Freshman English 101

Fall 2018

 101.4 T/Th 9:30-10:45; CCC 238

 101.12 T/Th 11:00-12:15; CCC 238

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**Purpose:**

Welcome to Freshman English 101. This course works as a building block to future course material you will experience as a university student. English 101 is the first course of a two-semester sequence that will focus on critical thinking, in-depth reading skills and writing at an academic level. Many of you will be familiar with the writing process; however, writing at the academic level requires a student to become familiar with the expectations that are required at the university level. We will achieve this level by learning aspects of the reading and writing process and through in-class, workshops improve these skills as the semester progresses. In order to achieve these skills, it is imperative that the reading and writing assignments be completed prior to each of our class meetings. Writing is a continuous process, and in order to become academic writers you must apply the skills learned in this course, in this classroom; but even more importantly, you must set time aside each week to read and write outside the classroom. If you commit to these expectations and requirements immediately, you will achieve a writing foundation that will benefit future endeavors in college and your future career.

**Enduring Understandings:**

*English 101 students will understand that:*

* Writing is one way to communicate specific ideas and theories to an audience; this is a skill needed in all disciplines and future careers.
* Writing is continuous and must include revisions in order to communicate specific ideas and theories to the audience accurately and clearly.
* Appropriate and correct grammar and mechanics are integral to the author’s ability to communicate clearly.

**GEP Learning Outcomes:** Upon completion, student will 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.

**Reading**

To be successful in this course, the reading assignments must be completed before the class period of the week they are assigned. The readings will provide a basis for the discussions and journal assignments, as well as other activities we will do in the classroom to reinforce the ideas presented in the reading material. Some areas of the syllabus include “suggested reading”. While this is not required, keep in mind the assigned essays will reflect the requirements in these readings, so you may want to browse through these chapters and familiarize yourself with the information presented. Required readings are absolutely required and there may be short pop-up quizzes regarding these readings. Therefore, it is imperative that the reading be completed and processed for interpretation. If you fall behind in the reading and writing assignments, you will be unable to complete the necessary assignments and failure is imminent.

**Books and Materials**

**Available in Text Rental**

*Patterns for College Writing* by Kirszner and Mandell

**Purchase in UWSP Bookstore**

*Rules for Writers,* 8th Edition by Diana Hacker.

*The Other Wes Moore*

-Spiral Notebook

-A Two Pocket folder: One with your name on the front cover-this will be used to turn in major assignments. Please have another folder for handouts and work not collected.

-Locate and understand how to use an on-line, credible dictionary.

**Journals**

Reading journals are a great way for students to process the information they have read and respond to specific areas of interest deemed important. The journal assignments will be posted on the canvas calendar and details for the assignment can be found in the “assignment sections” of canvas. Each journal should answer or respond to the prompt provided. The journals are a way for you to determine if the readings are understood, and also explore topics which may be used in larger papers. **The journals must be typed, double-spaced and amount to at least 325-500 (1 ½-2 pages) precisely chosen, interesting and moving words**. **Although these are informal writings, special effort should be given to essay format, spelling, grammar, sentence structure and mechanics.** At times, journals may be used as examples to demonstrate successful critical responses and responses needing clarification.

This is a sixteen-week course of which today is our first meeting. You will be responsible for 3 journals, each worth 50 points. Journals are due the beginning of the class period. **No late journals will be accepted**. Journals are graded as follows:

50-45 points: The journal entry is thoughtful, interesting, and mechanically well written.

44-40 points: The journal is an average response, complete.

39 or less points: The journal lacks the essential elements of a sound response.

**Essays**

There are four essays in this course: Compare and Contrast, a Paper Proposal, an Annotated Bibliography and a Research Essay. Each essay is unique and offers specific information through specific requirements. An assignment will be provided stating the topic of the essay, requirements, and suggestions on completing a sound essay. Each essay will consist of two drafts. The first draft will be brought to class, on the assigned day, to be reviewed and critiqued by members of your class. A subsequent peer review will be done shortly after the first draft. If you miss any of the workshops these points are unable to be earned. **The final draft will be due the beginning of class the date it is due.** Follow the instructions on the assignment sheet carefully for each essay. When handing in the final essay, place the draft and final essay in the two-pocket folder along with peer review sheets. Place a copy of the essay in the appropriate Canvas folder. Essays will not be graded if all items are not included. **No late essays will be accepted. Be aware-past history indicates late essays rarely earn a passing grade, so it is very important to meet the required due date.**

Each of these essays is a work in progress. We will go over in extensive detail the requirements of each essay.

**Formatting**

All written assignments are formatted as follows:

* All journals, drafts and final drafts are typed, double-spaced with one-inch margins, and a standard **Times New Roman** 12-point font. **The final draft must be one-sided copies.**
* **Place name, class, assignment, my name and date in upper right-hand corner on the first page.**
* Always place an original title, centered above the text, on your assigned journals and essays.
* **Secure the pages of each essay with a staple or clip on the left, upper corner.**
* Be sure to place a copy of all journals/essays in the appropriate Canvas drop box folder.
* Please do not include a title page or hand in your essay with a cover folder.

All assignments are placed neatly in your assignment folder when complete.

**Literary Circles**

During week 4 Literary Circles will be formed. The class will read *The Other Wes Moore*; you will be placed in small groups. During this project, you will be asked to post questions, passages, and research topics on the Canvas discussion board each time the syllabus indicates Literature Circle meetings. Through these discussions, you will explore themes, the characters; plot and setting in detail with the group you are assigned. After completing the novel, you will write a Literary Analysis. Based on these discussions, you will also choose an important, contemporary issue to research further for the final project. Once the research is complete, you will create an annotated bibliography of research material you have obtained to write a final essay. Further details regarding this project will be forthcoming as the semester progresses.

**Conferences**

Conferences are scheduled approximately 5 weeks into the semester. These conferences are held during the scheduled class period and we will meet in my office. This is a great time to ask specific questions you may have regarding your writing.

In addition to these meetings, I will be available during office hours to help you with any concerns you may have regarding this course. Always remember, I am here to assist you in becoming a proficient reader and writer, and my door will always be open.

**Academic Misconduct**

The writing you do at an academic level must be your own work. Plagiarism is taken very seriously in this class, as in all courses at the UWSP. Copying something from the Internet or another source without giving them credit is plagiarism. The *University Handbook* has detailed definitions and examples of academic misconduct. I suggest reviewing this material on the UWSP website.

The following is taken from the *University Handbook*, Chapter 5 “Policies Pertaining to Classroom Activities,” Section 5, 14.03.

**UWSP 14.03 Academic misconduct subject to disciplinary action.**

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;

(d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or

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Be aware, that according to University policy, an instructor can impose penalties when plagiarism occurs, intentional, or otherwise. This can result in a lower or failing grade. Plagiarism occurs when another’s work is used without providing credit. It also occurs if you submit an essay written for another institution or class as original work. If you have questions regarding proper citations with the work you are submitting, please contact me **before** handing in your paper. We can discuss proper MLA citation procedures to avoid this offense.

**Attendance**

Attendance is important. Each time we meet, we will be conducting workshops, discussion of the reading material and future assignments. It is imperative you attend class. You are allowed to miss 2 classes with no questions asked; a 3rd absence will impact your attendance, participation and final letter grade. For each absence after the first two, the final grade may be reduced by one full letter grade (A to B; B to C, etc.); 6 or more absences and failure is eminent. Peer reviews, workshops and Lit. Circle activities cannot be made up.

As stated, attendance is important. Equally important is arriving to class on time. It is disruptive to the class when a student arrives late. Occasional tardiness is understood; however, repetitive tardiness is disrespectful and may result in a diminished final grade. If this becomes an issue, I will address this with you. Consider your time in the college classroom as employment, an employer does not tolerate tardiness, and neither will I. Excessive tardiness will affect the attendance portion of your grade.

**“Seventy percent of success in life is showing up.” Woody Allen**

**Classroom Etiquette**

Throughout this course we will be discussing and responding in writing to various readings and literature. Be aware that many topics may include sensitive issues; and therefore, must be approached in a respectful manner. I encourage discourse as this is a way for each of us to be exposed to ideas and theories we may not understand. As such, please respect your peer’s ideas and respond in a respectful manner.

**One request I ask of each of you is to turn your cell phone off, or place it in “silent” mode, and put the cell phone away.** It is distracting to others in the class if a cell phone rings or vibrates. It is also distracting when a student is texting during class. If I become aware of this, I will ask you to leave the class and return when your business is finished. **I also ask that headphones or “ear buds” be put away prior to coming into class.**

**Grading**

Your grade in this class will be determined by the approach you take to the reading assignments, discussion/participation, journals, quizzes, essays (drafts and revisions) and the final essay. If you come to class prepared, join in discussion, complete assignments on time, strive to improve your writing through revision and complete essays you can be proud of, you will enjoy a successful semester in English 101.

Your final letter grade will be a point-based system, in which you can earn points for each assignment you complete.

**Maximum Points Possible**

* Preparation 15% 175 points

 Attendance – 50 points

 Participation/4 Peer Rev. – 125/ points

* Journals 3 @ 50 points each 15% 150 points
* Compare/Contrast 15% 150 points
* Lit Circle 10% 100 points
	1. D2L Posts – 3 @ 25 points
	2. In-class writing –25 points
* Paper Proposal 10% 100 points
* Annotated Bibliography 10% 100 points
* Research Essay 20% 200 points
* Presentation and/or Final Exam 025% 25 points

1000 points

Throughout the semester, bonus point opportunities (a value of up to 15 points) can be achieved. These points are “extra” point opportunities not included in the 1000-point rubric that are based on class preparedness, readings and participation on random dates during the course. Due to these extra point possibilities, the final point outcome for the course is the final grade. In regard to the participation grade, this grade includes participation in the classroom, in revision work, attendance and preparation for class.

**Final Grade Scale**

There is a maximum of 1000 points available in the course. The total points you accumulate through the semester for all assignments will convert to the following letter grade:

93+ =A 80-82 =B- 68-69 =D+

90-92 =A- 78-79 =C+ 60-67 =D

88-89 =B+ 73-77 =C 59.5-0 =F

83-87 =B 70-72 =C-

**Resource Information**

There are several resources available to university students if you find you need additional help. Of course, you can always schedule an appointment with me to discuss your writing, or you can contact the resources below. No referral is necessary.

* The Tutoring and Learning Center is located in the basement of the University Library, Room 118. The Learning Center has tutors available in all disciplines by appointment. This is a great resource to remember for all of your courses at the university.

All assignments will be posted in the course calendar in Canvas. The calendar below is just for reference; be sure to check the Canvas Calendar each week for upcoming assignments and due dates.

**Calendar:** Subject to change if needed. Complete assignments by date they are listed.

 RFW=*Rules for Writers*

 PCW=*Patterns for College Writing*

 TOWM=*The Other West Moore*

**Week 1:**

Tuesday, 9/4: Introduction of syllabus.

Thursday, 9/6: Suggested reading PCW; Chapters 1-3, pages 13-62. Browse these chapters and concentrate on areas unfamiliar or that you need to improve your skills.Discussion. **Journal #1 assigned.**

**Week 2:**

Tuesday, 9/11: Suggested reading PCWChapter 4 “Drafting and Revising” and Chapter 5 “Editing and Proofreading” pgs.63-9. **Bring one copy of Journal 1 to class for peer review.**

Thursday, 9/13: Read: PCW Chapter 11 “Comparison and Contrast” 369-88. **Final Journal #1 Due today.**

**Week 3:**

Tuesday, 9/18: Read PCW: “Songs of the Summer of 1963…and Today” by Juan Williams, pages 397-99 and “I’m Your Teacher, Not Your Internet-Service Provider” by Ellen Laird, pages 409-12. Be prepared for in-class discussion.

Thursday, 9/20: Read “Thank you Ma’m” by Langston Hughes (handout). Discuss “Thank you Ma’m”. View short film based on “Thank you Ma’m”. **Journal #2. Discuss Literature Circle.**

**Week 4:**

Tuesday, 9/25: Journal #2 in-class essay “Thank You, Ma’m”. **If absent this cannot be made up.**

Thursday, 9/27: Hand out Compare and Contrast Essay assignment. Discuss Journal #3 CC outline. **SIGN UP FOR CONFERENCES NEXT WEEK.** Literature Circle group planning meeting *The Other Wes Moore (TOWM)*. **Journal 3 assigned.**

**Week 5:**

Tuesday, 10/2: **CONFERENCES TODAY IN CCC 210c; Journal #3 due today in canvas drop box.**

Thursday, 10/4: **CONFERENCES TODAY IN CCC 210c;**

**Week 6:**

Tuesday, 10/9: **1st Draft Compare/Contrast Essay due; bring one copy for peer review.**

Thursday, 10/11: 1st in-class Literature Circle Meeting.

**Week 7:**

Tuesday, 10/16: **2nd Draft Compare/Contrast Essay due.**

Thursday, 10/18: TBA

**Week 8:**

Tuesday, 10/23: **FINAL COMPARE/CONTRAST ESSAY DUE TODAY.** Discuss Paper Proposal today. Suggested reading PCW Chapter 16 “Finding and Evaluating Sources” pages 719-25.-Paper Proposal.

Thursday, 10/25: 2nd Literature Circle meeting today.

**Week 9:**

Tuesday, 10/30: 3rd and final Literature Circle meeting today-final lit. circle discussion.

Thursday, 11/1: **1st draft Paper Proposal due today.** Read PCW Chapter 14 “Argumentation” pages 517-41.

 **Week 10:**

Tuesday, 11/6: **Meet in Computer Lab; CCC 307. FINAL PAPER PROPOSAL DUE AT END OF CLASS TODAY.**

Thursday, 11/8: Introduce Annotated Bibliography. Read PCW “Integrating Sources and Avoiding Plagiarism” pgs. 727-36. PCW “Documenting Sources: MLA” pgs. 737-58.

**Week 11:**

Tuesday, 11/13: **Meet in ALB (library) room 316**

Thursday, 11/15: **Meet in ALB (library) room 316**

**Week 12:**

Tuesday, 11/20: **Meet in Computer Lab; CCC 307. GROUP CONFERENCES.**

Thursday, 11/22: **No Class-Happy Thanksgiving!**

**Week 13:**

Tuesday, 11/27: **Meet in Computer Lab; CCC 307. Annotated Bibliography draft due today.**

Thursday, 11/29: **Meet in Computer Lab; 101.4; CPS 105 and 101.12; CPS 107. Annotated Bibliography Final due today.**

**Week 14:**

Tuesday, 12/4: **Meet in Computer Lab; 101.4; CCC 307 and 101.12; CPS 107**

Thursday, 12/6: **Rough draft of Research Essay is due today.** Peer review session, bring 1 copy. Final question/answer session regarding final essay.

 **Week 15:**

Tuesday, 12/11: Final question/answer session regarding final essay. **FINAL ESSAY DUE TODAY.**

Thursday, 12/13: Presentations continue.

**Week 16: FINALS BEGIN December 17.**