

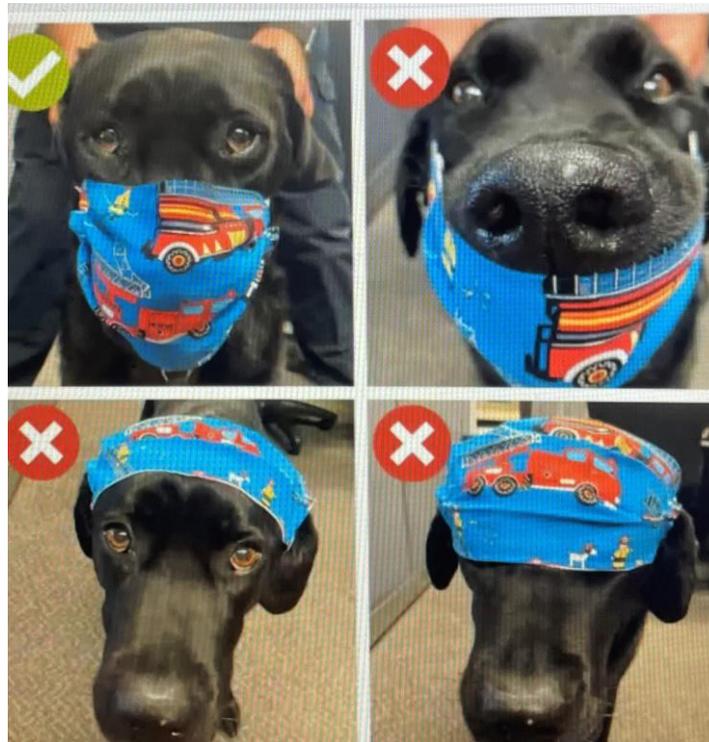
University of Wisconsin-Stevens Point  
English 101 – Spring 2022

Sec. 10 – CCC 233  
M/W: 8-9:15 a.m.  
Sec. 11 – CCC 233  
M/W: 11-12:15 a.m.

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Office Hours: M/W: By appointment  
via Zoom

Per UW-Stevens Point Chancellor Thomas Gibson’s order of August 30, 2021, 12:01 a.m., all students, employees, and visitors to any UW-Stevens Point campus or facility are required to wear face coverings when inside campus buildings. This Order will expire September 30, 2021, unless extended, terminated, or otherwise modified based on changing conditions related the COVID-19 Delta (or other) variants, including but not limited to changes in CDC guidance, state and local public health conditions, and campus safety.”

Student requests for exceptions to this order should be made to the Disability and Assistive Technology Center (DATC) and will be evaluated on an individualized basis utilizing the interactive reasonable accommodations process. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.



## Objective/Aim and Scope:

**What to expect in UWSP English courses that contribute toward the Written Composition GEP learning outcomes:**

### **Written Composition Learning Outcomes (GEP):**

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

**To meet these requirements the courses below have the following specific learning outcomes:**

### **English 101 (and 150):**

**The purpose of this course is to introduce students to college-level reading and writing in academic contexts. Students will write organized, cohesive, thesis-based texts supported by appropriate evidence; use reflection to build on previous writing experiences and to transfer skills to future writing contexts; unlearn common misconceptions about writing; and develop their overall skills as college learners.**

**By the end of the course, students will be able to:**

### **Critical Reading and Thinking:**

- critically read, analyze, and discuss a variety of texts for meanings stated and implied, patterns of organization, and effectiveness of supporting evidence**
- apply the above skills in order to compose coherent, thesis-based texts**

### **Audience/Rhetorical Strategies:**

- understand writing as human interaction between writers and readers**
- adapt content, form, and style to various audiences, purposes, and situations**

### **Process:**

- Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies**

### **Conventions/Mechanics:**

- Recognize and use techniques to address problems in mechanics, grammar, and usage that impede readers' understanding.**
- Learn what constitutes academic dishonesty and begin using appropriate formatting, and documentation for outside sources**

### **Information Literacy:**

- Understand that sources have different levels of credibility that should inform how students use those sources in their writing**
- Begin to evaluate sources for appropriate use as evidence**

English 101 is a writing course that focuses on developing your ability to clearly express thoughts and ideas in writing, as well as using and documenting sources you may use in your essays. The focus of our course will be the personal essay. Throughout the semester, we will read and discuss published personal essays, from narratives to descriptive essays to argumentative essays, and we will be crafting our own essays.

Some points to remember about writing courses: we should remember that developing skill in writing is an ongoing project, one developed through practice, patience, and time, and that the portfolio system—where writers design and select their own writing projects, topics, goals, and approaches—gives them both freedom in, and responsibility to, the writing process and products. I believe that by determining your own purpose, form, subject, voice, and audience for your writing projects, you will be better able to approach future writing tasks with confidence.

**You must check/use your campus e-mail on a regular basis as I will use this means to communicate with you regarding announcements and any changes in class schedule/assignments not announced in class. E-mail is the best way to contact me outside of class (email address at top of this syllabus).**

**Internet communications: Canvas e-mail**

**Be sure to activate your UWSP account and check your email daily. I will pass along information of interest to the whole class, including class cancellations, via Canvas email.**

**I will post your grades, the course syllabus, assignments, and other items on our Canvas website. All assignments will be submitted via our Canvas website.**

**We are all operating in an unusual environment since the spring of 2020 and the advent of the Covid pandemic. The pandemic remains with us, and in that regard, all of our work will be submitted on our Canvas website. Class will consist of individual work and peer review on your laptop, limited discussion, and lecture.**

**Also, while my English 101 and 202 classes typically involve a good deal of small group work and peer review, in an effort to keep everyone as healthy as possible, we will not do any work in small groups.**

**ALL peer review work will consist of:**

- (1) you posting your work on our Canvas website,**
- (2) reviewing your peers' work,**
- (3) posting feedback about their work to them in Canvas, using guidelines listed under Start Here,**
- (4) looking at the feedback you receive on your work, and finally,**
- (5) incorporating needed changes/revisions to your work before you post on Canvas for evaluation.**

**ALL IN-CLASS WORK WILL BE DONE ON YOUR OWN LAPTOP, SO YOU NEED TO BRING IT TO EVERY CLASS!!!**

## Materials:

1. Purchase: *Rules for Writers*, 9th ed., Hacker, Bedford/St. Martin's (**RW**)
2. Rental: *Patterns for College Writing*, 14<sup>th</sup> ed., Bedford/St. Martin's (**PCW**)
3. Flash drive
4. Recommended: Unabridged dictionary, thesaurus

## Requirements:

You may earn a total of 1,000 points for the semester:  
600 – Three essays (200 points each)  
300 – One final essay submitted for Final Exam Session  
100 – Reading Quizzes (10 @ 10 points each)

**Four Formal Essays – Total points: 900** (200 points each for Essays 1-3; 300 for final essay)

**No late submissions! No do-overs! All work MUST be double-spaced! I will not accept handwritten or single-spaced work!**

**Essays will include Personal Essay, Definition, Argument, and Description/Informative. No essays on the topics of drinking age, marijuana legalization, gun control, athletes being paid to participate in sports, or abortion. Brainstorm with your small groups and others to come up with fresh topics and ideas!**

**When you turn in your final essays you should submit the following to Canvas in ONE file! Do not submit each of the following as a separate file:**

1. Final essay (labeled as FINAL) with Works Cited (no Works Cited required for the Personal Narrative; otherwise, no Works Cited means a loss of 15 points)
2. Checklist of errors (Essays 2, 3, and 4 only) [loss of 5 points if not included]
3. Reflective Statement (-25 points if not included) with word count listed
4. In lieu of a formal outline, a list of the following: (1) your thesis, (2) your main points [complete sentences], (3) your conclusion, and (4) the word count of your essay [no sheet means a loss of 5 points].
5. List of students from your small group who did not provide feedback for each essay via Canvas. (-5 points if not included)

**Students who do not give proper feedback for the essays of classmates they were to respond to on Canvas will lose 5 points per essay posted from their essay grade. For example, if you have three students in your group in addition to yourself, and you do not provide feedback on the essays of two members of your group, your essay score will be reduced by 10 points (5 for each of the essays).**

Each individual essay should be **1,250** words of writing (use Microsoft Word's Word Count to determine). Essays are to be typed and double-spaced. The word count number does not include any cover page, which is not necessary, nor any Works Cited page).

**For each formal essay, you will also write a 500-word Reflective Statement that addresses specific questions relating to the process you used in creating the essay, as well as any problems or challenges you faced. (See list of questions under Start Here in**

Canvas to spur your thinking when you write the Reflective Statement.) You must list the word count on your Reflective Statement.

You do not receive extra points for it, but if you do not include a Reflective Statement with each of your four essays, your total score on that essay will be reduced by 25 points. No late submissions!

This class is operated in a “revised” workshop format, taking into consideration the Covid protocols we need to follow. The majority of our time will be spent reading and critiquing the work of others. You will be assigned to a small group, but you will do your critiquing online rather than face-to-face. **So, this means you must come to class prepared with your writing to discuss it with your peer review partners online. If you do not, you will be charged with an absence. (See guidelines for proper Peer Review work under Start Here in Canvas.)**

Critiquing workshops are most effective when each student brings a draft of at least two pages to receive substantive feedback. Students who do not come prepared with copies of their two pages posted in Canvas for their group members will be marked absent.

**The feedback you provide to your classmates must be substantive, meaningful comments, not just “I like it,” “good job,” or similarly superficial comments. Insufficient feedback includes only listing such things as “good job” or “interesting topic.” You must provide substantive feedback to help the writer.**

**I understand how this first go can be confusing, so if there are things that are not clear, you must contact me before any work is due.**

**Remember, critique the CONTENT FIRST, then if you have time give feedback on the mechanics (grammar, spelling, punctuation, etc.)!!! I hope this helps clear up any questions you may have, but let me know if you have other questions.**

**Quizzes (10 @ 10 points each: 100 points):** While I do not teach from *Rules for Writers* per se, I expect you to complete the readings assigned from this text. Should I see in your essays that discussion by me is called for regarding any aspect of your writing, I will discuss further. Otherwise, you need to read the assigned materials in *Rules for Writers*. Open-book reading quizzes will be completed **online in class** to keep you on task.

**Since quizzes are open-book, it is mandatory for you to check our schedule in the Syllabus and make sure you bring your *Rules for Writers* text to class on quiz days. It is critical that you are familiar with the material for each quiz before you take the quiz so you do not waste time searching the book for the answers. You will have the class session to complete each quiz.**

**Final Exam (300 points):** The 4<sup>th</sup> formal essay will serve as our final exam.

**Final Exam Period:** Per the UWSP Catalog, if you have more than three exams scheduled on our exam date or if you have other problems with the scheduled time and date, see me to work out an alternative solution.

**Citizenship:** Citizenship is something like participation but entails a bit more; it means being a good student; arriving to class on time and prepared; participating in large and small group discussions actively, attentively, and effectively; refraining from distracting or obnoxious behavior in class; ensuring that cell phones are turned off; bringing copies of our work on workshop days; and consistently engaging and investing in the work of the course and in your own development as a writer, reader, and thinker. (See additional information at the end of this syllabus.)

I will not tolerate class disruption, rude or offensive comments, or any other behavior that affects the learning of another student. I reserve the right to remove any student who disrupts the class, and will take the proper measures to enforce academic discipline. Also, please do not consistently arrive late or leave early. This also disrupts the class.

Also, do not get ready to leave class until class is finished for the day. It is disrespectful and rude to be zipping up coats and backpacks when someone is still speaking. Trust me, I will let you out of class.

Cell phones **MUST BE TURNED OFF OR SILENT** during class. A ringing cell phone constitutes class disruption. I will only allow cell phones to be answered in cases of extreme emergency, and you must notify me before class if you might be receiving a call. If necessary, phones will be collected and then returned at the end of class.

### **Assistance at the Writing Center**

The Writing Center 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 Center consultants:

Discuss writing with learners, not to “fix” mistakes

Empower the student, so that their writing remains her or his own; interactions are discussion-based

Work with higher-order concerns first, such as global structure, strength of thesis, and clarity of communication

Model successful study strategies

- **The Writing Center is located in the basement of the library—ALB 018**
- **Appointments or drop-in times available**
- **You can send us your paper for revision via [an online form \(found here\)](#)**
- **All services in the Writing Center are free**

If you would like to make an appointment, contact the Writing Center via email ([tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu)) or phone (715-346-3568).

**Online writing resources:** Purdue University Online Writing Lab:  
<https://owl.english.purdue.edu/>

**Writing Assignments:** All papers should be typed in 11 point Times New Roman or Arial, double-spaced with standard one-inch margins. Put your name, my name, English 101, assignment, and date at the top left of the paper. Center and capitalize your title. Keep your last name and page number in the upper left of each page.

**In an effort to keep us all healthy and save paper in the process, ALL work is to be submitted online in the appropriate place of our Canvas website. All materials (handouts, guidelines, etc.) will be available on our Canvas website. No paper materials will be distributed.**

**Become familiar with the Word Count feature in Microsoft Word so you know how many words you have at any given point in your writing AND put the total number of words written (not any titles, your name, class, date, etc.) at the top of your page. SAVE YOUR WORK ON A JUMP DRIVE!!! Too many times, documents are lost when a computer crashes, but the day is not lost if you have saved your work on a jump drive.**

**Do NOT use citation software. You should know how to cite at least the following: book, journal article, website, database, newspaper, magazine article!**

**Grammar, Punctuation, and Usage:** You are expected to follow the dictates of correct grammar, punctuation, and usage for all your work. You are expected to demonstrate your ability to follow standard punctuation, spelling, word choice, usage, grammar, and mechanics. I will help you pinpoint areas for improvement individually through my comments on your papers. Use these suggestions to improve your writing. Use your *Rules for Writers* as a reference resource and to review. We will incorporate sections of the reference texts in our study as needed.

Each writing assignment will be graded on **both** content and mechanics, so how you say something is just as important as what you say. Each essay grade will be comprised of the average of a content and a mechanics grade, i.e., if the content merited an A and the mechanics merited a C, the essay grade would be a B.

Semester grades are equal to the following percentages/points:

A	93-100% (930-1000 points)
A-	90-92 (900-929 points)
B+	87-89 (870-899 points)
B	83-86 (830-869 points)
B-	80-82 (800-829 points)
C+	77-79 (770-799 points)
C	73-76 (730-769 points)
C-	70-72 (700-729 points)
D+	67-69 (670-699 points)
D	63-66 (630-669 points)
D-	60-62 (600-629 points)
F	59 and below (599 points and below)

## **POINT EQUIVALENTS**

### **10-point Quizzes**

A	9/3-10
A-	9-9.2
B+	8.7-8.9
B	8.3-8.6
B-	8-8.2
C+	7.7-7.9
C	7.3-7.6
C-	7-7.2
D+	6.7-6.9
D	6.3-6.6
D-	6.0-6.2
F	5.9 and below

### **100-point assignment**

A	93-100
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	59 & below

### **200-point assignment**

A	186-200 points
A-	180-185
B+	174-179
B	166-173
B-	160-165
C+	154-159
C	146-153
C-	140-145
D+	134-139
D	126-133
D-	120-125
F	119 & below

### **300-point assignment**

A	279-300
A-	270-278
B+	261-269
B	249-260
B-	240-248
C+	231-239

C	219-230
C-	210-218
D+	201-209
D	189-200
D-	180-188
F	179 & below

### Grade Point Equivalents

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
F	0

I reserve the right to assign borderline grades as I deem appropriate.

**A Note on Grades:** An “A” grade is not a gift you get at the end of the semester for always coming to class and participating and completing your work on time. For that, you earn a “C.” Beyond that, your work must be more than average—it must be good to earn a “B” and excellent to earn an “A.” Please also remember that you are not your grades—you are a person, not a letter. Good people can get average grades and vice versa.

### Policies and Procedures:

**Attendance: Should you find you need to be absent due to short-term quarantine, isolation, or illness, you need to contact me immediately.** I will then work with you so you can meet course learning outcomes and be assessed for your learning. This assistance may include any or all of the following: extending an assignment deadline, offering a make-up quiz, providing alternate reading assignments, or holding you harmless for participation.

Since many of the activities in this class are interactive and occur during class, attendance is crucial. I do not differentiate between excused and unexcused absences. Students should plan to attend every class meeting. **Students missing 20% of the course meetings, or six class meetings over the semester, will receive a failing grade, regardless of the grade average achieved in essays and other work.** Further, missing 3-5 class periods will result in a half-grade deduction from your final grade for every absence beyond two.

**Academic Dishonesty:** Academic dishonesty is also known as plagiarism. Plagiarism is the use of another person’s language/words or ideas without proper citation. If you use more than four or five words in a row from another source, you should put quotation marks around them. If you borrow an idea from a published source, you need to use parenthetical documentation to give proper credit to that source. Any quote, paraphrase, or indirect quote must be cited appropriately.

Please be aware that I will not hesitate to check on sources that seem incorrectly documented. The consequences of plagiarism are a failing grade on the paper/assignment, possibly a failing grade for the course, and reporting of the incident to the appropriate university office for further action. We will talk in class about how to properly quote, paraphrase and cite your sources. If I discover you have plagiarized in this class, you will be treated in accordance with the University Policy on Academic Misconduct. See the *University Handbook*, Chapter 5, "Policies Pertaining to Classroom Activities," Section 5, 14.03.

**Policy Policy:**

Ideally, this syllabus would cover every contingency of every possibility that might arise in the course of the semester. Of course, reality dictates that will not be the case. Thus, I reserve the right to make changes to this syllabus as the need arises.

**Routine and Philosophy:** This class operates under a workshop format, which values peer response and reader feedback as key principles of generating good writing. You should be prepared to participate fully in the revising and refining stages of the writing process as a collaborative contributor to the work of your classmates.

**Readings:** When any readings are listed for a class week, that means that the reading(s) should be read **prior to that class time** so we can discuss or write about the material on the date that the reading is listed in the Syllabus. We typically will not discuss material from the reference materials unless you have a question about some aspect of the reading; however, you will complete exercises involving some aspect of the reference material readings.

**In-class writing:** Periodically, we may have in-class writings that will reflect on the readings from *Patterns for College Writing*, or on some other topic. These writings will be graded on a pass/fail basis and can help/hurt your overall grade if your total points fall between two letter grades.

**Final Exam Session:**

**Section 10: Tuesday, May 17, 2:45-4:45 p.m., CCC 233**

**Section 11: Monday, May 16, 8-10 a.m., CCC 233**

**Academic Calendar:**

**Last day to drop a 16-week course without a grade – February 2**

**Last day to drop a 16-week course – April 8**

**Spring Break begins 6 p.m. March 18; classes resume Monday, March 28**

**Last day of classes – May 13**

**Reading Day – May 14**

**Exams May 16-20**