

SYLLABUS
ENGL 101: First Year English
Fall 2020

Instructor:	James A. Berry, Ph.D.	Email:	jberry@uwsp.edu
Office:	CCC 441	Office phone:	715-346-2385 (Note: I am not on campus)
Office hours:	Mon/Tue/Thu, 2:00-3:00 p.m. and by appointment (Zoom)		
Class meets:	Tue/Thu, 12:30-1:45 p.m.	Online, via Zoom meetings	

COURSE DESCRIPTION:

ENGL 101 is the first course in a two-course sequence in which the goal is to develop skills in critical reading and thinking, and the effective written expression of that thinking, through emphasis on the process of writing.

What this means in plain English is that this course will be an opportunity for you to learn, expand, and practice writing — to build your skills and to prepare for the various writing needs you will have during and after your university career. No matter what major or what post-baccalaureate career path you choose, chances are that you will need to have access to the writing skills we will be developing in this class.

In order to accomplish this very broad goal, we will engage in various reading, discussion, and writing tasks all semester. There will be larger writing projects that you will complete (in multiple drafts) but there will also be smaller writing and reading tasks each week.

UWSP GENERAL EDUCATION LEARNING OUTCOMES:

By the end of the course, you should be able to

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

SPECIFIC LEARNING OUTCOMES FOR OUR COURSE:

By the end of this course, you should be able to

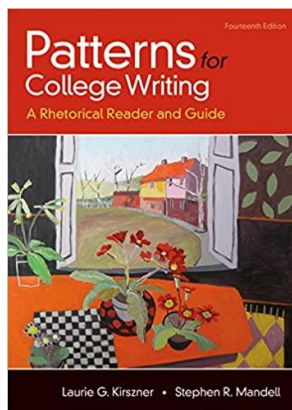
- understand and utilize various rhetorical strategies in order to address different communicative needs;
- brainstorm, generate, and organize ideas appropriate to the rhetorical situation and the proposed structure of the composition;
- construct a cohesive and sustained essay in response to the rhetorical situation;

- use the drafting process as a tool for improvement, incorporating helpful feedback to improve both structure and content;
- read others' work critically and offer constructive feedback that focuses on both broader and more narrow concerns;
- produce a final draft that is polished and proofread.

REQUIRED TEXTS AND MATERIALS:

Rental:

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide* (14th edn.). Boston: Bedford/St. Martin's, 2018.



ASSIGNMENTS AND ASSESSMENT:

Over the course of the semester, there will be four major writing projects assigned, each of which will be subject to multiple drafts. In addition, there will be other, shorter writing assignments, including freewrites and more structured pieces.

Writing projects:

1. *Memoir*. An essay in which you will narrate a memory and explore its significance in the present day.
2. *Profile*. An examination of a place with the goal of offering a critically informed and carefully constructed perspective of the profile subject.
3. *Evaluation*. An essay in which you will summarize and judge the effectiveness of a popular culture text, using specific criteria to do so.
4. *Process analysis/classification*. A discussion of the elements necessary to achieving a specific life goal, including an analysis of how those elements interact.

Final exam:

The final exam for this course will be due during UWSP Finals Week and will be a reflective essay in which you will examine your work during the semester.

Brief writing assignments:

These assignments will be given out throughout the semester.

Reading assignments:

You will be assigned readings that are to be completed before class.

Attendance and participation:

Much of your learning will take place in our Zoom sessions, so you should attend on a regular basis. What, exactly, does this mean in the age of COVID-19? For this class, “attendance” means being on the Zoom chat **when it is possible for you to do so**.

As we know, these are unprecedented times. We’re trying to hold a “normal” class while a pandemic has changed our lives in many ways. I will take attendance during our first meeting, as required by the university. After that, I would like you to attend all Zoom meetings; however, if you cannot attend, the meetings will be recorded and uploaded to our Canvas site.

We will hold discussions during class; these will include brief assignments completed in breakout groups. If you miss the synchronous class session, you will have opportunities to access the small group activities, but you will miss out on the coworking aspect of the activities.

Note: At times we will cancel Zoom classes so we can hold Zoom conferences or workshops. If you miss a conference/workshop, please contact me to reschedule.

Grading:

Writing projects:	
Memoir	20%
Profile	20%
Evaluation	20%
Process analysis/classification	15%
Final exam	5%
Brief writing assignments	10%
<u>Attendance/participation</u>	<u>10%</u>
 TOTAL	 100%

Grading scale:

93-100% = A	87-89% = B+	77-79% = C+	67-69% = D+	0-59% = F
90-92% = A-	83-86% = B	73-76% = C	60-66% = D	
	80-82% = B-	70-72% = C-		

UNIVERSITY POLICIES:**Student academic disciplinary procedures:***UWSP 14.01 Statement of principles*

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal

effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Commitment to integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

FERPA:

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for ENGL 101 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal

use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation.

Regent Policy Document 4-1

Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

EQUAL ACCESS FOR STUDENTS WITH DISABILITIES:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

EMERGENCY MANAGEMENT:

In the event of a medical emergency call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See www.uwsp.edu/emergency/Pages/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Meet 200 yards away from building. Notify instructor or emergency response personnel of any missing individuals.

Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at www.uwsp.edu/emergency/Pages/emergency-procedures for details on all emergency response at UW-Stevens Point.

CLASSROOM PROTOCOL:

Please consider *every* piece of writing you do for this class to be “public property.” Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a writing community. Remember that you will be expected to share your writing with others, so think carefully before writing about things that you may not be prepared to subject to public scrutiny, or things about which you feel so strongly that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but instead that you adopt positions responsibly, considering the possible effect on others.

We will spend some of our class time in group work, discussions, and workshops. Part of our classes will also include oral reports and lecture. Regardless of the class format, you are expected to be prepared, to listen, to contribute, and to participate in an appropriate fashion.

INCLUSIVITY STATEMENT:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit.

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

At all times you should be respectful toward others; inappropriate and disruptive behavior will not be tolerated. Our classroom will be a place where all involved feel safe when exchanging ideas. Diverse opinions and concepts are a fact of college life and adult life beyond college. As a class we will work together to understand and appreciate different viewpoints.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

LATE WORK:

If you turn in the final draft of your paper late ***without contacting me***, your grade for that paper will be lowered ***one full letter grade*** (e.g., A– becomes B–) per class session it is late. A paper is late if the Canvas dropbox deadline has passed before you can submit the essay.

If you cannot turn in a final paper by the deadline, please notify me **by email** as soon as possible (preferably before the due date) to discuss the possibility of an extension.

LEARNING RESOURCES:

Tutoring-Learning Center (“TLC”):

The Mary K. Croft Tutoring-Learning Center, or TLC, is located in the basement of the Library (ALB 018). The TLC offers appointment-based and walk-in assistance in the Writing Lab; this is also a great resource for other classes, such as math and science. Information can be found at <http://uwsp.edu/tlc/Pages/default.aspx>

PROBLEM SOLVING:

I encourage you to visit me during office hours, to email me, or to make an appointment any time we are both available to discuss issues connected with this class and/or your performance.

Please discuss concerns with me at an early time—while we have options. I tend to be generous with students who consult with me while issues are concerns, rather than crises. Of course, if an emergency situation does arise, please let me know as soon as possible.

DAILY SCHEDULE (Note: subject to change):

<u>Date</u>	<u>Prepare before class</u>	<u>In-class activities</u>
Week 1		
R 9/3		Introduction to class and syllabus
Week 2		
T 9/8	Read Intro., pp 1-9	Discussion of intro; writing self-analysis
	Read Ch. 1, pp 13-26	Critical reading
R 9/10	Read Ch. 2, pp 27-47	Invention; introduction to WP1: Memoir; idea generation
Week 3		
T 9/15	Read Ch. 3, pp 49-62 *Topic proposals due	Organization
R 9/17	Read Ch. 6, pp 95- (pieces by Vuong, Smith-Yackel)	Narration and the memoir
Week 4		
T 9/22	Read Ch. 4, pp 63-78	Drafting, MLA style; preparation for conferences
R 9/24	No class today *Submit first draft of WP1	
Week 5		
T 9/29	No regular class this week	Zoom conferences
R 10/1		Zoom conferences

<u>Date</u>	<u>Prepare before class</u>	<u>In-class activities</u>
Week 6		
T 10/6	Final draft of WP1	Introduction to WP2: Profile
R 10/8	Read Ch. 7, pp 149-166 Ch. 7 texts to be assigned	Discussion of description/profile genre More Ch. 7; idea generation
Week 7		
T 10/13	Topic proposals due	Techniques of observation and description
R 10/18		Brief assignment on description
Week 8		
T 10/20	Read Ch. 5, pp 79-94	Editing and proofreading
R 10/22	*Submit first draft of WP2	Preparation for peer workshops
Week 9		
T 10/27	No regular class this week	Zoom peer response workshops
R 10/29		Zoom peer response workshops
Week 10		
T 11/3	Election Day; GO VOTE!	
R 11/5	Final draft of WP2 Read Ch. 8, pp 203-	Introduction to WP3: Evaluation; discussion of exemplification; idea generation
Week 11		
T 11/10	Topic proposals due	Discussion of texts
R 11/12		Focused discussion on evaluation criteria Small-group work on criteria, structure
Week 12		
T 11/17	*First draft of WP3	Peer response workshops
R 11/19		Peer response workshops
Week 13		
T 11/24	Final draft of WP3	Introduction to WP4: Process analysis
R 11/26	*****THANKSGIVING HOLIDAY*****	
Week 14		
T 12/1	Read Ch. 9, pp 259-	Discussion of processes; structuring the essay; idea generation
R 12/3	Topic proposals due	
Week 15		
T 12/8		Optional Zoom conferences
R 12/10	Final draft of WP4	Wrap-up of semester
Finals week		
	W 12/16, 12:15 p.m. (final reflection essay)	