

## **English 101, Section W02: Freshman English**

Instructor: Jason Siegel

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Office Hours: TuTh 11:00 am-12:00 pm, or by appointment

Time and Place

MWF 1:00-1:50pm

Room: 233

### **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 over Zoom 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 over Zoom 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)
- *Think Like a Freak* (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/Participation**

Due to the public danger caused by COVID-19, your physical presence in class is not required. For each class session, you will have the option of attending class in person or watching a recording of the class session and posting comments in the “Discussions” section of the Canvas site for the course. I will post a recording of each class session in the “Zoom” section of the Canvas site, and there will be a forum for each class session labeled by the date of the class in the “Discussions” section. By showing up to class and taking part in discussion or by watching the recording and posting a two-paragraph (150 word) comment about any topics discussed in class to the Canvas site, you will earn full participation credit for the day. If you do not show up to class AND do not post comments online, you will get a zero for the day. In other words, physical attendance is not required, but participation is absolutely required.

The reason for this is that English 101 is a seminar-like, discussion-based course, so your presence (either physical or virtual) matters for your own learning, as well as for the contributions you can make to the learning of others. Therefore, you need to take part one way or another in every single meeting. However, because I realize there are times when you must miss class or cannot complete the online alternative 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. 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. To clarify, you will be marked absent only if you do not come to class AND you do not post comments in the “discussions” section of the Canvas site. If you do one or the other, you will be marked “present.”

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!

### **Discussion**

Because the success of our seminar largely depends on your active participation, you are expected 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. You can also gain participation credit for posting comments in the online discussion forums, if you are more comfortable with that.

### **Face Coverings and Social Distancing:**

- 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.

### **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 submitted to the “Assignments” section of the Canvas course site by 11:59 pm on the due date. 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. If something comes up that prevents you from turning in a draft or paper on time, just let me know, and we will make arrangements so that you can complete the assignments in a timely manner and receive credit for your work.

### **Peer Review**

You will meet with a peer group online through the Canvas site 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. Failure to participate in a peer review activity 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.

Finally, it is important to note that after Thanksgiving, the course will be completely online. Assignments will be turned in as before, and peer review will be run the same way, but instead of participating in regular class sessions, you will submit posts and responses to weekly online discussion activities.

### Unit 1: Personal Narrative as Argument

#### Monday 1/25

*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)  
-Finish Self-Assessment Essay

#### Wednesday 1/27

*In Class:* -**Self-Assessment Essay Due**  
-Discuss “Writing Contexts” (LSHB 2-5)

*Homework:* -Read “Once More to the Lake” (SR 369-76)

#### Friday 1/29

*In Class:* -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)

#### Monday 2/1

*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)

#### Wednesday 2/3

*In Class:* -Discuss Burns, “The Right to Live” (Canvas)

*Homework:* -Read “S-1,” “S-2,” “S-3” (LSHB 314-321)  
-Read Twain, “Corn-pone Opinions” (Canvas)

### **Friday 2/5**

*In Class:* -Discuss "S-1," "S-2," "S-3" (LSHB 314-321)

-Discuss Short Assignment One

-Discuss Twain, "Corn-pone Opinions" (Canvas)

*Homework:* -Read Orwell, "Shooting an Elephant" (SR 242-250)

**-Short Assignment 1 Due Mon 2/15 in the "Assignments" Section**

### **Monday 2/8**

*In Class:* -Discuss Orwell, "Shooting an Elephant" (SR 242-250)

*Homework:* -Read Angelou, "Graduation" (SR 22-34)

**-Short Assignment 1 Due Mon 2/15 in the "Assignments" Section**

### **Wednesday 2/10**

*In Class:* - Discuss Angelou, "Graduation" (SR 22-34)

*Homework:* - Read Rushdie, "Abortion in India" (SR 280-282)

**-Short Assignment 1 Due Mon 2/15 in the "Assignments" Section**

### **Friday 2/12**

*In Class:* - Discuss Rushdie, "Abortion in India" (SR 280-282)

*Homework:* **-Short Assignment 1 Due Mon 2/15 in the "Assignments" Section**

### **Monday 2/15**

*In Class:* **-Short Assignment 1 Due**

-Discuss Project One

*Homework:* -Read "Developing Paragraphs" (LSHB 17-29)

-Read "Writing Process" (LSHB 9-16)

**-Draft One of Project 1 Due Wed 2/24 in the "Discussions" and "Assignments" Sections**

### **Wednesday 2/17**

*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)

### **Friday 2/19**

*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 Wed 2/24 in the "Discussions" and "Assignments" Sections**

### **Monday 2/22**

*In Class:* -Work on examples from experience for Writing Project 1

*Homework:* **-Draft One of Project 1 Due Wed 2/24 in the "Discussions" and "Assignments" Sections**

**Wednesday 2/24**

*In Class:* - *In Class:* -Draft One of Project 1 Due in the “Discussions” Section and “Assignments” Section

-No Class

*Homework:* -Portfolio 1 Due Fri 3/12

**Friday 2/26**

*In Class:* -No Class

*Homework:* -Peer Review Comments Due Wed 3/3 in the “Discussions” Section

-Portfolio 1 Due Fri 3/12

**Monday 3/1**

*In Class:* -No Class

*Homework:* -Peer Review Comments Due Wed 3/3 in the “Discussions” Section

-Portfolio 1 Due Fri 3/12

**Wednesday 3/3**

*In Class:* -No Class

-Peer Review Comments Due in the “Discussions” Section

*Homework:* -Portfolio 1 Due Fri 3/12

**Unit 2: Reading and Responding**

**Friday 3/5**

*In Class:* -Introduce Unit 2

-Discuss Short Assignment 2

*Homework:* -Read Ebert, “Video Games Can Never Be Art” (Canvas)

-Portfolio 1 Due Fri 3/12

**Monday 3/8**

*In Class:* -Discuss Ebert, “Video Games Can Never Be Art” (Canvas)

*Homework:* -Portfolio 1 Due Fri 3/12

**Wednesday 3/10**

*In Class:* -Discuss Ebert, “Video Games Can Never Be Art” (Canvas)

*Homework:* -Read Rosenberg, “Let Stars Get Paid” (Canvas)

-Portfolio 1 Due Fri 3/12

**Friday 3/12**

*In Class:* -Portfolio 1 Due

-Discuss Rosenberg, “Let Stars Get Paid” (CANVAS)

*Homework:* - Read Posnanski, “College Athletes Should Not Be Paid” (Canvas)

-Short Assignment 2 Due Mon 3/29

### **Monday 3/15**

*In Class:* -Discuss Posnanski, “College Athletes Should Not Be Paid” (Canvas)

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

**-Short Assignment 2 Due Mon 3/29**

### **Wednesday 3/17**

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

*Homework:* -Read Levitt and Dubner, *Think Like a Freak*, Ch. 1 (1-17)

**-Short Assignment 2 Due Mon 3/29**

### **Friday 3/19**

*In Class:* -Discuss Levitt and Dubner, *Think Like a Freak*, Ch. 1 (1-17)

*Homework:* -**Short Assignment 2 Due Mon 3/29**

**SPRING BREAK MARCH 22-26—NO CLASS**

### **Monday 3/29**

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

-Discuss Writing Project 2

*Homework:* -Read Levitt and Dubner, *Think Like a Freak*, Ch. 2 (19-48)

**-Writing Project 2 Due Fri 4/9 in the “Discussions” Section and the “Assignments” Section**

### **Wednesday 3/31**

*In Class:* -Discuss Levitt and Dubner, *Think Like a Freak*, Ch. 2 (19-48)

*Homework:* -Read Levitt and Dubner, *Think Like a Freak*, Ch. 3 (49-64)

**-Writing Project 2 Due Fri 4/9 in the “Discussions” Section and the “Assignments” Section**

### **Friday 4/2**

*In Class:* -Discuss Levitt and Dubner, *Think Like a Freak*, Ch. 3 (49-64)

*Homework:* - Read Levitt and Dubner, *Think Like a Freak*, Ch. 4 (65-86)

-Read “Quotation Marks” (LSHB 395-399)

**-Writing Project 2 Due Fri 4/9 in the “Discussions” Section and the “Assignments” Section**

### **Monday 4/5**

*In Class:* -Discuss Levitt and Dubner, *Think Like a Freak*, Ch. 4 (65-86)

-Discuss “Quotation Marks” (LSHB 395-399)

*Homework:* -Read Levitt and Dubner, *Think Like a Freak*, Ch. 5 (87-104)

**-Writing Project 2 Due Fri 4/9 in the “Discussions” Section and the “Assignments” Section**

**Wednesday 4/7**

*In Class:* -Discuss Levitt and Dubner, *Think Like a Freak*, Ch. 5 (87-104)

*Homework:* - **Writing Project 2 Due Fri 4/9 in the “Discussions” Section and the “Assignments” Section**

**Friday 4/9**

*In Class:* -**Draft One of Project 2 Due in the “Discussions” Section and the “Assignments” Section**

-No Class

*Homework:* - **Portfolio 2 Due Mon 4/19**

**Monday 4/12**

*In Class:* -No Class

*Homework:* -**Peer Review Comments Due Wed 4/14**

-**Portfolio 2 Due Mon 4/19**

**Wednesday 4/14**

*In Class:* -No Class

-**Peer Review Comments Due in the “Discussions” Section**

*Homework:* -Work on Revisions

-**Portfolio 2 Due Mon 4/19**

**Friday 4/16**

*In Class:* -No Class

*Homework:* -Work on Revisions

-**Portfolio 2 Due Mon 4/19**

**Unit 3: Rhetorical Analysis**

**Monday 4/19**

*In Class:* -**Portfolio 2 Due**

-Introduce Unit 3

-Discuss Short Assignment Three, Writing Project Three

*Homework:* -Read Levitt and Dubner, *Think Like a Freak*, Ch. 6 (105-135)

-**Short Assignment 3 Due Mon 4/26**

**Wednesday 4/21**

*In Class:* -Discuss Levitt and Dubner, *Think Like a Freak*, Ch. 6 (105-135)

*Homework:* -Read Levitt and Dubner, *Think Like a Freak*, Ch. 7 (137-165)

-**Short Assignment 3 Due Mon 4/26**

**Friday 4/23**

*In Class:* -Discuss Levitt and Dubner, *Think Like a Freak*, Ch. 7 (137-165)

*Homework:* - Read Levitt and Dubner, *Think Like a Freak*, Ch. 8 (167-88)

-**Short Assignment 3 Due Mon 4/26**

**Monday 4/26**

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

- Discuss Levitt and Dubner, *Think Like a Freak*, Ch. 8 (167-88)

*Homework:* -Read Levitt and Dubner, *Think Like a Freak*, Ch. 9 (189-211)

-**Writing Project 3 Due Wed 5/5 in the “Discussions” Section and the “Assignments” Section**

**Wednesday 4/28**

*In Class:* -Discuss Levitt and Dubner, *Think Like a Freak*, Ch. 9 (189-211)

*Homework:* -Read “L-4” (LSHB 361-365)

-**Writing Project 3 Due Wed 5/5 in the “Discussions” Section and the “Assignments” Section**

**Friday 4/30**

*In Class:* -Discuss “L-4” (LSHB 361-365)

*Homework:* -Bring in questions about Writing Project Three

-**Writing Project 3 Due Wed 5/5 in the “Discussions” Section and the “Assignments” Section**

**Monday 5/3**

*In Class:* -Workshop Writing Project Three

*Homework:* -**Writing Project 3 Due Wed 5/5 in the “Discussions” Section and the “Assignments” Section**

**Wednesday 5/5**

*In Class:* -**Draft One of Project 3 Due in the “Discussions” Section and the “Assignments” Section**

-No Class

*Homework:* -**Portfolio 3 Due Mon 5/17**

**Friday 5/7**

*In Class:* -No Class

*Homework:* -**Peer Review Comments Due Wed 5/12**

-**Portfolio 3 Due Mon 5/17**

**Monday 5/10**

*In Class:* -No Class

*Homework:* -**Peer Review Comments Due Wed 5/12**

-**Portfolio 3 Due Mon 5/17**

**Wednesday 5/12**

*In Class:* -**Peer Review Comments Due in the “Discussions” Section**

-No Class

*Homework:* -Work on Revisions

-**Portfolio 3 Due Mon 5/17**

**Friday 5/14**

*In Class:* -Avuncular Advice  
-Tearful Farewells

*Homework:* -**Portfolio 3 Due Mon 5/17**

**Portfolio 3 Due in Canvas Monday, May 17 at 12:15 pm**