

English 098
Introduction to College Writing
UW Steven's Point at Marshfield
Fall 2019

General Course Information

Instructor: Christine Klingbiel

Section Information: Section 001
Tuesday/Thursday/Friday 9:00 to 9:50 a.m.
Room 125

Instructor E-mail: christine.klingbiel@uwsp.edu

Instructor Office: Laird 447 **Office Phone:** 715-261-6270 **Best Way to Contact:** E-mail (don't phone)

Office & Writing Center Hours:
T & R OFFICE-10:00-12:00 and by appt.
T & R STUDENT SUCESS CENTER 12:00-2:00

English 098 Course Overview

Course Description

A composition course focusing on the conventions of academic writing, the composing process, critical thinking, and critical reading. Emphasis will be on reading and writing activities designed to prepare students for successful transition to college-level writing.

Purpose

Introduction to College Writing focuses on helping students develop college-level critical reading and writing skills. In this course, you will complete reading assignments, writing projects, discussions, and in-class activities that will help you become a successful college student and prepare to take more advanced courses. English 098 is very different from a high school English class; expect to do college-level assignments and activities in this course.

Course Objectives

After successfully completing Introduction to College Writing, students achieve proficiency in seven areas:

1. **Academic Writing:** Organize a cohesive academic essay that develops and supports a thesis with specific, relevant evidence from nonfiction course readings
2. **Critical Reading:** Identify, analyze, and evaluate the main point(s), key supporting points, and supporting evidence in assigned nonfiction texts
3. **Research Skills:** Begin to understand the features of texts that demonstrate the credibility of sources used for writing
4. **Rhetorical Knowledge:** Write a variety of different kinds of texts that achieve the purpose of each specific writing task and situation
5. **Processes:** Generate multiple drafts of academic texts by adapting writing process strategies according to the requirements of each assignment
6. **Composing in Electronic Environments:** Demonstrate basic proficiency in using

technology for composing an academic text and for college-level learning
7. **Knowledge of Conventions:** Make progress toward following academic writing conventions based on the context, purpose, and level of formality of a college writing assignment

Texts and 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 online through links in the course website and/or printed copies. Expect to use assigned readings during most class periods. Bring copies to class. Either print a hard copy of the reading assignment or bring an electronic copy on a computer or other electronic device.

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.

Required Use of a Computer

To complete the assignments for this course, you will need a computer with internet access. Computers are available on campus if you do not own your own. If you have a laptop or other electronic device, bring it to class for writing workshops. *Because of the extensive writing in this course, students cannot successfully complete assignments by using a smartphone instead of a computer.*

Course Requirements

Introduction to College Writing is organized into units around four major writing projects and a course portfolio. 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

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.

Grading

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-	80-82	<i>Sufficient proficiency in course learning outcomes</i>

C+ C	77-79 73- 76	
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 098</i>

Attendance:

You have two weeks (6 classes) for any type of absence, after that your grade will drop one letter grade.

IN CASE of INSTRUCTOR ABSENCE: assignments will still be due (via D2L Canvas) 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. For more information on academic dishonesty, refer to Student Rules and Regulations (<http://www.uwc.edu/students/uwc-student-rights-regulations-booklet.pdf>).

Class Policies, Guidelines, and Additional Course Information

Links to Institutional Policies are online. We will discuss and create course guidelines together as a class during the first week and they will be posted on our Canvas site.