**SYLLABUS**

**ENGL 101: Freshman English**

**Spring 2017**

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**Instructor:** James A. Berry, Ph.D. **Email:** jberry@uwsp.edu

**Office:** CCC 426 **Office phone:** 715-346-2385

**Office hours:** Mon/Wed, 2:00-3:00 p.m.

Tue/Thu, 3:30-4:30 p.m.

and by appointment

**Class meets:** *Section 21:* Tue/Thu, 2:00-3:15 p.m. CCC 106

*Section 25:* Mon/Wed, 3:35-4:50 p.m. CCC 226

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**Course description:**

ENGL 101 is the first course in a two-course sequence in which the goal is to develop skills in critical reading and thinking, and the effective written expression of that thinking, through emphasis on the process of writing.

What this means in plain English is that this course will be an opportunity for you to learn, expand, and practice writing — to build your skills and to prepare for the various writing needs you will have during and after your university career. No matter what major or what post-baccalaureate career path you choose, chances are that you will need to have access to the writing skills we will be developing in this class.

In order to accomplish this very broad goal, we will engage in various reading, discussion, and writing tasks all semester. There will be large writing projects that you will complete (in multiple drafts) but there will also be smaller in-class and at-home writing and reading tasks each week.

**uwsp General education learning outcomes:**

By the end of the course, 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; and
* apply your understanding of elements that shape successful writing to critique and improve your own and others’ writing through effective and useful feedback.

**specific Learning outcomes for our course:**

By the end of this course, you should be able to

* understand and utilize various rhetorical strategies in order to address different communicative needs;
* brainstorm, generate, and organize ideas appropriate to the rhetorical situation and the proposed structure of the composition;
* construct a cohesive and sustained essay in response to the rhetorical situation;
* use the drafting process as a tool for improvement, incorporating helpful feedback to improve both structure and content;
* read others’ work critically and offer constructive feedback that focuses on both broader and more narrow concerns;
* produce a final draft that is polished and proofread.

**Required texts and materials:**

***Rental:***

Bullock, Richard, and Maureen Daly Goggin, eds. *The Norton Field Guide to Writing with Readings* (3rd ed.). New York: W. W. Norton and Company, 2013.

***Purchase:***

Hacker, Diana, and Nancy Sommers. *Rules for Writers* (8th ed.) plus MLA 2016/Digital Research pack. Boston: Bedford St. Martin’s, 2016.

In addition to the texts listed above, you will need to bring paper and pen/pencil to class each day, as we will have in-class writing assignments.

**Assignments and assessment:**

Over the course of the semester, there will be four major writing projects assigned, each of which will be subject to multiple drafts. In addition, there will be homework and in-class writing assignments, including freewrites and more structured pieces. Attendance and participation will also play a significant role in your grade (see below).

***Writing projects:***

1. *Profile*. An examination of a place with the goal of offering a critically informed and carefully constructed perspective of the profile subject.
2. *Memoir*. An essay in which you will narrate a memory and explore its significance in the present day.
3. *Evaluation*. An essay in which you will summarize and judge the effectiveness of a popular culture text, using specific criteria to do so.
4. *Process analysis/classification*. A discussion of the elements necessary to achieving a specific life goal, including an analysis of how those elements interact.

***Final exam:***

The final exam for this course will be held during UWSP Finals Week and will be a reflective essay in which you will examine your work during the semester.

***Homework and in-class writing:***

These assignments will be given out throughout the semester.

***Reading assignments:***

You will be assigned readings that are to be completed before class. If I am concerned that students are not reading, I reserve the right to give reading quizzes, which will be graded.

***Attendance and participation:***

Because so much of your learning will take place in class, you must attend on a regular basis. I will take attendance every class period. For this class, “attendance” means being present, on time, and prepared for the entire class period. A student who is chronically late to class, leaves early, or is not prepared to participate in the day’s classwork will not receive attendance and participation credit.

You will have two (2) “freebie absences” for the semester, excluding the final exam period. Use them carefully. If you miss more than two scheduled classes, each missed class will result in the loss of ***one grade*** (e.g. from A– to B+) from your attendance total.

Should you arrive for class after I have taken attendance (usually 5 minutes or more after class has begun), it is your responsibility to find the sheet, sign it, and mark yourself as “late”. Two “lates” will count as one absence.

**Note:** At times we will cancel classes so we can hold conferences or workshops. If you miss a conference, you will be counted absent for the same number of classes that were canceled in order to hold conferences. For instance, if we cancel class for three days to hold conferences and you miss your conference, that will count as ***two absences***.

***Grading:***

Writing projects:

Profile 15%

Memoir 20%

Evaluation 20%

Process analysis/classification 20%

Final exam 5%

Homework/in-class work/quizzes 10%

Attendance/participation 10%

TOTAL 100%

***Grading scale:***

93-100% = A 87-89% = B+ 77-79% = C+ 67-69% = D+ 0-59% = F

90-92% = A− 83-86% = B 73-76% = C 60-66% = D

80-82% = B− 70-72% = C−

**university policies:**

***UWSP Community Bill of Rights and Responsibilities:***

The University of Wisconsin−Stevens Point 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. This document can be found at <http://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

***Plagiarism and academic dishonesty:***

Academic integrity is central to the mission of higher education 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 failing grade (zero) for the assignment. For more information, see the UWSP “Student Academic Standards and Disciplinary Procedures” section of the Rights and Responsibilities document, found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

We will discuss plagiarism in more detail during the semester, but it is important to note that, for our class, the definition of *plagiarism* includes not only 1) using published material without properly citing it, and 2) using someone else’s work as your own, but also 3) using work that you have prepared for a previous class or purpose in this class. In other words, ALL WORK SUBMITTED IN THIS CLASS MUST BE WRITTEN SPECIFICALLY FOR THIS CLASS. You will submit all essays through D2L in addition to hard copy, and I will use D2L’s plagiarism check software (Turnitin) to ensure that your work is original.

**Americans with disabilities act (ADA):**

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/>

**EMERGENCY MANAGEMENT:**

For details on all emergency responses at the University of Wisconsin-Stevens Point, see the UWSP Emergency Management Plan at [http://www.uwsp.edu/rmgt/Pages/em/default.aspx](https://email.uwsp.edu/owa/redir.aspx?C=GX1lGcFYhkOSArus6JRql6OQYVSrmdEIh67-MUQ24B2cn-30AayTmwdAplBEblCPBxVKj6XLvH4.&URL=http%3a%2f%2fwww.uwsp.edu%2frmgt%2fPages%2fem%2fdefault.aspx)

**ENGLISH DEPARTMENT POLICY ON RECORDINGS:**

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.

**Classroom protocol:**

Please consider *every* piece of writing you do for this class to be “public property.” Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a writing community. Remember that you will be expected to share your writing with others, so think carefully before writing about things that you may not be prepared to subject to public scrutiny, or things about which you feel so strongly that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but instead that you adopt positions responsibly, considering the possible effect on others.

We will spend some of our class time in group work, discussions, and workshops. Part of our classes will also include oral reports and lecture. Regardless of the class format, you are expected to be prepared, to listen, to contribute, and to participate in an appropriate fashion.

At all times you should be respectful toward others; inappropriate and disruptive behavior will not be tolerated. Our classroom will be a place where all involved feel safe when exchanging ideas. Diverse opinions and concepts are a fact of college life and adult life beyond college. As a class we will work together to understand and appreciate different viewpoints.

In this class there will be only limited use of cellular phones or other similar electronic devices; please do not spend class time sending or receiving text messages on a regular basis. Such behavior is disruptive to me (as I will most likely see you) and can obviously affect others and yourself. When we work on essays in class, you are welcome to bring your laptops or other similar devices. Please use these only when so directed.

*Failure to abide by any of these rules may result in being asked to leave the classroom, resulting in an absence for that day.*

**Coursework:**

We will use MLA formatting in this class. All final drafts of essays must be double-spaced, with one-inch margins, in a 12-point standard font, such as Times New Roman or Arial. Place your name, my name, course title, date, and title of the essay at the top of the first page. Staple all the pages together. I suggest that you keep all your writing for this course, including in-class and out-of-class working notes, first drafts, revisions, final drafts, workshop responses, and other work. You will review your work at the end of the semester to analyze and evaluate your progress.

**LATE WORK:**

If you turn in the final draft of your paper late, your grade for that paper will be lowered ***one full letter grade*** (e.g., A− becomes B−) per class session it is late. A paper is late if the D2L dropbox deadline has passed before you can submit the essay.

If you cannot turn in a final paper at the beginning of class on the day it is due, you must notify me ***by email*** at least 24 hours before the due date to discuss the possibility of an extension, although an extension is not guaranteed.

**Note:** Late homework assignments and/or in-class or online work ***will not be accepted***.

**LEARNING RESOURCES:**

***Tutoring-Learning Center (“TLC”):***

The Mary K. Croft Tutoring-Learning Center, or TLC, is located in the basement of the Library (LRC 018). The TLC offers appointment-based and walk-in assistance in the Writing Lab; this is also a great resource for other classes, such as math and science. Information can be found at <http://uwsp.edu/tlc/Pages/default.aspx>

**PROBLEM SOLVING:**

I encourage you to see me during office hours, to email me, or to make an appointment any time we are both available to discuss issues connected with this class and/or your performance.

Please discuss concerns with me at an early time—while we have options. I tend to be generous with students who consult with me while issues are concerns, rather than crises. Of course, if an emergency situation does arise, please let me know as soon as possible.

**DAILY SCHEDULE (Note: subject to change):**

**Date Due today In-class activities**

***Week 1***

1/23-24 Introduction to class and syllabus

1/25-26 Self-analysis; Introduction to WP1: Profile

***Week 2***

1/30-31 Read pp. 1-24 Discussion of rhetorical situation

2/1-2 Read pp. 191-204 Discussion of profile genre

Read pp. 837-847; handout Non-personal profiles

Small-group work inside classroom

**Date Due today In-class activities**

***Week 3***

2/6-7 Read Chapter 30 Beginning and ending your essay

Read Chapter 37 Discussion of use of description in profile

2/8-9 Topic proposals due Taking the class outside (weather permitting)

***Week 4***

2/13-14 Read selections from Ch. 50 Structuring your essay: MLA style In-class work on WP1 drafts

2/15-16 **First draft of WP1 (hard copy)** Preparation for conferences

***Week 5***

2/20-21 **No regular class this week** Conferences

2/22-23 Conferences

***Week 6***

2/27-28 **Final draft of WP1 (D2L)** Introduction to WP2: Memoir

3/1-2 Read pp. 183-190 Discussion of memoir genre

Freewrite: idea generation

***Week 7***

3/6-7 Read Chapter 40 Using narration in your memoir

Read Chapter 62 Small-group work on memoirs

3/8-9 Read Chapter 31 Use of structural cues, esp. thesis statements

***Week 8***

3/13-14 Bring your work on WP2 In-class work on WP2 drafts

3/15-16 **First draft of WP2 (hard copy)** Preparation for peer workshops

**\*\*\*\*\*\*\*\*\*\* SPRING BREAK, 3/20–24: NO CLASSES \*\*\*\*\*\*\*\*\*\***

***Week 9***

3/27-28 **No regular class this week** Peer response workshops

3/29-30 Peer response workshops

***Week 10***

4/3-4 **Final draft of WP2 (D2L)** Introduction to WP3: Evaluation

**Date Due today In-class activities**

4/5-6 Read Chapter 8 Discussion of analyzing texts

Read Chapter 13 Discussion of evaluation

***Week 11***

4/10-11 Topic proposals due Focused discussion on evaluation criteria

4/12-13 Read Chapter 61 Small-group work on criteria, structure

***Week 12***

4/17-18 Bring in your work on WP3 In-class work on WP3 drafts

4/19-20 **First draft of WP3 (hard copy)** Peer response workshops

***Week 13***

4/24-25 Peer response workshops

4/26-27 **Final draft of WP3 (D2L)** Introduction to WP4: Process analysis

***Week 14***

5/1-2 Read Chapter 39 Discussion of processes

Read Chapter 34 Using classification and division

5/3-4 Bring in your work on WP4 In-class work on WP4 drafts

***Week 15***

5/8-9 **First draft of WP4 (hard copy)** Peer response workshops

5/10-11 **Final draft of WP4 (D2L)** Wrap-up of semester

***Finals week***

Section 21: T 5/16, 12:30-2:30 (final reflection essay)

Section 25: F 5/19, 12:30-2:30 (final reflection essay)