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**ENGLISH 101: COMPOSITION 1**  
Fall 2018

**UW Colleges Catalogue Course Description**

A composition course focusing on academic writing, the writing process, and critical reading. Emphasis will be on essays that incorporate readings. 3 credit hours.

**English Department Learning Objectives for English 101**

After taking English 101, students should achieve proficiency in seven areas:

- 1. Rhetorical Knowledge:** Write for a variety of rhetorical purposes by adapting content, form, and style to the audience, purpose, and requirements of multiple formal academic essays.
- 2. Critical Reading:** Understand, analyze, and evaluate complex arguments in academic texts and synthesize ideas from multiple texts.
- 3. Academic Writing:** Develop cohesive, source-based, academic essays for a variety of rhetorical purposes.
- 4. Research Skills:** Develop the ability to navigate library resources and identify features of academic sources commonly used in college courses
- 5. Writing Processes:** Independently apply successful strategies in the writing process from invention through peer review and revision.
- 6. Composing in Electronic Environments:** Demonstrate proficiency in using a variety of electronic tools for college-level composition.

- 7. Knowledge of Conventions:** Make appropriate choices about academic writing conventions based on the audience and purpose of an assignment, including using a formal documentation style to introduce and cite sources.

### **Learning Outcomes for English 101**

Classroom learning activities and assignments for this course will focus on college-level learning skills and strategies. Students who successfully complete English 101 and demonstrate a readiness for ENG 102 will achieve most of these learning outcomes. The Learning Outcomes are available on the course D2L website.

### **GEP Learning Outcomes for Written Communication**

- 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.

### **Placement in English 101**

The campus English Department places students into a writing class through the campus placement process. Students receive an English 101 placement when their admission and placement information shows that they are prepared to complete a course focused on academic writing and critical reading before enrolling in Critical Writing, Reading, and Research (English 102).

### **English 101 and the Core Writing Requirement**

Students receive elective credit for English 101. However, it is a **required** course that fulfills the prerequisite for English 102 (Composition 2). English 102 fulfills the core writing requirement for the UWC associate's degree and the first-year writing requirement for most four-year degree programs in the United States. **Students must pass English 101 with a grade of C or better to enroll in English 102.** Students who receive a grade of C-, D, F, or R (repeat) will need to take the course again next semester before enrolling in English 102.

### **Required Texts**

- Graff, Gerald and Cathy Birkenstein. *"They Say, I Say": The Moves That Matter in Academic Writing*. Any edition is fine.
- The recommended style manual is A Pocket Style Manual, 7th Edition, 2016 MLA Update Edition.
- All other required readings will be available online or handed out in class.

### **Computing Requirement**

For this class, you must:

- Check your email frequently.
- Become familiar with D2L (Desire to Learn) and check our class website on D2L for any announcements. All written work will be submitted to your Dropbox on D2L.
- Use Microsoft Word for all of your written work. You can save a Google Doc as a Microsoft Word doc.

## **Grades**

Grades are computed as follows:

Midterm Portfolio (Analysis and Analysis/Synthesis): 40%

Final Portfolio (Persuasive Synthesis and Persuasive Essay): 50%

Participation: 5%

Discussion Leading Activity: 5%

Grades will be posted to D2L. If you have questions about your grade in the course, please contact me.

Papers in this course will be written in multiple drafts and read by multiple readers: yourself, your classmates, and your instructor. Writing is hard work, and there's no "right" answer for the kinds of assignments you'll work on here. Because the emphasis is on your development as a writer – something that cannot occur without trial and error – you will write drafts in this course before handing in final papers. For rough drafts, you will receive comments intended to help you improve your writing as you work through and form your ideas.

The portfolios will collect the essays you will write in this class and will present revised versions of them on D2L for a final grade. The portfolios will be graded on the basis of whether or not they demonstrate successful attainment of the learning outcomes for English 101. The instructions for the portfolios will be gone over in class and will be available on D2L.

Instructions for all assignments will be gone over in detail in class.

Class participation is particularly important in this course due to the focus on collaborative critical thinking, and your participation grade will be affected by the level of your engagement with general and small-group discussion and with peer review. The discussion-leading activity will be gone over in detail in class.

**Grading Scale:** A+=98-100; A=93-97; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; D+=67-69; D=63-66; D-=60-62; F=0-59

## **Repeat (R) Grade**

Some students complete coursework with satisfactory effort but still have difficulty reading and writing at a college level; they will receive an R (repeat) grade instead of a failing grade. An R grade is reserved for students who are making progress but need to enroll in the class again to develop the skills necessary for taking degree-credit courses. To receive an R grade instead of an F, a student must a) complete all essays and portfolios; b) attend class regularly; and c) actively participate during in-class activities.

## **Final Exam**

Your final portfolio replaces a traditional final exam. The portfolio is due during the officially scheduled final exam time for the class.

## **Attendance Policy**

Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted, and students will be

permitted to make up missed tests and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. Excessive absences will have an effect on your course grade.

### **Academic Integrity**

All students are expected to turn in original work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. When information from outside sources is used, proper credit must be given to the original source. The *Student Rights and Regulations* handbook outlines the consequences for academic dishonesty.

### **Plagiarism**

You have plagiarized when you represent someone else's words or ideas as your own. Plagiarism is a form of academic dishonesty. If you plagiarize in this class, your offense will be reported. Consequences may range from failure of the course to expulsion from the university.

### **Assessment**

For the fall semester of the 2018-19 academic year, UW Colleges classes that fulfill outcomes at the Foundation Level of the UWSP [General Education Program](#) (GEP) will be assessed utilizing the GEP assessment portfolio process. The GEP Foundation Level includes courses that fulfill the Oral Communication (OC), Written Communication (WM), Quantitative Literacy (QL), and Wellness (WLN) [category learning outcomes](#). Courses that do not fulfill the Foundation Level category outcomes will be included in future assessments for the A.A.S. degree program, and the specific schedule for assessment of these courses will be determined during the 2018-19 academic year.

### **Statement on Changing the Syllabus and Course Policies**

I reserve the right to change the schedule, assignments, course policies, or any part of this syllabus to adapt the course to meet the needs of students in the class. You will receive notification in class of any changes to the syllabus or schedule. Changes will also be available in writing through D2L. Assignments will never be due earlier than the date listed in the original schedule.