

English 101: Freshman English

University of Wisconsin Stevens Point at Wausau

Fall 2019

Instructor: Danielle Hale

Section: W05 (AccesSPoint 82050)

Class time: Mon/Tues/Thurs 2:00-2:50

Room: 146

General Course Information

Instructor Contact Information

Office: 321

Office hours: Tuesdays 3:00-4:00, or by appointment

Email: dahale@uwsp.edu

Office phone: (715)261-6214

Contacting Me

Feel free to contact me whenever you have questions or concerns about class, the policies, or any of the assignments for ENG 101. You'll probably find it most helpful to meet with me in-person. The best time to do this is during office hours because that time is set aside specifically for my students. If you can't make it to office hours but you still want a face-to-face meeting, talk to me about scheduling an appointment. For minor questions, you can always email me, and I'll get back to you as quickly as I can. I typically check my email while I'm in my office, between 8:30 and 4:00 on weekdays.

Course Overview

Course Description

Welcome to ENG 101: Freshman English. This is a composition course focusing on academic writing, the writing process, and critical reading. Emphasis will be on essays that incorporate readings. 3 elective credits.

The purpose of ENG 101 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 overall skills as college learners.

Prerequisites

A grade of C or better in a basic writing course (ENG 098, or ESL 106) or exemption through a sufficiently high placement assessment is required to enter this class.

ENG 101 and Degree Requirements

Students receive elective credit for ENG 101. However, it is a required course for most students and fulfills the prerequisite for ENG 202: Sophomore English. ENG 202 fulfills the core writing requirement for UW-Stevens Point Associate Degree and the first-year writing requirements for other UW System schools and for most four-year degree programs in the United States.

ENG 101 Course Objectives for the UW-Stevens Point campuses

After successfully taking Freshman English, students will be proficient in five areas:

- *Critical Reading and Thinking*: Critically read, analyze, and discuss a variety of texts for meaning stated and implied, patterns of organization, and effectiveness of supported evidence. Apply skills in order to compose coherent, thesis-based texts.
- *Rhetorical Strategies*: Understand writing as a human interaction between writers and readers; adapt content, form, and style to various audiences, purposes, and situations.
- *Information Literacy*: Understand that sources have different levels of credibility that inform how writers use sources. Begin to evaluate sources for appropriate use as evidence.
- *Process*: Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.
- *Conventions and 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.

Required Texts and Course Materials

Required Textbook

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. 4th ed., Norton, 2018. ISBN: 978-0-393-63167-8

Required Materials and Technology for Homework

- Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations)
- Email account (college email)
- Paper and ink (or money) for printing workshop materials and some readings
- Access to Microsoft Office (available on all campus computers), Google Drive, or another word processor that permits students to save files in Word format (.docx) **Save all versions of all drafts separately, and keep all graded work returned to you**
- Adobe Acrobat Reader (free at <http://get.adobe.com/reader/otherversions/>)

Additional Recommended Course Materials

- USB drive for saving homework (also called a flash drive, thumb drive, jump drive, or memory key)
- A notebook or binder with lined paper for taking reading and class discussion notes

Course Grading and Requirements

Grading Scale

A	93-100	Excellent mastery of course learning outcomes
A-	90-92	
B+	87-89	Good progress toward achieving course learning outcomes
B	83-86	
B-	80-82	
C+	77-79	Sufficient progress toward achieving course learning outcomes (Some students in the C range may be eligible to receive a satisfactory/pass [S] grade.)
C	73-76	
C-	70-72	
D+	67-69	Unsatisfactory progress toward achieving learning outcomes with poor participation, a lack of preparation, and/or insufficient completion of required coursework; repeat ENG 101
D	63-66	
D-	60-62	
F	0-59	Failure to complete required assignments or unofficial withdrawal from the course; repeat ENG 101

Failing (F) Grade

It's unlikely you will fail the course if you attend class, complete assignments on time, participate in classroom activities, and complete all course requirements. You will, however, receive a failing grade if you don't attend class regularly, don't complete homework, or put minimal effort into assignments. See the "Requirement Overview" section of the syllabus for a description of the tasks that each student must complete to pass the course.

Requirement Overview

Requirement	Points	Percentage of Final Course Grade
Participation: attendance, preparation, in-class activities, workshops (ongoing)	200	20%
Midterm portfolio (due 10/18)	300	30%
Final portfolio (due 12/18)	500	50%

Class Participation (20% of the final course grade)

Learning in this course depends heavily on student engagement in the classroom. Therefore, 20% of your course grade will come from attendance, preparation for class, and in-class work including workshops. You can use the attendance feature in our course Canvas page to keep track of absences. Your class participation grade will be based on:

- Preparation
- Attendance
- Participation in class discussions
- In-class writing activities
- Participation in peer review workshops
- Other class activities

Major Assignments and Projects

Project 1: Literacy Narrative Read, listen, and practice notetaking and citation skills. This assignment will introduce students to inquiry, reflective writing, recursive writing, and thesis-based writing basics. The result will be a 600-800 word essay using assigned readings and personal experience to discuss students' personal writing and reading process. Feedback will be provided for revision to include in the midterm portfolio, where the final essay is graded.

Project 2: Comparative Analysis Practice critical reading through summary and analysis in the writing of a more complex article. Identify and analyze evidence and writing techniques. Use in-class writing exercises, collaboratively and individually, to explore concepts of authors and audiences. The result will be an 800-1000 word essay analyzing an assigned article. Feedback will be provided for revision to include in the midterm portfolio, where the final essay is graded.

Midterm Portfolio (30% of course grade) The midterm portfolio should be the culmination of your best work for the first half of the semester. It will include a cover letter that assesses your in-class writing and overall writing process, and the first two major paper assignments.

Project 3: Source Analysis and Rhetorical Argument Essay Practice research skills by finding and analyzing articles through the library website. Critique quality of sources through a creative writing project. Analyze your own writing and discuss rhetorical choices. The result will be a two-part project, including a 100-200 word creative piece and an 700-900 word essay analyzing your creative work. Feedback will be provided for revision to include in the final portfolio, where the final essay is graded.

Project 4: Researched Argument Essay Practice comparing ideas from a variety of sources. Use readings and primary research to make an informed argument to a specific audience. The result will be a 1000-1200 word essay that brings together ideas from different sources to support an argument. Feedback will be provided for revision to include in the final portfolio, where the final essay is graded.

Final Portfolio (50% of the final course grade) The final portfolio should be the culmination of your best work for the second half of the semester. It will include a cover letter that assesses your in-class writing and overall writing process, and the last two major paper assignments.

Course Policies

Changes to the Syllabus

I reserve the right to change the schedule, assignments, course policies, or any part of this syllabus. You will receive notification in class of any changes to the syllabus or schedule. Changes will also be available through Canvas.

Attendance

Attendance is required in this course. Writing courses are heavily centered on in-class activities and discussion. To be successful, you must come to class prepared to participate actively, with all assigned reading and writing completed. Students who are in class learn more, do better on their written work, and therefore receive better grades. For this reason, your participation grade will depend heavily on your attendance. Each day of class will be worth 2 participation points (on top of attendance points), with peer review being worth an additional 2 for a total of 4 points on peer review days (see below for

more about peer review days). I understand that some students find it difficult to speak up in class, which is why those points will not solely hinge on your ability to participate through verbal communication. I also understand illnesses and emergencies, including unsafe travel conditions. As such, I will allow you two free absences that will not affect your grade. (In other words, you will get a full 2 points for your first two absences.) Every day you miss beyond your first two will count as a 0 in participation for the day (as well as lost attendance points). However, because participation in class is so important, missing 10 or more days of class will result in a failing grade for the class.

If you must miss class, contact me as soon as possible (preferably before class). I am willing to work with students who communicate with me about legitimate absences. University policy does allow for “excused absences” but only for attendance at required college events (i.e. athletic travel) or for religious observances. In those cases, it is your responsibility to contact your instructors and make arrangements in advance. Therefore, it’s in your best interest to save your freebee absences in case of emergencies.

Attendance on peer review days is especially important for the writing process. If you are sick or have an emergency on a peer review day, contact me as soon as possible for details to get a writing center make-up. (Students cannot use the writing center to make up the 2 normal participation points for the day, however, the feedback they get from the writing center will contribute partial credit toward the additional 2 peer review points.)

Late Work

Homework is due on the date listed in the course schedule. Late homework will affect your course grade because you won’t be able to participate fully in discussions and class activities without first doing the required reading and writing assignments. The exact percentage of the grade deduction will depend on the assignment and how it affects your ability to complete in-class learning activities and homework.

Students with illnesses, problems with technology, and personal issues may receive permission to submit an assignment after the due date if they have communicated with me before the due date. The best way to reach me is through email (dahale@uwsp.edu). Otherwise, late work is not counted and affects your participation grade. If an essay is submitted late for instructor feedback, it will receive feedback from me last. Late midterm portfolios will receive a 10% grade reduction for every class period they are late. No late final portfolios will be accepted.

Missing class is not a valid excuse for late work. If you need to miss class, please submit assigned homework online before the start of class on the date it is due.

Extensions

Students who need a day or two extra to complete an essay or midterm portfolio are encouraged to ask for an extension, but you must ask at least 24 hours in advance of the original due date. (Note that this doesn’t work for rough drafts for peer review, or for the final portfolio.) There is no penalty for taking an extension, though your essay may receive feedback from the instructor later than other students’ work.

Incomplete Grades

In the UW System, an incomplete grade is available only if a student cannot complete a limited number of major course requirements at the end of a semester because of emergency circumstances (such as a serious illness). To qualify for an incomplete, a student must a) attend class regularly throughout the semester, b) complete most assignments and all exams except for those directly affected by the emergency situation, c) receive a passing grade on completed work, and d) communicate with the instructor before the end of finals week to arrange a contract for completing missing assignments. A student taking an incomplete grade will have one semester to make up missing assignments. Students cannot receive an incomplete after final grades are submitted to accesSPoint.

If you think you are eligible for an incomplete grade, please contact the instructor immediately. Students must sign a course completion contract that includes a list of required make up work and a deadline for submitting all coursework.

Use of Electronic Devices in the Classroom

While students are required to have access to a computer or other electronic device with a word processing program, it is not a requirement that students bring such a device to class. However, some readings throughout the semester will be provided through Canvas. Students may bring an electronic device, including a laptop, tablet, or cell phone, in order to view online and electronic readings if they do not wish to print them.

Students must use electronic devices in a way that a) contributes to their success in the course and b) does not interfere with other students' learning. Students who use laptops, cell phones, or other electronic devices for activities that are not directly related to the course may lose credit for in-class coursework. Additionally, if your use of a laptop, cell phone, or other electronic device distracts other students, you will be asked to leave class. This will result in an absence for the day. Repeat offenders will not be permitted to use laptops, cell phones, and other electronic devices in class.

Academic Misconduct (Cheating and Plagiarism)

Cheating is doing something dishonest to take a test or complete an assignment. *Plagiarizing* means taking someone else's work and submitting it to an instructor for course credit. Plagiarism includes (but isn't limited to): having someone else write all or a portion of an assignment; submitting a paper or other work from an online or print source; including someone else's written or spoken words in a paper without using quotation marks; taking an idea from an oral source (such as a lecture, television show, or radio interview) and using it without giving credit to the speaker; borrowing ideas or information from a text without properly citing the source; and asking another person to do writing in an online test, chat, or discussion for course credit.

The UW System has a process that instructors follow when students cheat, intentionally plagiarize, or engage in other academic misconduct. Depending on the situation, potential penalties include receiving a failing grade for an assignment or for an entire course. **If you don't understand what plagiarism is, please contact me immediately.** For more information on academic dishonesty, refer to Catalog and Academic Policies (<https://www.uwc.edu/catalog/policies>).

Unintentional Plagiarism (Not Citing Sources Appropriately)

Unintentional plagiarism occurs when a writer borrows ideas from someone else but does not use proper documentation to give the source credit. In most college courses (including this one), you will not receive full credit for writing assignments if you unintentionally plagiarize. For example, this might include not clearly distinguishing between your own thinking and the ideas of an author, not using quotation marks around direct quotes from a reading assignment, or not using appropriate wording to show readers that you are paraphrasing a text. It is important that you know how to cite sources and use quotations properly.

In this class, you will learn how to cite ideas from course readings; this course will also help you learn how to distinguish between your own thinking and the ideas of others when you write academic essays. I will not expect that you will be able to cite ideas from course readings until I teach you how to do this during class. You will receive instructor feedback on your use of course readings and other sources, and you will have the opportunity to revise your use of course readings and other sources before receiving a grade. If you need extra help with documentation, please contact me for individual instruction, or meet with a Writing Center tutor.

Student Resources

Special Accommodations

If you have a UW-Stevens Point accommodation plan for a disability, I strongly encourage you to meet with me during the first week of class 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, I will assume that you will be able to meet course requirements on time without accommodations. I am available to help students who need assistance learning how to implement accommodations in other courses or those who want more information about receiving testing for a learning disability.

This class includes regular on-demand writing in timed situations; however, all students will have the option to revise in-class writing before submitting it for a grade. For this reason, some students choose not to use their university accommodations for in-class writing assignments. Other students benefit tremendously from using their approved accommodations for all on-demand writing assignments in composition courses. Please talk with me if your accommodation plan includes extra time for tests and on-demand assignments, use of a computer or assistive technology, or an alternate testing room. You will be able to use these accommodations for in-class writing assignments. I also strongly recommend that you receive a note taker for this course if that is specifically included in your accommodation plan.

For more information on accommodation plans and campus services for students with disabilities, contact Amy Seering (aseering@uwsp.edu) in the Solution Center (Room 150).

Accessing Learning Support Resources

If you need assistance to complete this course successfully, let me know as soon as possible. I can help you find out how to use campus and online resources for college learning. We can also discuss strategies

that you can use to successfully complete the work for this course. Below are listed some of the learning resources available to students.

Tutoring-Learning and Writing Centers (Campus Library)

In the Writing Center, peer tutors are available during the regular academic year to help students with writing, reading, research, and documentation. A professional writing center director also provides individual support to students. Tutoring for reading and writing-intensive courses is also available. For more information, contact Ingrid Clark Zavadoski (iclarcka@uwsp.edu) or go to the information desk in the library.

The Tutoring-Learning Center (TLC) offers tutoring services including one-on-one and drop-in tutoring services, academic skills workshops, and one-on-one academic coaching appointments. For additional information, please contact the Academic Success Coordinator, Megan Sippel via email (msippel@uwsp.edu), phone (715)261-6148, or in person in the TLC, office 256 (located in the library).

All services through the Writing Center and the TLC are free.

Online Writing Lab

The UW-System online writing lab offers students feedback on essays and other short writing assignments from student tutors. Although it can take several days to receive help, the online tutors are a good option for students who cannot visit the campus Tutoring-Learning Center during the day. See <https://www.uwc.edu/students/academic-support/owl/online-writing-lab>.

TRIO Program (Room 224)

The TRIO program provides federally funded tutoring, small group study courses, advising, and other learning resources to select groups of students. You may qualify for TRIO services if you 1) have a low income (i.e. you are eligible for federal financial aid), 2) have a documented learning or physical disability, or 3) are a first-generation college student (i.e. neither parents graduated with a four-year degree). For more information about TRIO, contact Miranda Gentry-Siegel at mgentrys@uwsp.edu or (715)261-6184. Enrollment is limited so eligible students should apply for the program as soon as possible during the fall semester.

Course Schedule

for the first half of the semester

(All assignments are due at the beginning of class unless otherwise indicated)

TSIS= They Say/I Say

	Monday	Tuesday	Thursday
Week 1 9/2-9/6	No Class (Labor Day)	Due for class: NONE In-class: syllabus overview, free-writing	Due for class: Read <i>TSIS</i> Ch 12 (162-165), Google Drive link In-class: free-writing, read and discuss "Shitty First Drafts"

Week 2 9/9-9/13	Due for class: Read <i>TSIS</i> Introduction and Ch 1 (1-29) In-class: free-writing, introduce Literacy Narrative assignment sheet	Due for class: Read “My Father’s English” In-class: topic writing, reading discussion, literary devices	Due for class: Read <i>TSIS</i> Ch 2 (30-42) In-class: free-writing, <i>TSIS</i> activity
Week 3 9/16-9/20	Due for class: Read “Writing as Reckoning” In-class: topic writing, reading discussion	Due for class: <i>TSIS</i> Ch 3 (43-52) In-class: free-writing, <i>TSIS</i> activity, continued reading discussion	Due for class: Read “Consider the Lobster Mushroom” In-class: topic writing, reading discussion
Week 4 9/23-9/27	Due for class: Discovery draft of Literacy Narrative In-class: Peer review	Due for class: review readings In-class: <i>TSIS</i> activity, introduce in-text citation	Due for class: Instructor draft of Literacy Narrative In-class: topic writing, introduce Comparative Analysis, in-class readings for CWBF
Week 5 9/30-10/4	Due for class: <i>TSIS</i> Ch 5 (67-76), “You Don’t Fight Drugs by Accommodating Addiction,” and “Science Supports Supervised Injection Sites...” In-class: topic writing, CRAP test discussion	Due for class: <i>TSIS</i> Ch 4 and 7 (53-66,91-100) In-class: free-writing, <i>TSIS</i> activities	Due for class: “The IOC Thinks eSports Are Too Violent for the Olympics...,” and “When it Comes to eSports, I Just Don’t Get it” In-class: topic writing, Logos-Ethos-Pathos discussion
Week 6 10/7-10/11	Due for class: Discovery draft of Comparative Analysis In-class: Peer review, introduce Midterm Portfolio assignment sheet	Due for class: review readings In-class: <i>TSIS</i> activity, introduce Works Cited	NO REGULAR CLASS— Instructor Draft of Comparative Analysis due during Instructor conferences
Week 7 10/14-10/18	Due for class: bring all Portfolio materials In-class: introduce cover letters	Due for class: bring all Portfolio materials In-class: Peer review	Due for class: Midterm Portfolio In-class: Free-writing, Library research introduction

Other Important dates:

Source Analysis Project and Rhetorical Argument Essay Instructor draft: Nov 14

Researched Argument Essay Instructor draft (during conference): Dec 4-6

Final Portfolio (during final): Dec 18, 4:45 pm

