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**ENGLISH 101: Freshman English**  
Fall 2020

**English 101 Course Description**

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. 3 credit hours.

**\*This is an online, synchronous version of ENGL 101. We will not meet face-to-face this semester. Please see the attendance policy and attend the first class session via Zoom to learn more about how we will conduct our “virtual classroom.”\***

**English Department Learning Objectives for English 101**

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

- 1. 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
- 2. Audience/Rhetorical Strategies**
  - understand writing as human interaction between writers and readers
  - adapt content, form, and style to various audiences, purposes, and situations
- 3. Process**
  - Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.
- 4. 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.
- 5. 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

**GEP Learning Outcomes for Written Communication**

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

### **Placement in English 101**

The campus English Department places students into a writing class through the campus placement process. Students receive an English 101 placement when their admission and placement information shows that they are prepared to complete a course focused on academic writing and critical reading before enrolling in Critical Writing, Reading, and Research (English 202).

### **English 101 and the Core Writing Requirement**

Students receive elective credit for English 101. However, it is a **required** course that fulfills the prerequisite for English 202 (Composition 2). English 202 fulfills the core writing requirement for the associate's degree and the first-year writing requirement for most four-year degree programs in the United States. **If you do not receive a grade of C or better in ENG 101, you should consult with an advisor before enrolling in ENG 202.** Students who receive a grade of C-, D, or F may need to take the course again next semester before enrolling in English 202 depending on relative degree requirements.

### **Required Texts**

- All required readings will be available online or handed out in class.

### **Computing Requirement**

For this class, you must:

- Check your email frequently.
- Become familiar with Canvas and check our class website on Canvas for any announcements. Readings will be available on Canvas and all written work will be submitted to Canvas.
- Use Microsoft Word or a compatible program for all of your written work. You can save a Google Doc as a Microsoft Word doc.

### **Grades**

Grades are computed as follows:

Midterm Portfolio: 40%

Final Portfolio: 50%

Workshop/Participation: 10%

Grades will be posted to Canvas. If you have questions about your grade in the course, please contact me.

Papers in this course will be written in multiple drafts and read by multiple readers: yourself, your classmates, and your instructor. Writing is hard work, and there's no "right" answer for the kinds of assignments you'll work on here. Because the emphasis is on your development as a writer – something that cannot occur without trial and error – you will write drafts in this course before handing in final papers. For rough drafts, you will receive comments intended to help you improve your writing as you work through and form your ideas.

The portfolios will collect the essays you will write in this class and will present revised versions of them on Canvas for a final grade. The portfolios will be graded on the basis of whether or not they demonstrate successful attainment of the learning outcomes for English 101. The instructions for the portfolios will be gone over in class and will be available on Canvas.

Instructions for all assignments will be gone over in detail in class.

Class participation is particularly important in this course due to the focus on collaborative critical thinking, and your participation grade will be affected by the level of your engagement with peer review and with general and small-group discussion (should you attend the synchronous sessions) or with online discussion assignments.

**Grading Scale:** A+=98-100; A=93-97; 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=0-59

### **Final Exam**

Your final portfolio replaces a traditional final exam. The portfolio is due during the officially scheduled final exam time for the class.

### **Attendance Policy**

This course is set up as a “virtual classroom” that you will attend via Zoom for online synchronous course meetings. However, this is obviously an unusual semester, and it’s very possible that you may not be able to attend our synchronous meetings. As a result, you will always have the option to complete a completely online activity as an alternative, and your grade will never be affected by your attendance in the synchronous meetings. As always, please do contact me if you are falling behind, though, so that we can discuss a plan for getting you back on track.

### **Academic Integrity**

All students are expected to turn in original work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. When information from outside sources is used, proper credit must be given to the original source. The *Student Rights and Regulations* handbook outlines the consequences for academic dishonesty.

### **Plagiarism**

You have plagiarized when you represent someone else's words or ideas as your own. Plagiarism is a form of academic dishonesty. If you plagiarize in this class, your offense will be reported. Consequences may range from failure of the course to expulsion from the university.

### **Preferred Name & Gender Pronouns**

The UWSP-Wausau is committed to inclusivity and respects differences in race, culture, religion, sexual orientation, gender, gender variance, age, socio-economic status, home language, disabilities, and political preferences. Throughout your college experience, you will learn from people who have backgrounds and perspectives that are different from your own. Members of the UWSP-Wausau community are expected to treat each other with respect both inside and outside of the classroom.

All UWSP-Wausau students have the right to be called by a preferred name that is different from their legal name. Students should respectfully honor other students' wishes to be called by the names and pronouns that they identify for themselves. A "gender pronoun" is the pronoun that a person chooses to use for themselves. For example: If Sally's gender pronouns are she, her, and hers, you could say "Sally ate her food because she was hungry." Some people are more comfortable with gender-neutral pronouns such as "ze, hir," as in, "Sally ate hir food because ze was hungry" or plural pronouns: "Sally ate their food because they were hungry."

Class rosters normally show the name that appears in AccessPoint for each student. Please notify the instructor if you would like to use a name that is different from the one listed in AccessPoint. Also, feel free to let the instructor know your specific gender pronouns.

### **Accommodations for a Disability**

If you have an accommodation plan for a disability, please email me as soon as you can to discuss how to use your plan effectively this semester. You have the right to keep all personal information private. You are also not required to tell instructors about disabilities or other personal issues affecting your ability to complete the course successfully. However, unless you inform me about your needs at the beginning of the semester, I will assume that you will be able to meet course requirements on time without accommodations. For more information on accommodation plans and services for students with disabilities, contact Student Affairs (Student Services).

### **Statement on Changing the Syllabus and Course Policies**

I reserve the right to change the schedule, assignments, course policies, or any part of this syllabus to adapt the course to meet the needs of students in the class. You will receive notification in class of any changes to the syllabus or schedule. Changes will also be available in writing through Canvas (see the weekly schedules, assignment instruction handouts, and the online version of the syllabus). Assignments will never be due earlier than the date listed in the original schedule.