

English 101, Section W02: Freshman English

Instructor: Jason Siegel

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Office Hours: TuTh 8:00-8:50 am, Fr 11-12:30, or by appointment

Time and Place

MoWeFr 1:00-1:50 pm

Room: 241

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 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 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:

- *Patterns for College Writing, Fifteenth Edition*
- *Think Like a Freak*
- *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 the Solution Center 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.

Submitting Assignments

Most assignments for the course will be submitted to the “Assignments” section in Canvas by the appropriate due date. I will go over how to use Canvas before the first assignment is due. Some assignments will be due in class (physical copies) on “Workshop” days.

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.

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.

Face Covering Requirement

Under the chancellor's order, and in an August 9, 2021 email sent by Chancellor Gibson that summarizes the order, "[A]ll students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice."

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 Tuesday, it is due on Thursday, etc.).

In the list of readings below, PCW refers to *Patterns for College Writing*. Additional Readings will be available on Canvas.

Unit 1: Personal Narrative as Argument

Monday 1/24

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

Homework: -Read Syllabus
-Read “Narration” (PCW 97-102)
-Finish Self-Assessment Essay

Wednesday 1/26

In Class: -**Self-Assessment Essay Due in the “Assignments” Section**
-Discuss “Narration” (PCW 97-102)

Homework: -Read White, “Once More to the Lake” (Canvas)

Friday 1/28

In Class: -Discuss White, “Once More to the Lake” (Canvas)
Homework: -Read Staples., “Just Walk on By” (PCW 231-34)

Monday 1/31

In Class: -Discuss Staples., “Just Walk on By” (PCW 231-34)
Homework: -Read Forte, “My Field of Dreams” (PCW 106-10)

Wednesday 2/2

In Class: -Discuss Forte, “My Field of Dreams” (PCW 106-10)
Homework: -Read Twain, “Corn-pone Opinions” (Canvas)

Friday 2/4

In Class: -Discuss Short Assignment One
-Discuss Twain, “Corn-pone Opinions” (Canvas)
Homework: -Read Orwell, “Shooting an Elephant” (PCW 132-37)
-**Short Assignment 1 Due Fri 2/11 in the “Assignments” Section**

Monday 2/7

In Class: -Discuss Orwell, "Shooting an Elephant" (PCW 132-37)

Homework: -Read Hasselstrom, "A Peaceful Woman Explains Why She Carries a Gun" (PCW 348-52)

-Short Assignment 1 Due Fri 2/11 in the "Assignments" Section

Wednesday 2/9

In Class: - Discuss Hasselstrom, "A Peaceful Woman Explains Why She Carries a Gun" (PCW 348-52)

Homework: **-Short Assignment 1 Due Fri 2/11 in the "Assignments" Section**

Friday 2/11

In Class: **-Short Assignment 1 Due in the "Assignments" Section**

-Discuss Project One

Homework: -Read Nguyen, "Goodbye to My Twinkie Days" (PCW 171-73)

-Draft One of Project 1 Due Wed 2/23 in Class (3 physical copies)

Monday 2/14

In Class: - Discuss Nguyen, "Goodbye to My Twinkie Days" (PCW 171-73)

Homework: -Read "Body Paragraphs" (PCW 54-59)

-Writing Project 1 Due Wed 2/23 in Class (3 physical copies)

Wednesday 2/16

In Class: -Discuss "Body Paragraphs" (PCW 54-59)

Homework: - Bring in one question about grammar or punctuation

Friday 2/18

In Class: -Discuss Grammar and Punctuation

-Discuss Peer Review process

-Discuss Project One (if necessary)

Homework: **- Writing Project 1 Due Wed 2/23 in Class (3 physical copies)**

Monday 2/21

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

Homework: **- Writing Project 1 Due Wed 2/23 in Class (3 physical copies)**

Wednesday 2/23

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

-Workshop

-Conferences

Homework: **-Portfolio 1 Due Mon 3/7 in the "Assignments" Section**

Friday 2/25

In Class: -Workshop
-Conferences

Homework: **-Portfolio 1 Due Mon 3/7 in the “Assignments” Section**

Monday 2/28

In Class: -Workshop
-Conferences

Homework: **-Portfolio 1 Due Mon 3/7 in the “Assignments” Section**

Wednesday 3/2

In Class: -Workshop
-Conferences

Homework: **-Portfolio 1 Due Mon 3/7 in the “Assignments” Section**

Unit 2: Reading and Responding

Friday 3/4

In Class: -Introduce Unit 2
-Discuss Short Assignment 2

Homework: -Watch Kellee Santiago, “Are Video Games Art?” (Canvas)
-Portfolio 1 Due Mon 3/7 in the “Assignments” Section

Monday 3/7

In Class: **-Portfolio 1 Due in the “Assignments” Section**
-Discuss Kellee Santiago, “Are Video Games Art?” (Canvas)
Homework: -Read Ebert, “Video Games Can Never Be Art” (Canvas)

Wednesday 3/9

In Class: -Discuss Ebert, “Video Games Can Never Be Art” (Canvas)
Homework: **-Short Assignment 2 Due Wed 3/30 in the “Assignments” Section**

Friday 3/11

In Class: -Discuss Ebert, Santiago, Video Games, and Art
Homework: -Read Tannen, “Sex, Lies, and Conversation” (PCW 408-12)
-Short Assignment 2 Due Wed 3/30 in the “Assignments” Section

Monday 3/14

In Class: -Discuss Tannen, “Sex, Lies, and Conversation” (PCW 408-12)
Homework: -Read Amselem, “No, Your Student Loans Should Not Be Forgiven”
(PCW 578-80)
-Read Levitz, “We Must Cancel Everyone’s Student Debt” (PCW 582-584)

Wednesday 3/16

In Class: -Discuss Amselem, "No, Your Student Loans Should Not Be Forgiven"
(PCW 578-80)

-Discuss Levitz, "We Must Cancel Everyone's Student Debt" (PCW 582-84)

Homework: -Read King Jr., "Letter from Birmingham Jail" (PCW 562-74)

-Short Assignment 2 Due Wed 3/30 in the "Assignments" Section

Friday 3/18

In Class: - Discuss King Jr., "Letter from Birmingham Jail" (PCW 562-74)

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

-Short Assignment 2 Due Wed 3/30 in the "Assignments" Section

MARCH 21-25 SPRING BREAK—NO CLASS

Monday 3/28

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

Homework: **-Short Assignment 2 Due Wed 3/30 in the "Assignments" Section**

Wednesday 3/30

In Class: **-Short Assignment 2 Due in the "Assignments" Section**

-Discuss Writing Project 2

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

-Writing Project 2 Due Mon 4/11 in Class (3 physical copies)

Friday 4/1

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 Mon 4/11 in Class (3 physical copies)

Monday 4/4

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)

-Writing Project 2 Due Mon 4/11 in Class (3 physical copies)

Wednesday 4/6

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

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

-Writing Project 2 Tues Mon 4/11 in Class (3 physical copies)

Friday 4/8

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

Homework: **- Writing Project 2 Due Mon 4/11 in Class (3 physical copies)**

Monday 4/11

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

- Workshop
- Conferences

Homework: -**Portfolio 2 Due Wed 4/20 in the “Assignments” Section**

Wednesday 4/13

In Class: -Workshop

- Conferences

Homework: -**Portfolio 2 Due Wed 4/20 in the “Assignments” Section**

Friday 4/15

In Class: -Workshop

- Conferences

Homework: -**Portfolio 2 Due Wed 4/20 in the “Assignments” Section**

Monday 4/18

In Class: -Workshop

- Conferences

Homework: -**Portfolio 2 Due Wed 4/20 in the “Assignments” Section**

Unit 3: Rhetorical Analysis

Wednesday 4/20

In Class: -**Portfolio 2 Due in the “Assignments” Section**

- 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 Wed 4/27 in the “Assignments” Section**

Friday 4/22

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 Wed 4/27 in the “Assignments” Section**

Monday 4/25

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 Wed 4/27 in the “Assignments” Section**

Wednesday 4/27

In Class: -**Short Assignment 3 Due in the “Assignments” Section**

- 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 Fri 5/6 in Class (3 physical copies)**

Friday 4/29

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

Homework: -Read Shakespeare, "Shall I compare Thee . . ." (PCW 424-425)

-Writing Project 3 Due Fri 5/6 in Class (3 physical copies)

Monday 5/2

In Class: -Discuss Shakespeare, "Shall I compare Thee . . ." (PCW 424-425)

Homework: -Bring in questions about Writing Project 3

-Writing Project 3 Due Fri 5/6 in Class (3 physical copies)

Wednesday 5/4

In Class: -Work on Writing Project Three

Homework: **-Writing Project 3 Due Fri 5/6 in Class (3 physical copies)**

Friday 5/6

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

-Workshop

-Conferences

Homework: **-Portfolio 3 Due in the "Assignments" Section 5/18**

Monday 5/9

In Class: -Workshop

-Conferences

Homework: **-Portfolio 3 Due in the "Assignments" Section 5/18**

Wednesday 5/11

In Class: -Workshop

-Conferences

Homework: **-Portfolio 3 Due in the "Assignments" Section 5/18**

Friday 5/13

In Class: -Workshop

-Conferences

-Avuncular Advice

-Tearful Farewells

Homework: **-Portfolio 3 Due in the "Assignments" Section 5/18**

Portfolio 3 Due in Canvas Wednesday, May 18 at 4:45 pm