

ENGL 101: Freshman English

University of Wisconsin Stevens Point at Marshfield Spring 2021

Credit Hours: 3 credits

Section: M01 MTTh 12:00 – 12:50 p.m. Room 131

Jeff Verona
Senior Lecturer of English

Office location: Room 433

Virtual Office hours: M-F 10:00 – 11:00 a.m.

e-mail: jverona@uwsp.edu

alternate e-mail: instructor@gentillesse.com

phone: 715-389-6535 (messages)

Course Description

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.

Objectives

After taking ENGL 101, students will achieve proficiency in these areas:

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 these skills 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 as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.
4. **Conventions and Mechanics:** Recognize and use techniques to address problems in mechanics, grammar, and usage that impede readers' understanding; learn what constitutes academic dishonesty; begin using appropriate formatting and documentation for outside sources.
5. **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

Required Text

The St. Martin's Guide to Writing, Short 11th edition, Eds. Rise B. Axelrod and Charles R. Cooper, ISBN 9781319087722

Grading Scale

<u>Assignment</u>	<u>Points</u>	<u>Total Points</u>	<u>Final Grade</u>
Essay 1	200	934-1000	A
Essay 2	200	900-933	A-
Essay 3	200	867-899	B+
Essay 4	200	834-866	B
Writing Assignments	100	800-833	B-
Final Exam	<u>100</u>	767-799	C+
	1000	734-766	C
		700-733	C-
		667-699	D+
		600-666	D
		< 600	F

Course Completion

In order to receive a passing grade for the course all assignments must be turned in, but turning in all assignments does not guarantee a passing grade.

Attendance and Late Work

If you know you will be absent on a given day, you must notify the instructor in advance. In the event of a last-minute emergency, be sure to notify your instructor **before class meets** if you will be unable to attend. At the instructor's discretion, late work will receive a penalty. Should you be unable to complete the course, please formally withdraw by the drop date, **Friday, April 2**. I cannot drop you from the course, and if you do not withdraw I will have to give you a performance grade (i.e., an F).

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 accommodations in classes. Please note that unless everyone is wearing a face covering, 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 formal withdrawal from the course.

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
- 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.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are

respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom.

Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form.

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

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 performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Tutoring-Learning Center (TLC)

The Tutoring-Learning Center promotes and supports the academic environment by providing free, confidential, student-centered academic support. The TLC offers one-on-one and drop-in tutoring services via Zoom, and one-on-one academic coaching appointments. For additional information please visit the [website](#) or contact Marie Janz, Academic Success Associate, email mjanz@uwsp.edu or phone 715-898-6036.

ENGL 101 Reading and Assignment Schedule

Note: Assignments are due on the dates listed
All page numbers refer to *The St. Martin's Guide to Writing*, Short 11th Edition

- 1/25 Introduction, Orientation, Canvas website
1/26 Chapter 1 (2-3, 6-10)
1/28 Brandt, "Calling Home" (18-22)
2/1 Wolff, "On Being a Real Westerner" (Canvas); Chapter 2 (14-17, 40)
2/2 **Topics for Essay 1 Due**; "Shape Your Story" (41-43); Jayme, "Love Sarah" (Canvas)
2/4 Chapter 15 (550-59); Chapter 14 (538-45)
2/8 Developing Essay 1
2/9 **Rough Draft of Essay 1 (Remembered Event) Due** – submit to Canvas, bring to class, and look over the **Rough Draft One Peer Editing Sheet** on the Canvas website; Chapter 2 (50-51)
2/11 Workshop on Revising (bring rough draft)
2/15 **Revised Draft of Essay 1 (Remembered Event) Due**; Chapter 2 (52-53)
2/16 Workshop on Editing/Proofreading (bring rough draft)
2/18 **Essay 1 (Remembered Event) Due** (post to Canvas by the start of class); Tierney, "Do You Suffer From Decision Fatigue?" (135-37)
2/22 Chapter 4 (121-24, 151-53); Cain, "Shyness: Evolutionary Tactic?" (141-44)
2/23 Chapter 16-18 (562-81); Developing topics for Essay 2
2/25 Research day for Essay 2
3/1 **Topic and Source Summary for Essay 2 Due**; Chapter 4 (154-59)
3/2 Workshop on Essay 2 topics and techniques
3/4 **Rough Draft of Essay 2 (Explaining a Concept) Due** - submit to Canvas, bring to class, and look over the **Rough Draft Two Peer Editing Sheet** on the Canvas website
3/8 Workshop Day on Essay 2 (bring rough draft); Chapter 4 (162-66)
3/9 Essay 2 – Formatting Sources
3/11 **Essay 2 (Explaining a Concept) Due** (post to Canvas by the start of class); Cullington, "Does Texting Affect Writing?" (Canvas)
3/15 Morgan, "Online Instruction and Virtual Schools for Middle and High School Students" (Canvas)
3/16 Chapter 5 (173-77); Chapter 21 (609-16)
3/18 Developing topics for Essay 3
- 3/22—3/26 NO CLASS SPRING BREAK**
- 3/29 **Topics for Essay 3 Due**; Chapter 20 (606-608); Research Day for Essay 3
3/30 Developing categories for Essay 3
4/1 **Source Summaries Due**; Gomez, "Annotated Bibliography: Compensating Kidney Donors" (179-81)
4/5 **Annotated Bibliography Due**; Gomez, "Report: Possible Solutions to the Kidney Shortage" (181-86)
4/6 Finalizing categories for Essay 3
4/8 Chapter 23 (632-36); Developing the rough draft for Essay 3
4/12 **Rough Draft of Essay 3 (Report) Due** - submit to Canvas, bring to class, and look over the **Rough Draft Three Peer Editing Sheet** on the Canvas website; Chapter 5 (212-15)
4/13 Workshop Day on Essay 3
4/15 **Revised Draft of Essay 3 (Report) Due**
4/19 **Essay 3 (Report) Due** (post to Canvas by the start of class); Bramson, "Child, Home, Neighborhood, Community, and Conscience" (242-44)
4/20 Chapter 6 (229-31); Etzioni, "Working at McDonald's" (248-50)
4/22 **Topic Ideas for Essay 4 Due**; "Analyzing Position Arguments" (231-36)
4/26 Research Day for Essay 4
4/27 **Thesis Paragraph of Essay 4 (Arguing a Position) Due** – submit to Canvas, along with links to two sources; "Response to Opposing Positions" (279-80); "Responding to Objections and Alternatives" (592-94)
4/29 Workshop on Responding to Objections and Alternatives
5/3 **Annotated Bibliography Due**; Chapter 12 (518-22)
5/4 **Rough Draft of Essay 4 (Arguing a Position) Due** - bring to class; Chapter 6 (275-77)
5/6 Workshop Day on Essay 4
5/10 **Revised Draft of Essay Four (Arguing a Position) Due**
5/11 **Essay 4 (Arguing a Position) Due**; Bring your choice of a previous essay to class
5/13 **All Remaining Work Due**; Course Review

Final Exam TBD