

# English 101: College Writing and Critical Reading

"Rhetorical Awareness"  
Fall 2019

## Course Section Information

Section 106 and Section 107 CESA Distance Learning (Rm 466 & 468)

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## Office & Student Success Center Hours:

T & R OFFICE 12:00-2:00

T & R TLC: Tutoring and Learning Center (writing tutoring) 10:00-12:00

## English 101 Course Overview

*English 101:*

*The purpose of this course is to introduce students to college-level reading and writing in academic contexts. Students will write organized, cohesive, thesis-based texts supported by appropriate evidence; use reflection to build on previous writing experiences and to transfer skills to future writing contexts; unlearn common misconceptions about writing; and develop their overall skills as college learners.*

## LEARNING OUTCOMES for ENGLISH 101

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

### **1. Critical Reading and Thinking:**

- critically read, analyze, and discuss a variety of texts for meanings stated and implied, patterns of organization, and effectiveness of supporting evidence
- apply the above skills in order to compose coherent, thesis-based texts

### **2. Audience/Rhetorical Strategies**

- understand writing as human interaction between writers and readers
- adapt content, form, and style to various audiences, purposes, and situations

### **3. Process**

- use recursive composing processes (pre-writing, drafting, revision) as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.
- use revision techniques to present organized and coherent academic writing.

### **4. Information Literacy**

- Understand that sources have different levels of credibility that should inform how students use those sources in their writing
- Begin to evaluate sources for appropriate use as evidence

#### **5. Conventions, Mechanics**

- Recognize and use techniques to address problems in mechanics, grammar, and usage that impede readers' understanding.
- Learn what constitutes academic dishonesty and begin using appropriate formatting, and documentation for outside sources.

## **Required Texts and Course Materials**

### **Required Readings**

*You do not need to purchase a textbook for this class.* All of the readings for the course will be available for free on the course CANVAS site and/or hard copy. Expect to use assigned readings during most class periods. Bring copies to class.

### **Optional College Writing Handbook**

Links to online resources for college writing will be available online through the course website. However, some students prefer to purchase a college writing handbook. The recommended handbook for this class is *A Pocket Style Manual* by Diana Hacker and Nancy Sommers from Bedford/St. Martins. Buy a copy that was published in 2016 or later.

## **Course Requirements**

Introduction to College Writing is organized into units around four major writing projects and a 2 course portfolios. For each unit, you will complete an essay with related in-class writing, critical reading activities, reading discussions, writing process work, workshops, and self-assessments.

### **Overview of Major Assignments:**

In this course, you will complete the following activities for graded course credit:

Assignment 1, 2, 3, Essay 1

Assignment 4, 5, 6, Essay 2

Midterm Portfolio

Assignment 7, Essay 3

Assignment 8, 9, 10, Essay 4

Final portfolio

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A breakdown in points:

Class participation & engagement (10 pts. total)

Assignments 1-10 = 1pt. ea. (10 pts. total)

Essays 10 pts. ea. (40 pts. Total)

Portfolios 20pts (40 pts. Total)

[extra credit for writing center visits will be available]

### **Portfolio (an Organized Collection of Writing)**

Throughout the course, you will work on writing projects and related process activities. You will

then organize revised and edited drafts of your writing into a portfolio for midterm and final grading. The portfolio will document your learning in the course and your development as a college writer and reader.

**Midterm Portfolio**

- A Revised Essay (choose either Essay 1 or Essay 2)
- A Reflective Essay

**Final Portfolio**

- A Revised Essay (choose either Essay 3 or Essay 4)
- A Reflective Essay

**Discussions, Workshops, and Other Learning Activities**

Part of your course grade will come from preparation for class, take home writing process work, and in-class learning activities. You will engage in reading, writing, and discussion activities to help you successfully complete the course and develop college-level reading, writing, and critical thinking skills. Because most of the learning activities take place during class, you must attend class regularly and complete missed work.

**Writing Process Activities**

You will participate in activities to help you successfully complete each writing project:

- Plan for writing projects
- Create essay outlines
- Write multiple drafts of essays
- Revise essays in response to feedback
- Participate in in-class activities to
- Participate in writing workshops during class
- Provide feedback to your classmates
- Attend one-on-one conferences with the instructor

**Critical Reading Activities**

You will complete activities to help you develop college-level reading skills and strategies:

- Prepare for class by completing reading assignments
- Participate in reading discussions and other related class activities
- Write in-class responses to readings

**Final Exam**

Your portfolio replaces a traditional final exam for the course. It is due during the scheduled final exam time for your course section.

**Required Grading for Completing the Course**

It is recommended that students receive a grade of C or higher to successfully complete core skills courses. Students who receive a C-, D, F, or R grade should consult their advisor to determine whether to retake English 101 before enrolling in English 102: Critical Writing, Reading, and Research.

**Attendance:**

You have two weeks (4 classes) for any type of absence, after that your grade will drop one letter grade.

IN CASE of INSTRUCTOR ABSENCE or snow day: assignments will still be due (via D2L dropbox) and the calendar will be followed for the next assignment unless I notify students of

any change. I will send an email out to cancel class and give further instruction (and possibly online notes or handouts).

### **Academic Misconduct Statement**

Plagiarizing means taking someone else's work and submitting it to an instructor for course credit. Plagiarism includes (but isn't limited to) the following: having someone else write all or a portion of an assignment; submitting a paper or other work from an online or print source; including someone else's written or spoken words in a paper without using quotation marks; taking an idea from an oral source (such as a lecture, television show, or radio interview) and using it without giving credit to the speaker; borrowing ideas or information from a text without properly citing the source; and asking another person to do writing in an online test, chat, or discussion for course credit. In this course, you will learn how to avoid plagiarism and to cite ideas from course readings and other sources. See the UWSP Handbook, Chapter 14 available at <http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>.

### **Grading Scale**

A A-	93-100 90-92	<i>Exceptional proficiency in course learning outcomes</i>
B+ B	87-89 83-86	<i>Above average proficiency in course learning outcomes</i>
B- C+ C	80-82 77-79 73- 76	<i>Sufficient proficiency in course learning outcomes</i>
C- D+ D D-	70-72 67-69 63-66 60-62	<i>Insufficient proficiency in learning outcomes; repeat English 102</i>
F	59-0	<i>Failure to complete required assignments and learning activities and/or lack of progress toward meeting course learning outcomes; repeat English 102</i>