

English 101
Section 1
TR 12:30-1:45
CCC 206

Dr. Wade Mahon
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office hrs: MW 11-12, TR 3:30-4:30
and by appt.

Syllabus

- Required Texts:
- Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing*, 14th ed. Boston: Bedford / St. Martin's, 2018
 - Hacker, Diana. *Rules for Writers*.

Introductory composition courses are designed to introduce you to “academic discourse,” or at least the kinds of reading, writing, reasoning, and research you will be expected to do at the college level. English 101, in my opinion, should focus primarily on the first three of these with an emphasis on critical *reading* strategies. English 202, on the other hand, will focus more on the last three with an emphasis on strategies for *argumentation* (i.e., reasoning) and *research*. In English 101 you will be working together with your classmates in a workshop environment, which means you will be writing almost every day and will be reading and commenting on your classmates’ work.

Writing. You will complete 2 longer (3-5+ pp.) essays as well as three shorter (2-3 pp.) papers that require you to respond to your reading assignments. See Guidelines for Papers (below) for more specific instructions on paper expectations. *Plagiarism* of any kind will not be tolerated; see the University’s “Community Rights and Responsibilities” for more information on academic expectations.

Daily Writing: Prior to most class days you will have a short reading assignment as well as a ½ page written response that you will bring to class. You will turn this in along with any additional writing you do in class. Prompts for these responses will be posted in Canvas. Participation in draft workshops and scoring sessions will also count toward the Daily Writing grade. These are due on the date assigned; late work will not be accepted.

Participation There are 3 components of this grade:

Attendance: Because of the importance of in-class writing, discussions, and workshops, it is very important that you come to class regularly and on time. Missing class will make it difficult for you and your classmates to benefit from the work we will be doing in class. If you have a legitimate excuse for missing class, contact me *before* that class meets and arrange ahead of time to turn in any assigned work. It is your responsibility to obtain materials and assignments handed out on days when you are absent. Your Daily Writing grade will cover attendance.

In-class participation: This includes asking relevant questions, responding to others’ questions in a constructive way without dominating class discussion, staying on task in group activities, bringing assigned homework or drafts to class on time, etc.

Your final grade will be calculated as follows:

Longer Essays (2)	40%
Short papers (3)	30%
Daily Writing	25%
Participation	<u>5%</u>
	100%

Guidelines For Papers

All papers must adhere to the following guidelines*:

1. They must be typed and proofread with any errors neatly corrected.
2. Double-space and print on one side of the page only
3. Use 1" margins all around, use a 10- or 12-point regular (not **bold** or *italicized*) font, and number each page.
4. There is no need for a separate title page; however, you must use a creative title at the beginning of your paper.
5. Put your name and the date in the upper right-hand corner of the first page.

Late Papers: All papers must be turned in at the beginning of class on the day assigned; however, *late papers* will be accepted if you work out a reasonable plan of completion with me. There is no guarantee that late papers will be returned to you before the end of the semester.

* Failure to follow these guidelines may result in a reduction of your paper's final grade.

Semester Calendar

(Short papers underlined, longer papers in **bold**)

Sept. 3—Course Introduction
Sept. 5—Ch. 1, Critical Reading

Oct. 29—Ch. 12, Classification
Oct. 31—Ch. 12, Classification

Sept. 10—Ch. 6, Narration
Sept. 12—Ch. 6, Narration

Nov. 5—Ch. 13, Definition
Nov. 7—Ch. 13, Definition

Sept. 17—Ch. 7, Description
Sept. 19—Ch. 7, Description

Nov. 12—Short Paper 3 due, scoring
Nov. 14—Ch. 2 & 3, Invention, Arrangement

Sept. 24—Short Paper 1 due, scoring
Sept. 26—Ch. 8, Explanation

Nov. 19—Ch. 4 & 5, Revision Workshop
Nov. 21—NO CLASS: THANKSGIVING

Oct. 1—Ch. 8, Explanation
Oct. 3—Ch. 9, Process

Nov. 26—**Revised Essay due**
Nov. 28—Ch. 14 a, Argument

Oct. 8—Ch. 9, Process
Oct. 10—Ch. 10, Cause and Effect

Dec. 3—Ch. 14 b, Argument
Dec. 5—Ch. 14 c, Argument

Oct. 15—Ch. 10, Cause and Effect
Oct. 17—Short Paper 2 due, scoring

Dec. 10—Ch. 14 d, Argument
Dec. 12—Draft Workshop

Oct. 22—Ch. 11, Comparison and Contrast
Oct. 24—Ch. 11, Comparison and Contrast

Dec. 16—**Argument Essay due**, 2:45-4: 45
(Monday)

Foundation Level Written Communication

Learning Outcomes:

1. 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.

Course elements: Short and long paper assignments, written responses to daily readings

2. Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.

Course elements: Evaluation of classmates' papers, draft workshops, Revised Essay