

## **English 101, Section 4: College Writing and Critical Reading**

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Office Hours: TuTh 8:00-9:00 am, MW 1:45-2:15 pm, or by appointment

Time and Place

TuTh 9:10-10:25 am

Room: 216 CCE

### **Contacting me**

Please feel free to contact me whenever you have any questions about course materials or policies. You will probably find it most useful to meet with me face-to-face during my office hours (You don't even have to make an appointment!), but for minor questions you can send me an email and I will get back to you within 24 hours. If you'd like to meet with me in person but cannot make it to my regular office hours, we can schedule a meeting time that will work for both of us.

### **Course Description**

English 101 is an introduction to freshman writing. Its main purposes are to prepare you for the demands of writing at the college level and to offer you the chance to think about writing beyond the classroom and in a variety of situations. Writing is both a way of learning and of communicating, and this course offers you an opportunity to explore concepts through personal writing, to form intelligent and critical responses to the writings of others, and to develop and analyze rhetoric. Writing is also a process and this course will teach you how drafting and revising can help you turn an interesting idea into an enjoyable and persuasive piece of writing.

To accomplish this, you will need to gain an awareness of the rhetorical situation in which you are writing. Who is your target audience? How should this affect the way you write? What are your purposes for writing? What do you hope to accomplish? These are the types of questions we will consider throughout the semester.

Most importantly, English 101 emphasizes critical thinking—the process of questioning and scrutinizing every idea and considering it from multiple perspectives in order to reach an informed opinion that will increase your understanding of the world and allow you to enlighten others.

### **Course Goals and Learning Outcomes**

#### **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.

Specific course goals and learning objectives for English 101 include:

1. **Rhetorical Knowledge:** Write for a variety of rhetorical purposes by adapting content, form, and style to the audience, purpose, and requirements of multiple formal academic essays.
2. **Critical Reading:** Understand, analyze, and evaluate complex arguments in academic texts and synthesize ideas from multiple texts.

3. **Academic Writing:** Develop cohesive, source-based, academic essays for a variety of rhetorical purposes.
4. **Research Skills:** Develop the ability to navigate library resources and identify features of academic sources commonly used in college courses
5. **Writing Processes:** Independently apply successful strategies in the writing process from invention through peer review and revision.
6. **Composing in Electronic Environments:** Demonstrate proficiency in using a variety of electronic tools for college-level composition.
7. **Knowledge of Conventions:** Make appropriate choices about academic writing conventions based on the audience and purpose of an assignment, including using a formal documentation style to introduce and cite sources.

**Texts and Materials.** You'll need to purchase the following course materials:

- *The Seagull Reader: Essays, Second Edition* (available at the Campus Bookstore)
- *The Little Seagull Handbook, Third Edition* (available at the Campus Bookstore)
- *David and Goliath* (available at the Campus Bookstore)
- *a notebook for taking notes in class and drafting paper ideas*
- a folder for collecting your work

### **Course Requirements/Grades**

Portfolio 1: 20%

Portfolio 2: 25%

Portfolio 3: 30%

Class Participation: 25%

**Grading Scale:** A=93-100; 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

If you are considering dropping the course for any reason, please see an advisor in Student Affairs or TRIO in order to find out how it will affect your financial aid.

### **Attendance**

Attendance is absolutely required. English 101 is a seminar-like, discussion-based course, so your presence matters for your own learning, as well as for the contributions you can make to the learning of others. For this reason, you need to be in class on time and prepared every single meeting. However, because I realize there are times when you must miss class due to illness, a family emergency, or other pressing matters, you will be allowed two free unexcused absences without penalty. If you know you have to miss class, send me an email ahead of time whenever possible. It is *your* responsibility to find out what you missed and to make up any work as required. Excessive or habitual tardiness may be counted as an absence.

The final course grade will be lowered for each additional absence beyond the first 2 absences (An A will become an A-, an A- will become a B+, and so on). An absence beyond 5 unexcused absences (not counting the two free absences) will result in a student failing the course.

Obviously, I will take into account *extraordinary* reasons for an absence such as a severe accident or illness, a family emergency or death, a recognized religious holiday, or jury duty. Just let me know!

### **Participation**

Because the success of our seminar largely depends on your active participation, you are expected, not only to be here, but also to talk and/or ask questions on a regular basis. This means you have to keep up with the reading so that you will actually have something to say. You are also expected to treat me and your fellow students with respect and to comport yourself like an adult. You are free to disagree with any comments you might hear in class and to express your own views, but do so in a respectful, non-combative manner. For example, you might say, “Jason makes a good point, but E. B. White’s statement on page 5 seems to contradict what Jason just said.” I realize that speaking up during class is easier for some than others, so I am glad to help out if you are having trouble entering the conversation. Just talk to me after class or drop me an email.

### **Coursework**

The only way to learn to write is to practice, so this course will require you to write constantly. The course will be divided into three units, each of which will require you to write a short essay that you will then build upon to produce a longer essay. Each essay will go through multiple drafts, and your various drafts will be collected in a portfolio due at the end of the unit.

### **Late Work**

You will do a lot of writing and revising in this course and a lot of work with your peers, which means that all work must be turned in at the beginning of class on the date specified. If a paper or draft is turned in late, the overall grade for that paper assignment will be reduced by a letter grade (i.e. A to A-) for every calendar day that the paper or draft is late. When a paper is one week late, it automatically receives a failing grade.

### **Peer Review**

You will meet with a peer group to receive and provide feedback on various drafts. This will give you a chance to get input from different readers, and responding to your classmates’ papers will sharpen your own critical ability, which should help you revise your own drafts. An absence on a peer review day or failure to participate in a peer review will lower your course grade.

### **Academic Honesty and Plagiarism**

Plagiarism, or taking credit for words or ideas not your own, is a serious offence and will lead to dire consequences. The penalty for plagiarism ranges from failing the course to expulsion from the university. See the *Student Rights and Regulations* handbook for more information about plagiarism and its consequences. If I think you have plagiarized, I will meet with you and refer your name to a disciplinary committee responsible for overseeing the investigation of academic crimes. Except for acknowledged quotations, all of your work is to be written in your own words. You may not copy from a book, another student’s paper, a webpage, or any other source. If you do so, you will be prosecuted to the fullest extent of the law.

### **Assessment**

The UW Colleges-wide assessment program was established to enhance the quality and effectiveness of the curriculum, programs, and services of the institution. The institution-wide assessment activities focus on analytical, quantitative, communication, aesthetic, and intercultural skills because they are of primary importance in the general education of our students. This semester, students in some English Composition courses will be assessed on their communication abilities. If you have questions about assessment, please contact [jennifer.heinert@uwc.edu](mailto:jennifer.heinert@uwc.edu).

## Calendar

Below is an outline of the semester calendar. Although the schedule might change, assume that it is correct unless I tell you otherwise. Please note that homework assignments are due at the *beginning* of class on the very next class date after which they are assigned (if it is assigned on Monday, it is due on Wednesday, etc.).

In the list of readings below, SR refers to *The Seagull Reader: Essays*, LSHB refers to *The Little Seagull Handbook*. Additional Readings will be available on D2L.

### Unit 1: Personal Narrative as Argument

#### Tuesday 9/4

*In Class:* -Distribution of Syllabus  
-Introduction to Course  
-Getting to know one another  
-Begin Self-Assessment Essay

*Homework:* -Read Syllabus  
-Read “Writing Contexts” (LSHB 2-5)  
-Read White, “Once More to the Lake” (SR 369-76)  
-Finish Self-Assessment Essay

#### Thursday 9/6

*In Class:* -**Self-Assessment Essay Due**  
-Discuss “Writing Contexts” (LSHB 2-5)  
-Discuss White, “Once More to the Lake” (SR 369-76)

*Homework:* -Read “Personal Narratives” (LSHB 58-61)  
-Read Buckley Jr., “Why Don’t We Complain?” (SR 60-66)

#### Tuesday 9/11

*In Class:* -Discuss “Personal Narratives” (LSHB 58-61)  
-Discuss Buckley Jr., “Why Don’t We Complain?” (SR 60-66)

*Homework:* -Read Burns, “The Right to Live” (D2L)

#### Thursday 9/13

*In Class:* -Discuss Burns, “The Right to Live” (D2L)

*Homework:* -Read “S-1,” “S-2,” “S-3” (LSHB 314-321)  
-Read Orwell, “Shooting an Elephant” (SR 242-250)  
-Read Twain, “Corn-pone Opinions” (D2L)

### **Tuesday 9/18**

*In Class:* -Discuss "S-1," "S-2," "S-3" (LSHB 314-321)  
-Discuss Short Assignment One  
-Discuss Orwell, "Shooting an Elephant" (SR 242-250)  
-Discuss Twain, "Corn-pone Opinions" (D2L)  
*Homework:* Read Angelou, "Graduation" (SR 22-34)  
**-Short Assignment 1 Due Tues 9/25**

### **Thursday 9/20**

*In Class:* - Discuss Angelou, "Graduation" (SR 22-34)  
*Homework:* - Read Rushdie, "Abortion in India" (SR 280-282)  
**-Short Assignment 1 Due Tues 9/25**

### **Tuesday 9/25**

*In Class:* **-Short Assignment 1 Due**  
-Discuss Rushdie, "Abortion in India" (SR 280-282)  
-Discuss Project One  
*Homework:* -Read "Developing Paragraphs" (LSHB 17-29)  
-Read "Writing Process" (LSHB 9-16)  
**-Draft One of Project 1 Due Thurs 10/4**

### **Thursday 9/27**

*In Class:* -Discuss "Developing Paragraphs" (LSHB 17-29)  
-Discuss "Writing Process" (LSHB 9-16)  
*Homework:* - Read "P-1," "P-2," "P-3" (LSHB 386-395)

### **Tuesday 10/2**

*In Class:* -Discuss "P-1," "P-2," "P-3" (LSHB 386-395)  
-Discuss Peer Review process  
-Discuss Project One (if necessary)  
*Homework:* **-Draft One of Project 1 Due Thurs 10/4**

### **Thursday 10/4**

*In Class:* **-Draft One of Project 1 Due**  
-Workshop  
-Conferences  
*Homework:* **-Portfolio 1 Due Thurs 10/18**

### **Tuesday 10/9**

*In Class:* -Workshop  
-Conferences  
*Homework:* **-Portfolio 1 Due Thurs 10/18**

### **Thursday 10/11**

*In Class:* -Workshop

-Conferences

*Homework:* -Read Ebert, "Video Games Can Never Be Art" (D2L)

**-Portfolio 1 Due Thurs 10/18**

## **Unit 2: Reading and Responding**

### **Tuesday 10/16**

*In Class:* -Introduce Unit 2

-Discuss Ebert, "Video Games Can Never Be Art" (D2L)

*Homework:* -Read Rosenberg, "Let Stars Get Paid" (D2L)

-Read Posnanski, "College Athletes Should Not Be Paid" (D2L)

**-Portfolio 1 due Thurs 10/18**

### **Thursday 10/18**

*In Class:* **-Portfolio 1 Due**

-Discuss Short Assignment 2

-Discuss Rosenberg, "Let Stars Get Paid" (D2L)

-Discuss Posnanski, "College Athletes Should Not Be Paid" (D2L)

*Homework:* -Read King Jr., "Letter from Birmingham Jail" (SR 153-172)

**-Short Assignment 2 Due Tues 10/30**

### **Tuesday 10/23**

*In Class:* - Discuss King Jr., "Letter from Birmingham Jail" (SR 153-172)

*Homework:* -Read Gladwell, *David and Goliath*, Introduction (3-15)

### **Thursday 10/25**

*In Class:* -Discuss Gladwell, *David and Goliath*, Introduction (3-15)

*Homework:* -Read Gladwell, *David and Goliath*, Ch. 1 (19-38)

**-Short Assignment 2 Due Tues 10/30**

### **Tuesday 10/30**

*In Class:* **-Short Assignment 2 Due**

-Discuss Writing Project 2

-Discuss Gladwell, *David and Goliath*, Ch. 1 (19-38)

*Homework:* -Read Gladwell, *David and Goliath*, Ch. 2 (39-62)

**-Writing Project 2 Due Thurs 11/8**

### **Thursday 11/1**

*In Class:* -Discuss Gladwell, *David and Goliath*, Ch. 2 (39-62)

*Homework:* - Read Gladwell, *David and Goliath*, Ch. 3 (63-96)

-Read "Quotation Marks" (LSHB 395-399)

**-Writing Project 2 Due Thurs 11/8**

**Tuesday 11/6**

*In Class:* -Discuss Gladwell, *David and Goliath*, Ch. 3 (63-96)  
-Discuss “Quotation Marks” (LSHB 395-399)

*Homework:* - **Writing Project 2 Due Thurs 11/8**

**Thursday 11/8**

*In Class:* -**Writing Project 2 Draft One Due**  
-Workshop

*Homework:* - **Portfolio 2 Due Tues 11/20**

**Tuesday 11/13**

*In Class:* -Workshop

*Homework:*-**Portfolio 2 Due Tues 11/20**

**Thursday 11/15**

*In Class:* -Workshop

*Homework:*-**Portfolio 2 Due Tues 11/20**  
-Read Gladwell, *David and Goliath*, Ch. 4 (99-124)

**Unit 3 : Rhetorical Analysis**

**Tuesday 11/20**

*In Class:*- **Portfolio 2 Due**  
-Introduce Unit 3  
-Discuss Short Assignment Three, Writing Project Three  
-Discuss Gladwell, *David and Goliath*, Ch. 4 (99-124)

*Homework:* -Read Gladwell, *David and Goliath*, Ch. 6 (165-93)  
-**Short Assignment 3 Due Thurs 11/29**

**Thurs 11/22**

**NO CLASS—THANKSGIVING**

**Tuesday 11/27**

*In Class:* -Discuss Gladwell, *David and Goliath*, Ch. 6 (165-93)  
*Homework:* - Read Gladwell, *David and Goliath*, Ch. 8 (232-62)

-**Short Assignment 3 Due Thurs 11/29**

**Thursday 11/29**

*In Class:* -**Short Assignment 3 Due**  
- Discuss Gladwell, *David and Goliath*, Ch. 8 (232-62)  
*Homework:* -Read Gladwell, *David and Goliath*, Afterword (276-95)  
-Read “L-2,” “L-3,” “L-4” (LSHB 291-303)  
-**Writing Project 3 Due Thurs 12/6**

**Tuesday 12/4**

*In Class:* -Discuss Gladwell, *David and Goliath*, Afterword (276-95)  
-Discuss “L-2,” “L-3,” “L-4” (LSHB 291-303)

*Homework:* -**Writing Project 3 Due Thurs 12/6**

**Thursday 12/6**

*In Class:* -**Writing Project 3 Due**  
-Workshop

*Homework:* -**Portfolio 3 Due Thurs 12/20**

**Tuesday 12/11**

*In Class:* -Workshop

*Homework:* -**Portfolio 3 Due Thurs 12/20**

**Thursday 12/13**

*In Class:* -Workshop

-Avuncular Advice

-Tearful Farewells

*Homework:* -**Portfolio 3 Due Thurs 12/20**

**Portfolio 3 Due Thursday, December 20 at 10:00 AM**