

CWU English 101:
Composition I, Critical Reading and Responding

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Course Description

This is a college class through Central Washington University. It is a trimester long course and may be taken for high school credit only (for free) or for college credit (for \$275). **There are requirements set by CWU in order to take this college course.**

The 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 will respond to an issue that is of interest to you and others in your class

Course Goals & Purpose

This course aligns to Central Washington University course outcomes. Students are assessed on these 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;
- Crafting prose that conforms to the expectations of an academic audience.

Course Outline

The course will be divided into three focus areas:

- Summary
- Summary & Response
- Synthesis

Course Text

A wide range of supplemental texts are incorporated into the curriculum. Additionally, students will read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot.

Supplies

- 3-ring binder with dividers, loose leaf paper, hi liter, composition book
- Students will also need daily independent reading materials

Course Schedule

This course will follow the units specified in the Course Outline.

Major Assignments

*The final portfolio is used to assess the finalized pieces of the three focus areas. This portfolio is assessed according to the Central Washington University course outcomes. **It serves as the final for the course and must meet CWU standards.**

Assessment Format

This course assesses students in a variety of forms. Some of these include: essays, exams, projects, presentations, speeches, Socratic Seminar, partner discussions, and conferring.

Classroom Expectations

- Students will be expected to adhere to all policies, procedures, and rules as outlined in their Grandview High School student handbook.
- Absence and Tardy Policies will follow the guidelines set out in the student handbook.
- Students will also be expected to follow the following classroom rules and regulations:

CLASSROOM RULES

1. Be on time and on task
2. Bring the appropriate supplies to class everyday (assignment, book, binder, paper, pen, etc.)
3. Be respectful of others at all times

CLASSROOM CONSEQUENCES

Progressive discipline will be used in this class.

Grading Methods

As per the Grading Policy adopted by the School Board, there are 7 grading guidelines.

1. Academic and behavior will be communicated separately.
2. Grades will be based on the achievement towards standards.
3. Use multiple assessments to determine progress toward standards.
4. Grading reflects the student's final level of proficiency, given evidence and professional judgment.
5. Grades will be determined on a 5 point scale (see below).
6. Use quality assessments to properly record achievement.
7. Use rubrics to involve students in understanding the grading process.

For excused absences, all work must be made up within 5 days.

Grading Scale:

Point Value	Letter Grade	High Percentage	Low Percentage
4.00	A	100.00	93.00
3.70	A-	92.99	90.00
3.30	B+	89.99	87.00
3.00	B	86.99	83.00
2.70	B-	82.99	80.00
2.30	C+	79.99	77.00
2.00	C	76.99	73.00
1.70	C-	72.99	70.00

1.30	D+	69.99	67.00
1.00	D	66.99	60.00
0.70	F	59.99	57.00
0.30	F	56.99	53.00
0.00	F	52.99	

Portfolio (Summative Assessment) – 70%
Formative Assessment & Assignments – 30%

Study Time

As this is an accelerated class, students are expected to consistently spend time outside of class improving their reading and writing skills. To be successful, students should spend **at least** 20 minutes before or after school each week in study time. This time is used to: meet with the teacher to discuss current grades, meet with the teacher or fellow classmates to review questions or difficult concepts, meet with a classmate(s) to revise written pieces, work on homework for the class, or many other tasks. Students who wish to redo an assignment or turn in late work should meet with the teacher during study time to discuss the possibility.

Students are **highly encouraged** to form and meet with study groups during this time to revise work from the three focus areas so their writing is as strong as possible before the submittal of the portfolio.

Caveat

This is a general syllabus and cannot possibly detail the entire scope of the curriculum. Due to the changeable nature of daily school activities and the dynamics of specific classes, the order and scope of the class may vary.

Important Note

For students wishing to purchase college credits, parents or guardians **must** meet with me within the first two weeks of the trimester to discuss the process and sign paperwork. To arrange this meeting, please email me at ejensen@gsd200.org or call 882-8746 (or call the main office).

Seniors taking the class for CWU credit

The number one reason CWU credit doesn't transfer is students don't request their official transcript from CWU at the end of the course. This is your responsibility. If you are having difficulty, contact Angelia Riveira from CWU. She is a student advisor and can help navigate this process.

Her contact information is: angelia.riveira@cwu.edu or runningstart3@cwu.edu or 509-963-1947