ENGLISH 101 COURSE SYLLABUS

In this Document…

Welcome to English 101 online (Fall 2020)

Course overview

What is the nature of this class and why are we here? It's about developing skills as writers, readers, and learners. It's about literacy: about being literate; learning to think critically; to develop information literacy; to use writing to learn; to promote active learning.

To that end, we will use writing and reading to explore, investigate, and consider various topics and issues. We will consider, how we, as individuals, perceive these subjects as well as how others see them, and what influence those alternative perceptions have on our own perspectives.

Why is this important and why are alternative perspectives useful? One of the goals of a university setting is to encourage us all to be active citizens, to learn about ourselves in relation to the world, and, perhaps, to effect changes in our chosen communities. During this semester-long process we may explore sensitive topics and examine ideas from diverse perspectives – in our class discussions, in our readings, and in our writings. Another one of the goals of a university (of all education) is to challenge us all to think again about all that we know (and all that we don't know).

So, what's writing got to do with it? Writing is a useful way to pursue this ongoing endeavor – learning – as we discuss, examine, and explore what we know and what we are in the process of learning.

We will use writing for a number of activities. However, this is not a class of turning writing in to the teacher. We will work on writing in progress with others in our class. We will talk to each other as *writers* and *readers*. We will not find fault – or, what is "wrong" – with our writing. We are not talking about the writer; we are talking about the process – what the writer is attempting to accomplish.

Course materials

1. (Rental text) *Patterns for College Writing* (14th edition), Kirszner and Mandell.
2. (Purchase) *Rules for Writers at the University of Wisconsin-Stevens Point* (9th edition), Hacker and Sommers.
3. UWSP email account that you check frequently

Course Expectations

This course functions much like a standard classroom course in that you will be expected to keep up with weekly textbook readings and material, meet deadlines for assignments, and participate actively in discussions online.

This course differs from a standard classroom course in that you can participate in class at any time of day and choose where to participate…at the library, at home in your bunny slippers, or anywhere else you have reliable Internet access…providing that you stay on schedule.

Another characteristic of an online course is that students are responsible for much of their own learning. In other words, my role as the instructor is to be a learning facilitator while you (the student) take charge of your own learning process. The necessary learning resources and instructional activities will be provided so you can successfully learn, but I will not provide instruction in the form of lectures.

Successful students "stay in contact" with the course and required work rather than "checking in" periodically to see what is occurring.

That said, I will not supply information and leave you on your own. We all will be active participants in the process.

Students should expect to spend 6-12 hours per week on this course. This includes readings, viewing course content, completing homework assignments, posting to the discussion area, etc.

I will use UWSP email for communication and this also is the best way to contact me. My email address is lmorgan@uwsp.edu.

An email from our UWSP Online office that you should have received offers useful suggestions and helpful links for success in an online course. Included in the email was this link to the student support web page for online courses.

Meeting with me: If you'd like to meet with me to discuss any aspect of the course (material, assignments, etc.), I will schedule "office hours" using Zoom on Mondays and Wednesdays from 11:00 a.m. to 12 noon. In-person meetings are strongly discouraged so we will use Zoom instead. If you'd like to meet sometime other than my Monday/Wednesday times, let me know and we will try to schedule another day and time.

Email conventions: Because this is a course centered on improving writing skills, any **emails** to me or class members are expected to be *written in a professional manner*. This means emails should have a clear subject line (e.g., English 101: Assignment question), a greeting (with the correct title/name), a closing, your name, and use paragraphs, punctuation, and correct grammar. *Emails that do not follow*

these writing guidelines are not likely to receive a response.

All announcements/changes/due dates also will be posted on Canvas. It is your responsibility to check our Canvas site for communications and changes to the course several times a week.

Computer Requirements

Since this is an online course, there are hardware and software requirements to complete the course. (The first requirement, of course, is a reliable internet connection.)

Canvas Questions
For recommended operating system requirements, web browser compatibility, and other issues involving Canvas, see the "Student Resources" section on the Canvas login page.

Microsoft Word
All homework assignments must be completed in a format compatible with Turnitin.com (which essentially means Microsoft **Word** or a .pdf file) and submitted electronically in Canvas. *Work submitted as a .zip file will not be accepted*.

Adobe Acrobat Reader
You will need to obtain Adobe Acrobat Reader, which can be downloaded free from the Internet. You will use Acrobat Reader to access some of the course material.

Technical Support

If you are having technical problems with Canvas (such as submitting work), contact free technical support through one of the following ways:

- Phone: 715-346-4357 (HELP)
- Email: help@uwsp.edu
- Web: See the Canvas login page under "Student Resources"
- Walk-in service in room 108a of Albertson Hall (library), next to Food for Thought cafe.

Any course content-related questions should be directed to Prof. Morgan.

How You Will Earn Your Grade

Over the course of the semester, you each will submit three essay portfolios, plus a final reflective essay. Each essay portfolio will include your invention strategy, early draft(s), and final draft. In the final reflective overview you examine your work in the course and how well you did, or did not, accomplish the course

goals and outcomes.

Detailed explanations and prompts of each essay portfolio will be distributed as we begin working on each essay.

The Professional Responsibility portion of your final points total will be based on your work in being a responsible learner and participant in the business of this course. Such work includes class discussions, small-group work, attending conferences, and attendance.

The points available for each component of the points total are as follows:
These are the assignments for the class and their associated points:

Assignment	Points
Syllabus quiz	20
Portfolio #1	200
Portfolio #2	250
Portfolio #3	300
Final Reflective Overview	130
Professional Responsibility	100
Total	1,000 points

Points and letter grades: The total course points and associated final letter grades are as follows:

Course Grade	Total Points
A	930+
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
F	629 and fewer

Discussions / Class Participation

This class is your opportunity to practice informal and formal writing. You will do formal writing in assignments. You will do informal writing by posting discussion responses. Participating in discussions is our way of attending class. In an online class, each missed response is like an absence in a regular class.

FAQs about discussions:

1. *How many prompts will there be each week?* There will generally be one prompt each week. Specific instructions will be included with the weekly "lecture notes" in the last section labeled "Tasks for the Week." Most often, these tasks will be among members of small groups that I will set up (typically, four students per group) and you will be required to post an original response to the prompt and two responses to the postings of classmates in your group. In this way, we can develop a conversation on topics presented in class.
2. *How much are discussion responses worth?* There are 100 points allocated to Professional Responsibility—meaning doing your work as a student in a professional manner—and these points will be allocated over the course of the semester based on whether participation is consistent and helpful to fellow classmates.
3. *Do I have to submit a response to every prompt?* To get the most out of the course and to receive a good Professional Responsibility grade, you should respond to every prompt.
4. *What happens if I don't submit a response in time?* You can't make up a missed response. At the end of the week, I will close the discussion. If you didn't respond at all that week, you will lose points. Any incomplete or weak responses will detract from your points.
5. *How long should my discussion response be?* I don't count words but I do consider content. I look to see if you have given serious thought to the prompt and have fully answered it. If you do this, you get full credit. But if your response is hurried and short, and doesn't relate to the prompt well, you won't get full credit. But it is better to post something than nothing at all.

Grammar & Spelling

Bad grammar and spelling mistakes are annoying. They tell people that you haven't taken the time to proofread. They reflect negatively on you in the classroom and beyond in your professional life.

That said, in an online class like this one where most of our correspondence is written, the occasional bad sentence construction or misspelling is understandable in discussion responses. It's very important that you communicate in this class, and you should not let your fear of mistakes get in the way. But in your formal assignments, bad grammar and spelling will be penalized.

You should know basic grammar. If you don't, thoroughly review your copy of *Rules for Writers*.

Late Work

This class moves fast. It's important to keep up or you'll be left behind wondering what happened. So, don't turn assignments in late.

That said, late—with a limit—is better than not at all. If an assignment will be late, email me in advance of the due date, to tell me your assignment will be late and when you plan to submit it. I don't need excuses. However, turning in assignments late may cost you a half grade per day on that assignment and **unless there are extenuating circumstances, there is a three-day limit for late assignments (with reduced credit).**

Plagiarism

In an effort to cut down on plagiarism, the following is an explanation of plagiarism and the consequences of committing plagiarism. I understand that most students are honest. This information is offered because I realize that unintentional plagiarism is a problem for all writers and I want to help students avoid it.

What is Plagiarism?

In academic writing, plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging the source. ("Original" means information that is not common knowledge in our society.) This definition applies to writing that appears in print or online, to manuscripts, and to the work of other student writers.

How Do Student Writers Commit Plagiarism?

Plagiarism usually takes several forms in university writing courses:
- Students submit papers or portions of papers that someone else has written–whether from a commercial service, a web site, or a friend–and then claim the writing as their own;
- Students get too much help from friends, relatives or tutors and claim their writing as their own;
- Students are careless about documenting sources. When they sit down to write, they cannot remember where they got their information and so neglect attribution altogether;
- Students have not learned how to properly cite sources: They do not know how to quote, how to paraphrase, or how to summarize, or they do not recognize when to document sources.

How Can I Avoid Plagiarism?

Understand writing assignments as opportunities for genuine and rigorous inquiry and learning. Such an understanding means that:
- You do not purchase papers from commercial services or copy and paste information from a web site without citing it (this includes graphics as well as text);
- When you ask tutoring services or friends and family to read your work (as you should), you make sure they leave all decisions about what to write and how to revise in your hands.
- You acknowledge clearly when and how you are drawing on the ideas or phrasings of others;
- You learn the conventions for citing documents and acknowledging sources.
- You consult your instructor when you are unsure about how to acknowledge the contributions of others to your thinking and writing.

What Happens If The Professor Thinks I've Committed Plagiarism?

If there is a suspicion that you have committed plagiarism or concern that you have not mastered academic conventions for properly acknowledging your sources, first, you and I will discuss these concerns. If we can not come to a resolution, we will invite the chair of the English Department to join our discussion.

If your work falls into the category of plagiarism, one of the following actions will be taken:
- You may be asked to rewrite your paper.
- You may be assigned a grade of "F" for the assignment or for the course.
- You may be asked to discuss the matter with the Dean of Students, who may choose to pursue further disciplinary action.

Course Policies

Access to Education: The DATC (Disability Services and Assistive Technology programs) provides "accessibility, accommodation, and assistive technology services to students with disabilities, working individually with qualified students to identify, design, and implement an accommodation plan that will aid them in acquiring equal access to their education." For additional information, including a Request for Accommodations Form, contact UWSP's Office of Disability Services, 609 Albertson Hall, x3365.

Recording and Sharing Class Material: Lecture materials and recordings for English 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 accommodations [UW System Board of 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.

Privacy and Canvas Tracking Notice: Canvas or the course web site automatically records all students' activities including your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, chat room discussion text, and posted discussion topics. The primary reason to access this data is to evaluate class participation and identify students having difficulty using Canvas features.

UWSP Policies: This course falls under all UWSP policies for last day to drop courses, etc.