

ENGLISH 101 – Freshman English

Fall 2021

Meeting Times:	11AM-12:15PM in CCC 238
Professor:	Lauren Gantz
Google Voice:	(715) 544-8999
Email:	lgantz@uwsp.edu
Office:	CCC 428
Office Hours (conducted via Zoom):	T TH 1-2PM , W 8:30-9:30AM , by appointment

TABLE OF CONTENTS

Course Description	2
Required Texts	2
Technology	3
Tech Support	3
Class Communications	3
Instructor Response Times	4
COVID-19 Mitigation	4
Absence and Lateness	5
Religious Holy Days	5
Accommodations for Disabilities	6
Academic Honesty	6
Safe Space Policy	6
Personal Emergencies	6
Assessment	7
Grading and Assignments	7
Submission Requirements and Late Work	10
Other Useful Resources	11
Course Schedule	11

COURSE DESCRIPTION

English 101 and 202 are part of the Foundation Level of the General Education Program at UWSP, laying the groundwork 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 a person’s future, our emphasis is on expanding your “toolkit” of skills and strategies that can be used in a variety of situations. 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 finish the two-course composition sequence, you should be able to:

- Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience.
- Compose an articulate, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information that are suitable to the topic, purpose, genre, and audience.
- Critique your own and others’ writing to provide effective and useful feedback to improve communication skills.

Beyond these goals, I will also encourage you to grow in other ways. In particular, I will ask you to understand writing as a collaborative and ongoing process—one that involves multiple phases of brainstorming, feedback, and revision—rather than an isolated and finite task. I will also ask you to become aware of your own habits of thinking and writing, and to develop your own set of best practices for writing. This kind of self-knowledge will be important not only to your success in this class, but to your success in college and beyond.

TEXTS

You are not required to purchase from the University Store. Used copies, photocopies, digital copies, and library copies are perfectly acceptable, provided that you read the same assigned sections of text as everyone else. If purchasing our required books will cause you insurmountable financial difficulty, please reach out to me so that I can get you access to our readings.

Rental:

Laurie G. Kirsznner 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).

TECHNOLOGY

This class will utilize the course management system Canvas for distributing reading materials, participating in discussion boards, and submitting assignments. Office hours will be conducted via the videoconferencing platform Zoom. If you have not activated your UWSP e-mail account, please visit the [Manage Your Account](#) page to do so. You will use your UWSP account to login to the course from the [Canvas Login Page](#), and you will use it to activate your [UWSP Zoom account](#).

If you would like, you can get training on Canvas through the [Self-enrolling/paced Canvas training course](#). Zoom also offers [live trainings](#) every day, as well as [video tutorials](#).

View this website to see [minimum recommended computer and internet configurations for Canvas](#). View this website to see [minimum recommended computer and internet configurations for Zoom](#).

TECH SUPPORT

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#)
- IT Service Desk Phone: 715-346-4357 (HELP)
- IT Service Desk Email: techhelp@uwsp.edu

CLASS COMMUNICATIONS

Your UWSP email account is the university's standard method of communication with you, and you should check it daily. If there are any changes to our schedule, I will contact you by email.

If you have a question about the course or about an assignment that isn't confidential or personal in nature, please post it in the Course Q & A Discussion forum. I will post answers there so that all students can view them. Students are encouraged to respond to each other's questions, too.

INSTRUCTOR RESPONSE TIMES

If you want to reach me, **it is best to do so by email**, as I do not always see Canvas messages in a timely fashion. **Be advised that I only read and respond to email messages between 7AM-7PM Monday through Friday.** If you contact me outside of those hours, don't expect an immediate response.

I will respond to student emails within 24 hours of receiving them, except on weekends. If you contact me during the weekend, I will respond within 48 hours. If you haven't heard from me within the above time frames, please re-send your message.

COURSE POLICIES

COVID-19 MITIGATION

This course will follow all COVID-19 policies established by the University of Wisconsin-Stevens Point. Circumstances are likely to change throughout the semester, so I will make the most up-to-date policies and guidelines available on our Canvas page. Please check them regularly.

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 accommodation in classes. Please note that unless everyone is wearing a face covering (apart from those granted exemptions), 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 a formal withdrawal from the course.**

Other Guidance

- Please monitor your own health daily. If you are unvaccinated, you are required to complete the [symptom screening form](#) each day you are on campus.
- If you are unvaccinated, please complete regular testing as required by the university.
- **If you have [COVID symptoms](#), please do not come to class.** E-mail me, contact Student Health Services (715-346-4646), and register for a [COVID test](#).
 - 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.
- If you are unvaccinated and have been in close contact with someone who has tested positive for COVID-19, the university requires you to quarantine for 14 days.

- If you are vaccinated and have been in close contact with someone who has tested positive for COVID-19, you do not have to quarantine unless you have symptoms. However, you should schedule a COVID test within 3-5 days of exposure.

Contact Tracing

- This course will make use of a seating chart to facilitate contact tracing. You will sit in the same location each class period.
- You will work in designated groups and/or pairs all semester.
- If, for whatever reason, you want to change your assigned seat, group, etc., you need to contact me to request permission.

ABSENCE AND LATENESS POLICY

You will be given **three “free” absences for the semester—no questions asked**. You can consider these mental health days, catch-up days, rest days, etc. Unless you are missing class due to COVID-19, you do not have to provide me with a reason for taking one of your “free” absences. You will still be responsible for completing all assignments and readings due during such absences, and you will need to contact a classmate for lecture notes.

Absences beyond those three have the potential to negatively impact your participation grade (see pages 11-12 for grading criteria). That said, the realities of life during COVID make it likely that some of us—me included—may need to miss more than three classes due to illness, quarantine, caregiver duties, or family emergencies. **If you find yourself in this situation, or if you have other extenuating circumstances that result in more than three absences (ex: family crises, physical/mental health crises, other personal crises), please reach out to me.** I am willing to excuse such absences if you are in regular communication with me. You will still be responsible for completing all assignments and readings as outlined on the syllabus.

Finally, please ensure that you arrive to class on time. If you know that you will need to arrive late to class or leave early for any reason, please let me know in advance. Failure to notify me that you will be late will result in a tardy, barring extraordinary circumstances. **Three tardies will be considered an absence. If you are more than twenty minutes tardy to class, you will be marked absent.**

RELIGIOUS HOLY DAYS

By UWSP policy, you must notify me of a pending absence due to a religious holy day within the first three weeks of class. If you must miss a class, an examination, a work assignment, or a project to observe a religious holy day, I will give you an opportunity to complete the missed work. Such absences will be excused.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact me as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu.

STATEMENT ON ACADEMIC HONESTY

Some of the assignments in this class may require the use of sources. When you use sources, you must cite them. In this course, we will exclusively use MLA citation. The use of an unacknowledged source will result, *at minimum*, in your being required to redo the assignment for reduced credit. Depending on the nature and extent of the misuse, such behavior may result in a zero for the assignment or an F for the course. If you are unsure how to cite a source properly, please ask me. Other forms of academic dishonesty, such as purchasing work, copying the work of classmates, etc., will also result in a major course penalty, including possible failure of the course. A report may also be submitted to the Dean of Students. For more information about UWSP's policies regarding academic misconduct, see the [Academic Integrity Brochure](#).

SAFE SPACE POLICY

We're all required to be respectful of each other's identities and opinions. **There will be zero tolerance for slurs, derogatory language, harassment, belittlement of ideas, or belittlement of others' work.** If you need clarification, please refer to [UWSP's Community Rights and Responsibilities Handbook](#). As a general rule, use common sense and treat others as you wish to be treated. **If you feel unsafe in any class discussion, please speak to me immediately so that we can resolve the problem.**

PERSONAL EMERGENCIES

Any student facing challenges that may affect their academic performance is encouraged to contact the [Dean of Students](#) for support. Such challenges may include but are not limited to: mental or physical health crises, addiction, family crises, food insecurity, housing insecurity, financial insecurity, incidents of hate/bias, interpersonal violence, or sexual assault/harassment. Furthermore, please notify me of such emergencies if you feel comfortable doing so. That will enable me to provide any resources that I possess, such as offering flexibility on assignment deadlines, offering

an incomplete in the course, or approving withdrawal from the course.

Be advised: **I am a mandatory reporter. I can promise privacy, but not confidentiality.** If you disclose to me that you have been a victim of sexual assault/harassment, hate/bias, or any crime, **I am required to inform the university.** Likewise, if you disclose to me that you are experiencing thoughts of self-harm, or have engaged in self-harm, **I must inform the university.** Think carefully about whether or not you would like to make a report before disclosing to me, or to any UWSP employee. If you do not want to report, but still want to let me know that you're dealing with a personal issue, you should speak in generalized terms.

If you've experienced any of the aforementioned issues, please check out the Campus and Community Resources page on Canvas. I've compiled a list of organizations and agencies you can turn to for help—both on-campus and off.

ASSESSMENT

UWSP regularly assesses the General Education Program (including this course) to ensure that we are providing you with the best education we can. As part of this effort, samples of student work may be shared, anonymously, with a small group of faculty members. If you have any questions about the assessment process or concerns about how your work may be used, please come talk with me.

GRADING AND ASSIGNMENTS

Reading: For all class meetings, there will be assigned readings 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 participate fully 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, have you write briefly about the reading early in class, or give a brief reading quiz as a way to check preparation and begin discussion.

Participation: You should attend class regularly and participate to the best of your ability. Class activities will include discussion, workshops, informal writings, and peer review. See pages 8-9 for grading criteria.

Informal writing assignments: You will have a number of informal, low-stakes writing assignments throughout the semester. These are designed to help you reflect on readings, explore ideas, generate material for papers, give each other feedback, and reflect on what you have learned. Prompts for these assignments will be posted on Canvas.

Formal assignments: Formal writing assignments will include a descriptive essay, a

personal narrative, and a comparison/contrast essay. Details about these assignments, including grading criteria, will be posted on Canvas and discussed in class. Each assignment will involve several steps, including items like brainstorm, topic proposals, outlines, rough drafts, and final drafts—all of which will be submitted during class and/or submitted to Canvas. The assignment sheet will list all required documents and how much each item in that unit is worth.

Peer review: Formal assignments, apart from the in-class essay, must go through the peer review process—I will not accept projects that haven't been peer reviewed.

Peer reviews will be graded assignments. The quality of your feedback to classmates will determine your score. Minimal comments, vague comments, unhelpful comments, or rude comments will result in a poor grade. Take your time. Offer your classmates thorough, constructive, and encouraging advice about how to improve their writing.

Optional Revisions: If you choose, you may revise two of your three formal assignments at the end of the semester. Your original grade and your revision grade will be averaged in order to determine your final score for that project. Details about revision expectations and deadlines will be included on the assignment sheets for each project.

Your grades will be determined using the following rubric:

Descriptive Essay	20%
Narrative Essay	20%
Comparison Contrast Essay	25%
Informal writing assignments	10%
Peer Review	15%
Participation	10%

There will be no midterm or final exam in this class. I will be using the plus/minus system for final grades. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000 through 83.999.

A = 93-100 A- = 90-92 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 74-76
C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63 F = 0-60

Criteria for Participation

	Ideal	Satisfactory	Unsatisfactory
Attendance	Is present for the entirety of each class meeting, or (rarely) is absent for a compelling reason,	Attends consistently (at least 85% of the time). Occasional absences or late	Missing class, arriving late, or leaving early, more than 15% of the time,

	which is shared with the instructor promptly.	arrival are mostly for a valid reason.	or less often but without explanation.
Preparation	Always gives evidence of preparation when called on or quizzed.	Gives evidence of preparation when called on or quizzed at least 85% of the time.	Gives evidence of being unprepared more than 15% of the time.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Attends to something other than class activities (e.g. texting, Facebook, studying for another class).
Quality of Contributions	Makes comments that stand out for the level of careful thought they demonstrate about the material and the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions, 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.

Extra Credit Opportunities

I will keep an eye out for relevant events on campus or online that you may attend for extra credit points. If you opt to attend an event, you will need to write a one-page, double-spaced response that you email to me. Each response is worth two points applied toward your short writing assignment and quiz grades.

SUBMISSION REQUIREMENTS, LATE WORK, FALLING BEHIND:

Acceptable Submission Formats

All written work for the class must be submitted as either a Word document or a PDF. Canvas cannot read files from other word processing software and cannot always access files composed in Google Docs.

Late Work and Extensions

To pass the course, you must complete every assignment. **Late assignments will lose a full letter grade for each calendar day they are late.**

Extensions are negotiable if, knowing your own academic schedule and obligations, you anticipate needing more time for an assignment. To request an extension, you must contact me at least two calendar days before the assignment is due. Together we will arrive on a later due date that must fit into the syllabus (i.e., the new due date must precede any other due dates for the unit). I will hold you to that new due date and deduct points if you miss it.

Exceptions to the 48-hour policy can be made if you are dealing with unexpected and extraordinary circumstances, such as a family crisis, mental or physical health crises, needing to quarantine, etc. In such cases, you still must contact me ASAP to request an extension.

Falling Behind

If you find that you have any trouble keeping up with assignments or other aspects of the course, let me know as early as possible. Make sure that you are proactive in informing me when difficulties arise during the semester so that I can help you complete the course. That said, it is your responsibility to understand when you need to consider asking for an extension, requesting an incomplete, or dropping the course.

OTHER USEFUL INFORMATION

The [Tutoring-Learning Center](#), located in the basement of the library (Room 018), can provide help with writing and many other skills you will need to succeed in college. Their regular hours are Monday – Thursday 9:00am – 8:00pm, Friday 9:00AM – 1:00PM.

The TLC offers both synchronous and asynchronous tutoring through their [Online Writing Lab](#). I strongly encourage you to use their services. Email tlctutor@uwsp.edu to set up an appointment.

COURSE SCHEDULE

**Subject to change at instructor's discretion*

DATE	COURSE CONTENT AND READINGS
THURSDAY, 9/2	Introduction to the Course
TUESDAY, 9/7	DIAGNOSTIC ESSAY DUE Critical Reading and Interpreting Assignments <i>Patterns for College Writing</i> pgs. 13-31
THURSDAY, 9/9	INFORMAL WRITING #1 DUE

	Descriptive Essays and Strategies for Observation <i>Patterns for College Writing</i> pgs. 149-59
TUESDAY, 9/14	INFORMAL WRITING #2 DUE Example Descriptive Essays and Discussion <i>Patterns for College Writing</i> pgs. 173-77, pgs. 189-95
THURSDAY, 9/16	Brainstorming Workshop <i>Patterns for College Writing</i> pgs. 31-45
TUESDAY, 9/21	BRAINSTORM AND OBSERVATION LOG DUE Outlining Workshop <i>Patterns for College Writing</i> pgs. 49-62
THURSDAY, 9/23	OUTLINE DUE MEET IN COMPUTER LAB Drafting Workshop <i>Patterns for College Writing</i> pgs. 63-78 <i>Rules for Writers</i> pgs. 40-54, 467-76
TUESDAY, 9/28	ROUGH DRAFT OF DESCRIPTIVE ESSAY DUE Revision Workshop and Peer Review Procedures <i>Patterns for College Writing</i> pgs. 79-91 <i>Rules for Writers</i> pgs. 21-35
THURSDAY, 9/30	PEER REVIEW DUE NO CLASS: INDIVIDUAL CONFERENCES
TUESDAY, 10/5	NO CLASS: INDIVIDUAL CONFERENCES
THURSDAY, 10/7	REVISED DRAFT OF DESCRIPTIVE ESSAY DUE Narrative Essays and Storytelling Strategies <i>Patterns for College Writing</i> pgs. 95-105
TUESDAY, 10/12	INFORMAL WRITING #3 DUE Example Narrative Essays and Discussion <i>Patterns for College Writing</i> pgs. 116-20, 131-39
THURSDAY 10/14	Brainstorming and Outlining Workshop
TUESDAY, 10/19	BRAINSTORM AND OUTLINE DUE MEET IN COMPUTER LAB Drafting Workshop or Potential Flex Day

THURSDAY, 10/21	ROUGH DRAFT OF NARRATIVE ESSAY DUE Revision Workshop or Potential Flex Day
TUESDAY, 10/26	PEER REVIEW DUE NO CLASS: INDIVIDUAL CONFERENCES
THURSDAY, 10/28	NO CLASS: INDIVIDUAL CONFERENCES
TUESDAY, 11/2	REVISED DRAFT OF NARRATIVE ESSAY DUE Comparison Contrast Essays <i>Patterns for College Writing</i> pgs. 369-88
THURSDAY, 11/4	INFORMAL WRITING #4 DUE Example Comparison Contrast Essays and Discussion <i>Patterns for College Writing</i> pgs. 409-414, 422-27
TUESDAY, 11/9	Brainstorming Workshop and Research Tips <i>Patterns for College Writing</i> pgs. 719-723 <i>Rules for Writers</i> pgs. 358-86
THURSDAY, 11/11	BRAINSTORMS DUE LIBRARY WORKSHOP
TUESDAY, 11/16	WORKS CITED PAGE DUE Integrating Sources and Outlining <i>Patterns for College Writing</i> pgs. 727-49 <i>Rules for Writers</i> pgs. 397-429
THURSDAY, 11/18	OUTLINES DUE MEET IN COMPUTER LAB Drafting Workshop or Potential Flex Day
TUESDAY, 11/23	ROUGH DRAFT OF COMPARISON CONTRAST ESSAY DUE Revision Workshop or Potential Flex Day
THURSDAY, 11/25	NO CLASS: THANKSGIVING HOLIDAY
TUESDAY, 11/30	PEER REVIEW DUE NO CLASS: INDIVIDUAL CONFERENCES
THURSDAY, 12/2	NO CLASS: INDIVIDUAL CONFERENCES

TUESDAY, 12/7	REVISED DRAFT OF COMPARISON/CONTRAST ESSAY DUE Wrapping up the Semester
THURSDAY, 12/9	FLEX DAY
FINALS WEEK	OPTIONAL REVISIONS DUE by 12:15PM on December 16th