

**English 101  
Freshman English  
Fall 2020**

Prof. Mary Bowman  
Office: CCC 433  
E-mail: mbowman@uwsp.edu

Office hours: Mondays, 1:30-3:00, and  
Tuesday/Thursday, 12:30-1:30 – in Zoom (link posted in Canvas)  
Other times and face-to-face meetings available by appointment

I encourage you to drop in during office hours, or make an appointment, to ask questions, get extra help, or talk about whatever is on your mind. Contact me to make an appointment if my scheduled office hours don't fit your schedule, or you want to meet face-to-face. You are also welcome to email at any time, but be aware that I may not receive evening/weekend messages until the next weekday morning.

**Description and Goals**

English 101 and 202 are part of the Foundation Level of the General Education Program, providing a foundation for all the reading and writing students will do in college—and beyond. Because it is impossible to prepare specifically for every kind of task that may lie in each person's future, our emphasis is on expanding your "toolkit" of skills and strategies that can be used in a variety of situations. I hope this course will give you a better sense of what may be expected of you in college writing assignments and help you develop the flexibility and confidence to adapt to the varied writing tasks you will undertake in the future.

Both 101 and 202 seek to develop students' ability to read and think, carefully, critically, and clearly. English 101 focuses primarily on writing that communicates ideas or information. (English 202 will emphasize persuasive writing and working with sources.) By the time you have finished the two-course composition sequence, you should be able to

- Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.
- Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.

Beyond these basic goals, I hope that you will also grow in other ways: in your appreciation of the complexity of writing and of the pleasure that comes from rising to its challenges, in your ability to think creatively and independently, and in your awareness of your own thinking and writing processes. These are a large part of what you stand to gain from your college experience, and I encourage you to pursue them throughout your college career.

## Texts

Rental: Laurie G. Kirszner and Stephen R. Mandell, *Patterns for College Writing: A Rhetorical Reader and Guide* (14<sup>th</sup> edition)

Purchase: Diana Hacker and Nancy Sommers, *Rules for Writers*, 9<sup>th</sup> edition, UWSP special printing. (ISBN 978-1-319-30464-5): \$64.30 new, \$48.25 used.

I also recommend getting a dictionary app or bookmarking a good dictionary website.

## Requirements and Grading

**Reading and preparation** for class: For most class meetings, there will be assigned reading with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, before class is necessary preparation for you to be able to fully participate in, and benefit from, the class meeting. You should also take some notes on your observations and reactions. During in-person class meetings or Zoom sessions, I may call on individual students orally or have you write briefly about the reading early in class as a way to check preparation as well as to begin discussion.

You will have a number of **informal writing** assignments. These are low-stakes assignments meant to get you reflecting on readings, exploring ideas, generating material for papers, giving each other feedback, and reflecting on what you have learned. Prompts/directions for most of these will be included in the assignment sheet for each project.

There will be four **formal writing** assignments. Details about these assignments, including grading criteria, will be provided in handouts and discussed in class. The final draft (at least) of each out-of-class essay should be typed and prepared for printing (although this semester I will have you submit all assignments in Canvas). For three of these assignments, you will also write a final reflection on the project.

**Attendance and participation:** You should attend class regularly and participate to the best of your ability, or complete all the online activities listed on the schedule for each unit. Class activities will include discussion, editing workshops, and group and individual conferences.

- Attendance, preparation, and participation will contribute 10% of your grade for the course. (See grading criteria on page 4)

Grading scale for revision:

- No change from previous draft: 0 points
- Some changes made, generally only in response to specific suggestions, or superficial changes where more significant changes are suggested: 7 points
- Makes significant changes in response to feedback: 9 points
- Makes significant changes, including applying feedback to parts of the paper not specifically commented on, further applying concepts discussed in class, or making independent changes that improve the paper: 10 points.

Grading scale for reflections:

- Reflection is turned in, but inadequate (e.g. not responding to the prompt, too vague to show thoughtful reflection on the project): 5-13 points.
- Responds appropriately to the prompt, showing thoughtful reflection on the project: 14 points
- Exceptionally thoughtful: 15 points

Grading scale for peer feedback:

- Comments are offered, but they are typically too vague or general to be useful, or show a lack of careful, thoughtful reading of the paper: 8 points.
- Some specific comments are made, but these may not be explained well enough to provide guidance for revision, or some questions may not be addressed: 11 points.
- All questions on guidelines handout are responded to, with enough explanation to help the author understand the effectiveness of the paper and revise: 14 points
- More than usually helpful; exceptionally thorough or insightful: 15 points

Grading scale for other informal writing:

- Submitted, but inadequate (not showing thoughtful response to a prompt or sufficient progress on the paper to allow for meaningful feedback): 5 points
- Meets expectations: 9 points
- Outstanding: 10 points.

There are 1000 points possible in the course, broken down as follows:

- Each of the first three formal papers is worth 180 points (540 total)
- The fourth paper is worth 145 points
- The final reflection on each project is worth 15 points (45 total)
- Peer feedback on drafts is worth 15 points each (30 total)
- Other informal writing assignments and drafts are worth 10 points each (100 total)
- Up to 10 points can be earned for each paper for effective use of feedback in revision (40 total)
- Attendance, preparation, and participation contributes 100 points

How I calculate grades: Letter grades are converted to points, and points back to a letter grade for the course, using the following scale: D, 60-66.99%; D+, 67-69.99%; C- 70-72.99%; C, 73-76.99%; C+, 77-79.99%; B-, 80-82.99%; B, 83-86.99%, B+, 87-89.99%, A-, 90-92.99%, A, 93-100%. An assignment not turned in or test essay not attempted is a 0, but an F paper/essay will earn points in the F range.

**Grading criteria for Attendance, Participation, and Preparation**

	<b>Plusses – at least a few of these needed for an A</b>	<b>Expectation – meeting all of these needed for a B</b>	<b>Minuses – these will lead to grades lower than B</b>
Attendance	Is present for all of every class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 90% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 10% of the time, or less often but without explanation.
Preparation	Always provides evidence of preparation when called on. Consistently comes equipped (book, notebook, etc.) to class.	Gives evidence of preparation when called on at least 90% of the time. Usually comes equipped.	Gives evidence of being unprepared or not equipped more than 10% of the time.
Attentiveness	Is always listening actively when not speaking.	Is listening actively when not speaking.	Attends to something other than class activities.
Online alternative	For all in-person and Zoom class meetings, there will be an asynchronous online equivalent. Completing the activities for that day (which will be defined for each day in instructions posted in Canvas) is equivalent to being in class, prepared, and attentive.		
Quality of participation	Makes comments that stand out for the level of careful thought they demonstrate: about the material and about the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions or lack of preparation, are irrelevant, or otherwise tend to derail the conversation.
Classroom community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect)

<b>Policies</b>
-----------------

**Attendance.** Attendance is included in your course grade (as described above) because discussion and hands-on activities are a large part of the course; getting notes from someone is not the same as hearing the whole conversation or participating in an activity yourself. If you ever do miss class,

- Complete the online alternative activity if possible. Otherwise, let me know the reason for your absence, if it is something that you want me to take into account when I assign a grade for attendance and participation.
- Check Canvas for any announcements and materials you may have missed. Contacting a classmate to get their notes on what was discussed may also be useful. If you have any questions after that, feel free to ask me.

**Face Coverings:**

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

**Other Guidance for COVID-19:**

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.
- If you [test positive for COVID, please fill out this form](#). If you tell me that you have tested positive and have not reported, I am required to report.
- If another student in the class is infected, and you are considered at risk, you will be contacted by health officials. You are not necessarily at risk, depending on how close you sit to the infected student. If you are required to quarantine due to exposure to COVID, continue participating in class using the online options. You may have to quarantine longer than the student who was infected, due to the incubation period of the virus.

**Classroom Etiquette:**

- During in-person meetings, tablets and other devices can be used for taking or referring to notes, if you can resist their temptations. However,
  - Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students. (English Department Policy)
- Zoom classes will be recorded, and the recording will be available in Canvas. This is for the benefit of students who were not able to participate in real time, and is for students in this class only. Do not share the link with anyone not in the class. This protects the privacy of all students, and helps make the classroom a safe place.
- For both in-person and online discussions, diverse perspectives are an asset to class discussions. Please treat those whose ideas or experiences are different from yours with the same respect you want for yourself.

**Accommodations for Students with Disabilities:** If you have a condition requiring accommodations for this course, please contact the Disability and Assistive Technologies Center. Call 715 346-3365 or email [DATC@uwsp.edu](mailto:DATC@uwsp.edu) to make an appointment or get more information, or visit them on the 6th floor of Albertson Hall (a.k.a. Library). Visit their website at <http://www.uwsp.edu/disability/Pages/default.aspx>

**Academic honesty.** The assignments in this course do not require the use of sources other than our textbook. If you choose to use other sources in a paper, you must cite them; use any format for this that you are familiar with or follow any of the formats described in *Rules for Writers*. Any unacknowledged source use or inappropriate/excessive use of a source in any written assignment will result at the minimum in your being required to redo the assignment in order to receive credit. Depending on the nature and extent of misuse, such behavior may result in a zero for the paper or an automatic F for the course. When in doubt, ask first.

For more information about UWSP's policies regarding Academic Misconduct, see <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

**Late work.** Similarly, the course is designed with the expectation that you will bring drafts and turn in papers according to the assigned schedule; this allows you to receive feedback with adequate time to benefit from it. In practice,

- Informal writing can be done late for partial credit, but not after the related project is completed.
- Completed papers will incur a grade penalty of 1/3 letter grade for each class meeting late. This penalty may be waived if circumstances warrant; if you believe the lateness was truly unavoidable and no fault of your own, talk to me about the reason. (The earlier you talk to me, the better.) It is always better to turn in a formal paper late rather than not do it at all.

**Email:** Your UWSP email account is the university's standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole or individual students; I will routinely use Canvas for reminders and announcements.

### Other Useful Information

In addition to the syllabus, assignments, and other course information, Canvas contains a number of resources to support your work in this course and your success as a student at UWSP more generally.

Word-processing software is a necessary tool for writing and revision. Be sure to save your papers (and back them up) so that you can revise without having to retype your work.

- As a UWSP student, you have access to Microsoft's OneDrive (cloud storage) and Office 365 (online versions of Word, Excel, etc.), and can download Office 2016 to your own devices. Get started here: <https://portal.office.com/Home>

The **Tutoring-Learning Center** is located in the basement of Albertson Hall. They provide a variety of services to support your learning, including a Writing Lab. Services are being provided online for the time being.

The Writing Lab consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process; including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing.

- **Writing Lab sessions are currently being held virtually via Zoom**
- **By appointment or short notice times available**
- **You are able to send your paper for review using this online form:**  
<https://www.uwsp.edu/tlc/Pages/online-writing-lab-request.aspx>
- **All services in the Writing Lab are free**

If you have questions or would like to make an appointment, please contact the TLC via email ([tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu)) or phone (715-346-3568). Visit the TLC website for more information: <https://www.uwsp.edu/tlc/Pages/default.aspx>

### **Calendar of Major Deadlines**

For each project, you will receive a detailed schedule of reading and informal writing assignments. To help you with time management over the course of the semester, here are the dates when drafts of your formal papers are due:

Evaluation Paper: complete (or nearly) draft, September 28  
Final draft, October 2

“Explain Yourself” Paper: complete (or nearly) draft, October 30  
Final draft, November 9

Applying Concepts Paper: complete (or nearly) draft, November 20  
Final draft, December 2

Comparison Essay: first attempt, December 11  
revision, December 18