Institution: via http://angel.waol.org  
School: Walla Walla Community College  
Classroom: ANGEL Learning Course Management  
Time: 24/7 with Weekly Deadlines  
Quarter: Summer Quarter 2009  
Credits: 5  
Instructor: Dr. Shalin Hai-Jew  
Office Hours: Asynchronous  
Office Telephone: The office telephone is 785-532-5262. The instructor will not return long-distance calls. Be sure to use email for a fairly expeditious response.  
E-Mail: An e-mail message may be sent to me c/o haijes@gmail.com. A response will usually be sent within one working day.

Quarterly Schedule

PreWeek or Week 0: June 18 – 24, 2009

Week 1: June 25 – July 1, 2009  
Week 2: July 2 – 8, 2009  
Week 3: July 9 – 15, 2009  
Week 4: July 16 – 22, 2009  
Week 5: July 23 – 29, 2009  
Week 6: July 30 – Aug. 5, 2009  
Week 7: Aug. 6 – 12, 2009  
Week 8: Aug. 13 – 19, 2009

Aug. 19, 2009 (Wed. at midnight) will be the last day of class for Summer Quarter 2009 for this online course. There is no finals week.

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General Notes: Where is everything? 😊
- All work will be submitted through the Discussion Board at the online classroom.
- All assignments are listed in the Assignments section.
- Sample student works are offered in the Assignments section.
- Course documents may be downloaded and saved as electronic files or printed from any part of the classroom.

Prerequisite: Placement for entry to ENG. 101 and/or teacher recommendation.

Students entering 101 should be able to do the following:
- write clear and complete sentences;
- sustain a definite focus and point of view in a 200-300 word paper;
- link ideas in a progressive, flowing sequence;
- make accurate paragraph distinctions and correctly signal them; and
spell and punctuation accurately in revised work, with occasional errors not interfering with meaning.

**COURSE TEXTS:**


**COURSE POLICIES:**

Following are some points that I would like everyone to read and remember throughout the quarter. These are aspects of the course policy and include some guidelines for the conduct of the course. Please read these closely and email me if you have any questions.

**Time Management:** Online courses are time-intensive, so plan on devoting quite a bit to this course. Contrary to common misconceptions, online courses are challenging and comprehensive. It is easy to get behind, but nearly impossible to get caught up.

**Reading Messages:** It is important that you read all messages from me, all messages in the discussion area, and all messages in your group area. Simply put, reading all messages is an important aspect of the course. These messages provide content information and classmate observations, so keep up with your reading.

**Due Dates:** All posted due dates will appear in red font. These will appear in the syllabus area throughout each unit. Please do not write me and ask "What are we supposed to be doing?" or "When is this due?" I will gladly help clarify anything that may be confusing, but I expect each student to read the materials and keep track of due dates and the course schedule.

**Behavior:** Though it is rarely a problem, disruptive class behavior will be dealt with quickly and completely. This type of behavior often manifests itself in unacceptable language, rude messages, or inappropriate responses to classmates or me. This is a college course, so I find this type of behavior totally unacceptable. I expect all contacts in this public space to be polite, considerate, and sensitive to those sharing the space. That is not to say that we should always agree, but I expect disagreements to be expressed in an adult manner. All judgment regarding this issue rests solely with me. I will refer anyone found to be in violation of this policy to his/her respective home-campus representatives. At the same time, please notify me of any problems that may exist.

**Grading:** I will attempt to return all essay final drafts within TWO class days. The course grade book will be updated at the end of each week with your weekly point totals (points earned from the participation exercises) and essay scores added as warranted.

**Course Objectives and Learning Outcomes:**
You will find that the objectives are broken down into two sub-categories: Comprehensive and Skills-Based. Please read these carefully. They explain a great deal in regard to what you will learn in the
course and what will be expected of you during the quarter. All work leading up to the writing of each short essay needs to be done for that final essay to be considered for a grade. Without the clear thought and buildup in work and the use of drafts and revisions, a student may not easily demonstrate the originality of the writing.

I. Comprehensive

By the end of the quarter, each student will:

A. Understand the relationship between writing, critical reading, and critical thinking.

B. Learn to write well-reasoned essays using a number of rhetorical modes.

C. Challenge, analyze, and understand personal values/biases and explore the values held by various cultural groups through reading and writing.

D. Strive to communicate clearly and actively in online discussions.

E. Integrate comprehensive and skills-based objectives.

II. Skills-Based

Throughout the quarter, each student will:

A. Participate in the act of writing as a process.
   Establish the habit of prewriting, outlining, revising, and editing compositions.
   Learn to work as critical collaborator on written assignments and projects.
   Learn to work cooperatively in-class and out-of-class with peers.
   Develop peer-editing skills (cooperation, consensus building, confidence, constructive and amiable verbal/written criticism).

B. Determine audience and purpose for each piece of writing.
   Analyze purpose and audience to plan and control organization.
   Recognize how purpose determines tone and language use.

C. Develop, organize, and support original ideas for all pieces of writing.
   Select, limit, and research a topic for composition.
   Develop a claim, or thesis (an idea stated as an assertion) related to topic clearly and succinctly.
   Avoid errors in unity when composing paragraphs.
   Write effective introductions and conclusions using a variety of techniques.
   Use both personal experiences and knowledge gained through reading or observation of others as basis for papers.
   Apply standards of evidence (sufficiency, plausibility, validity, and reliability) to support claims.
   As determined by assignment and purpose, write essays using a variety of rhetorical modes: descriptive, definition, informative, cause/effect, comparison/contrast, problem/solution, and persuasion.
D. Demonstrate skill in composing strong, vigorous, well-developed prose of interest to an adult reader.
Read drafts to identify need for revision at both sentence and paragraph level.
Write essays which employ a variety of sentence types and patterns.
Employ practices of accepted spelling, grammar, punctuation.
Use language appropriate for the academic reader.

E. Practice critical reading.
Find and critically evaluate internet-based research materials and supplemental readings.
Use vocabulary decoding skills.
Analyze, summarize, and react to assigned readings.
Identify significant issues that relate to a given thesis.
Recognize patterns of organization at the paragraph, essay, and text level.
Respect and consider opposing viewpoints.

F. Practice critical thinking.
Create an arguable proposition (hypothesis) and clarify relevant claims.
Provide sound, cogent evidence for or against relevant supporting claims.
Consider the strengths and weaknesses of the various positions that may be held on a given issue.
Look at both (all significant) sides of the question, issue, or problem.
Recognize what assumptions have been made, given a particular audience, and what information should be made explicit.
Define terms adequately.
Recognize the difference between empirical, rational, and emotional/irrational persuasive techniques.
Recognize the aesthetic elements best use of rhetorical modes.

G. Develop research writing skills.
Understand documentation.
Learn to incorporate sources accurately.
Create research strategies.
Use a variety of online research databases and search techniques.

STUDENTS WITH DISABILITIES: Students with disabilities who have accommodation needs are required to meet the proper on-campus office to establish their eligibility for accommodation. In addition, students are encouraged to review their accommodation requirements with each instructor during the first week of the quarter.

REQUESTS FOR RECOMMENDATION LETTERS/INTERNSHIP SUPPORT: Students need to put any requests for support in the form of recommendation letters and work internship support into a signed letter (not e-mail, not an oral request) because of the 1974 Family Educational Rights and Privacy Act (FERPA).

SPECIAL HEALTH ISSUES: Students who need special support or accommodation because of health issues should notify the instructor early on in the quarter in writing.

COURSE OBJECTIVES:
English 101 is a university-level transfer course on expository non-fiction writing.

1) To develop a sense of what exactly non-fiction essay writing and narration is, by reading and analyzing textbook, “from life” and student essays. To develop a technical vocabulary through which to discuss essays.

2) To write freely from each student's individual perspective, with a strong sense of process--the method of writing at each stage of development.

3) To develop a sense of style, personal and social interests, and voice; self-awareness in one's own writing strengths and weaknesses; the application of writing as an investigation of thinking and creativity.

4) To form a sense of the social role of essays in politics, society, art, self-expression, mass media, and others.

5) To internalize such concepts (and their applications) as:
   --theme and the thesis-centered essay: --essay structure and development:
   --critical analysis of essays: --writing to an audience:
   --pre-writing techniques: --editing:
   --revising: --secondary development and support:
   --objective and subjective writing: --summarizing, paraphrasing & critiquing essays:

6) To identify the different types of essays such as narration, description, process, definition, illustration, comparison and contrast, division and classification, cause and effect, and persuasion and argument; and to be able to write in 5 of these forms.

7) To encourage use of computers in writing, revising and editing, and presentation of professional papers;

8) To develop a positive sense towards essay reading and writing, and so promote a strong foundation for future academic and/or personal approach to writing.

**INSTRUCTOR’S EXPECTATIONS of STUDENTS:**

**Class Participation:**

**Outstanding Contributor**—This person comes to class on time and is well-prepared to discuss the issues raised by the writing. This person brings individual insights. This person is willing to listen and contribute. This person balances his/her own opinions with those of others in an open-minded way. This person contributes significantly and logically to the class discussion.

**Good Contributor**—this person also shows thorough preparation. The ideas offered are substantive and insightful. Arguments tend to be well-substantiated and linked to a clear source.

**Adequate Contributor**—this person shows satisfactory preparation. Ideas are sometimes useful or insightful. Arguments may sometimes be well-presented and logically supported. The ideas may be commonplace and not necessarily unique.

**Non-participant:** This person seldom comments or participates in the class. There’s no evidence that the person has prepared the homework for the class. If this person were not attending the course, others wouldn’t necessarily notice.

**Unsatisfactory Contributor**—This person either doesn’t participate at all or detracts from others’ learning by disruptive behavior, ill preparation, consistent absences, or incoherent assertions. If this person were not a class member, precious class time would be saved for the other learners.
DEADLINE OBSERVANCE: Students should try to submit their essays, homework, and such on time. If there is a valid documented excuse or reason for lateness, late work will be accepted. If accepted, unexcused late work will be penalized.

CHEATING AND PLAGIARISM: Cheating or copying of any kind will be countered with the harshest measures possible according to school regulations. All lead-up assignments need to be completed for each essay for that essay to be graded, so as to provide the instructor with clear understanding of how a student writer developed his/her ideas and did the work uniquely.

HOMEWORK FORMAT: All essays should be typed or word-processed. The files have to be .doc (MS Word), .rtf (rich text format) or .txt (ASCII text) types of files. Make sure that your name, the date, assignment number, essay title and class are marked on the top. (SAVE all your work and essays in a binder or folder— for future reference.)

   Homework Hours Expected: *It is widely assumed that for every credit hour of a university course which a student undertakes, he/she will do 2 hours of homework. Students should be putting in 5 hours in-class and 10 hours outside of class. The out-of-class time will be spent doing the following activities:
1) reading and analyzing 6+ assigned essays a week;
2) writing in the student reading journals one time a week (30 minutes approximately);
3) writing, revising and editing student essays—in draft form through to the final form (on a computer or typewriter);
4) writing 3 (total in the quarter) essay analyses;
5) and reviewing corrected homework and personal essays. (30 minutes approximately)

GRADING: English 101 Cumulative Gradesheet

Name: ____________________________ Date: ____________________________

DISCLAIMER: Please do not read further if this is not your grade sheet. This is being sent out as part of an official course. This is not to be shared with anyone except the recipient listed above.

Directions: If there is inaccurate information (mathematical mistakes, incorrect grade listed) here, please let me know by direct email. You can reach me via the classroom email at haijes@gmail.com. You can call me at (785) 532-5262 during regular work hours. Grades will not be “negotiated” at the end—but a pure mathematical calculation will be done only.

Grading: If you are not sure how you are doing in class, do not hesitate to ask. (I do expect you to do the basic math to figure out your own grades though. I will be doing the cumulative calculations for the final grades only.) You will receive points on your essays and weekly participation that correspond to the following grade scale. An “X” means that nothing had been submitted by the deadline for that assignment, and therefore, no points were given.
Averaging Your Grade: To know how well you’re doing, add up the points you’ve earned next to each asterisk. Divide by the number of points possible. You’ll get a percentage of the final grade. That percentage may be pegged to the grade point average below based on the grade scale.

Substantive Responses to Peers (Two Per Forum) (100 pts.)

Three Learning Tracks:

This English 101 course works on three main tracks:

The **Reading Analysis** track introduces university-level writings about language in the course reader *What’s Language Got to Do with It?*. A proper **Grammar and Mechanics** approach emphasizes the importance of using the correct grammar, mechanics and citation methods for formal and professional writing. (This formality is balanced against the importance of original voice, which may involve using purposeful improper application of the grammar and mechanics rules, but the idea is that such rule-breaking must be purposeful, not accidental or stemming from ignorance.) The **Writing and Thinking / Creativity** track brings together the reading analysis, grammar and mechanics, and the student’s own world-view and original ideas. These writings will follow a particular rhetorical mode (of the student’s choice for that particular essay’s range of choices) and a topic of the student’s choice (albeit vetted by the instructor).

**Course Organization:** Overall, this course is based around the writing of four original essays. Within each essay type will be a range of readings, assignments, and works—all of which will be posted to the class’s Discussion Board. The instructor will stay involved and will provide timely feedback to the learners. All works leading up to a larger essay assignment have to be completed before that essay may be considered for points. In other words, no essays will be accepted if no lead-up work was done to show the evolution of the project.

**Discussion Board Questions**

**Week 1:**

Choose three (3) of the following to answer. Be sure to show that you’ve read the assigned readings from the prior week in order to respond. Also, offer insightful comments. Do not simply repeat what others have said.

1. Please offer one example about when your use of language failed you per Shirley Brice Heath’s examples in the Foreword. This may be a use of language orally, technologically, textually, or in some other way.
2. Why do you think people have a need for meaningful conversations? What makes a conversation “meaningful” to you?
3. What are your main sources for language, and why? Please try to be comprehensive in your answer.
4. Between spoken and written language, which do you prefer, and why? If you like both equally, please explain, as well.

Respond to two of your peers' postings.

**Week 2:**
Choose three (3) of the following to answer. Be sure to show that you’ve read the assigned readings from the prior week in order to respond. Also, offer insightful comments. Do not simply repeat what others have said.

1. How is language related to a person’s identity? Please use yourself as an example.
2. How does language reveal a person’s values? Please use yourself as an example.
3. How may language have power in a political situation (where there are decisions on how resources may be deployed and policies get made)? Please use one live current example.
4. Why is connotative language so nuanced? Why is denotative language more cut-and-dried?

Respond to two of your peers' postings.

Week 3:

Choose three (3) of the following to answer. Be sure to show that you’ve read the assigned readings from the prior week in order to respond. Also, offer insightful comments. Do not simply repeat what others have said.

1. How have technology (word-processing programs, the Internet, text messaging) and different supporting tools (dictionaries, thesauruses) changed your writing? Have the changes been for the positive or negative, or a mix of both? Please explain.
2. How has your sense of language changed with these early readings in this course? Please offer a few initial examples.
3. What are some of your own strengths and weaknesses in writing, based on George Orwell’s “Politics and the English Language”? Please give some examples.
4. What is your favorite foreign language, and why?

Respond to two of your peers' postings.

Week 4:

Choose three (3) of the following to answer. Be sure to show that you’ve read the assigned readings from the prior week in order to respond. Also, offer insightful comments. Do not simply repeat what others have said.

1. Explore what the different technological methods for text transmission have been for you as a writer and then as a consumer. In other words, how have TM-ing, cell phone, email, the WWW and Internet, and other data transmission methods changed you as a writer and then as a reader/consumer of words.
2. How does your use of language differ between those of older or younger generations?
3. The concept of an “affordance” is an ability and/or limitation based on a particular technology or circumstance. Name one “affordance” that you have based on your use of the WWW.
4. Do you think it’s easier or harder to “take words back” today? Why or why not? Is it important to think about one’s stances about various issues before communicating them? Why or why not?

Respond to two of your peers' postings.

Week 5:
Choose three (3) of the following to answer. Be sure to show that you’ve read the assigned readings from the prior week in order to respond. Also, offer insightful comments. Do not simply repeat what others have said.

1. What is the power that comes with the ability to write in formal English—with its proper word choices, logical thinking, organization and research citations?
2. What are some benefits of having the ability to think and converse in a foreign language? Give either a personal or analytical view.
3. Given that a fifth of Americans are functionally illiterate and unable to fill out a job application or read a check stub, what are the implications of that statistic on a democracy?
4. Give some examples of the rich mix of various languages in today’s English. Draw heavily from current culture.

Respond to two of your peers' postings.

Week 6:

Choose three (3) of the following to answer. Be sure to show that you’ve read the assigned readings from the prior week in order to respond. Also, offer insightful comments. Do not simply repeat what others have said.

1. What experiences have you had with “black English”? What is your stand on Ebonics, and why?
2. When should the vernacular speech be used vs. formal speech? Why?
3. What have your experiences been with native language acquisition? Foreign language acquisition? Which is more difficult and why?
4. How do you use language proficiency to judge others? Why? Have you ever been language profiled yourself, and how did that feel?

Respond to two of your peers' postings.

Week 7:

Choose three (3) of the following to answer. Be sure to show that you’ve read the assigned readings from the prior week in order to respond. Also, offer insightful comments. Do not simply repeat what others have said.

1. Do you find yourself communicating or talking differently to a male or a female in person? On the phone? Via email? Via text messaging? What are your embedded assumptions about males or females based on how you talk?
2. Do you find people treating you in a genderized way in terms of communications? Give live examples.
3. How do you as an individual embody a particular story based on how you speak? Do you look like how you sound? Please explain.
4. What are some threats of political correctness in terms of standardizing language?

Respond to two of your peers' postings.

Week 8:
Choose three (3) of the following to answer. Be sure to show that you’ve read the assigned readings from the prior week in order to respond. Also, offer insightful comments. Do not simply repeat what others have said.

1. What have your experiences been with individuals from the deaf community?
2. What do you think about the sense of deaf pride and the hierarchy in terms of those who were not born deaf being considered lesser?
3. How do you feel about the “defiantly deaf”? Why?
4. What do you know of deaf rights outside the US? Please share your insights.

Respond to two of your peers' postings.

**Week 9:**

Choose three (3) of the following to answer. Be sure to show that you’ve read the assigned readings from the prior week in order to respond. Also, offer insightful comments. Do not simply repeat what others have said.

1. What should the role of languages be in the national identity of the US? Why?
2. How may the US encourage multilingualism and fluency?
3. Should the US have an official language? If so, what should it be? If not, why not?
4. What are some effective ways of “language transfer” between instructors and students? Why?

Respond to two of your peers' postings.

**Week 10:**

Choose three (3) of the following to answer. Be sure to show that you’ve read the assigned readings from the prior week in order to respond. Also, offer insightful comments. Do not simply repeat what others have said.

1. What is the role of a global English in terms of efficiencies and competitive advantages? How may traditional and native languages be protected?
2. How do you think Keith Walters and Michal Brody feel about the role of language in the US? Why?
3. What are your takeaway lessons with you as you wrap up this quarter?
4. What suggestions do you have for your peers who will be taking English 101 in future quarters? Why?

Respond to two of your peers' postings.

**Directions for the Summary Analyses**

Read the Objectivity / Subjectivity slideshow. Write two (2) summary analyses of two of the readings for this particular week. Be sure to show full comprehension of the two works that you’re summarizing and analyzing. Write these separately (do not combine the summaries and analyses). Use separate labels for the summary sections and the analysis sections. The summary should be 25% of the length of the summary / analysis, and the analysis should be 75%. (In other words, write a one paragraph summary and a three-paragraph analysis.) You’re absolutely free to have whatever opinion
you wish about a work, but be sure to base your opinions on actual analysis of the original work from *What’s Language Got to Do with It?*

**Work #1:**

**Summary**

**Analysis**

**Work #2:**

**Summary**

**Analysis**

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**Essay 1 Directions: Narration, Comparison and Contrast or Classification and Division / Categorization**

Essay #1 must fit into the narration, comparison and contrast, or the classification and division / categorization rhetorical mode (choose one). Please read the slideshows for these three types of rhetorical modes. Then, go on to propose your three topic ideas. The instructor will approve between 0 – 3 of your proposed topics. If you need to, you may have to offer a second round of topics if the ideas do not fit the rhetorical mode or do not show a unique / original angle.

- You will then offer an outline of the accepted topic for your essay.
- You will write an essay with a clear lead-in paragraph, body paragraphs and a conclusion.
- The essay must be original. It must also reach at least 1000 words.

The instructor will offer a critique of the draft. Revisions then must be made by the student and submitted in the final. All lead-in up assignments to the final must be completed satisfactorily before the final essay may be considered for a grade.

**Essay 2 Directions: Description, Illustration or Exemplification, or Cause and Effect (Causal Analysis)**

Essay #2 must fit into the description, illustration or exemplification, or cause and effect (causal analysis) rhetorical mode (choose one). Please read the slideshows for these three types of rhetorical modes. Then, go on to propose your three topic ideas. The instructor will approve between 0 – 3 of your proposed topics. If you need to, you may have to offer a second round of topics if the ideas do not fit the rhetorical mode or do not show a unique / original angle.

- You will then offer an outline of the accepted topic for your essay.
- You will write an essay with a clear lead-in paragraph, body paragraphs and a conclusion.
- The essay must be original. It must also reach at least 1000 words.
The instructor will offer a critique of the draft. Revisions then must be made by the student and submitted in the final. All lead-in up assignments to the final must be completed satisfactorily before the final essay may be considered for a grade.

**Essay 3 Directions: Definition, Analogy (or Extended Comparison), or Collage**

Essay #3 must fit into the definition, analogy (or extended comparison), or collage rhetorical mode (choose one). Please read the slideshows for these three types of rhetorical modes. Then, go on to propose your three topic ideas. The instructor will approve between 0 – 3 of your proposed topics. If you need to, you may have to offer a second round of topics if the ideas do not fit the rhetorical mode or do not show a unique / original angle.

You will then offer an outline of the accepted topic for your essay.
You will write an essay with a clear lead-in paragraph, body paragraphs and a conclusion.
The essay must be original. It must also reach at least 1000 words.
The instructor will offer a critique of the draft. Revisions then must be made by the student and submitted in the final. All lead-in up assignments to the final must be completed satisfactorily before the final essay may be considered for a grade.

**Essay 4 Directions: Process, Persuasion and Argumentation, or Memoir (WITH A RESEARCH ELEMENT)**

Essay #4 must fit into the process, persuasion and argumentation, or memoir (with a research element) rhetorical mode (choose one). Please read the slideshows for these three types of rhetorical modes. Then, go on to propose your three topic ideas. The instructor will approve between 0 – 3 of your proposed topics. If you need to, you may have to offer a second round of topics if the ideas do not fit the rhetorical mode or do not show a unique / original angle.

You will then offer an outline of the accepted topic for your essay.
You will write an essay with a clear lead-in paragraph, body paragraphs and a conclusion.
The essay must be original. It must also reach at least 1200 words.
The instructor will offer a critique of the draft. Revisions then must be made by the student and submitted in the final. All lead-in up assignments to the final must be completed satisfactorily before the final essay may be considered for a grade.

**Essay 4 must include 8 research sources with proper MLA citations.**

**Source Evaluations for Essay 4 (Summaries / Evaluations)**

**Summary/Evaluation**

This explains how to summarize and evaluate research material. In this case, the research material should come from internet sources. This material should be information that you think favors your position. Use the criteria listed below to craft your summary/evaluation statement. Please note that the summary/evaluation consists of 3 components (1) a citation of the source using MLA format; (2) an objective summary of the source (objective means that you report the facts, but do not offer an opinion
of them); (3) an evaluation of the research material (evaluation notes the worth of the resource material).

**Summary/Evaluation: Guidelines for Writing the Source Evaluation** (by: Dr. Lynne D. Lerych, Instructor)

The general purpose of the source evaluation is for you to have the opportunity to share with your instructor and your classmates the contents and usefulness of a source you have consulted for your research project.

In these source evaluations, you will demonstrate your ability to write a concise, meaningful, objective summary; and your ability to focus on a text's usefulness to you as you pursue completion of your research project.

Using the description below as a guide, you should be able to compose and post this week's required source evaluation. However, if you are unclear about any aspect of this assignment, please feel free to ask questions.

Your source evaluations are to be 250 to 300 words in length, but no longer, and are to have the following three elements:

1. **Bibliographic Citation (MLA style)**

This serves as the title of your source evaluation. Once you have recorded all necessary publication information on the source you are evaluating, refer to Chapter 11, The Concise Guide to Writing (or any other reference text that includes instructions for using MLA citation style) in order to create the required "title" for your source evaluation.

2. **Summary Paragraph**

The first half of the text of your source evaluation should be a summary of the source that you have read. The summary is a condensed version of the source text, and must be in your own words -- do not copy your source's text verbatim, unless you need to quote a specific brief passage. Keep the following points in mind when writing the summary part of your source evaluation:

- The topic sentence of your summary paragraph should be a one-sentence summary of the source material you’ve read. Refer to the one-sentence summary guidelines . . . to ensure that you meet this part of the assignment.
- Express the main idea and supporting ideas in your own words. Do not imitate or stay too close to the style of the original work.
- Don’t write an overly detailed summary. Your goal is a single paragraph not less than 125 words and not more than 150 words in length.
- Preserve the balance and proportion of the original work. If the original devoted 70% of its space to one idea and only 30% to another, your summary should reflect that emphasis.
- The summary should be written as an objective report of what you read, and should not have any opinion or other personal responses within it.
3. Evaluation Paragraph

The second half of your source evaluation is the place for you to critically analyze the source, in terms of content, reliability, currency, relevance to your project, etc.

This is the place for you to express your thoughts and your well-reasoned opinions regarding the effectiveness of what you have read. Your evaluation paragraph must have a focus (topic sentence or thesis statement).

The purpose of the evaluation paragraph is not to share your feelings about the topic or the source, but to analyze critically the substance, suitability and usefulness of the source which you are evaluating. Be sure to include discussion of the author and his/her credibility and qualification, the reliability of the publishing source, the degree of bias in the source, its direct relevance to your research, and most importantly, its influence on your developing thesis.

Resources
Use only on-line resources for this assignment, these can include the following:
(1) ProQuest http://www.umi.com:8090/proquest/
(3) Smithsonian Institution http://web1.si.edu/start.htm

Summary/Evaluation Criteria

1. Bibliographic Citation (MLA style)
   ___ meets MLA style
   ___ does not meet MLA style

2. Summary Paragraph (The first half of the text of your source evaluation should be a summary of the source that you have read. The summary is a condensed version of the source text, and must be in your own words)
   • one-sentence summary of the source material in own words
     ___ yes
     ___ no
   • Express the main idea and supporting ideas in your own words
     ___ yes
     ___ no
   • meets word count (250 to 300 words for each source eval)
     ___ yes
     ___ no
• Preserves the balance and proportion of the original work
  ___ yes
  ___ no

• summary should be objective not have any opinion or other personal responses
  ___ yes
  ___ no

3. Evaluation Paragraph (critically analyze the source, in terms of content, reliability, currency, relevance to your project, etc.)

Note: The purpose of the evaluation paragraph is not to share your feelings about the topic or the source, but to analyze critically the substance, suitability and usefulness of the source which you are evaluating

  • contains a focus (topic sentence or thesis statement)
    ___ yes
    ___ no

  • discusses author's credibility and qualification
    ___ yes
    ___ no

  • notes the reliability of the publishing source
    ___ yes
    ___ no

  • notes the degree of bias in the source
    ___ yes
    ___ no

  • discusses direct relevance to your research
    ___ yes
    ___ no

  • discusses influence on your developing thesis
    ___ yes
    ___ no

English 101 Gradesheet
The following gives students a general sense of what each week will involve.

Weekly Schedule:

Reading:
1 Ch. Reading in reader
3 Discussion Questions
2 Summary / Analyses

Writing:
1-3 online lectures / slideshows (on writing topics)
1 Ch. In Grammar / Mechanics in handbook
Writing assignments related to essay

Optional extra credit

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**Grade Sheet for English Composition 101**

**In-Class Communications**
- Discussion Questions (x 10 pts. each week) = 100
- Peer Responses (overall course) = 200

**Reading and Writing Work**
- 2 Summary Analyses a week x 9 weeks (100 each) = 900
- Assignments = 280
- 4 Essays (250 each x 3 + 440 x 1) = 1190
- Extra Credits (# possible in the course)

= 2670 TOTAL

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**Preweek: June 18 – 24, 2009**

**Essay 1: NARRATION, COMPARISON AND CONTRAST, CLASSIFICATION AND DIVISION / CATEGORIZATION**

**Week 1: June 25 – July 1, 2009**

**Readings:**
- Intro to Eng. 101 / Rhetorical Modes
- Ch. 1 “Language as Argument” *What's Language Got to Do with It?*
- Part 1: “The Writing Process” *Keys for Writers*

**General Assignments:**
- Essay 1 Topic Proposal
- Essay 1 Draft Outline
Week 2: July 2 – 8, 2009

Readings:
Narration
Comparison and Contrast
Classification and Division / Categorization
Objectivity / Subjectivity: Writing the Summary – Analysis
Critiquing an Essay (literary schools of critique)
Audience Awareness
Ch. 2: “How Writing Changes Language” What’s Language Got to Do with It?
Part 6: “Style / 5 Cs of Style” Keys for Writers

General Assignments:
Essay 1 Lead-in Intro
Essay 1 Conclusion Paragraph Draft

Week 3: July 9 – 15, 2009

Readings:
Ch. 3: “Technology and (versus?) Language” What’s Language Got to Do with It?
Part 5: “Document Design / Workplace” Keys for Writers

General Assignments:
Essay 1 Essay Draft
Essay 1 Essay Final

Essay 2: DESCRIPTION, ILLUSTRATION OR EXEMPLIFICATION, AND CAUSE-AND-EFFECT (CAUSAL ANALYSIS)

Week 4: July 16 – 22, 2009

Readings:
Ch. 4 “Multilingual USA” What’s Language Got to Do with It?
Part 9: “For Multilingual / ESL Writers” Keys for Writers

General Assignments:
Essay 2 Topic Proposal
Essay 2 Draft Outline

Week 5: July 23 – 29, 2009

Readings:
Ch. 5: “Talking While Black” What’s Language Got to Do with It?
Part 3: “MLA Documentation” Keys for Writers
General Assignments:
Essay 2 Lead-in Intro Paragraph
Essay 2 Conclusion Paragraph

Week 6: July 30 – Aug. 5, 2009

Readings:
Ch. 6: “His and Hers” What’s Language Got to Do with It?
Part 2: “Doing Research / Evaluating Sources” Keys for Writers

General Assignments:
Essay 2 Essay Draft
Essay 2 Essay Final

All the following work in purple is due in Week 7 during the Summer term.

Essay 3: DEFINITION, ANALOGY OR EXTENDED COMPARISON, COLLAGE RESEARCH

Week 7: Aug. 6 – 12, 2009

Readings:
Ch. 7: “Language in Deaf Communities” What’s Language Got to Do with It?
Part 7: “Common Sentence Problems” Keys for Writers

General Assignments:
Essay 3 Topic Proposal
Essay 3 Draft Outline

Week 8: Aug. 6 – 12, 2009

Readings:
Ch. 8: “Languages and National Identities” What’s Language Got to Do with It?
Part 8: “Punctuation, Mechanics, Spelling” Keys for Writers

General Assignments:
Essay 3 Draft Lead-in Intro Paragraph
Essay 3 Draft Conclusion Paragraph
Essay 3 Essay Draft

All the work below is due Week 8 in the Summer term.
Week 9: Aug. 13 – 19, 2009

Readings:
Ch. 9: “Globalizing English” What’s Language Got to Do with It?

General Assignments:
Essay 3 Essay Final
Essay 4 Topic Proposal
Essay 4 Draft Outline
Essay 4 Source Evaluations (8 total)
Essay 4 Works Cited List

Week 10: Aug. 13 – 19, 2009

Readings:
Please use this time for any catch-up readings from the prior 9 weeks.

General Assignments:
Essay 4 Essay Draft * Submit this early to get feedback.
Essay 4 Essay Final

Extra Credit: 10 Proposed Essay Titles

Aug. 19, 2009 is the last day of Summer Quarter 2009. There is no finals week.

Make sure that you have your email registered in your Profile area (through the Tools and the Personal Information area) of your classroom, and make sure that your instructor has your email address directly by emailing her at haijes@gmail.com. Be sure to include your name and email address.

Total Points: Grade Scale as a Percentage of a 100-Point Scale: 97-100=4.0, 96=3.9, 95=3.8, 94=3.7, 93=3.6, 92=3.5, 91=3.4, 90=3.3, 89=3.2, 88=3.1, 87=3.0, 86=2.9, 85=2.8, 84=2.7, 83=2.6, 82=2.5, 81=2.4, 80=2.3, 79=2.1, 78=2.0, 77=1.9, 76=1.8, 75=1.7, 74=1.6, 73=1.5, 72=1.4, 71=1.3, 70=1.2, 69=1.1, 68=1.0, 67=.9, 66=.8, 65=.7, 64=.6, 63=.5, 62=.4, 61=.3, 60=.2, 59=.1

Higher Grade Scale: The WAOL grading system pegs grades even higher than the typical GPA grade scale above. Their system—which we will use—goes as follows:

Letter Decimal
A+ 4.0
A 4.0
A- 3.7
B+ 3.3
B 3.0
B- 2.7
C+ 2.3
C 2.0
C- 1.7
D+ 1.3
D 1.0
D- 0.7
F 0.0

No grades will be negotiated. At the end, grades will be figured out by plain math and reported as such. *Please complete all homework. Averaging in 0s takes down cumulative GPAs very quickly.*