

English 101, Section W01: Freshman English

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Office Hours: MW 8:15-9:15 AM, F 10:45-11:45 AM, or by appointment

Time and Place

MW 9:30-10:45 am

Room: 238

Contacting me

Please feel free to contact me whenever you have any questions about course materials or policies. You will probably find it most useful to meet with me face-to-face during my office hours (You don't even have to make an appointment!), but for minor questions you can send me an email and I will get back to you within 24 hours. If you'd like to meet with me in person but cannot make it to my regular office hours, we can schedule a meeting time that will work for both of us.

Course Description

English 101 is an introduction to freshman writing. Its main purposes are to prepare you for the demands of writing at the college level and to offer you the chance to think about writing beyond the classroom and in a variety of situations. Writing is both a way of learning and of communicating, and this course offers you an opportunity to explore concepts through personal writing, to form intelligent and critical responses to the writings of others, and to develop and analyze rhetoric. Writing is also a process and this course will teach you how drafting and revising can help you turn an interesting idea into an enjoyable and persuasive piece of writing.

To accomplish this, you will need to gain an awareness of the rhetorical situation in which you are writing. Who is your target audience? How should this affect the way you write? What are your purposes for writing? What do you hope to accomplish? These are the types of questions we will consider throughout the semester.

Most importantly, English 101 emphasizes critical thinking—the process of questioning and scrutinizing every idea and considering it from multiple perspectives in order to reach an informed opinion that will increase your understanding of the world and allow you to enlighten others.

General Education Foundation Level Learning Outcomes

- 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

Major Learning Outcomes

Critical Reading and Thinking:

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

- 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

Audience/Rhetorical Strategies

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

Process

- Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.

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.

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

Texts and Materials. You'll need to purchase the following course materials:

- *The Seagull Reader: Essays, Second Edition* (available at the Campus Bookstore)
- *The Little Seagull Handbook, Third Edition* (available at the Campus Bookstore)
- *David and Goliath* (available at the Campus Bookstore)
- *a notebook for taking notes in class and drafting paper ideas*
- a folder for collecting your work

Course Requirements/Grades

Portfolio 1: 20%

Portfolio 2: 25%

Portfolio 3: 30%

Class Participation: 25%

Grading Scale: A=93-100; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; D+=67-69; D=63-66; D-=60-62; F=0-59

If you are considering dropping the course for any reason, please see an advisor in Student Affairs or TRIO in order to find out how it will affect your financial aid.

Attendance

Attendance is absolutely required. English 101 is a seminar-like, discussion-based course, so your presence matters for your own learning, as well as for the contributions you can make to the learning of others. For this reason, you need to be in class on time and prepared every single meeting. However, because I realize there are times when you must miss class due to illness, a family emergency, or other pressing matters, you will be allowed two free unexcused absences without penalty. If you know you have to miss class, send me an email ahead of time whenever possible. It is *your* responsibility to find out what you missed and to make up any work as required. Excessive or habitual tardiness may be counted as an absence.

The final course grade will be lowered for each additional absence beyond the first 2 absences (An A will become an A-, an A- will become a B+, and so on). An absence beyond 5 unexcused absences (not counting the two free absences) will result in a student failing the course.

Obviously, I will take into account *extraordinary* reasons for an absence such as a severe accident or illness, a family emergency or death, a recognized religious holiday, or jury duty. Just let me know!

Participation

Because the success of our seminar largely depends on your active participation, you are expected, not only to be here, but also to talk and/or ask questions on a regular basis. This means you have to keep up with the reading so that you will actually have something to say. You are also expected to treat me and your fellow students with respect and to comport yourself like an adult. You are free to disagree with any comments you might hear in class and to express your own views, but do so in a respectful, non-combative manner. For example, you might say, "Jason makes a good point, but E. B. White's statement on page 5 seems to contradict what Jason just said." I realize that speaking up during class is easier for some than others, so I am glad to help out if you are having trouble entering the conversation. Just talk to me after class or drop me an email.

Coursework

The only way to learn to write is to practice, so this course will require you to write constantly. The course will be divided into three units, each of which will require you to write a short essay that you will then build upon to produce a longer essay. Each essay will go through multiple drafts, and your various drafts will be collected in a portfolio due at the end of the unit.

Late Work

You will do a lot of writing and revising in this course and a lot of work with your peers, which means that all work must be turned in at the beginning of class on the date specified. If a paper or draft is turned in late, the overall grade for that paper assignment will be reduced by a letter grade (i.e. A to A-) for every calendar day that the paper or draft is late. When a paper is one week late, it automatically receives a failing grade.

Peer Review

You will meet with a peer group to receive and provide feedback on various drafts. This will give you a chance to get input from different readers, and responding to your classmates' papers will sharpen your own critical ability, which should help you revise your own drafts. An absence on a peer review day or failure to participate in a peer review will lower your course grade.

Academic Honesty and Plagiarism

Plagiarism, or taking credit for words or ideas not your own, is a serious offence and will lead to dire consequences. The penalty for plagiarism ranges from failing the course to expulsion from the university. See the *Student Rights and Regulations* handbook for more information about plagiarism and its consequences. If I think you have plagiarized, I will meet with you and refer your name to a disciplinary committee responsible for overseeing the investigation of academic crimes. Except for acknowledged quotations, all of your work is to be written in your own words. You may not copy from a book, another student's paper, a webpage, or any other source.

Calendar

Below is an outline of the semester calendar. Although the schedule might change, assume that it is correct unless I tell you otherwise. Please note that homework assignments are due at the *beginning* of class on the very next class date after which they are assigned (if it is assigned on Monday, it is due on Wednesday, etc.).

In the list of readings below, SR refers to *The Seagull Reader: Essays*, LSHB refers to *The Little Seagull Handbook*. Additional Readings will be available on Canvas.

Unit 1: Personal Narrative as Argument

Wednesday 9/4

In Class: -Distribution of Syllabus
-Introduction to Course
-Getting to know one another
-Begin Self-Assessment Essay

Homework: -Read Syllabus
-Read "Writing Contexts" (LSHB 2-5)
-Read White, "Once More to the Lake" (SR 369-76)
-Finish Self-Assessment Essay

Monday 9/9

In Class: -**Self-Assessment Essay Due**
-Discuss "Writing Contexts" (LSHB 2-5)
-Discuss White, "Once More to the Lake" (SR 369-76)

Homework: -Read "Personal Narratives" (LSHB 58-61)
-Read Buckley Jr., "Why Don't We Complain?" (SR 60-66)

Wednesday 9/11

In Class: -Discuss "Personal Narratives" (LSHB 58-61)
-Discuss Buckley Jr., "Why Don't We Complain?" (SR 60-66)

Homework: -Read Burns, "The Right to Live" (Canvas)

Monday 9/16

In Class: -Discuss Burns, "The Right to Live" (Canvas)

Homework: -Read "S-1," "S-2," "S-3" (LSHB 314-321)
-Read Orwell, "Shooting an Elephant" (SR 242-250)
-Read Twain, "Corn-pone Opinions" (Canvas)

Wednesday 9/18

In Class: -Discuss "S-1," "S-2," "S-3" (LSHB 314-321)
-Discuss Short Assignment One
-Discuss Orwell, "Shooting an Elephant" (SR 242-250)
-Discuss Twain, "Corn-pone Opinions" (Canvas)
Homework: Read Angelou, "Graduation" (SR 22-34)
-Short Assignment 1 Due Wed 9/25

Monday 9/23

In Class: - Discuss Angelou, "Graduation" (SR 22-34)
Homework: - Read Rushdie, "Abortion in India" (SR 280-282)
-Short Assignment 1 Due Wed 9/25

Wednesday 9/25

In Class: -**Short Assignment 1 Due**
-Discuss Rushdie, "Abortion in India" (SR 280-282)
-Discuss Project One
Homework: -Read "Developing Paragraphs" (LSHB 17-29)
-Read "Writing Process" (LSHB 9-16)
-Draft One of Project 1 Due Mon 10/7

Monday 9/30

In Class: -Discuss "Developing Paragraphs" (LSHB 17-29)
-Discuss "Writing Process" (LSHB 9-16)
Homework: - Read "P-1," "P-2," "P-3" (LSHB 386-395)

Wednesday 10/2

In Class: -Discuss "P-1," "P-2," "P-3" (LSHB 386-395)
-Discuss Peer Review process
-Discuss Project One (if necessary)
Homework: -**Draft One of Project 1 Due Mon 10/7**

Monday 10/7

In Class: -**Draft One of Project 1 Due**
-Workshop
-Conferences
Homework: -**Portfolio 1 Due Mon 10/21**

Wednesday 10/9

In Class: -Workshop
-Conferences
Homework: -**Portfolio 1 Due Mon 10/21**

Monday 10/14

In Class: -Workshop

-Conferences

Homework: -Read Ebert, "Video Games Can Never Be Art" (Canvas)

-Portfolio 1 Due Mon 10/21

Unit 2: Reading and Responding

Wednesday 10/16

In Class: -Introduce Unit 2

-Discuss Ebert, "Video Games Can Never Be Art" (Canvas)

Homework: -Read Rosenberg, "Let Stars Get Paid" (Canvas)

-Read Posnanski, "College Athletes Should Not Be Paid" (Canvas)

-Portfolio 1 due Thurs Mon 10/21

Monday 10/21

In Class: **-Portfolio 1 Due**

-Discuss Short Assignment 2

-Discuss Rosenberg, "Let Stars Get Paid" (CANVAS)

-Discuss Posnanski, "College Athletes Should Not Be Paid" (Canvas)

Homework: -Read King Jr., "Letter from Birmingham Jail" (SR 153-172)

-Short Assignment 2 Due Wed 10/30

Wednesday 10/23

In Class: - Discuss King Jr., "Letter from Birmingham Jail" (SR 153-172)

Homework: -Read Gladwell, *David and Goliath*, Introduction (3-15)

Monday 10/28

In Class: -Discuss Gladwell, *David and Goliath*, Introduction (3-15)

Homework: -Read Gladwell, *David and Goliath*, Ch. 1 (19-38)

-Short Assignment 2 Due Wed 10/30

Wednesday 10/30

In Class: **-Short Assignment 2 Due**

-Discuss Writing Project 2

-Discuss Gladwell, *David and Goliath*, Ch. 1 (19-38)

Homework: -Read Gladwell, *David and Goliath*, Ch. 2 (39-62)

-Writing Project 2 Due Mon 11/11

Monday 11/4

In Class: -Discuss Gladwell, *David and Goliath*, Ch. 2 (39-62)

Homework: - Read Gladwell, *David and Goliath*, Ch. 3 (63-96)

-Read "Quotation Marks" (LSHB 395-399)

-Writing Project 2 Due Mon 11/11

Wednesday 11/6

In Class: -Discuss Gladwell, *David and Goliath*, Ch. 3 (63-96)
-Discuss "Quotation Marks" (LSHB 395-399)

Homework: - **Writing Project 2 Due Mon 11/11**

Monday 11/11

In Class: -**Writing Project 2 Draft One Due**
-Workshop

Homework: - **Portfolio 2 Due Wed 11/20**

Wednesday 11/13

In Class: -Workshop

Homework: -**Portfolio 2 Due Wed 11/20**

Monday 11/18

In Class: -Workshop

Homework: -**Portfolio 2 Due Wed 11/20**

-Read Gladwell, *David and Goliath*, Ch. 4 (99-124)

Unit 3 : Rhetorical Analysis

Wednesday 11/20

In Class: - **Portfolio 2 Due**

-Introduce Unit 3

-Discuss Short Assignment Three, Writing Project Three

-Discuss Gladwell, *David and Goliath*, Ch. 4 (99-124)

Homework: -Read Gladwell, *David and Goliath*, Ch. 6 (165-93)

-**Short Assignment 3 Due Wed 11/27**

Monday 11/25

In Class: -Discuss Gladwell, *David and Goliath*, Ch. 6 (165-93)

Homework: - Read Gladwell, *David and Goliath*, Ch. 8 (232-62)

-**Short Assignment 3 Due Wed 11/27**

Wednesday 11/27

In Class: -**Short Assignment 3 Due**

- Discuss Gladwell, *David and Goliath*, Ch. 8 (232-62)

Homework: -Read Gladwell, *David and Goliath*, Afterword (276-95)

-Read "L-2," "L-3," "L-4" (LSHB 291-303)

-**Writing Project 3 Due Wed 12/4**

Monday 12/2

In Class: -Discuss Gladwell, *David and Goliath*, Afterword (276-95)

-Discuss "L-2," "L-3," "L-4" (LSHB 291-303)

Homework: -**Writing Project 3 Due Wed 12/4**

Wednesday 12/4

In Class: -**Writing Project 3 Due**

-Workshop

Homework: -**Portfolio 3 Due Tues 12/17**

Monday 12/9

In Class: -Workshop

Homework: -**Portfolio 3 Due Tues 12/17**

Wednesday 12/11

In Class: -Workshop

Homework: -**Portfolio 3 Due Thurs Tues 12/17**

Portfolio 3 Due Tuesday, December 17 at 4:45 pm

