

**English 101  
Freshman English  
Fall 2021**

Prof. Mary Bowman  
Office: CCC 433  
E-mail: mbowman@uwsp.edu

Office hours: Monday, 1:00-2:30, and Tuesday/Thursday, 2:00-3:00  
– in CCC 433, with Zoom option available on request  
Other times available by appointment

I encourage you to drop in during office hours, or make an appointment, to ask questions, get advice, etc. Contact me to make an appointment if my scheduled office hours don't fit your schedule. You are also welcome to email at any time, but be aware that I may not receive evening/weekend messages until the next weekday morning.

**Description and Goals**

English 101 and 202 are part of the Foundational Skills and Dispositions in UWSP's General Education Program, providing a foundation for all the reading and writing students will do in college—and beyond. Because it is impossible to prepare specifically for every kind of task that may lie in each person's future, our emphasis is on expanding your "toolkit" of skills and strategies that can be used in a variety of situations. I hope this course will give you a better sense of what may be expected of you in college writing assignments and help you develop the flexibility and confidence to adapt to the varied writing tasks you will undertake in the future.

Both 101 and 202 seek to develop students' ability to read and think, carefully, critically, and clearly. English 101 focuses primarily on writing that communicates ideas or information. (English 202 will emphasize persuasive writing and working with sources.) By the time you have finished the two-course composition sequence, you should be able to

- 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.

Beyond these basic goals, I hope that you will also grow in other ways: in your appreciation of the complexity of writing and of the pleasure that comes from rising to its challenges, in your ability to think creatively and independently, and in your awareness of your own thinking and writing processes. These are a large part of what you stand to gain from your college experience, and I encourage you to pursue them throughout your college career.

## Texts

Rental: Laurie G. Kirszner and Stephen R. Mandell, *Patterns for College Writing: A Rhetorical Reader and Guide* (14<sup>th</sup> edition)

Purchase: Diana Hacker and Nancy Sommers, *Rules for Writers*, 9<sup>th</sup> edition, UWSP special printing. (ISBN 978-1-319-30464-5): \$66.86 new, \$50.15 used.

I also recommend getting a dictionary app or bookmarking a good dictionary website.

## Requirements and Grading

**Reading and preparation** for class: For most class meetings, there will be assigned reading with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, *before class* is necessary preparation for you to be able to fully participate in, and benefit from, the class meeting. You should also take some notes on your observations and reactions. I may call on individual students orally or have you write briefly about the reading early in class as a way to check preparation as well as to begin discussion.

You will have a number of **informal writing** assignments. These are low-stakes assignments meant to get you reflecting on readings, exploring ideas, generating material for papers, giving each other feedback, and reflecting on what you have learned. Prompts/directions for these will be included in the class schedule (below) and/or assignment sheet for each project. The grading scales for these assignments are on the next page.

There will be four **formal writing** assignments. Details about these assignments, including grading criteria, will be provided in handouts and discussed in class. The final draft (at least) of each out-of-class essay should be typed and formatted for printing. For three of these assignments, you will also write a final reflection on the project.

**Attendance and participation:** You should attend class regularly and participate to the best of your ability. Class activities will include discussion, editing workshops, and group and individual conferences.

- Attendance, preparation, and participation will contribute 10% of your grade for the course. (See grading criteria on page 4)

Grading scale for revision:

- No change from previous draft: 0 points
- Some changes made, generally only in response to specific suggestions, or superficial changes where more significant changes are suggested: 7 points
- Makes significant changes in response to feedback: 9 points
- Makes significant changes, including applying feedback to parts of the paper not specifically commented on, further applying concepts discussed in class, or making independent changes that improve the paper: 10 points.

Grading scale for reflections:

- Reflection is turned in, but inadequate (e.g. not responding to the prompt, too vague to show thoughtful reflection on the project): 5-13 points.
- Responds appropriately to the prompt, showing thoughtful reflection on the project: 14 points
- Exceptionally thoughtful: 15 points

Grading scale for peer feedback:

- Comments are offered, but they are typically too vague or general to be useful, or show a lack of careful, thoughtful reading of the paper: 8 points.
- Some specific comments are made, but these may not be explained well enough to provide guidance for revision, or some questions may not be addressed: 11 points.
- All questions on guidelines handout are responded to, with enough explanation to help the author understand the effectiveness of the paper and revise: 14 points
- More than usually helpful; exceptionally thorough or insightful: 15 points

Grading scale for other informal writing:

- Submitted, but inadequate (not showing thoughtful response to a prompt or sufficient progress on the paper to allow for meaningful feedback): 5 points
- Meets expectations: 9 points
- Outstanding: 10 points.

There are 1000 points possible in the course, broken down as follows:

- Each of the first three formal papers is worth 185 points (555 total)
- The fourth paper is worth 130 points
- The final reflection on each project is worth 15 points (45 total)
- Peer feedback on drafts is worth 15 points each (30 total)
- Other informal writing assignments and drafts are worth 10 points each (100 total)
- Up to 10 points can be earned for each paper for effective use of feedback in revision (40 total)
- Attendance, preparation, and participation contributes 100 points

How I calculate grades: Letter grades are converted to points, and points back to a letter grade for the course, using the following scale: D, 60-66.99%; D+, 67-69.99%; C- 70-72.99%; C, 73-76.99%; C+, 77-79.99%; B-, 80-82.99%; B, 83-86.99%, B+, 87-89.99%, A-, 90-92.99%, A, 93-100%. An assignment not turned in or test essay not attempted is a 0, but an F paper/essay will earn points in the F range.

**Grading criteria for Attendance, Participation, and Preparation**

	<b>Plusses – at least a few of these needed for an A</b>	<b>Expectation – meeting all of these needed for a B</b>	<b>Minuses – these will lead to grades lower than B</b>
Attendance	Is present for all of every class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 90% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 10% of the time (other than justified absences).
Preparation	Always provides evidence of preparation when called on. Consistently comes equipped (book, notebook, etc.) to class.	Gives evidence of preparation when called on at least 90% of the time. Usually comes equipped.	Gives evidence of being unprepared or not equipped more than 10% of the time.
Attentiveness	Is always listening actively when not speaking.	Is listening actively when not speaking.	Attends to something other than class activities.
Quality of participation	Makes comments that stand out for the level of careful thought they demonstrate: about the material and about the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions or lack of preparation, are irrelevant, or otherwise tend to derail the conversation.
Classroom community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect)

<b>Policies</b>
-----------------

**Attendance.** Attendance is included in your course grade (as described above) because discussion and hands-on activities are a large part of the course; getting notes from someone is not the same as hearing the whole conversation or participating in an activity yourself. If you ever do miss class,

- Let me know the reason, if it is something that you want me to take into account when I assign a grade for attendance and participation. Documentation is helpful, especially for repeated or extended absences or if you will be asking to make up any in-class work or turn in a major assignment late.
- Make sure to turn in any assignments that may be due that day, either electronically or as soon as possible after you return to campus.
- Check Canvas for any announcements and handouts you may have missed. Contacting a classmate to get their notes on what was discussed may also be useful. If you have any questions after that, feel free to ask me.

**Classroom Etiquette:**

- Tablets and other devices can be used for taking or referring to notes, if you can resist their temptations. However,
  - Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students. (English Department Policy)
- Diverse perspectives are an asset to class discussions. Please treat those whose ideas or experiences are different from yours with the same respect you want for yourself.

**Accommodations for Students with Disabilities:** If you have a condition requiring accommodations for this course, please contact the Disability and Assistive Technologies Center. Call 715 346-3365 or email [DATC@uwsp.edu](mailto:DATC@uwsp.edu) to make an appointment or get more information, or visit them on the 6th floor of Albertson Hall (a.k.a. Library). Visit their website at <http://www.uwsp.edu/disability/Pages/default.aspx>

**Face Coverings:** At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

**Other Guidance for COVID-19:**

- Please monitor your own health each day using [this screening tool](#). (Students who have been vaccinated are exempt from screening). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.
- If you [test positive for COVID, please fill out this form](#). If you tell me that you have tested positive and have not reported, I am required to report.
- If another student in the class is infected, and you are considered at risk, you will be contacted by health officials. You are not necessarily at risk, depending on how close you sit to the infected student. If you are required to quarantine due to exposure to COVID, contact me to discuss the resources available to help you keep up with the class. You may have to quarantine longer than the student who was infected, due to the incubation period of the virus.

**Academic honesty.** The assignments in this course generally do not require the use of sources other than our textbook. If you choose to use other sources in a paper, you must cite them; use any format for this that you are familiar with or follow any of the formats described in *Rules for Writers*. Any unacknowledged source use or inappropriate/excessive use of a source in any written assignment will result at the minimum in your being required to redo the assignment in order to receive credit. Depending on the nature and extent of misuse, such behavior may result in a zero for the paper or an automatic F for the course. When in doubt, ask first.

For more information about UWSP's policies regarding Academic Misconduct, see <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

**Late work.** Similarly, the course is designed with the expectation that you will bring drafts and turn in papers according to the assigned schedule; this allows you to receive feedback with adequate time to benefit from it. In practice,

- Informal writing can be done late for partial credit, but not after the related project is completed.
- Completed papers will incur a grade penalty of 1/3 letter grade for each class meeting late. This penalty may be waived if circumstances warrant; if you believe the lateness was truly unavoidable and no fault of your own, talk to me about the reason. (The earlier you talk to me, the better.) It is always better to turn in a formal paper late rather than not do it at all.

**Email:** Your UWSP email account is the university's standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole or individual students; I will routinely use Canvas for reminders and announcements.

### Other Useful Information

In addition to copies of the syllabus, assignments, and other course information, **Canvas** contains a number of resources to support your work in this course and your success as a student at UWSP more generally.

**Microsoft Office products available:** Word-processing software is a necessary tool for writing and revision. Be sure to save your papers (and back them up) so that you can revise without having to retype your work. As a UWSP student, you have access to Microsoft's OneDrive (cloud storage) and Office 365 (online versions of Word, Excel, etc.), and can download Office 2016 to your own devices. Get started here: <https://portal.office.com/Home>

The **Tutoring-Learning Center** is located in the basement of Albertson Hall. They provide a variety of services to support your learning, including a Writing Lab. The Writing Lab consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process; including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing.

- By appointment or short notice times available
- You are able to send your paper for review using this online form: <https://www.uwsp.edu/tlc/Pages/online-writing-lab-request.aspx>
- All services in the Writing Lab are free

If you have questions or would like to make an appointment, please contact the TLC via email ([tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu)) or phone (715-346-3568). Visit the TLC website for more information: <https://www.uwsp.edu/tlc/Pages/default.aspx>

**Navigate student app:** For those of you looking to connect with other students in the course for study groups, the Navigate student app has a feature called Study Buddies. Here, you can find a list of other students who have indicated they are interested in forming a study group. If you are the first, you will be sent notifications when other students join. You can select who you want to connect with and can leave the group at any time. For students who have already downloaded the Navigate smart phone app, choose the Study Buddies icon, and a full list of your courses will appear. Each section shows how many buddies are in the group.

Additionally, the Navigate student app can help you in many ways at UWSP, including removing Holds from your account, finding important resources, and viewing your class schedule with walking instructions to each building. The free Navigate app is available to download from any mobile operating system. For students without a smart device, a desktop version of the app is available here: <https://uwsp.navigate.eab.com/app>

## Schedule

---

*PCW* = *Patterns for College Writing*. Bring this book when there is assigned reading.

Date	Preparation
Sept. 8	<p><b>Read</b> "My Five-Paragraph-Theme Theme" (photocopy, also posted in Canvas). This essay was written by an English professor. He's joking somewhat, but trying to make some serious points about the value, and limitations, of how writing is often taught in high school.</p> <p>As you read, <b>think about</b> <u>how similar or different</u> this essay is from ones you wrote in high school and, if you can, identify the <u>points he is making</u> about this type of essay. Be ready to share some of your thoughts.</p>
Sept. 10	<p><b>Read</b> "Madman, Architect, Carpenter, Judge: Roles and the Writing Process" (photocopy, also posted in Canvas).</p> <p><b>Informal writing:</b> Discuss which of these "roles" you are most comfortable with or most successful at, and which ones you have difficulties with. (Bring to class on paper, email it to me, or upload to Canvas.)</p>
Sept. 13	<p><b>Read</b> "<i>Poltergeist: It Knows What Scares You</i>" (posted in Canvas). <b>Think about:</b> Notice the <u>criteria</u> this writer is using to evaluate the film: the things that contribute to, or detract from, its overall quality.</p> <p>Also <b>read or skim</b> pages 31-40 of <i>PCW</i> ("Moving from Subject to Topic" and "Finding Something to Say") and pages 6-7 of <i>Rules for Writers</i>. <b>Think about:</b> which of the ideas and strategies described here have you used before? Which have you found useful and why? Which have you not found useful? Are there any you have not used, but might want to try? Be ready to share.</p>
Sept. 15	<p><b>Read</b> "Born this Way: Lady Gaga's New Album Is a Pop Rapture" (posted in Canvas).</p> <p><b>Think about:</b> Focus again on the criteria used in this writer's evaluation. Also bring <i>Rules for Writers</i> to class.</p> <p><b>Begin</b> identifying and exploring possible topics for your evaluation paper, perhaps experimenting with some new techniques.</p>
Sept. 17	<p><b>Read</b> "<i>Legend of Zelda: Breath of the Wild Review</i>" (posted in Canvas). <b>To think about:</b> Continue to notice the criteria used, and also keep an eye out for a thesis statement.</p> <p><b>Continue</b> exploring possible topics.</p>
Sept. 20	<p>Settle on your topic (if you haven't yet) and explore it to the point where you can <b>bring to class</b> 1) a tentative list of your <u>criteria</u> and 2) a draft <u>thesis statement</u>.</p> <p>This can be on paper (typed or handwritten) or in electronic form. If it is in electronic form, also upload to Canvas or email me a copy. This is <b>informal writing</b> and does not need to be edited for grammar, etc.</p>



Sept. 22	<p><b>Read</b> sample student papers (posted in Canvas).</p> <p><b>Informal writing:</b> What strengths and weaknesses can you see in each paper? Particularly pay attention to content (clear criteria, development) and thesis statements. Consider trying to rank them in order of overall quality.</p>
Sept. 24	Have the previous readings with you in class.
Sept. 27	<b>Have your current draft with you</b> , either in hard copy or in electronic form. <b>Also submit this draft to Canvas</b> for informal writing credit and feedback.
Sept. 29	No preparation required – be working on revising your paper. (Class will meet.)
Oct. 1	<p><b>Evaluation paper due:</b> remember to turn in your reflection as well.</p> <p>This will be a short class meeting. We will schedule individual conferences for next week and introduce the next unit. Have your schedule with you. If you are not in class Friday to sign up for a time, check Canvas over the weekend for directions on how to sign up for a time.</p>
Oct. 4-6	No full class meeting – individual conferences in 433 CCC
Oct. 8	<p><b>Read</b> “My Mother Never Worked,” <i>PCW</i> pages 121-24.</p> <p><b>Think about:</b> What point about her mother’s life and work (or non-work) does this writer want to make? What kinds of information, explanation, examples, or details does she use to communicate her ideas to readers? How effective is this? Also, how does the writing style, structure, etc. of this essay compare to the “five paragraph essay” form, or to the evaluation paper you wrote?</p>
Oct. 11	<p><b>Read</b> “Caring for Your Introvert,” posted in Canvas.</p> <p><b>Informal writing:</b> If the intended audience for this essay is extroverts, what ideas about introverts does it intend to communicate? What does it do to accomplish this? What is effective or ineffective? Also, what can you observe about the style or structure of this essay?</p>
Oct. 13	<p><b>Read</b> “Sex, Lies, and Conversation,” <i>PCW</i> 415-419</p> <p><b>Think about:</b> How might this essay inform women about men or change women’s view of men, or vice versa? What aspects of the essay are effective (or ineffective) for achieving this purpose? Also, what can you observe about the style or structure of this essay?</p>
Oct. 15	<p><b>Read</b> “Brains versus Brawn,” <i>PCW</i> pages 378-80.</p> <p><b>Think about:</b> What ideas about athletes and how they are viewed and treated by others does this writer address? What does he do in his essay to inform readers and possibly change their perspective?</p>

Oct. 18	<p><b>Read:</b> “Why the Post Office Makes America Great,” <i>PCW</i> pages 220-222</p> <p><b>Informal writing:</b> Write a few sentences stating what your topic is and what your audience and purpose will be, and doing an audience analysis: What does your target audience not know about your subject? What misconceptions might they have?</p>
Oct. 20	<p><b>Read</b> “The Myth of the Latin Woman: I Just Met a Girl Named Maria,” <i>PCW</i> pages 225-29.</p> <p><b>Think about:</b> What does this essay have to say about Puerto Rican culture to people of different heritage? What misconceptions does the writer think her readers may have? How does she work to create a better understanding? What do you find effective or ineffective?</p>
Oct. 22	<p><b>Informal writing:</b> Comment on <i>at least two of the readings</i> from the last two weeks (Oct. 8 – 20), discussing any aspects of these essays that can give you ideas for writing your own paper (possible ways to structure your paper, possible ways to develop your ideas, etc.)</p>
Oct. 25	<p><b>Read</b> the sample student papers posted in Canvas.</p> <p><b>To think about:</b> Imagine these are students in our class, and these are their drafts. Practice giving feedback (using guidelines that will be provided).</p>
Oct. 27	<p><b>Draft</b> of paper due, to share with groups (details TBA)</p>
Oct. 29	<p><b>No full class meeting: small groups meet (schedule TBA)</b></p> <p><b>Informal writing:</b> Before your group meets, read the others’ drafts and write out comments for them. These can be handwritten or typed; if you do this by hand, make a copy, scan, or photo of them to turn in for credit. (Guidelines for commenting will be provided.)</p>
Nov. 1	<p><b>No full class meeting: small groups meet (schedule TBA)</b></p> <p><b>Informal writing:</b> Before your group meets, read the others’ drafts and write out comments for them. These can be handwritten or typed; if you do this by hand, make a copy, scan, or photo of them to turn in for credit. (Guidelines for commenting will be provided.)</p>
Nov. 3	<p><b>Read</b> “The Ways of Meeting Oppression” (posted in Canvas), as well as “What’s in a Name?” and “Brains versus Brawn,” <i>PCW</i> 2-4 and 378-80</p> <p><b>To think about:</b> What is “oppressive” about the experience each writer describes? How does he respond to it? Which of King’s categories does he fit into?</p>
Nov. 5	<p><b>Read</b> “Just Walk on By: A Black Man Ponders His Power to Alter Public Space,” <i>PCW</i> 233-36</p> <p><b>To think about:</b> Practice applying King’s categories to Staples’s experience. Consider each episode Staples relates in his essay and which category it fits into. Does he consistently fit into one category?</p>
Nov. 8	<p><b>Explain Yourself! paper due.</b> Remember to turn in your reflection as well.</p> <p><b>Also read</b> “The Three Types of Happiness,” <i>PCW</i> pages 448-49.</p>
Nov. 10	<p><b>Read</b> “Why Rational People Buy into Conspiracy Theories,” <i>PCW</i> pages 338-41</p>

Nov. 12	<b>Read</b> “Ten Ways We Get the Odds Wrong,” <i>PCW</i> pages 245-50.
Nov. 15	<b>Read</b> the sample papers posted in Canvas. <b>Informal writing:</b> Which source essay are you planning to use for your Applying Concepts paper? What real-life examples are you planning to connect to these concepts?
Nov. 17	<b>No class meeting.</b> Use this time to work on your paper. I will be in the classroom available as needed for help.
Nov. 19	<b>Draft</b> of paper due, to share with groups (details TBA)
Nov. 22-24	<b>No full class meeting: small groups meet (schedule TBA)</b> <b>Informal writing:</b> Before your group meets, read the others’ drafts and write out comments for them. These can be handwritten or typed; if you do this by hand, make a copy, scan, or photo of them to turn in for credit. (Guidelines for commenting will be provided.)
Nov. 26	<b>No class meeting: Happy Thanksgiving!</b>
Nov. 29	<b>Read</b> “Speaking Out” (a first draft) and “The Price of Silence” (revision of the same paper), <i>PCW</i> 73-74 and 76-77 <b>To think about:</b> What is different about these two drafts? Notice as many changes as you can, and consider the effect they have on the paper.
Dec. 1	<b>Applying Concepts Paper due:</b> remember to include your reflection as well  <b>Read</b> “Cutting and Pasting: A Senior Thesis by (Insert Name),” <i>PCW</i> 17-19 <b>To think about:</b> How does this essay compare to “The Price of Silence” as a piece of writing (style, purpose, etc.)? How do the two writers’ views of plagiarism and cheating compare?
Dec. 3	<b>Read</b> “Surrendering” and “Mother Tongue,” <i>PCW</i> 116-18 and 458-62 <b>To think about:</b> Notice similarities and differences in the two writers’ experiences and how they write about them.
Dec. 6	<b>Read</b> “Brains versus Brawn,” “A Comparison of Two Websites on Attention Deficit Disorder,” and “The Myth of the Latin Woman,” <i>PCW</i> 378-80, 383-86, and 225-29 <b>To think about:</b> You can read the first two quickly (one we’ve read before); we’ll look at these as examples of comparison/contrast writing. Compare “Myth” to “Mother Tongue” and/or “Surrendering.”
Dec. 8	<b>Read</b> sample student papers (posted in Canvas)
Dec. 10	<b>Draft of comparison essay due</b>
Dec. 17	<b>Final draft of comparison essay due.</b> We will not meet in person during our scheduled exam time. I will have office hours during that time (as well as other times TBA); the final draft of the comparison essay is your final assignment of the semester.