



English 101

Fall 2020 (See Canvas version that is CORRECT—6 essays total with 2 types worked in to 2 of the essays so all 8 areas are covered!)

Dr. Lynn Ludwig

Course Purpose: English 101 is a writing class, so most of your activities throughout the semester will center on the act of writing because the only way to become a better writer is to practice writing on a consistent basis. An essential element of creating a piece of writing is generating ideas and critically thinking through your own and others' opinions. Examining such ideas in English 101 means understanding the strategies of rhetoric and the process of integrating your own opinions and experience into the forms of academic writing. We will work on synthesizing these components into your papers through critical analysis of a variety of texts and visuals, class discussion, small group work, and informal writing assignments.

I hope that you will also grow in other ways: in your appreciation of the complexity of writing and of the rewards that come from rising to its challenges, in your ability to think creatively and independently, and in your abilities to express awareness of your own thinking and writing processes. These are a large part of what I hope you will gain from your college experience, and I encourage you to pursue them throughout your college career. You will find that the same skills are not only necessary, but expected, in the workplace.

If you have any issues with this online course, please email me at lludwig@uwsp.edu, and I will assist you!

Course Objectives: When you finish this course, you should have:

1. Engaged with a variety of ideas and sources through personal response,
2. Developed proficiency in addressing different rhetorical contexts by responding to the needs posed by specific audiences and purposes, including the use of appropriate media formats and visuals
3. Gained a greater understanding of forms of expository writing
4. Determined how to employ rhetorical structures as writing strategies,

5. Formulated strategies to effectively accommodate the recursive nature of reading, writing, and research,
6. Investigated additional skills in reading, observing, and synthesizing others' ideas into your writing,
7. Refined your techniques of revising and editing prose for greater clarity and precision.

COURSE BOOKS

Textbooks

Purchase:

Hacker-Bedford St. Martins
CP Rules for Writers, 9e UWSP
ISBN: 978-1-319-30464-5

Rental:

Kirszner/Mandell-Bedford St. Martins
Patterns for College Writing, 14e
ISBN: 978-0-319-05664-3

CLASS POLICIES

Participation: individually and in groups (20% of total grade)

- *Participation means not only being present by turning in your homework and essays, but also actively focusing on and engaging in class activities and discussions.*
- Completing your homework assignments on time is also a crucial part of your participation grade. All writing assignments are to be turned in to Canvas, on the given Due Date (see Schedule).

Discussions:

*Some of the issues we will discuss in this class may be controversial, so intense and highly charged written exchanges may occur and should be expected and welcomed. It is a requirement of the class, however, that "heated" comments must not become disrespectful comments. It is perfectly OK to disagree on issues and to voice disagreement, as long as it is remembered that individual perceptions are shaped by individual experiences and backgrounds and that **differences must be approached with respectful and tolerant attitudes**. Language and attitudes inappropriate to a college classroom will not be acceptable, at any time.*

Attendance Policy:

Guidelines for all Papers:

1. Papers should be turned in to Canvas on date due (unless otherwise specified).
2. Proofread each paper with care to remove errors.
 - Double-space papers and number each page.

- Use 1" margins & a 10-point regular (not **bold** or *italicized*) font, such as Times New Roman.
3. All papers should have creative/informative **titles**, but there is no need for a separate title page.
 4. Page 1 should contain your name, course number, and the date in the left right corner.
 5. You will receive more detailed guidelines for each paper in Goal Sheets that I will give you.

Required: You must turn in all 5 assignments to pass the course. Peer reviewing and revising, crucial elements of the writing process, will be practiced on every paper, unless I designate otherwise.

Assignments:

All writing assignments for this course must be turned in to D2L, including:

- 8 Formal Writing Assignments (totaling 75% of final grade)

Grades will be distributed by percentage, as follows:

Participation in Online Discussions	25%
8 Writing Assignments <u>+ 10% + 10%</u>	<u>5% + 10% + 10% + 10% + 10% + 10%</u>
TOTAL	100%

EVALUATION

I will evaluate your work based on the *rubric criteria* I give with each writing assignment. I will also evaluate your work from the perspective of writing a document in any college classroom setting. The following is a brief synopsis of how your work might be viewed and the letter grade that goes with it:

A range

Yes! Your professor will be impressed and he or she will remember your work when considering using your work as a model for the class. You took extra steps to be original or creative in developing content or developing visual or verbal style.

B range

Well, OK... You got the assignment done and it is complete content-wise, well-organized, and shows attention to style and visual design. Your professor is satisfied with the work, but not impressed, and likely has suggestions to

	revise and improve the written document.
C range	Hmmm... You finished the assignment and while it is complete, content-wise, and organized, your professor has questions. He or she is disappointed and would likely ask you to revise or rewrite sections before allowing others to see the document.
D range	Oh my gosh! The document is completed, but that's the best we can say. Your professor is troubled by the poor quality of the work and will ask you for significant revision.
F	Uh-oh... Your professor will most likely contact you to discuss the exceptionally poor quality of the document and/or you committed plagiarism).

In addition to the specific assignment goals in each writing assignment (outlined in the handouts I give you in Canvas) and the corresponding assignment rubric, specific areas I will be evaluating in all of your work are as follows:

- Reader awareness (audience)
- Goal of writing is made clear (purpose)
- Language/jargon is tailored to audience/culture (context)
- Use of appropriate document format and layout (in all media forms)
- Correctness of grammar, word choice, and punctuation

Plagiarism:

Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism—a very serious offense.

Writers generally borrow ideas from others in **two** ways:

- 1) **Paraphrasing** (restating in your own words the ideas of another), **quoting directly** (using the same words as the author of the outside source), or using a **combination** of paraphrasing and direct quotation.

NOTE: The citation guidelines for MLA format will be used to properly cite the types of borrowing outlined above. Guidelines for this format are available in your books.

- 2) **Deliberately placing your name on someone else's written work** (i.e., using file papers, letting friends or hired professionals write your papers for any reason, copying ideas from a friend's paper, online or print sources, etc.). **NOTE:** This type of "borrowing" will be treated in accordance with the University policy on Academic Misconduct (**UWSP Community Rights and Responsibilities, 14.03 Academic Misconduct Subject to Disciplinary Action**)

UNIVERSITY RESOURCES AVAILABLE

- Support with your papers: In addition to meeting with me, individual help is also available through the Tutoring-Learning Center (the TLC) located in the basement of the LRC (Room 018, x3568). Schedule tutoring appointments here: <https://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>

Main Campus-Stevens Point

018 Albertson Hall
900 Reserve Street
Stevens Point, WI 54481

Phone: 715-346-3568

E-mail: tlctutor@uwsp.edu

Tutoring Hours

Mon - Thu: 9:00 a.m. - 8:00 p.m. **Fri:** 9:00 a.m. - 1:00 p.m.

- Students with learning differences may want to visit UWSP's Office of Disability Services (103 SSC, x3365) to work with that office to complete a Request for Accommodations Form.

