

... *the unexamined life is not worth living* ... Socrates

# English 101

Spring 2020

University of Wisconsin-Stevens Point

ENG 101 Sections 10 & 11

CCC 106

Section 10: Tu/Th 9:30am-10:45am

Section 11: Tu/Th 12:30-1:45pm

Instructor: Jeff Snowbarger

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Phone: 715-346-4336

Office: 438 CCC

Office Hours: M 2:00-3:00, Th 2:00-3:00

or By Appointment

## Course Description

Bring curiosity and wit—leave your assumptions at the door. This course will explore the ways in which we experience our world through language. Our main objective is to equip students for the rigors of university learning. We will focus our energy on achieving the necessary skills of Active Reading, Critical Thinking, Clear/Effective Composition. Through various essays, film clips, stories, and other explorations, we hope to uncover the strengths and limitations of different thinking and writing strategies. We will investigate what goes into the creation of an organized piece of writing from an architect's perspective, from the foundation of its sentences to the structural integrity of its overall design. Students will be asked to share their work in class and regularly open it up to a peer critique. Laziness will not be tolerated: attendance and participation are mandatory.

## UWSP English Department Learning Outcomes for Written Communication

- Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.
- Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.

## Required Materials

-One notebook for in class writing assignments

-*Patterns for College Writing, 14<sup>th</sup> ed.* by Laurie Kirszner and Stephen Mandell. (On textbook rental.)

-*Rules for Writers* by Diana Hacker and Nancy Sommers

Instructor will supply additional handouts.

## Course Requirements

Students will be required to participate in each class. This means asking questions, challenging the texts and encouraging your peers. The participation requirement will not be met if the student sits quietly through discussions and fails to engage the material. Students are also expected to complete all of the reading for each week in addition to the writing assignments. Expect pop quizzes based on the weekly reading material.

## Attendance Policy

This course depends on your attendance and participation. *Unexcused absences* will not be tolerated. After **THREE** unexcused absences your final grade will be lowered a half-letter for every absence thereafter. **SIX** unexcused absences may result in you being disenrolled from the course. *THREE tardies will count as one absence.*

\*Do not email me to ask what we covered in a class you missed. Use your student contacts.

If you must miss class for an excusable reason you are obligated to notify me by email before class is scheduled to begin. I define an excused absence as a class missed due to illness, mandatory religious obligations, certain University activities, or unavoidable circumstances. Again, please notify me in advance when you need to take an excused absence.

## Respect

You are expected to respect your peers. Personal attacks will not be tolerated. Make sure your critiques are geared toward the materials at hand. Learning how to give polite, constructive criticism will improve your own writing more than you can imagine.

## Cell Phones & Other Electronic Devices

Please silence/turn off these items at the beginning of class and leave them stored. Laptops may be used only to take notes. There will be times I ask students to shut computers down if I feel the devices are diminishing class participation. If devices become a distraction you will first be warned; continued distractions will *not* be discussed, but *will* result in a full loss of Participation Points(20% of your final grade).

## Recording Policy

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.

## Major Assignments

You will be assigned 3 major writing assignments as part of this course.

- 1) Personal Narrative (3-4 thoroughly revised pages)
- 2) Informal Essay #1 (3-4 thoroughly revised pages)
- 3) Informal Essay #2 (3-4 thoroughly revised pages)

**ALL PAPERS ARE DUE AT THE BEGINNING OF CLASS ON THE ASSIGNED TURN IN DATE. LATE PAPERS WILL NOT BE ACCEPTED WITHOUT SIGNIFIANT DEDUCTIONS TO THE OVERALL GRADE. A FULL LETTER WILL BE DEDUCTED FOR EVERY DAY THE PAPER IS TURNED IN PAST THE DEADLINE. PAPERS MAY NOT BE EMAILED. ALL PAPERS MUST BE TURNED IN TO PASS THIS COURSE.**

## Grading

Grades will be based on the following:

Participation:		15%
Quizzes:		10%
Major Assignments:	1 Personal Narrative	25%
	1 Familiar Essay #1	25%
	1 Familiar Essay #2	25%

**Each assignment will be assessed according to the “Criteria for Passing Grades in English 101”**

## Points

Each of the three essays will be worth 100 points. These points will include all efforts put forth during the revision process. Participation will count as 60 points of your final grade. Quizzes and in class activities will make up the other 40 points. There will be a total of 400 available points for this class, which falls in line with the UWSP 4 point system.

## Grading Scale

93-100% A  
90 - 92% A-  
87-89% B+  
83-86% B  
80-82% B-  
77-79% C+  
73-76% C  
70-72% C-  
66-69% D+  
60-65% D  
0-59% F

## Assignment Format

All assignments must be typed on white paper, **double-spaced**, in **12 pt. Times New Roman**. **One inch margins all around**. I can spot doctored assignments from a mile.

At the top of each assignment you should type:

Your Name

Course title, section #

Snowbarger

Date

## Plagiarism

Plagiarism is taking credit for work that is not your own. There will be serious consequences if I find that you have stolen other people's work and turned it in as your own. You are also expected to turn in new work. Recycling old work is also considered plagiarism. (See the University's stance on plagiarism below).

## Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and it is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

## Learning Inclusive Environment

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

## Concerns/Extra Help

If at any point during the semester you have concerns regarding your standing in this course, I strongly encourage you to meet with me outside of class.

I also encourage every student to take their papers to the Tutoring-Learning Center (TLC) located in the University Library basement. Make appointments by calling (715) 346-3568.

**CRITERIA for PASSING GRADES in  
ENGLISH 101\***

Grade	Critical Thought and Content	Essay Construction	Audience & Style	Sentence Effectiveness	Process Strategies
A	subtle understanding of issues/concepts/themes; an intellectually original take on a topic; a creative & sophisticated response to the assignment	rhetorically powerful strategy; firmly established thesis/purpose; effective use of transitional devices to indicate structure; individual paragraphs fully develop a single, pertinent idea; easy to read & convincing	written in an idiom, style, and tone that engages the audience; variety and precision in vocabulary; a unique and natural voice emerges	rhetorically effective sentences of sophisticated and varied structure; consistently accurate use of spelling & punctuation conventions; almost no usage errors	discovers original topics; has strategies for generating ideas; critically assesses and improves own draft; welcomes and responds to criticisms from others
B	solid understanding of issues/concepts/themes; an intellectually competent treatment of a topic; an appropriate response to all aspects of the assignment	appropriate rhetorical approach; identifiable thesis/purpose; discernable structure with some transitional devices; all paragraphs relate to the thesis/purpose; coherent	largely successful use of the idiom, style, and tone expected by the audience; appropriate vocabulary; an effective, but somewhat imitative or artificial voice	varied sentence structure and length with only occasional awkwardness; general adherence to conventions; only a few usage errors	(same as above, but has greater need of teacher direction)
C	basic understanding of issues/concepts/themes, but may not understand logical implications; an unoriginal approach to a topic; limited or mechanical response to the assignment	adequate rhetorical approach; thesis/purpose present, but obscure; the rhetorical function of individual passages not always evident; occasional lack of distinction between major points and supporting points; hard to read	some attempt to utilize the relevant idiom and tone; sometimes inaccurate or confusing use of vocabulary; attempted approximation of an appropriate written voice	communicatively adequate but repetitive sentence structure; awareness of, but inconsistent use of standard conventions; usage errors on every page	slow to discover and develop original topics; needs assistance generating ideas; needs much guidance to improve drafts; trouble weighing and utilizing student criticism; perhaps indifferent effort
D	gaps in understanding the very subject matter; an intellectually meager approach to a topic; an ineffective response to the assignment	no rhetorical plan; thesis/purpose must be inferred with difficulty; paragraphs are short and general statements are followed with little support; subsequent readings do not clarify the meaning	idiom and tone are barely differentiated from casual speech; sporadic and/or ineffective use of crucial vocabulary; not immediately recognizable as belonging to a particular written genre	Overuse of basic, SVO sentence pattern and consequent obscurity; many violations of conventions; usage errors throughout, some affecting comprehension	reluctance/inability to participate in the process; has few or no drafts to share with students and teacher; subsequent drafts evolve very little

\*These five categories describe the primary criteria that instructors may use to evaluate work and are merely intended to indicate departmental standards. Depending on the specific assignment, all or only some of these criteria may factor into the grade.