G</b> 2
WRITING CENTER	<b>H</b> 3
SUBMISSIONS & DEADLINES	<b>I</b> 3
GRADING BREAKDOWN	<b>J</b> 4
ASSIGNMENT SCHEDULE	<b>K</b> 4
ASSIGNMENT OVERVIEW	<b>L</b> 5
READING SCHEDULE	<b>M</b> 6

## a. Required Texts & Tools



Glenn, Cheryl,  
and Loretta Gray.  
*Harbrace Essentials*.  
Boston: Wadsworth,  
2012. Print. ISBN  
1133590888



Behrens, Leonard,  
and Leonard Rosen.  
*What It Takes*. New  
York: Longman,  
2009. Print. ISBN  
0205647820



GroupWise e-mail  
(cwu.edu)



Canvas access



Microsoft Word  
(doc/docx)



Vimeo video access

Every student must have regular internet access, the ability to view videos, and a word processor able to read and write doc or docx files.

## b. Course Information & Description

**Instructor:** Joseph Johnson  
**Office:** Language & Literature 403i  
**E-mail:** josjohns@cwu.edu  
**Office hours:** By appointment  
**Course time:** None set

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, and write summaries and responses.

The culminating assignment for the course is an Exploratory Synthesis in which you explore a research-based question with a well-developed and properly attributed paper.

## C. Essay Expectations

A **Finished Essay** 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

## D. 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.
- ⇒ 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.
- ⇒ Crafting prose that conforms to the expectations of an academic audience.

## E. ADA Statement

If you have a disability and wish to set up academic adjustments in this class, please give me a copy of your “Confirmation of Eligibility for Academic Adjustments” as soon as possible so we can discuss how to implement the approved adjustments. If you do not have this form, contact the Center for Disability Support office, Bouillon 205. [www.cwu.edu/~dss/cms](http://www.cwu.edu/~dss/cms), or 963-2171.

## F. 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.

## G. 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](http://www.cwu.edu/student-success/student-rights-and-responsibilities).)

## H. Writing Center

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

<http://www.cwu.edu/learning-commons/>

- ⇒ The Writing Center offers on-campus appointments in Ellensburg, Des Moines, Lynnwood, and Everett.
- ⇒ The Writing Center offers online (Skype or email) 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, the purpose, organization, and audience of the paper.
- ⇒ Each session lasts up to 50 minutes.
- ⇒ It is very helpful if the student brings 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:** Five points of extra credit (up to 20 points for the quarter) will be given each time you visit the Writing Center and your consultant submits a session summary report.



## I. Submissions & Deadlines

Start your assignments early and complete all readings. As the course progresses, missed details will be more costly to your grade. You are expected to understand and implement skills (such as grammar, citation, etc.) as they are introduced in your readings and quizzes. Even gifted writers will have difficulty completing well-edited, cohesive essays 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 University Writing Center. The Writing Center is available free. See section “H” for more information.

### Revision

You may revise one paper for a better grade. You may choose the Rhetorical Essay or the Summary, as these are the earliest papers, and the feedback provided on these will provide a better sense of the standards for the course. To receive an adjusted score, your revision must be submitted by 8:00 p.m. on Nov. 1. The revision score may raise a paper grade up to 84% of the points possible for that assignment (maximum of 42 points). Remember, revision requires re-thinking/re-viewing a paper, not just making editing corrections. A revised paper will feel new.

### Deadlines

Deadlines for **all assignments** are 8 p.m. on the day due.

- ⇒ Quizzes and Tests: All 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.
- ⇒ Writing Assignments: Assignments between 1 minute and 12 hours late will be evaluated for 90% credit. Assignments between 12 hours and 24 hours late will be evaluated for 75% credit. Assignments between 24 and 48 hours late will be evaluated for 50% credit. Assignments later than 48 hours will receive 0% credit. (All assignments must be uploaded via Canvas.) **If you foresee an issue submitting a writing assignment on time, contact your instructor immediately. Extensions are not guaranteed, but will be considered—but only before an item is due.**

### Extra credit

Requests for “extra credit” will be denied. If an extra credit opportunity exists, your instructor will make it available to all students. See Section “H” for one extra credit opportunity.

## J. Grading

Your final grade will be calculated according to the number of points you earn in the following areas (**1000 POINTS** are possible):

### Discussions

Posts [8 x 10 pts] .....	80
Responses [14 x 5 pts] .....	70

### Tests & Quizzes

Syllabus Quiz .....	25
Grammar Quizzes [5 quizzes] .....	125
Quotes, Paraphrases, Summaries, MLA Tests .....	50
WIT Quizzes [3 x 10 pts] .....	30
Editing Test 1 .....	40
Editing Test 2 [Final] .....	30

### Writing Assignments

Rhetorical Essay .....	50
Summary .....	50
Summary-Response .....	100
Annotated Bibliography .....	50
Synthesis Plan .....	100
Exploratory Synthesis .....	200

**Totals** ..... 1000

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

## K. Assignment Schedule

**Discussion Board:** Posts are due most Tuesdays by 8:00 p.m. Responses due most Thursdays by 8:00 p.m. The DISCUSSION BOARD requires each student to submit an initial entry responding to that prompt (10 pts)\* and two response to other students' entries (5 pts each). Most posts can be either video or written.

### Tests, Quizzes, Writing

**Assignments:** All assignments must be submitted via Canvas by 8:00 p.m. to receive full credit.

#### Module 1: Foundations

9/27 Syllabus Quiz\*

10/4 Grammar Quizzes  
(text selection)

#### Module 2: Reading

10/11 Rhetorical Essay

10/16 WIT Quiz 1

10/18 Summary

#### Module 3: Sourcing

10/25 QPS MLA Tests

11/1 Annotated Bibliography  
(optional revised paper)

**Most Discussion Posts are due by 8:00 p.m. Tuesday. Replies Are due by 8:00 p.m. Thursday.**

\* Ten points is the maximum. Each entry will be evaluated for completeness, clarity, thoughtfulness, and conduct.

**Other Assignments are due by 8:00 p.m. Wednesday or Friday.**

#### Module 4: Responding

11/6 WIT Quiz 2

11/8 Summary Response

#### Module 5: Planning

11/13 WIT Quiz 3

11/15 Synthesis Plan

11/22 Editing Test Part 1

#### Module 6: Synthesizing

12/6 Exploratory Synthesis

12/11 Editing Test Part 2 [Final]

\* Important. See note on page 6 about this assignment.

**Reading & Lectures:** In an online course, readings and online lectures (PowerPoints and videos) are the primary form of instruction. Students are required to view all assigned videos and complete readings. Videos are posted in each “Module” (section of class) on the Canvas site. See section “M” for the required readings broken down by weeks/modules.

**Videos, Assignments, & Success:** Every quarter this class is taught, several students (sometimes as many as a quarter of the enrolled class) fail or nearly fail the course. The difference between students who succeed (As and Bs) and those who don't 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.

## L. Assignment Overview

**DISCUSSION POSTS** [8 x 10 points] and **RESPONSES** [14 x 5 points]: See “K” for more information. **Most posts due on Tuesday by 8:00 p.m. Most responses due on Thursdays by 8:00 p.m.**

**SYLLABUS QUIZ** [25 points]: This brief quiz will test your comprehension of this class's requirements and policies as stated in the syllabus. The password for this quiz is in the “Start Here!” lecture. **9/27.**

**GRAMMAR QUIZZES** [5 quizzes totalling 125 points]: Each editing quiz covers an assigned reading section from *HE*. A quiz consists of 10–20 multiple choice questions. All five quizzes must be completed by **10/4.**

**RHETORICAL ESSAY** [50 points]: The **ESSAY** is a brief (1½–2½ pages) engagement of a provided text or text of your choice. You must identify a component of the rhetorical situation and explain why that identification is essential to the text. **10/11.**

**WIT QUIZZES** [50 points]: The three WIT Quizzes test your understanding of the What It Takes textbook. **10/16, 11/6, 11/13.**

**SUMMARY ESSAY** [50 points]: The **SUMMARY ESSAY** is an exercise in summarizing your Central Text. You will be expected to demonstrate an understanding of the source and present it for an audience, considering a rhetorical situation. This essay will require you to detail the ideas of the author. It may not contain your perspectives or evaluations. **10/18.**

**QUOTATIONS, PARAPHRASES, SUMMARIES, CITATIONS, ATTRIBUTION, AND MLA TESTS** [50 points]: These tests gauge 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. **10/19.**

**ANNOTATED BIBLIOGRAPHY** [50 points]: This assignment is a list of useful texts that you intend to use for your EXPLORATORY SYNTHESIS. It will require a basic familiarity with five sources. You will use proper MLA formatting and bibliographic structure and provide short summaries of each source. **10/26.**

**SUMMARY-RESPONSE** [100 points]: This essay builds upon your skills as an objective reader able to discern the rhetorical situation. You

will present a close reading of the main points and ideas of your Central Text, then move into an evaluation of the quality of those statements. **11/2.**

**SYNTHESIS PLAN** [100 points]: The Plan is your chance to organize your EXPLORATORY SYNTHESIS, including composing an introductory paragraph and outlining the basic structure of the paper. **11/9.**

**EDITING TESTS** [70 points total]: 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. Part 1 **11/16** Part 2 [FINAL] **12/5.**

**EXPLORATORY SYNTHESIS** [200 points]: This essay is your opportunity to demonstrate your grasp of the essential skills necessary to write an academic essay. This is the primary assignment of the course and will draw on the subjects, tests, and projects from the quarter. This will include your ability 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 or proofing errors. **11/30.**

### 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 expectatoin.

## M. Reading Schedule

All readings and assignments will also appear on the Assignment Plans, published with each module on Canvas.

HE refers to *Harbrace Essentials*. CVS refers to Canvas-posted reading. WIT refers to *What It Takes*.

Module 1: Foundations	
25 Sept.–4 Oct.	<b>Syllabus:</b> All pages <b>HE:</b> 2–24 (Sentence Essentials), 25–27 (Fragments), 29–33 (Splices and Fused Sentences), 138–48 (Commas), 149–52 (Colons/Semicolons), 154–59 (Apostrophes), 160–65 (Quotations). <b>CVS:</b> Central Texts/Topics, “Does Grammar Really Matter?”
Module 2: Reading	
7–18 Oct.	<b>HE:</b> 198–203 (Rhetorical Situation), 249–53 (Evaluating Sources), 260–63 (Paraphrasing and Summarizing). <b>CVS:</b> “Superman and Me,” “The Utility and Ubiquity of Taboo Words,” <b>WIT:</b> 1–8, 22–31 (Summary), 37–42 (Critical Reading)
Module 3: Sourcing	
21 Oct.–1 Nov.	<b>HE:</b> 120–26 (Good Usage), 183–87 (Capitals), 188–90 (Italics), 254–58 (Using Sources), 258–60 (Integrating Sources), 260–63 (Paraphrasing), 264–65 (Plagiarism), 293–303 (MLA Citations), 304–335 (MLA Works Cited), 348–49 (Sample WC). <b>CVS:</b> “A Plagiarist’s Lane Excuse”
Module 4: Responding	
4–8 Nov.	<b>HE:</b> 221–26 (Writing Arguments), 266–67 (Responding). <b>CVS:</b> “Fallacies,” “Are Teachers Overpaid?” <b>WIT:</b> 57–71 (Critique)
Module 5: Planning	
11–22 Nov.	<b>HE:</b> 113–15 (Variety), 127–32 (Precise Word Choice), 133–36 (Conciseness), 204–08 (Planning), 209–13 (Revising and Editing), [optional: 397–411 (Glossary)]. Review 2–24 (Sentence Essentials), 25–27 (Fragments), 29–33 Splices and Fused Sentences). <b>WIT:</b> 76–84, 98–104, 138–144 (Synthesis)
Module 6: Synthesizing/Finishing	
25 Nov.–6 Dec. Final	<b>HE:</b> 34–56 (Verbs), 88–96 (Sentence Unity), 103–06 (Parallelism)