

**English 101
Freshman English
Spring 2021**

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Section 5: MWF 11:00-11:50, CCC 321
Section 6: MWF 11:00-11:50, CCC 321
*Cohort attendance: see Canvas for
information about when to come in person

Office hours: Mondays, 7-8 pm (Zoom only), Tuesdays 1-1:50 pm, Thursday, 3-4 pm
Office hours are in Zoom (link posted in Canvas)
Other times and face-to-face meetings available by appointment

I encourage you to drop in during office hours, or make an appointment, to ask questions, get extra help, or talk about whatever is on your mind. Contact me to make an appointment if my scheduled office hours don't fit your schedule, or you want to meet face-to-face. 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 Foundation Level of the 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* (14th edition)

Purchase: Diana Hacker and Nancy Sommers, *Rules for Writers*, 9th edition, UWSP special printing. (ISBN 978-1-319-30464-5): \$64.30 new, \$48.25 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. During in-person class meetings or Zoom sessions, 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.

Attendance and participation: You should attend class regularly and participate to the best of your ability, or complete all the online activities posted in Canvas. Class activities will include discussion, editing workshops, and group and individual conferences.

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 most of these will be included in the schedule below or the assignment sheet for each project.

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 formatted for printing (although this semester I will have you submit all assignments in Canvas). For three of these assignments, you will also write a final reflection on the project.

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 (45 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 85 points total

Participation grading:

For each class meeting, there are up to 2 points possible for participation (76 possible points total). You will earn 1.9 points for meeting expectations for participation. Here are some options for meeting expectations:

- You are present in class in person and appear to be prepared and mentally engaged, whether speaking or not.
- You are present via Zoom AND you participate actively (speaking aloud or in chat).
- If you are in Zoom but quiet (which is OK!), also participate in the online discussion or submit a brief reflection on the class meeting (2-3 sentences summarizing key points). Submit within two class days for full credit.
- For asynchronous participation, participate in an online discussion or other activity posted in Canvas. Standards for satisfactory participation may vary with the day's activity, but typically require one original post and two responses to other students.
- Alternatively, asynchronous students can watch the recording of the class Zoom and submit a brief reflection on the class meeting (2-3 sentences summarizing key points). Submit within two class days for full credit.

In all formats, be respectful of others' ideas and a courteous conversationalist (not interrupting, etc.). Fewer points may be given if you are present or participating but don't meet expectations.

One additional tenth-point may be given to recognize outstanding contributions: comments that show great insight into a reading or particularly thoughtful attention to the conversation, efforts to involve quieter students or bring their ideas forward, etc.

For conferences on papers, you will earn 3 points for attending and being engaged in the conversation, possible 9 total.

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.

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.

Policies

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,

- Complete the online alternative activity if possible. Otherwise, let me know the reason for your absence, if it is something that might justify making a grade adjustment.
- Check Canvas for any announcements and materials 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.

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](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and 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 appropriate 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, continue participating in class using the online options. You may have to quarantine longer than the student who was infected, due to the incubation period of the virus.

Classroom Etiquette:

- During in-person meetings, 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)
- When attending via Zoom, please change your “display name” if necessary, or identify yourself in the chat so I know who you are. Stay muted when you are not speaking to reduce background noise. Consider turning on your camera, at least when you are speaking, unless you have a reason to keep it off. When you have something to say, feel free to just jump in if there is an opening, or use the “raise hand” feature when the conversation is more active or if that is more comfortable for you. (Links to instructions for some of the most useful Zoom features is posted in Canvas).
- Zoom classes will be recorded, and the recording will be available in Canvas. This is for the benefit of students who were not able to participate in real time, and is for students in your class only. Do not share the link with anyone not in the class. This protects the privacy of all students, and helps make the classroom a safe place.
- For both in-person and online discussions, 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 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>

Academic honesty. The assignments in this course 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 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 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>

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.

Additionally, the Navigate student app can help you with the following at UWSP:

- Schedule appointments
- Remove Holds from your account
- Find important resources
- Learn of key dates and important to-dos on campus
- View your class schedule with walking instructions to each building

Accessing the Navigate student app: 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. 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>

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. Services are being provided online for the time being.

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.

- **Writing Lab sessions are currently being held virtually via Zoom**
- **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) or phone (715-346-3568). Visit the TLC website for more information: <https://www.uwsp.edu/tlc/Pages/default.aspx>

Schedule

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

Jan. 27	<p>Read “My Five-Paragraph-Theme Theme” (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, think about how <u>similar or different</u> this essay is from ones you wrote in high school and, if you can, identify <u>the points he is making</u> about this type of essay. Be ready to share some of your thoughts in class.</p>
Jan. 29	<p>Read “Madman, Architect, Carpenter, Judge: Roles and the Writing Process” (posted in Canvas).</p> <p>Informal writing: Discuss which of these “roles” you are most comfortable with or most successful at, and which ones you have difficulties with. If you feel unclear on what the writer means by these “roles,” just describe your confusion.</p>
Feb. 1	<p>Read “<i>Poltergeist: It Knows What Scares You</i>” (scanned and posted). Think about: 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 read or skim 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>. Think about: 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>
Feb. 3	<p>Read “Born this Way: Lady Gaga’s New Album Is a Pop Rapture” (scanned and posted).</p> <p>Think about: Focus again on the criteria used in this writer’s evaluation. Also bring <i>Rules for Writers</i> to class.</p> <p>Begin identifying and exploring possible topics for your evaluation paper, perhaps experimenting with some new techniques.</p>
Feb. 5	<p>Read “<i>Legend of Zelda: Breath of the Wild</i> Review” (scanned and posted).</p> <p>To think about: Continue to notice the criteria used, and also keep an eye out for a thesis statement.</p> <p>Continue exploring possible topics.</p>
Feb. 8	<p>Have the previous readings with you in class (or ready to refer to for the online discussion).</p>
Feb. 10	<p>Settle on your topic (if you haven’t yet) and explore it to the point where you can bring to class (or turn in on Canvas) 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 informal writing and does not need to be edited for grammar, etc.</p>

Feb. 12	<p>Read sample student papers (pdf file posted in Canvas).</p> <p>Informal writing: 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>
Feb. 15	Have the sample papers with you in class (or ready to refer to for the online discussion).
Feb. 17	Turn in the current draft of your paper for peer and instructor feedback.
Feb. 19	Finish commenting on classmates' drafts by Friday.
Feb. 22	<p>Evaluation paper due: 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.</p>
Feb. 23-25	No class meeting. Instead, we will schedule individual meetings to talk about the evaluation papers. See the link in Canvas to sign up for a time. You can have your meeting face to face or via Zoom (room and link posted in Canvas).
Mar. 1	<p>Read "My Mother Never Worked," <i>PCW</i> pages 121-24.</p> <p>Think about: 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>
Mar. 3	<p>Read "Caring for Your Introvert," posted in Canvas.</p> <p>Informal writing: 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>
Mar. 5	<p>Read "Sex, Lies, and Conversation," <i>PCW</i> 415-419</p> <p>Think about: 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>
Mar. 8	<p>Read "Brains versus Brawn," <i>PCW</i> pages 378-80.</p> <p>Think about: 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>
Mar. 10	<p>Read: "Why the Post Office Makes America Great," <i>PCW</i> pages 220-222</p> <p>Informal writing: 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>

Mar. 12	<p>Read “The Myth of the Latin Woman: I Just Met a Girl Named Maria,” <i>PCW</i> pages 225-29.</p> <p>Think about: 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>
Mar. 15	<p>Informal writing: Comment on at least two of the readings from the last two weeks, 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>
Mar. 17	<p>Read the sample student papers posted in Canvas.</p> <p>Think about what feedback you would give these writers to help them revise. (See the guidelines for this posted in Canvas.)</p>
Mar. 19	<p>Please take the survey linked in Canvas on possible meeting times for the week after break.</p>
SPRING BREAK	
Mar. 29	<p>Draft of paper due, to share with a group for peer feedback during meetings we will have the rest of the week.</p> <p>Read “The Ways of Meeting Oppression,” posted in Canvas</p>
Mar. 30 – Apr. 2	<p>No class meeting. Instead, we will schedule group meetings or plan online asynchronous peer feedback on your drafts. Read your group’s drafts and give feedback following the provided guidelines. Turn in your written comments in Canvas.</p>
Apr. 5	<p>Read “What’s in a Name?” and “Just Walk on By: A Black Man Ponders His Power to Alter Public Space,” <i>PCW</i> 2-4 and 233-36</p> <p>To think about: 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>
Apr. 7	<p>Explain Yourself! paper due. Remember to turn in your reflection as well.</p> <p>Also read “The Three Types of Happiness,” <i>PCW</i> pages 448-49.</p>
Apr. 9	<p>Read. “Why Rational People Buy into Conspiracy Theories,” <i>PCW</i> pages 338-41</p>
Apr. 12	<p>Read “Ten Ways We Get the Odds Wrong,” <i>PCW</i> pages 245-50.</p>
Apr. 14	<p>Read the sample papers posted in Canvas.</p>
Apr. 16	<p>No preparation required, but class will meet.</p>
Apr. 19	<p>Please take the survey linked in Canvas on possible peer review formats for next week.</p>

Apr. 21	No class meeting. Use this time to work on your paper. I will be in the classroom and in Zoom; drop in if you want and help, input, etc. as you work.
Apr. 23	Draft of applying concepts paper due by 11:59 pm. In class, we'll go over the plan for feedback on the drafts next week, as well as for the final few weeks of the semester.
Apr. 26 – 28	No class meeting. Instead, we will schedule group meetings or plan online asynchronous peer feedback on your drafts. Read your group's drafts and give feedback following the provided guidelines. If your group is meeting face to face or via Zoom, turn in your written comments in Canvas.
Apr. 30	No preparation required, but class will meet.
May 3	Applying Concepts Paper due: Remember to turn in your reflection as well. Read "Speaking Out" (a first draft) and "The Price of Silence" (revision of the same paper), <i>PCW</i> 73-74 and 76-77 To think about: What is different about these two drafts? Notice as many changes as you can, and consider the effect they have on the paper.
May 5	Read "Cutting and Pasting: A Senior Thesis by (Insert Name)," <i>PCW</i> 17-19 To think about: 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?
May 7	Read "Surrendering" and "Mother Tongue," <i>PCW</i> 116-18 and 458-62 To think about: Notice similarities and differences in the two writers' experiences and how they write about them.
May 10	Read "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 To think about: 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" (which we've also read before) to "Mother Tongue" and/or "Surrendering"
May 12	Read sample student papers (posted in Canvas)
May 14	Draft of comparison essay due by 11:59 pm
May 21	Final draft of comparison essay due by 11:59 pm