English 101: Freshman English **University of Wisconsin Stevens Point at Wausau** **Fall 2020**
Instructor: Danielle Hale Section: W06 Class time: Asynchronous Room: Online

General Course Information

Instructor Contact Information

Office hours: Wednesdays 11am-12pm via zoom
(https://uwsp.zoom.us/j/92985578034?pwd=eTVnSzNTeklQaWJ1WkdsOWszRnpQdz09,
password: 048837), and by appointment
Email: dahale@uwsp.edu
Office phone: (715)261-6214 (must leave a voicemail or I won't know you called)

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. I will not be on campus regularly, so the best way to get in touch is through email, by leaving a voicemail (since I won't be in my office, I won't know you called unless you leave a voicemail, which I can check via email), or during my office hours, when I will be on zoom. These office hours are set aside specifically for my students, which means no one else can schedule meetings during that time. You do not need to schedule during office hours. Instead, you can just follow the zoom link and I'll let you in as long as I'm not with another student. If you can't make it to office hours but you still want a zoom meeting, email 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. I typically check my email during normal business hours, between 8:00 and 5:00 on weekdays.

Course Overview

Course Description

Welcome to ENG 101: Freshman English. 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 introduce students to college-level reading and writing in academic contexts. Students will write organized, cohesive, thesis-based texts supported by appropriate evidence; use reflection to build on previous writing experiences and to transfer skills to future writing contexts; unlearn common misconceptions about writing; and develop overall skills as college learners.

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 202: Sophomore English. ENG 202 fulfills the core writing requirement for UW-Stevens Point Associate Degree and the first-year writing requirements for other UW System schools and for most four-year degree programs in the United States.

ENG 101 Course Objectives for the UW-Stevens Point campuses

After successfully taking Freshman English, students will be proficient in five areas:

- *Critical Reading and Thinking*: Critically read, analyze, and discuss a variety of texts for meaning stated and implied, patterns of organization, and effectiveness of supported evidence. Apply skills in order to compose coherent, thesis-based texts.
- *Rhetorical Strategies*: Understand writing as a human interaction between writers and readers; adapt content, form, and style to various audiences, purposes, and situations.
- *Information Literacy*: Understand that sources have different levels of credibility that inform how writers use sources. Begin to evaluate sources for appropriate use as evidence.
- *Process*: Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.
- *Conventions and Mechanics*: Recognize and use techniques to address problems in mechanics, grammar, and usage that impede readers' understanding. Learn what constitutes academic dishonesty and begin using appropriate formatting, and documentation for outside sources.

Required Texts and Course Materials

Required Textbook

None (all reading materials for the course will be available on the course Canvas site)

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 if you don't have a device at home)
- Email account (college email)
- 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) K**eep all graded work returned to you**
- 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)
- A notebook, binder with lined paper, or word processing document for taking reading and class discussion notes

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
C	73-76	(Some students in the C range may be eligible to receive a satisfactory/pass [S]
C-	70-72	grade.)
D+	67-69	Unsatisfactory progress toward achieving learning outcomes with poor
D	63-66	participation, a lack of preparation, and/or insufficient completion of required
D-	60-62	coursework
F	0-59	Failure to complete required assignments or unofficial withdrawal from the course; repeat ENG 101

Failing (F) Grade

It's unlikely you will fail the course if you complete assignments on time, participate in activities and discussions, and complete all course requirements. You will, however, receive a failing grade if you 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: discussion boards and other weekly activities, workshops (ongoing)	300	30%
Midterm portfolio (due 10/18)	300	30%
Final portfolio (due 12/18)	400	40%

Class Participation (20% of the final course grade)

Learning in this course depends heavily on student engagement. Therefore, 30% of your course grade will come from weekly class work, including workshops. Your class participation grade will be based on:

- Discussion boards
- Writing and research activities
- Participation in workshops
- Other class activities

Major Assignments and Projects

Project 1: Literacy Narrative Read, listen, and practice notetaking skills. This assignment will introduce students to inquiry, reflective writing, recursive writing, and idea-driven writing basics. The result will be a 600-800 word creative piece using assigned readings and personal experience to discuss students' personal writing and reading process. Feedback will be provided for revision to include in the midterm portfolio, where the final paper is graded.

Project 2: Comparative Analysis 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 an 800-1000 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 that assesses your weekly writing and overall writing process, and the first two major paper assignments.

Project 3: Source Analysis and Rhetorical Argument Essay Practice research skills by finding and analyzing articles through the library website. Critique quality of sources through a creative writing project. Analyze your own writing and discuss rhetorical choices. The result will be a two-part project, including a 100-200 word creative piece and an 700-900 word essay analyzing your creative work. Feedback will be provided for revision to include in the final portfolio, where the final essay is graded.

Project 4: Researched Argument 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 1000-1200 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.

Final Portfolio (40% of the final course grade) The final portfolio should be the culmination of your best work for the second half of the semester. It will include a cover letter that assesses your weekly writing and overall writing process, and the last two 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 through Canvas of any changes to the syllabus or schedule.

Attendance
Since this is an asynchronous online course, there is no class to attend. However, you will be expected to participate in class activities every week. Composition classes are heavily dependent on class discussion and sharing ideas, so it's important to follow along and participate. It's also important to understand that this is not a self-paced class. Students are expected to stay on top of their reading and complete assignments by their due dates. For this reason, participation points are heavily dependent on getting class work done on time.

I do understand that students have responsibilities outside of their classes, and that things may come up. If you get ill, have a family emergency, have problems with technology, or think you may fall behind for any other reason, contact me as soon as possible (preferably before the due date) so we can work on getting you caught up.

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 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 (dahale@uwsp.edu), or by leaving me a voicemail (715-261-6214). 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 day they are late. No late final portfolios will be accepted.

Extensions

Students who need extra time 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 System, 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 accesSPoint.

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.

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 System 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 Conduct Process page through the Dean of Students (https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx).

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.

Student Resources

Special Accommodations

If you have a UW-Stevens Point accommodation plan for a disability, I strongly encourage you to contact 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.

In this class, we do not have tests or timed writing, so some accommodations may not apply. However, some due dates may be tight, so if you have an accommodation for extra time and feel you need to use it, please contact me. I 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 the DATC office at 715-346-3365 or datctr@uwsp.edu.

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.

Tutoring-Learning and Writing Centers (Campus Library)

The Tutoring-Learning Center (TLC) offers tutoring services including one-on-one and drop-in tutoring services, academic skills workshops, and one-on-one academic coaching appointments. For additional

information, please contact the Academic Success Coordinator, Megan Sippel, via email (msippel@uwsp.edu), phone (715)261-6148, or in person in the TLC, office 256 (located in the library).

In the Writing 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. For more information, contact Megan Sippel (msippel@uwsp.edu) or go to the information desk in the library.

All services through the Writing Center and the TLC are free.

Online Writing Lab
The UW-System online writing lab 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 Tutoring-Learning Center. See https://www.uwc.edu/students/academic-support/owl/online-writing-lab.

Course Schedule
first half of the semester

TSIS= They Say/I Say

Unit 1
Week 1 (Sept 1-5)
- Read through "Start Here" module and complete introduction
- Read "Shitty First Drafts"
- Discussion board post
- Read chapter 1 of *TSIS*
- Writing journal entry 1

Week 2 (Sept 6-12)
- Read "Consider the Lobster Mushroom" and "Headlines"
- Discussion board post
- Read chapter 2 of *TSIS*
- Writing journal entry 2

Week 3 (Sept 13-19)
- Introduce Literacy Narrative
- Read "Writing as Reckoning"
- Discussion board post
- Read chapter 3 of *TSIS*
- Writing journal entry 3

Week 4 (Sept 20-26)
- Discovery draft of Literacy Narrative

- Peer review
- Revision workshop (Using *TSIS* moves)
- Turn in instructor draft of Literacy Narrative

Unit 2

Week 5 (Sept 27-Oct 3)
- Read "Police Brutality Is a Growing American Epidemic" and "Police Violence in America"
- Discussion board post
- Read chapter 4 and 5 of *TSIS*
- Writing journal entry 4 and 5

Week 6 (Oct 4-10)
- Introduce Comparative Analysis
- Read "How a Failing Capitalist System Is Allowing Amazon to Cripple America" and "Capitalism Makes Miracles; Socialism Makes Dust"
- Discussion board post
- Read chapters 7 of *TSIS*
- Writing journal entries 6

Week 7 (Oct 11-17)
- Introduce Midterm Portfolio
- Discovery draft of Comparative Analysis
- Peer review
- Conference with instructor
- Revision workshop (Citing sources)

Week 8 (Oct 18-24)
- Cover letter workshop
- Peer review
- Turn in Midterm Portfolio
- Library research introduction

Other Important dates

Source Analysis Project and Rhetorical Argument Essay Instructor draft: week of Nov 15-21
Researched Argument Essay Instructor conferences: week of Dec 6-12
Final Portfolio: Dec 18, 12:00 pm