

English 101 (Sec. 14, Fall 2019)

Meetings:

Monday/Wednesday

12:30 p.m.-1:45 p.m.

CCC 240

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Fall 2019 Office Hours:

- Mon. & Wed., 11:00-12:00
- By appointment

Course overview

What is the nature of this class and why are we here? It's about developing skills as writers, readers, and learners. It's about literacy: about being literate; learning to think critically; to develop information literacy; to use writing to learn; to promote active learning.

To that end, we will use writing and reading to explore, investigate, and consider various topics and issues. We will consider, how we, as individuals, perceive these subjects as well as how others see them, and what influence those alternative perceptions have on our own perspectives.

Why is this important and why are alternative perspectives useful? One of the goals of a university setting is to encourage us all to be active citizens, to learn about ourselves in relation to the world, and, perhaps, to effect changes in our chosen communities. During this semester-long process we may explore sensitive topics and examine ideas from diverse perspectives – in our class discussions, in our readings, and in our writings. Another one of the goals of a university (of all education) is to challenge us all to think again about all that we know (and all that we don't know).

So, what's writing got to do with it? Writing is a useful way to pursue this ongoing endeavor – learning – as we discuss, examine, and explore what we know and what we are in the process of learning.

We will use writing for a number of activities. However, this is not a class of turning writing in to the teacher. We will work on writing in progress with others in our class. We will talk to each other as *writers* and *readers*. We will not find fault – what is “wrong” – with our writing. We are not talking about the writer; we are talking about the process – what the writer is attempting to accomplish.

If you have any questions, concerns, or comments about the direction or content of this course, please do not hesitate to contact me.

Learning goals

When you have successfully completed your work in this course, you should achieve the following three learning goals expected of students in Freshman English at UWSP:

1. Develop your ability to *read critically* and *think logically*, because as students and learners we must, 1) cast a questioning eye on material we read, hear, or see and ask examine the text, the author, and ourselves, and 2) consider the answers to these inquiries in a logical manner.

2. Understand the *rhetorical situation* for your writing because when we write it is imperative that before beginning we are aware of our audience and our purpose for writing.
3. Enhance your *writing process* because effective writing at a collegiate, and ultimately, professional level requires more than a one-shot attempt at completing your piece of writing.

Intended learning outcomes

In order to accomplish these overall course goals, we will work individually, in small groups, and as a class to:

- Develop or sharpen your ability to read and comprehend complex material, and then summarize or paraphrase the material in writing, clearly and completely without plagiarizing.
- Hone your ability to draw inferences from reading, and distinguish between fact and opinion.
- Improve your ability to analyze, evaluate, and critique various kinds of written materials for accuracy, reliability, and soundness of information and arguments.
- Perfect your analysis of the writing situation so that you can clearly distinguish and address the audience and purpose for writing.
- Recognize when and how to adjust your writing decisions based in part on the context established by audience and purpose.
- Practice writing in a variety of academic or non-academic styles and formats.
- Use various pre-writing and invention strategies to discover topics and ideas to be developed into drafts.
- Create “shitty first drafts” with sufficient focus and information to begin revising.
- Re-vise drafts focusing on major concerns such as audience, purpose, organization, information and style.
- Edit drafts for clarity, coherence, diction, and syntactical correctness (clean copy).

These learning outcomes are not tied to any single course goal, but will be linked to various stages of our work throughout the semester.

What we will do

We will produce writing and work with writing in numerous ways throughout the semester, and some of the work will be graded, while some will not. The reason some work will not be graded is because to become good at something, whether dancing, skateboarding, skiing, writing, or any multitude of activities that require us to develop specific skills, we have to practice. During our development as writers in this course we will utilize the following strategies:

1. Paper/essay (multiple drafts with evaluation criteria appropriate for each draft, or level of revision/edit)
2. Short in-class writing (hand-written or produced in a computer lab)
3. Collaboration (may be small group discussion and report-out, or individually produced writing that is shared with others)
4. Reflective writing

We will put these activities to use repeatedly, at different times in different situations.

Texts and materials

The two texts that are required for this course, and which we will use in class, are the following:

Rental: *Seeing the Pattern: Readings for Successful Writing* (First Edition), Kathleen T. McWhorter.

Purchase: *Rules for Writers* (Sixth Edition), Diana Hacker.

In addition, you will be expected to:

- Check your UWSP e-mail account frequently
- Determine a way to *reliably access* your work during class and outside of class (e.g., a portable USB storage device, rewritable CD, or other means of electronic storage/retrieval)

Other resources

Many resources are available on campus to support your development as a writer. Our course D2L (Desire2Learn) website includes helpful links and documents for your use.

How you will earn your grade

Over the course of the semester, you each will submit three essay portfolios, plus a final reflective essay. Each essay portfolio will include your invention strategy, early draft(s), and final draft. In the final reflective overview you examine your work in the course and how well you did, or did not, accomplish the course goals and outcomes.

Detailed explanations and prompts of each essay portfolio will be distributed as we begin working on each essay.

The Professional Responsibility portion of your final points total will be based on your work in being a responsible learner and participant in the business of this course. Such work includes class discussions, small-group work, attending conferences, and attendance.

The points available for each component of the points total are as follows:

Assignment	Points
Portfolio #1	200
Portfolio #2	250
Portfolio #3	300
Final Reflective Overview	150
Professional Responsibility	100
TOTAL	1,000 points

Course Grade	Total Points
A	930+
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	Below 600

Attendance

Simply put, plan to attend each class period. The majority of our work in class will involve our writing and our classmates' writing. Missing class means you will miss the input from classmates, and they will miss yours. Both are valuable and should not be neglected.

That said, the following penalties will be applied to your Professional responsibility component: 2 absences, -5 pts; 3 absences, -10 pts; 4 absences, -50 pts; 5 absences, -75 pts.

Missing 20 percent or more of our class time will imperil your final grade. This is not a correspondence course; your participation is important for your work and that of your classmates.

Plagiarism

Taking credit for someone else's work is plagiarism. It is stealing. Plagiarism is not tolerated at UWSP and there can be serious consequences for offenses. Avoiding plagiarism does not mean you cannot use the exact words from a source, but that you must give the source credit.

Finally

The DATC (Disability Services and Assistive Technology programs) provides "accessibility, accommodation, and assistive technology services to students with disabilities, working individually with qualified students to identify, design, and implement an accommodation plan that will aid them in acquiring equal access to their education." For additional information, including a Request for Accommodations Form, contact UWSP's Office of Disability Services, 609 Albertson Hall, x3365.