# **English 101: College Writing and Critical Reading**

“Rhetorical Awareness”

Fall 2018

**Course Section Information**

Section 672, CompVid, Distance Learning, MWF 8:00-8:50 Rm. 466

Section 002, MWF 11:00-11:50 Rm. 125

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**Office & Student Success Center Hours:**

M-F OFFICE 10:00-11:00

T & R STUDENT SUCCESS CENTER 10:00-12:00

# **English 101 Course Overview**

**Course Description**

*English 101: College Writing and Critical Reading*

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

## **Prerequisites**

A grade of C or better in a basic writing course (TRIO ENG 097, ENG 098, or ESL 106 ) or exemption through a sufficiently high placement assessment.

## **Course Overview**

The purpose of English 101: College Writing and Critical Reading is to support students' development as college-level critical readers and academic writers. This course prepares students for source-based writing in English 102 and for a variety of other college courses that require critical reading, academic writing, and research. In this course, you will learn how to write several different kinds of well-organized essays based on careful analysis of texts about literacy and learning. You will also engage in frequent critical reading discussions and writing workshop activities with your classmates. This course has a **D2L** site.

## **Course Objectives**

After successfully taking College Writing and Critical Reading, students achieve proficiency in seven areas:

1. **Academic Writing**: Write cohesive academic essays that support a thesis with credible evidence from texts for a variety of rhetorical purposes.
2. **Critical Reading**: Understand, analyze, evaluate, and synthesize complex arguments and rhetorical strategies in academic texts.
3. **Research Skills**: Locate, evaluate, and use credible research sources in support of specific writing purposes.
4. **Rhetorical Knowledge**: Write a variety of source-based texts that adapt content, form, and style to the audience, purpose, and requirements of each writing situation.
5. **Writing Processes**: Independently use recursive writing processes and adapt writing strategies to effectively meet the demands of varying writing situations.
6. **Composing in Electronic Environments**: Proficiently select and use appropriate technology for college reading, writing, and research.
7. **Knowledge of Conventions**: Produce clear and coherent text by following academic writing conventions based on the audience and purpose of a writing situation, including using a formal documentation style to integrate and cite sources.

**English 101 and Degree Requirements**

Students receive elective credit for English 101. However, it is a required course for most students and fulfills the prerequisite for [English 102: Critical Writing, Reading, and Research](https://sites.google.com/a/gapps.uwc.edu/uw-colleges-academic-literacy-resources/home/first-year-writing-program/english-102). English 102 fulfills the core writing requirement for the UWC Associate of Arts and Sciences degree and the first-year writing requirement for other UW System schools and 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 and successfully complete it before enrolling in English 102.

**Required Texts and Course Materials**

**Required Readings**

*You do not need to purchase a textbook for this class*. All of the readings for the course will be available for free online through links in the course website or through the [UW Colleges library databases](http://uwc.edu/library). Expect to use assigned readings during most class periods. Bring copies to class. Either print a hard copy of the reading assignment or bring an electronic copy on a computer or other electronic device.

**Optional College Writing Handbook**

Links to online resources for college writing will be available online through the course website. However, some students prefer to purchase a college writing handbook. The recommended handbook for this class is *A Pocket Style Manual* by Diana Hacker and Nancy Sommers from Bedford/St. Martins. Buy a copy that was published in 2016 or later.

**Course Requirements**

Introduction to College Writing is organized into units around four major writing projects and a

2 course portfolios. For each unit, you will complete an essay with related in-class writing, critical reading activities, reading discussions, writing process work, workshops, and self-assessments.

**Overview of Major Assignments:**

In this course, you will complete the following activities for graded course credit:

Assignment 1, 2, 3, Essay 1

Assignment 4, 5, 6, Essay 2

Midterm Portfolio

Assignment 7, Essay 3

Assignment 8, 9, 10, Essay 4

Final portfolio

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A breakdown in points:

Class participation & engagement (10 pts. total)

Assignments 1-10 = 1pt. ea. (10 pts. total)

Essays 10 pts. ea. (40 pts. Total)

Portfolios 20pts (40 pts. Total)

[extra credit for writing center visits will be available]

**Portfolio (an Organized Collection of Writing)**

Throughout the course, you will work on writing projects and related process activities. You will

then organize revised and edited drafts of your writing into a portfolio for midterm and final

grading. The portfolio will document your learning in the course and your development as a

college writer and reader.

***Midterm Portfolio***

○ A Revised Essay (choose either Essay 1 or Essay 2)

○ A Reflective Essay

***Final Portfolio***

○ A Revised Essay (choose either Essay 3 or Essay 4)

○ A Reflective Essay

**Discussions, Workshops, and Other Learning Activities**

Part of your course grade will come from preparation for class, take home writing process

work, and in-class learning activities. You will engage in reading, writing, and discussion

activities to help you successfully complete the course and develop college-level reading,

writing, and critical thinking skills. Because most of the learning activities take place during

class, you must attend class regularly and complete missed work.

**Writing Process Activities**

You will participate in activities to help you successfully complete each writing project:

● Plan for writing projects

● Create essay outlines

● Write multiple drafts of essays

● Revise essays in response to feedback

● Participate in in-class activities to

● Participate in writing workshops during class

● Provide feedback to your classmates

● Attend one-on-one conferences with the instructor

**Critical Reading Activities**

You will complete activities to help you develop college-level reading skills and strategies:

● Prepare for class by completing reading assignments

● Participate in reading discussions and other related class activities

● Write in-class responses to readings

**Final Exam**

Your portfolio replaces a traditional final exam for the course. It is due during the scheduled final

exam time for your course section.

# **Required Grading for Completing the Course**

UW Colleges students must receive a grade of C or higher to successfully complete core skills courses. Students who receive a C-, D, F, or R grade will need to retake English 101 before enrolling in English 102: Critical Writing, Reading, and Research.

**Attendance:**

You have two weeks (4 classes) for any type of absence, after that your grade will drop one letter grade**.**

IN CASE of INSTRUCTOR ABSENCE: assignments will still be due (via D2L dropbox) and the calendar will be followed for the next assignment unless I notify students of any change. I will send an email out to cancel class and give further instruction (and possibly online notes or handouts).

**Academic Misconduct Statement**

Plagiarizing means taking someone else’s work and submitting it to an instructor for course credit. Plagiarism includes (but isn’t limited to) the following: having someone else write all or a portion of an assignment; submitting a paper or other work from an online or print source; including someone else’s written or spoken words in a paper without using quotation marks; taking an idea from an oral source (such as a lecture, television show, or radio interview) and using it without giving credit to the speaker; borrowing ideas or information from a text without properly citing the source; and asking another person to do writing in an online test, chat, or discussion for course credit. In this course, you will learn how to avoid plagiarism and to cite ideas from course readings and other sources.  For more information on academic dishonesty, refer to Student Rules and Regulations (<http://www.uwc.edu/students/uwc-student-rights-regulations-booklet.pdf>).

**Grading Scale**

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| --- | --- | --- |
| A  A- | 93-100  90-92 | *Exceptional proficiency in course learning outcomes* |
| B+  B | 87-89  83-86 | *Above average proficiency in course learning outcomes* |
| B-  C+  C | 80-82  77-79  73-76 | *Sufficient proficiency in course learning outcomes* |
| C-  D+  D  D- | 70-72  67-69  63-66  60-62 | *Insufficient proficiency in learning outcomes; repeat English 102* |
| F | 59-0 | *Failure to complete required assignments and learning activities and/or lack of progress toward meeting course learning outcomes; repeat English 102* |

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