

English 101: Writing and Critical Reading

University of Wisconsin Stevens Point at Wausau
Fall 2018

Instructor: Danielle Hale
Section: G003 (PRISM 2207)
Class time: Mon/Wed 1:00-2:15 pm
Room: 243

General Course Information

Instructor Contact Information

Office: 085-E (in the TRIO office)
Office hours: Wed 10:00 am-12:00 pm
Email: danielle.hale@uwc.edu
Office phone: (715)261-6214 (do not leave a voicemail)
Course website: <https://sites.google.com/view/daniellehaleeng101/home>

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.

Course Overview

Course Description

Welcome to ENG 101: Writing and Critical Reading. 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 support students' development as college-level critical readers and as academic writers. This course prepares students for source-based writing in English 102 and for a variety of other college courses that require critical reading, academic writing, and research. In this course, you will learn how to write several different kinds of well-organized essays based on careful analysis of texts about the learning process. You will also engage in frequent critical reading discussions and writing workshop activities with your classmates.

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 102: Critical Writing, Reading, and Research. ENG 102 fulfills the core writing requirement for UWC Associate of Arts and Sciences degree and the first-year writing requirements for other UW System schools and for most four-year degree programs in the United States. Students must pass ENG 101 with a grade of C or better to enroll in ENG 102. Students who receive a grade of C-, D, F, or R (repeat) will need to take the course again and successfully compete it before enrolling in ENG 102.

ENG 101 Course Objectives for the UW-Colleges

After successfully taking College Writing and Critical Reading, students will be proficient in seven areas:

1. *Academic writing*: Write cohesive academic essays that support a thesis with credible evidence from texts for a variety of rhetorical purposes.
2. *Critical reading*: Understand, analyze, evaluate, and synthesize complex arguments and rhetorical strategies in academic texts.
3. *Research skills*: Locate, evaluate, and use credible research sources in support of specific writing purposes.
4. *Rhetorical knowledge*: Write a variety of source-based texts that adapt content, form, and style to the audience, purpose, and requirements of each writing situation.
5. *Writing process*: Independently use recursive writing processes and adapt writing strategies to effectively meet the demands of varying writing situations.
6. *Composing in electronic environments*: Proficiently select and use appropriate technology for college reading, writing, and research.
7. *Knowledge of conventions*: Produce clear and coherent texts by following academic writing conventions based on the audience and purpose of a writing situation, including using a formal documentation style to integrate and cite sources.

Learning Outcomes

The learning outcomes for ENG 101 describe reading and writing skills and strategies that students develop over the entire course. They also describe what each student should be able to do before taking ENG 102.

Academic writing

- Narrow a topic or question to a focused, complex issue appropriate for an academic writing situation
- Summarize a text's main claims and supporting points to demonstrate comprehension of the text and use the text as a source
- Write academic essays with clear, focused theses supported by evidence from texts
- Develop cohesive, source-based, academic essays for a variety of rhetorical purposes (for example, analysis, synthesis, and argument)

Critical reading

- Understand, analyze, and evaluate complex arguments in academic texts

- Engage with others in discussions about texts and ideas
- Accurately characterize an author's tone in a nonfiction academic text
- Identify multiple issues or topics within a text that warrant further inquiry
- Identify and explain both implicit and explicit meaning in a nonfiction academic text
- Identify bias in a text
- Synthesize ideas from a variety of sources in a formal academic essay

Research skills

- Use library research resources to find relevant and credible sources for writing
- Identify the key features and analyze the relative credibility of different kinds of sources, such as scholarly journal articles, trade publications, popular magazines, websites, and others

Rhetorical knowledge

- Read and understand different kinds of complex, nonfiction academic texts
- Analyze and evaluate the rhetorical features of a text to understand writing strategies used to communicate ideas
- Adapt content, form, and style to the audience, purpose, and requirements of multiple formal academic essays
- Write for a variety of rhetorical purposes, including analysis, synthesis, and argument

Writing process

- Independently use recursive writing processes to generate multiple drafts
- Use appropriate discipline-specific language to assess the writer's own writing process and final products in relation to the department learning outcomes for English 101
- Develop proficiency to work collaboratively as a writer by:
 - Identifying and using appropriate resources for feedback on writing
 - Critically using reader feedback to shape revision
 - Providing effective feedback as a reader to other writers

Composing in electronic environments

- Demonstrate competency with the tools needed for composing an academic text, including composing for/in electronic environments

Knowledge of conventions

- Distinguish between formal and informal academic writing and adapt writing accordingly
- Understand academic writing conventions, and make appropriate decisions about grammar, language usage, punctuation, and word choice
- Understand and avoid plagiarism
- Use in-text and bibliographic conventions of a recognized documentation system (including summary, paraphrase, and quotation)

Required Texts and Course Materials

Required Textbook

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. 3rd ed., Norton, 2014. ISBN: 978-0-393-935844

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)
- A notebook or binder with lined paper for taking reading and class discussion notes
- A folder or binder for portfolio submissions
- 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 for inclusion in portfolios**
- 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)

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 LEA 103
D	63-66	
C-	60-62	
F	0-59	Failure to complete required assignments or unofficial withdrawal from the course; repeat LEA 103
R	Below 70	Improving academic skills, satisfactory preparation and participation, and completion of required coursework without sufficient progress toward meeting course learning outcomes; repeat LEA 103

Repeat (R) Grade

Sometimes students complete coursework in a skills class with satisfactory effort but still have difficulty reading and writing at a college level. They will receive an R (repeat) grade instead of a failing grade. An R grade is reserved for students who are making progress but need to enroll in the class again to develop the skills necessary for taking degree-credit courses. To receive an R grade instead of an F, a student must a) complete most course requirements; b) submit most homework assignments; c) attend class regularly; and d) actively participate during in-class activities. An R grade does not affect a student's college GPA but can affect the number of courses a student needs to successfully complete to maintain good academic standing.

Failing (F) Grade

You will not fail the course if you attend class, complete assignments on time, participate in classroom activities, and complete all course requirements (see the above explanation for the R grade). 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%
<i>TSIS</i> Journal (ongoing)	100	10%
Midterm portfolio (due 10/24)	300	30%
Final portfolio (due 12/19)	400	40%

Class Participation (20% of the final course grade)

Learning in this course depends heavily on student engagement in the classroom. Therefore, 30% 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 D2L page to monitor your grade for in-class work and 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

TSIS Journal (10% of the final course grade)

Throughout the semester, students will be responsible for finding and writing about the writing moves we go over from *TSIS*. Each short evaluative and reflective entry should be uploaded to our course D2L page by the date indicated on the schedule. Your grade will depend on how well you answer all parts of the journal prompt.

Major Assignments and Projects

Project 1: Supported Argument Essay 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 500-750 word essay using assigned readings to support an argument. Feedback will be provided for revision to include in the midterm portfolio, where the final essay is graded.

Project 2: Textual Analysis Essay 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 a 750-1000 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, selection of in-class work, self-assessment writing, and all drafts of the first two major paper assignments.

Project 3: Synthesis 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 750-1000 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.

Project 4: Creative Collage Independently and collaboratively continue your research from Project 3. Compile new and old writing, along with various sources to write in a new genre. The result will be a 1000-1250 word collage revolving around a main topic. 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 semester. It will include a cover letter, selection of in-class work, self-assessment writing, and all drafts of all four 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 D2L and the course website.

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. I understand absences for illnesses and emergencies, including unsafe travel conditions. For this reason, I will allow you two free absences that will not affect your final grade. For every absence after your second, your participation grade will drop by a partial letter. (For

example, if you're getting a B but you've missed three classes, it will be dropped to a B-. If you miss four, it will drop to a C+.) Missing seven or more classes 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 would like to catch up on missed work if they 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), for religious observances, or for pregnancy. 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 an absence, however, the feedback they get from the writing center will contribute toward a draft to be included in the appropriate portfolio.)

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 (danielle.hale@uwc.edu) or by coming to my office. 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 to me 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 Colleges, 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 PRISM.

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. Instead, students are strongly encouraged to take all in-class notes by hand in a notebook or binder. However, some readings throughout the semester will be provided through D2L or the class website. 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 Colleges 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 Student Rules and Regulations (http://www.uwc.edu/student_services/student_R&R.pdf).

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.

Assessment

For the fall semester of the 2018-19 academic year, UW Colleges classes that fulfill outcomes at the Foundation Level of the UWSP [General Education Program](#) (GEP) will be assessed utilizing the GEP assessment portfolio process. The GEP Foundation Level includes courses that fulfill the Oral Communication (OC), Written Communication (WM), Quantitative Literacy (QL), and Wellness (WLN) [category learning outcomes](#). Courses that do not fulfill the Foundation Level category outcomes will be included in future assessments for the A.S.S. degree program, and the specific schedule for assessment of these course will be determined during the 2018-19 academic year.

Student Resources

Special Accommodations

If you have a UW Colleges 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 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.

Learning/Writing Center (Campus Library)

In the Wausau Homes Learning 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.

Online Writing Lab

The UW-Colleges online writing lab based at UW-Waukesha 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 Learning Center during the day. See <http://www.uwc.edu/students/academic-support/owl/online-writing-lab>.

TRIO Program (Room 085)

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 miranda.gentryseigel@uwc.edu or (715)261-6184. Enrollment is limited so eligible students should apply for the program as soon as possible during the fall semester.

Counseling Services

Professional counseling is available to UWMC students through a contract with Elmergreen Associates, Inc. Counselors are on campus during the week while school is in session. When school is not in session, off-campus services are available. Both on- and off-campus services are confidential. If you have questions or would like to set up an appointment, call (715)261-6235 or visit <http://www.uwc.edu/campus/resources/students/counseling>.

English 101: Writing and Critical Reading

Course Schedule Fall 2018

TSIS= They Say/I Say

Please note that all readings and homework assignments are due at the beginning of class on the day they appear unless otherwise indicated.

Date	In-class	Readings due	Homework due
Unit 1: Supporting an Argument			
Week 1			
W 9/5	Course introduction Ice breaker Self-assessment	None	Self-assessment uploaded to D2L by 11:59 pm Fri 9/7
Week 2			
M 9/10	Introduce <i>TSIS</i> Journal Reading discussion Word processor how-to	<i>TSIS</i> pp 163-165, 19-28, "Framework for Success"	Laptop, tablet, or other device with a word processor (if you have one)
W 9/12	In-class writing Reading discussion Introduce Project 1	Individually assigned readings	<i>TSIS</i> Journal Entry 1 (in shared Google Doc by 11:59 pm)
Week 3			
M 9/17	Reading discussion Pre-writing	<i>TSIS</i> pp 30-40, 42-50 Individually assigned readings	<i>TSIS</i> Journal Entries 2 and 3 (shared Google Doc)
W 9/19	Workshop expectations Outline workshop	Review project 1 materials	Project 1 outline
Week 4			
M 9/24	Using <i>TSIS</i> moves Mock peer review	Review project 1 materials Review <i>TSIS</i> materials	Revised Project 1 outline
W 9/26	Peer review	Review project 1 materials	Project 1 discovery draft
Unit 2: Textual Analysis			
Week 5			
M 10/1	In-class writing Reading discussion	"Acting French"	Project 1 instructor draft
W 10/3	Reading discussion cont. Introduce Project 2 Distinguishing who's talking	<i>TSIS</i> pp 68-75	<i>TSIS</i> Journal Entry 4 (shared Google Doc)
Week 6			
M 10/8	Textual analysis Pre-writing	<i>TSIS</i> pp 92-100	<i>TSIS</i> Journal Entry 5 (shared Google Doc)
W 10/10	Using <i>TSIS</i> moves Outline workshop	<i>TSIS</i> pp 55-67	<i>TSIS</i> Journal Entry 6 (shared Google Doc) Project 2 outline
Week 7			
M 10/15	Peer review	Review project 2 materials	Project 2 discovery draft

W 10/17	In-class reading Writing an Author's note	Review project 2 materials	Project 2 instructor draft
Week 8			
M 10/22	Cover letters MLA citations	None	Bring Project 2 sources to class
W 10/24	Reflective writing	None	Midterm portfolio uploaded to D2L
Unit 3: Synthesis			
Week 9			
M 10/29	In-class writing Reading discussion	"Self-Directed Learning" <i>TSIS</i> pp 78-90	<i>TSIS</i> Journal Entry 7 (shared Google Doc)
W 10/31	Introduce Project 3 Video discussion Comparing sources	Watch "What Can People Do to Get Better at Learning?"	Midterm reflection uploaded to D2L by 11:59 pm Fri 11/2
Week 10			
M 11/5	Reading discussion Synthesizing sources	"Lifelong Learning is Good for Your Health, Your Wallet, and Your Social Life" <i>TSIS</i> pp 105-118	<i>TSIS</i> Journal Entry 8 (shared Google Doc)
W 11/7	Metacommentary Outline workshop	<i>TSIS</i> pp 129-137	<i>TSIS</i> Journal Entry 9 (shared Google Doc) Project 3 outline
Week 11			
M 11/12	Peer review	Review Project 3 materials	Project 3 discovery draft
W 11/14	Using <i>TSIS</i> moves in revision	Review Project 3 materials	Project 3 instructor draft
Unit 4: Making Choices as a Writer			
Week 12			
M 11/19	In-class writing Reading discussion Introduce Project 4	"Writing as Reckoning", "Collage"	None
W 11/21	Gathering sources Using the library website	<i>TSIS</i> pp 121- 128	<i>TSIS</i> Journal Entry 10 (shared Google Doc) Choose previous writing sources for Project 4
Week 13			
M 11/26	Outline workshop Choosing <i>TSIS</i> moves Conference sign-up	Review Project 4 materials	Choose outside sources for Project 4 Project 4 outline
W 11/28	TBD	TBD	TBD
Week 14			
M 12/3	Peer review Conference sign-up	Review Project 4 materials	Project 4 discovery draft
W 12/5	NO CLASS (conferences)	None	Bring Project 4 instructor draft to your conference
Week 15			

M 12/10	In-class writing Author's notes Course evaluations	None	End of semester reflection uploaded to D2L by 11:59 pm
W 12/12	Cover letters MLA citations	None	Bring all final portfolio materials to class
Finals Week			
W 12/19	None	None	Final Portfolio uploaded to D2L by 3:00 pm 12/19