



# ENGL 101-14

## Freshman English

Fall 2020 – ONLINE

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**Course Catalog Description:** Critical reading, logical thinking, and effective writing. Write frequently in and out of class, using specific rhetorical strategies for a variety of purposes and audiences.

**Welcome to ENGL 101: Freshman English.** Freshman English is a writing course emphasizing composition and critical thinking. In addition to essay writing, students will learn basic research and information literacy from reading assignments, class assignments, and their own primary research. Your writing will be carefully monitored and reviewed as the semester progresses, by both myself and your fellow classmates (through peer reviews). Your writing shall function as an important part of our public discourse. Small group discussions and other activities will be included in the learning process. As a writing intensive course, the method and execution of your personal writing style will be crucial to the development of the class themes, as will discussion and personal research. Throughout the course you will engage in “inspired” research, meaning that you will take something from the pieces we read and write about that topic for class. Have fun with this. Writing can get students down at times, but if you choose to engage in a topic which sparks some real writing inspiration, then I say go for it. This is not a literature course, however, the skills we use to analyze and talk about literature are transferable across many courses and writing genres that you will be exposed to during your college years. By incorporating both nonfiction essays and short stories, this course will prepare you to think critically, write clearly and with purpose, articulate rhetorical positions, and read texts closely. I want projects and papers about things that matter to you, and the methods learned will undoubtedly become a key part of your continued college writing success.

**Required Course Texts (purchase):**

Brooks, Gwendolyn. *Selected Poems*. Harper. ISBN-13: 978-0060882969

Hacker and Sommers. *Rules for Writers + Research Pack*. 8<sup>th</sup> Ed. Bedford/St’ Martin’s, 2016.

Hughes, Langston. *Selected Poems*. Vintage. ISBN-13: 978-0679728184

Windwalker, Cassandra. *The Almost-Children*. Cornerstone Press, 2019.

\*All books available at the UWSP Bookstore.

**Rental Course Text:**

*The Norton Field Guide to Writing with Readings*. 3<sup>rd</sup> Ed. Eds. Richard Bullock & Maureen Daly Goggin. W.W. Norton & Co., 2013.

**GEP Learning Outcomes & Course Objectives:**

*Upon completing this, course students will be able to:*

1. Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience.
2. Compose an articulate, grammatically correct, and organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
3. Critique their own and others' writing to provide effective and useful feedback to improve their communication.

*Our class will accomplish these goals by engaging in the following:*

1. **Critical Reading / Logical Thinking:** We will read a variety of pieces and texts throughout the semester, ranging from argumentative essay and textual analysis, to short story and memoir. These readings serve as gateways to critical and analytical skills, skills that are crucial to effective writing. We will connect, refute, discuss, and critique these readings together.
2. **Effective Researching:** Though this class is not research heavy, we will still learn how to engage in academic research, determine the veracity of a given source, integrate sources into your writing, and properly document sources.
3. **Coherent Writing (Rhetorical Awareness):** Your writing will focus mainly on textual analysis and argumentation, since these two genres span the majority of college writing. We will analyze writing situations based on audience, purpose, and context, while writing in a variety of genres.
4. **Coherent Writing (Writing Processes):** Our class will engage in frequent writing assignments, including peer reviews, revision workshops, in-class reflections, and drafting. We will learn the value of pre-writing and drafting strategies, revising at all times, and reviewing the work of others.

**Grading Scale:**

<b>A</b>	100-93%	<b>B+</b>	89-87%	<b>C+</b>	79-77%	<b>D+</b>	69-67%
<b>A-</b>	92-90%	<b>B</b>	86-83%	<b>C</b>	76-73%	<b>D</b>	66-65%
		<b>B-</b>	82-80%	<b>C-</b>	72-70%	<b>F</b>	64-0%

**Assignments (all assignments and guidelines are available on Canvas):**

**60%** 3 papers (3-4 pages each)

**40%** Worksheets, Discussion Posts, Workshop Drafts, Course Reflection, Reviews

**Class Policies:**

1. **Asynchronous Learning:** We will not have regular meeting times for this course. You are required to navigate the course and keep to deadlines. However, I will post weekly videos introducing the week and keeping you up on assignments and the schedule. It is your responsibility to check Canvas regularly for readings, daily/weekly discussion posts and writing workshop drafts, assignment deadlines, etc. I am here to help if you need me. Just send me an email.
2. **Late Work:** All homework is to be turned in ON TIME. Late work will be deducted 10 points for every day late. **NOTE:** You must turn in all assignments to pass the class.
3. **Plagiarism:** Use of the intellectual property of others without attributing it to them is considered a serious academic offense. **Cheating or plagiarism will result in a failing grade for the work or for the entire course.** If you think you might be plagiarizing, you probably are. Don't be the person who cheats. If you are having problems come talk to me about what we can do to help you

avoid the cardinal sin of writing. For more detailed information regarding Academic Misconduct please consult: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>.

4. **Accommodations:** If you require special accommodations for any reason please let me know. I will do my best to facilitate and arrange the proper accommodation.
5. **Emails:** Email is both a blessing and a curse. Please respect the fact that I am teaching several classes per semester, which means that I will do my very best to respond to your emails within 24 hours during the week (48 hours over the weekend). However, I will not recap entire class periods for you via email, nor will I repeat information available on this syllabus or in a class handout (consult course materials before shooting off that email about essay page count). Also, I firmly believe in correspondence etiquette. Email may be informal, but I expect your messages to be polite and respectful. Include a salutation (Dear Dr. Tangedal, Hello Professor Tangedal) and conclusion (sincerely, best, thanks,). Be a pro. If your tone becomes an issue, we will have a talk.
6. **Office Hours:** Make an appointment to chat with me via Zoom.