

University of Wisconsin-Stevens Point
English 101 – Academic Reading and Writing
Place, Identity, & Literacy
Fall 2023

Instructor

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 Office: CCC 429
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Office Hours:
 Tuesdays & Thursdays
 9:00-9:30 & 12:15-12:45

Sections

- Section 23: Tuesdays & Thursdays, 9:30-10:45, CCC 231
- Section 24: Tuesdays & Thursdays, 11:00-12:15, CCC 224

Course Description

English 101 is a writing intensive course that develops students' skills in reading, writing, and critical thinking. Students will learn approaches to understanding, analyzing, and responding to texts in writing and will be introduced to the nature and conventions of academic discourse. Through these activities, students learn to read and listen more thoughtfully, to articulate ideas, to review their own work critically, and to recognize the link between thought and expression.

Written Composition Outcomes (General Education Program):

1. 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.
2. Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.

Major Course Learning Outcomes

By the end of the course, students will be able to:

Reading	<ul style="list-style-type: none"> • Critically read, analyze, and discuss a variety of texts for meanings stated and implied, purpose, patterns of organization, and effectiveness of supporting evidence • Describe the rhetorical situation/context of a piece of writing, and evaluate author's choices within that situation and genre
Writing	<ul style="list-style-type: none"> • Apply critical reading skills in order to compose coherent, thesis-based texts • Adapt content, form, and style to various audiences, purposes, and situations • Use techniques to edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre
Process	<ul style="list-style-type: none"> • Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies • Self-assess individual writing strengths and weaknesses to develop effective strategies that can be transferred • Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions

Information Literacy/Research	<ul style="list-style-type: none"> • Understand that sources have different levels of credibility that should inform how students use those sources in their writing • Select and use information from sources using paraphrase, quotation, and/or summary in a manner that avoids plagiarism
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Required Textbook and Material

- *The Norton Field Guide to Writing with Readings*, 6th ed., Bullock, Bertsch, and Daly Goggin [NG]
- *Rules for Writers*, 10th ed., Hacker and Sommers [RW]
- Handouts posted on Canvas is to be printed and brought to class on due dates [HO]

Major Course Learning Activities

- Active participation in daily discussions and small group work
- Daily note-taking
- Short writing assignments that may be included in the final drafts of major essay assignments
- Engagement in the writing process for drafting, revising, and editing three essays
- Group workshops and peer reviews
- A final course portfolio

Important Assignments

1. Unit One: Literacy Narrative
2. Unit Two: Textual Analysis
3. Unit Three: Arguing a Position
4. Final Course Portfolio, including 3 items:

- Reflective self-evaluative letter
- Revision (of Essay 1 or 2)
- Copies of all graded essays – so be sure to save all marked papers

Due Dates

- Thursday, Sept. 28
Thursday, Oct. 26
Thursday, December 7
Final Exam Date & Time

Course Policies

1. Grades/Assessments: Grading criteria for each essay are listed on each assignment sheet. Unit grades are awarded for the essay; credit is awarded for the short writings and the rough draft. The idea behind the short writes is twofold: 1) they will provide draft material for your essay; and 2) the more practice you get writing, the more you will improve. The total points possible for this class are 100:

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|--|---|
| • Unit One: Literacy Narrative | 25% |
| • Unit Two: Textual Analysis | 25% |
| • Unit Three: Arguing a Position | 25% |
| • Class Preparedness (participation & workshops) | 15% |
| • Short Writing Assignments | 5% |
| • Final Course Portfolio | 5% |
| ○ Reflective self-evaluative letter | (Necessary to receive full revision credit) |
| ○ Revision of Essay 1 or 2 | (You will receive the higher of the two grades) |
| ○ Other graded essays | (Necessary to receive full revision credit) |

The **Final Course Portfolio**, including a reflection letter, revised essay, and copies of all marked essays, will be submitted in lieu of a final exam. You will choose one of your first two papers to revise. If the grade you receive on the revised paper is higher than the original grade, the new grade will replace the original grade.

The final course portfolio must be submitted to pass the course.

Grades

Students can access and print a grade report from accesSPoint by clicking on the Academic Records tile from your Homepage. Then click on Print Grade Report and select the term you would like to view or print. Grades computed in the GPA reflect the following grade equivalents:

GRADE	GPA	POINTS
A	4.00	94 – 100
A-	3.67	91 – 93
B+	3.33	88 – 90
B	3.00	84 – 87
B-	2.67	81 – 83
C+	2.33	78 – 80
C	2.00	74 – 77
C-	1.67	71 – 73
D+	1.33	68 – 70
D	1.00	60-67
F	0.00	0-59

2. X Grades: If you turn in a paper with (on average) more than *three mechanical errors per page*, you may receive an X grade for your paper. An X grade means: (1) you receive the grade you deserve on the paper with the errors factored in, and (2) the paper grade has an X over it, signifying that you may revise the paper to remove the X grade. To remove the X and potentially raise your grade, you are required to (1) confer with me about your errors before you may turn in your revised paper and (2) turn in the revised paper within one week of my returning your graded paper. If you do not turn in your revised paper by that deadline, your initial grade under the X is recorded and factored into your final grade.

3. Attendance: Daily attendance is required. In a course such as English 101, your success and the success of the course depend upon your participation. For example, the short writings are designed to enhance your thinking about your essay assignment; thus, being in class for discussions of these writings may improve your final paper. If you are absent more than 15% of the time (5 class meetings or more), your overall letter grade may suffer. If you are absent more than 30% of the time (10 class meetings or more), you will not be able to pass the class. If at any point you are absent more than two straight weeks without contacting me, you will not be able to pass the class. If there are extenuating circumstances that are causing you to miss class for an extended period of time, please let me know.

4. Class Participation: To facilitate critical thinking, reading, and writing, I highly encourage dialogue and argument; thus, all thoughtful comments will be entertained. The rule here is simple: demonstrate respect for both ideas that concur and differ from your own. Furthermore, your active engagement in class discussions and activities constitutes 15% of your final course grade.

5. Peer Review: Peer review enhances your critical thinking, reading, and editing abilities and provides you feedback on your essay before it is graded. For each peer review session, you will print from Canvas (1) two copies of the peer review sheet and (2) a copy of the author sheet; bring these to class on peer review day, along with **two** drafts of your essay (I will collect one). That way, you and your peers may respond to one another in writing in terms of your intentions (as stated on your author sheet) and in terms of the grading criteria (as stated on the assignment sheet and turned into questions on the peer review sheet). REMEMBER: the decision for what to change and what to keep in your draft is yours. To participate in peer review, you must attend class on time and with a full draft of your paper.

6. Conferences: I plan to require at least one conference this semester, which I will schedule during our regularly scheduled class meetings. I encourage you to schedule other conferences with me or to drop by during my office hours. At these conferences I will entertain specific questions you have about your drafts; in other words, don't come to the conference and ask, "Is my paper okay?" but rather ask, "Is my thesis arguable?" or "Does the evidence in paragraph two support my stated reason?"

7. MLA: Please be sure that all of your papers' sources are correctly cited in accordance with MLA guidelines and that all internal citations are linked to an alphabetized works cited page.

IMPORTANT POLICY REGARDING USE OF OUTSIDE SOURCES

On any paper that refers to external sources, you must provide meticulous

MLA internal citations

that are keyed to a carefully **alphabetized Works Cited list.**

Accurate citations are a matter of justice: they give credit where credit is due.

You will find model citations on pages 560-614 your textbook and on links provided on Canvas.

**If there are problems with your Works Cited page,
I will not be able to grade your paper until they are resolved.
Late penalties will apply.**

Ungraded papers will not count for course credit.

8. Late Papers: All writings are due at the beginning of class; anything turned in later is considered late. Late short writes and drafts will not be reviewed by your peers or by me; as a result, your essay grade may suffer. ***Late unit papers may have their grades lowered by half a letter grade (from A to A-); furthermore, unit papers submitted more than a week past the deadline will receive an F. The penalty sticks to the paper even if it is revised for the final portfolio.*** If you have an emergency or plan to absent, please contact me to make alternative arrangements for submitting your work.

9. Missing Papers: ***All essay assignments must be submitted to pass the course.***

10. Academic Honesty: The University of Wisconsin-Stevens Point takes academic dishonesty, or plagiarism, very seriously. Integrity is fundamental to the academic enterprise. As written in the university's statement of principles, "The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions." Academic dishonesty includes such acts as borrowing or purchasing assignments, including but not limited to term papers, essays, and reports; lending to or producing assignments for others (either for or without payment); using concealed notes or crib sheets during examinations; copying the work of others and submitting it as one's own; and otherwise misappropriating the knowledge of others. Such acts are both dishonest and deceptive: the work submitted to instructors is not the work of the person whose name it bears. In consequence, the sources from which one derives one's ideas, statements, terms, and facts, including internet sources, must be fully and specifically acknowledged in the appropriate form. Failure to do so, intentionally or unintentionally, constitutes plagiarism.

Also, a word on ChatGPI. By now, we are all familiar with ChatGPI and other generative AI tools. One aim of this course is for you to work on developing the critical thinking and writing skills you need to be successful as both a student and professional. Given this aim, the unauthorized use of ChatGPI or other AI writing tools is not permitted in this course. If you do choose to incorporate any material from ChatGPI or other AI writing tools, you must meticulously cite this source as you would any other source.

11. Inclusive Language: Written work in this course should employ inclusive language that shows that the writer honors the diversity of the human race by not using language that would universalize one element of humanity to the exclusion of others. For more guidance on using inclusive language, see pages 150-152 and 191-192 in *Rules for Writers*, and the handout “A Quick Guide to Using Inclusive Language” on Canvas.

12. Electronic Devices and Video: Electronic devices are distracting and their use while others are speaking is impolite. Unless you are asked to use them for a class activity, please silence phones and keep them out of sight. Violating the device policy will result in an absence for the day. To respect the privacy of those in class, students may not make audio, video, or photographic recordings of lectures or other class activities. 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.

13. Confidentiality: Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.

14. Accessing Canvas: Canvas is the course management software program UWSP employs to create online classrooms. You can access Canvas by going to the UWSP homepage, finding the “Log-ins” drop-down menu in the top right corner of the screen and hovering over it. When the menu appears, click on Canvas. All significant course documents, readings, slides, and external links will be posted on Canvas. You will also turn in all your written work to me via Assignments in Canvas. All your scores and grades will be in Canvas.

15. Submitting Work in Canvas: Turn in all work into the appropriate assignment space on Canvas. Assignment spaces will close after assignments are due or that assignment is no longer available to turn in. I will not mark work that is attached to the assignment comments space or emailed to me after the Canvas assignment space closes.

16. Equal Access and Disability Accommodations: If you have a condition that may impact your learning and/or participation in course activities, please contact the Disability Resource Center (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University’s legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodations are rarely applied retroactively so it is vital that students make timely requests. Please let me know if you have any questions. The DRC is located in 108 Collins Classroom Center (CCC) and can be reached at 715-346-3365 and drc@uwsp.edu.

Course Schedule

N.B. The following is subject to change at any time. Schedule changes, including reading and writing assignments, will be announced at the end of every class or on Canvas. It is your responsibility to pay attention to such announcements.

Key:

NG = *The Norton Field Guide to Writing*

RW = *Rules for Writers*

HO = Handout on Canvas

SW = Short Write Assignment (see the unit assignment sheet for more detailed instructions)

Week	Tuesday	Thursday
1	<p>September 5: Introductions to course & one another; Define literacy, critical literacy, academic literacy, & rhetoric.</p> <p><i>Read:</i> Syllabus & policies (in class)</p> <p><i>Write:</i> Sample writing (in class)</p>	<p>September 7: Rhetorical situations & college writing; Define discourse, discourse communities, discourse conventions, & rhetorical purpose.</p> <p><i>Read:</i> Academic Literacies, pp. 1-32 & Rhetorical Situations, pp. 59-74 [NG]; Skim 53-70 [RW]; “Rhetorical Situation” [HO]</p>
2	<p>September 12: Introduction to first essay assignment – literacy narrative; Discuss types of literacy, writing as inquiry, significant & problematic questions, & thesis Statements</p> <p><i>Read:</i> Writing a Literacy Narrative, pp. 81-97; Writing as Inquiry, pp. 329-32, 337, 354; Thesis Statements, pp. 347-349; & “Sometimes the Tough Teen” pp. 710-714 [NG]</p>	<p>September 14: Define standpoint; Discuss focusing on a single literacy event from personal experience & providing context (including sociological context); Sample Peer Review workshop</p> <p><i>Read:</i> “Shitty First Drafts” [HO]; Skim Generating Ideas and Text, pp. 333-344 [NG]</p> <p><i>Short Write (SW):</i> In class: Write 1 page (typed double space) about a literacy experience you remember. This may count as draft one of your paper. Identify your thesis statement. Workshop in class.</p> <p><i>(Last day to add or drop course without a grade)</i></p>
3	<p>September 19: Analyzing literacy narratives; Essay & paragraph organization & development; Describing & narrating; Employing reasons & support</p> <p><i>Read:</i> “Se Habla Español” & “Mother Tongue,” pp. 715-725 [NG]; Ways of Organizing a Literary Narrative, pp. 98-101 [NG]; Describing, pp. 456-463 [NG]; Narrating, pp. 474-482 [NG]; Sample literacy narrative, pp. 46-48 [RW]</p> <p>(See next page for SW assignment)</p>	<p>September 21: Peer Review Workshop</p> <p><i>Read:</i> Write helpful ... comments, pp.35-41 [RW]</p> <p><i>Write:</i> Draft of Literacy Narrative Essay Due for Peer Review Workshop. Submit your full draft on Canvas, bring 2 full drafts of your essay to class, & print out 2 copies of the peer review worksheet (on Canvas) and bring them to class.</p>

	<p><i>Write:</i> SW 2 due. Write a rough outline of the main events in your narrative. See unit 1 assignment sheet.</p>	
4	<p>September 26: Style Workshop ~ Editing, proofreading, & structuring your paper according to MLA guidelines; Review student ethos & readers' values.</p> <p><i>Read:</i> Editing & Proofreading, pp. 100-102 [NG]; Using ... Appeals as a Writer, pp. 89-91 [RW]</p> <p><i>Write:</i> Bring the most recent draft of your paper to class for workshopping & revisions</p>	<p>September 28: ESSAY ONE DUE; Introduction to second essay assignment – textual analysis; Discuss dimensions of a text: author, narrator, audience, text.</p> <p><i>Read:</i> In class: Taking Stock of Your Work, pp. 102-103 [NG]</p> <p><i>Write: Literacy Narrative Essay Due;</i> reflection on the writing process for your literacy narrative (in class)</p>
5	<p>October 3: Discuss cultural dimensions of a text; Analyzing & asking questions of texts; Summarizing vs. Analyzing (Interpretation & Answering “So what?”); Essay Two Text Options; Textual Analysis Study</p> <p><i>Read:</i> Analyzing Texts, pp. 104-123 [NG]; How to write an analytical essay, pp. 71-72 [RW]; Review Asking “So what?” p. 59 [RW]; “Well-Behaved Women Seldom Make History,” pp. 737-747</p>	<p>October 5: A Guide to Writing Textual Analyses; Textual analysis study – looking at rhetorical strategies</p> <p><i>Read:</i> A Guide to Writing Textual Analyses, pp. 124-137 [NG]; “Changing the Face of Poverty,” pp. 748-758 [NG]</p>
6	<p>October 10: How to write & use summaries; Employing quotations& paraphrases; Avoiding Plagiarism</p> <p><i>Read:</i> Quoting, Paraphrasing, & Summarizing, pp. 542-554 & Acknowledging Sources, Avoiding Plagiarism, pp. 555-559 [NG]; Summarize to deepen your understanding, pp. 63-67 [RW]</p> <p><i>Write:</i> In class ~ Write 1 quote, 1 paraphrase, and 1 summary of a class text.</p>	<p>October 12: Commit to Text; Workshop on employing texts; Thesis statements, idea development, and paper/paragraph structure; Sample Peer Review Workshop</p> <p><i>Read:</i> Sample student writing, pp. 68-70 [RW]</p> <p><i>Write:</i> SW 1 Due ~ Write a summary of your selected text. See unit 2 assignment sheet.</p>
7	<p>October 17: Mid-term Instructor -Student Conferences in my office (CCC 429)</p> <p>Please schedule a time to meet with me. Bring to this meeting: 1) your first paper, 2) ideas for your second paper, 3) any questions you have.</p>	<p>October 19: Mid-term Instructor -Student Conferences in my office (CCC 429)</p> <p>Please schedule a time to meet with me. Bring to this meeting: 1) your first paper, 2) ideas for your second paper, 3) any questions you have.</p>

<p>8</p>	<p>October 24: Structuring Your Textual Analysis; Choosing details to support your thesis; Writing effective introductions & conclusions</p> <p><i>Read:</i> Organizing Your Writing, pp. 358-363 [NG]; Develop the main point, pp. 23-34 [RW]</p> <p><i>Write:</i> SW 2 Due ~ Write an analysis of the text you summarized. See unit 2 assignment sheet.</p>	<p>October 26: Peer Review Workshop</p> <p><i>Read:</i> Getting Responses & Revising, p. 138 [NG]</p> <p><i>Write:</i> Draft of Textual Analysis Essay Due for Peer Review Workshop. Submit your full draft on Canvas, bring 2 full drafts of your essay to class, and print out 2 copies of the peer review worksheet (on Canvas) and bring them to class.</p>
<p>9</p>	<p>October 31: Style Workshop – Paragraph organization/Points-to-Particulars; Academic style, voice, & mechanics; Showcasing your voice & thinking</p> <p><i>Read:</i> Editing & Proofreading, p. 138 [NG]</p> <p><i>Write:</i> Bring the most recent draft of your paper to class for workshopping & revisions</p>	<p>November 2: ESSAY TWO DUE; Introduction to third essay assignment – arguing a position; Define argument & persuasion; Discuss how problem posing affects argument</p> <p><i>Read:</i> In class: Taking Stock of Your Work, p. 139 [NG]</p> <p><i>Write:</i> Textual Analysis Essay Due; Reflection on the writing process for your evaluation essay (in class)</p>
<p>10</p>	<p>November 7: Discuss argument elements: claim, reason, evidence, assumption, counterargument; Analyze an argument</p> <p><i>Read:</i> Arguing a Position pp. 164-189 [NG]; Reading arguments, pp. 80-87 [RW]; “Should Gamers Be Prosecuted,” pp. 809-811 [NG]</p>	<p>November 9: Discuss arguing; Analyze an argument; Stasis Theory & finding common ground; Discuss strategies for negotiating multiple points of view (refutation, listening, common ground)</p> <p><i>Read:</i> Arguing, pp. 410-430 [NG]; Writing arguments, pp.87-106 [NG]; An Outbreak of the Irrational, pp. 825-83 [NG]; Stasis Theory [HO]; Build common ground, p. 90 [RW]</p> <p><i>Write:</i> In class: Write a tentative thesis statement; list objections of those who disagree with you.</p> <p><i>(Tomorrow is the last day to drop course)</i></p>
<p>11</p>	<p>November 14: Discuss websites & evaluation of sources; Understand source credibility & reliable sources</p> <p><i>Read:</i> Print & bring to class MLA Evaluating Sources Checklist [HO]</p> <p><i>Write:</i> In class: evaluate a website related to your paper topic take notes on the main points you come up with as you evaluate your chosen website.</p>	<p>November 16: Discuss paper topics, audience concerns, & necessary research/support; Workshop on rhetorical stances & arguable theses</p> <p><i>Write:</i> SW 1 Due ~ Explain one claim from a source you plan to use and refute it. See unit 3 assignment sheet.</p>

12	<p>November 21: Strategies for argument organization & development</p> <p><i>Read:</i> Ways of Organizing an Argument, pp. 189-193 [NG]; Choose a suitable strategy ..., pp. 29-34 [RW]</p> <p><i>Write:</i> SW 2 Due ~ Discuss your paper topic. See unit 3 assignment sheet. In class: Roughly outline your paper.</p>	<i>No Class – Enjoy your holiday!</i>
13	<p>November 28: Review incorporating sources into paper; Sample Peer Review Workshop</p> <p><i>Read:</i> Integrating sources & Documenting sources, pp. 387-403 [RW]</p>	<p>November 30: Peer Review Workshop</p> <p><i>Write:</i> Draft of Argument Essay Due for Peer Review Workshop. Submit your full draft on Canvas, bring 2 full drafts of your essay to class, and print out 2 copies of the peer review worksheet (on Canvas) and bring them to class.</p>
14	<p>December 5: Style Workshop ~ Editing, proofreading, & structuring your paper according to MLA guidelines; Unity & coherence; Active Verbs</p> <p><i>Read:</i> Editing & Proofreading, pp. 194-195 [NG]; Make paragraphs coherent, pp. 24-28 [RW]; Focus ... pp. 21-24 [RW]; Prefer active verbs, pp. 108-110 [RW]</p> <p><i>Write:</i> Bring the most recent draft of your paper to class for workshopping & revisions</p>	<p>December 7 ESSAY THREE DUE; Compiling Portfolios & Reflecting on Your Writing</p> <p><i>Read:</i> In class: Taking Stock of Your Work, pp. 194-195; Read Compiling a Portfolio & Reflecting on Your Writing, pp. 385-389 & 391-401 [NG]; Reflect on your writing, pp. 50-51 [RW]</p> <p><i>Write:</i> Argument Essay Due; reflection on the writing process for your argument essay (in class)</p>
15	<p>December 12: Composing in-class essays</p> <p><i>Read:</i> Taking Essay Exams, pp. 483-488;</p> <p><i>Write:</i> In class essay outlines</p>	<p>December 14: Peer Review Workshop on final revised paper & course portfolio</p> <p><i>Write:</i> Draft of essay (1 or 2) for Peer Review Workshop. Submit your full draft on Canvas, bring 2 full drafts of your essay to class, and print out 2 copies of the peer review worksheet (on Canvas) and bring them to class.</p>
<p>Final Exam Section 23: Tuesday, December 19 at 2:45-4:45 p.m. Section 24: Thursday, December 21 at 10:15-12:15 p.m.</p> <p>Due:</p> <ul style="list-style-type: none"> • Reflective self-evaluative letter • Revision (of Essay 1 or 2) • Copies of all graded essays – so be sure to save all marked papers 		