English 098
Introduction to College Writing
UW Steven's Point at Marshfield
Fall 2018

General Course Information
Instructor: Christine Klingbiel

Section Information: Section 001
Monday/Wednesday/Friday 9:00 to 9:50 a.m.
Room 125

Instructor E-mail: christine.klingbiel@uwc.edu

Instructor Office: Laird 447 **Office Phone:** 715-261-6270 **Best Way to Contact:** E-mail (don't phone)

Office & Writing Center Hours:
M-F OFFICE-10:00-11:00 and by appt.
T & R STUDENT SUCESS CENTER 10:00-12:00

D2L/Course Website Information (https://d2l.uwc.edu/)
The UW Colleges uses an online course management system through Desire2Learn (also called D2L or Brightspace). You will use D2L to access course learning materials, read announcements, submit some work for feedback and grading, engage in online discussions, and contact the class members. In this course, you will receive training that will help you use D2L and other online resources for college learning and writing.

Student Writing Program Website (https://sites.google.com/site/uwcollegeswritingresources/)
Additional resources are available through the UW Colleges Writing Program website for students. Look for links in the online course schedule and assignment instructions.

English 098 Course Overview
UW Colleges Catalogue Course Description
A composition course focusing on the conventions of academic writing, the composing process, critical thinking, and critical reading. Emphasis will be on reading and writing activities designed to prepare students for successful transition to college-level writing. 3 non-degree credits.

Purpose
Introduction to College Writing focuses on helping students develop college-level critical reading and writing skills. In this course, you will complete reading assignments, writing projects, discussions, and in-class activities that will help you become a successful college student and prepare to take more advanced courses. English 098 is very different from a high school English class; expect to do college-level assignments and activities in this course.

Course Objectives
After successfully completing Introduction to College Writing, students achieve proficiency in seven areas:

1. ***Academic Writing***: Organize a cohesive academic essay that develops and supports a thesis with specific, relevant evidence from nonfiction course readings
2. ***Critical Reading***: Identify, analyze, and evaluate the main point(s), key supporting points, and supporting evidence in assigned nonfiction texts
3. ***Research Skills***: Begin to understand the features of texts that demonstrate the credibility of sources used for writing
4. ***Rhetorical Knowledge***: Write a variety of different kinds of texts that achieve the purpose of each specific writing task and situation
5. ***Processes***: Generate multiple drafts of academic texts by adapting writing process strategies according to the requirements of each assignment
6. ***Composing in Electronic Environments***: Demonstrate basic proficiency in using technology for composing an academic text and for college-level learning
7. ***Knowledge of Conventions***: Make progress toward following academic writing conventions based on the context, purpose, and level of formality of a college writing assignment

English 098 Placement
The English Department places students into a writing class through a multiple measures placement process, which includes a writing sample, test scores, a student questionnaire, and high school GPA. Students receive an English 098 placement when their admission and placement information shows that they would benefit from taking a class that focuses on critical reading and academic writing before enrolling in English 101. See your instructor if you have questions about course placement.

Texts and Materials

Required Readings
You do not need to purchase a textbook for this class. All of the readings for the course will be available for free online through links in the course website and/or printed copies. Expect to use assigned readings during most class periods. Bring copies to class. Either print a hard copy of the reading assignment or bring an electronic copy on a computer or other electronic device.

Optional College Writing Handbook
Links to online resources for college writing will be available online through the course website. However, some students prefer to purchase a college writing handbook. The recommended handbook for this class is *A Pocket Style Manual* by Diana Hacker and Nancy Sommers from Bedford/St. Martins. Buy a copy that was published in 2016 or later.

Required Use of a Computer
To complete the assignments for this course, you will need a computer with internet access. Computers are available on campus if you do not own your own. If you have a laptop or other electronic device, bring it to class for writing workshops. *Because of the extensive writing in this course, students cannot successfully complete assignments by using a smartphone instead of a computer.*

Other Required Technology
You will also need the following resources:
● Microsoft Office, google docs, or a word processing application that permits you to create and save documents in Word or PDF format

● Adobe Acrobat Reader
Students also have access to Microsoft Office Online through their Office 365 accounts. When you log into your UW Colleges e-mail account, look for a link that will permit you to install Word Online. If you would prefer to purchase software, the most current edition of Microsoft Office (containing MS Word, Excel and other valuable programs) is also available to University of Wisconsin students at discounted prices through the Wisconsin Integrated Software Catalog.

Course Requirements
Introduction to College Writing is organized into units around four major writing projects and a course portfolio. For each unit, you will complete an essay with related in-class writing, critical reading activities, reading discussions, writing process work, workshops, and self-assessments.

Overview of Major Assignments:
In this course, you will complete the following activities for graded course credit:
Assignment 1, 2, 3, Essay 1
Assignment 4, 5, 6, Essay 2
Midterm Portfolio
Assignment 7, Essay 3
Assignment 8, 9, 10, Essay 4
Final portfolio

A breakdown in points:
Class participation & engagement (10 pts. total)
Assignments 1-10 = 1pt. ea. (10 pts. total)
Essays 10 pts. ea. (40 pts. Total)
Portfolios 20pts (40 pts. Total)
[extra credit for writing center visits will be available]

Portfolio (an Organized Collection of Writing)
Throughout the course, you will work on writing projects and related process activities. You will then organize revised and edited drafts of your writing into a portfolio for midterm and final grading. The portfolio will document your learning in the course and your development as a college writer and reader.

Midterm Portfolio
○ A Revised Essay (choose either Essay 1 or Essay 2)
○ A Reflective Essay
Final Portfolio
○ A Revised Essay (choose either Essay 3 or Essay 4)
○ A Reflective Essay

Discussions, Workshops, and Other Learning Activities
Part of your course grade will come from preparation for class, take home writing process work, and in-class learning activities. You will engage in reading, writing, and discussion activities to help you successfully complete the course and develop college-level reading, writing, and critical thinking skills. Because most of the learning activities take place during class, you must attend class regularly and complete missed work.

Writing Process Activities
You will participate in activities to help you successfully complete each writing project:
● Plan for writing projects
● Create essay outlines
● Write multiple drafts of essays
● Revise essays in response to feedback
● Participate in in-class activities to
● Participate in writing workshops during class
● Provide feedback to your classmates
● Attend one-on-one conferences with the instructor
Critical Reading Activities
You will complete activities to help you develop college-level reading skills and strategies:
● Prepare for class by completing reading assignments
● Participate in reading discussions and other related class activities
● Write in-class responses to readings

Final Exam
Your portfolio replaces a traditional final exam for the course. It is due during the scheduled final exam time for your course section.

Grading
Grading Scale

A A-	93-100 90-92	*Exceptional proficiency in course learning outcomes*
B+ B	87-89 83-86	*Above average proficiency in course learning outcomes*
B- C+ C	80-82 77-79 73- 76	*Sufficient proficiency in course learning outcomes*
C- D+ D D-	70-72 67-69 63-66 60-62	*Insufficient proficiency in learning outcomes; repeat English 102*
F	59-0	*Failure to complete required assignments and learning activities and/or lack of progress toward meeting course learning outcomes; repeat English 102*

Insufficient proficiency in learning outcomes; repeat English 098
F 59-0 *Failure to complete required assignments and learning activities*
and/or lack of progress toward meeting course learning outcomes;
repeat English 098
R Below 70 *Improving academic skills and completion of required coursework*
without sufficient progress toward meeting course learning
outcomes; repeat English 098

Grades for Non-Degree Courses

English 098 is a non-degree credit course, and your final course grade will not be included in your UW Colleges grade point average (GPA). However, grades in non-degree credit courses will count toward determining whether you are making satisfactory academic progress. You will receive a course grade in PRISM, and it could affect your financial aid status or potentially influence the outcome of any appeals that you might make to the campus if you are suspended.

Fulfilling the Prerequisite for English 101
Your grade in English 098 will determine whether you are able to enroll in the next writing course and other courses that have composition prerequisites. You must receive a C or better in Introduction to College Writing to enroll in English 101.
Failing (F) Grade
You will not fail the course if you complete assignments on time, participate in classroom workshop 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 course requirements section of the syllabus for a description of the tasks that each student must complete to pass the course.

Attendance:

You have two weeks (6 classes) for any type of absence, after that your grade will drop one letter grade**.**

IN CASE of INSTRUCTOR ABSENCE: assignments will still be due (via D2L dropbox) and the calendar will be followed for the next assignment unless I notify students of any change. I will send an email out to cancel class and give further instruction (and possibly online notes or handouts).

Academic Misconduct Statement
Plagiarizing means taking someone else's work and submitting it to an instructor for course credit. Plagiarism includes (but isn't limited to) the following: 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. In this course, you will learn how to avoid plagiarism and to cite ideas from course readings and other sources. For more information on academic dishonesty, refer to Student Rules and Regulations (http://www.uwc.edu/students/uwc-student-rights-regulations-booklet.pdf).

Class Policies, Guidelines, and Additional Course Information
Links to Institutional Policies are online. We will discuss and create course guidelines together as a class during the first week and they will be posted on our D2L site.

Learning Outcomes/Goals:

The learning outcomes for College Writing and Critical Reading (ENG 098) describe reading and writing skills and strategies that students develop over the entire course. They also describe what each should be able to do before taking English 101 & 102.

Area of Emphasis	Learning Outcomes
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 an 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
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)
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: Reading Texts	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
Rhetorical Knowledge: Writing	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 Processes	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)