

# English 101, Section 01: Academic Reading and Writing

**Professor:** Jason Siegel



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**Best Way to Contact:** email and the "Ask the Professor and the Class" section of the "discussions" page.

## Educational Background

BA in English--University of California, Berkeley

MA in English (Literary Studies)--University of Wisconsin, Madison

PhD in English (Literary Studies)--University of Wisconsin, Madison

## **Personal Background**

I was born in Mexico City and moved to the United States when I was five years old. I mostly grew up in Southern California, but I also lived in Dallas (which unfortunately makes me a Cowboys fan) and Milwaukee. I went to college in the San Francisco Bay Area and did my graduate work at UW Madison.

Currently I live in Wausau, Wisconsin with my wife, our ten-year-old son, and our cat. For the last fourteen years, I have taught Composition and Literature classes at the UWSP Wausau Campus (both face-to-face and online). When I'm not teaching, I enjoy listening to classical music, watching old movies and foreign films, cooking, bugging my wife, laughing at my own jokes (Someone's got to laugh at them!), playing violin, watching football, and trying to sleep as deeply as my cat.

Please let me know if you have any questions about me or the class. Online courses tend to be a bit impersonal, so I always appreciate the chance to learn more about my students and to share information about myself. I look forward to getting to know all of you this semester!

## **Hobbies and Interests**

Reading, writing, playing with my son, playing violin, teaching, joking, arguing, cooking, listening to classical music and Bob Dylan, watching artsy movies, watching too many TV episodes on Netflix, spending time with my family, trying unsuccessfully to convince my cat that he is not the boss of me, playing Elden Ring, building LEGOs with my son.

## **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.

## **English 101 Learning Outcomes**

### **Reading:**

- Critically read, analyze, and discuss a variety of texts for meanings stated and implied, purpose, patterns of organization, and effectiveness of supporting evidence ·
- Describe the rhetorical situation/context of a piece of writing, and evaluate author's choices within that situation and genre

### **Writing**

- Apply critical reading skills in order to compose coherent, thesis-based texts
- Adapt content, form, and style to various audiences, purposes, and situations
- Use techniques to edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre

### **Process**

- Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.
- Self-assess individual writing strengths and weaknesses to develop effective strategies that can be transferred
- Learn the difference between higher-order and lower-order problems and use that knowledge both

## **Required Texts**

• *Patterns for College Writing, Fifteenth Edition*

• *Think Like a Freak*

## **Course Requirements/Grades**

This is a collaborative, online course. It is your responsibility, as the learner, to adhere to the course-term time frame by completing assignments on or before the posted due dates and times. It is also your responsibility to initiate contact with your instructor if deadlines cannot be met.

Generally speaking, learners will have online access to course content 24 hours a day, 7 days a week throughout the duration of the course. All enrolled learners are expected to log into this course at least 3 to 4 times per week in order to stay on top of assigned

content, assignments, and assessments. Unless you are instructed differently, all work should be submitted through the Canvas course management system. You should anticipate spending a minimum of nine (9) to fifteen (15) hours each week on the required readings and learning activities for this course.

### **Timely Submission of Work**

Because so much of the work required for a writing course involves revising successive drafts of essays, late work interferes with the careful sequencing of the course and your ability to successfully complete assignments. As such, it is in your best interest to submit work on time. First, this allows you to participate in the peer-to-peer discussions in a way that best facilitates learning. Second, submitting work in a timely fashion allows you to manage the ongoing workload of the course. Third, timely submission of work respects the time of your classmates and instructor.

For all of these reasons, late work will be penalized, often with a cumulative penalty. In general, work that is more than 7 calendar days late will not be accepted for credit.

Should there be circumstances that warrant an exemption from this policy, your instructor will decide whether to impose a penalty for late work. Please alert your instructor to any circumstances that prevent you from completing your work on time.

### **Grading**

The course is comprised of the following components:

- Class Discussions
- Peer Review
- Researching and Writing Essays
- Writing Portfolios

Your final grade will be based primarily on the components mentioned above (and outlined below) using the first-year writing grading scale.

<b>Course Component</b>	<b>Percentage of Final Grade</b>
Class Participation	25%
Portfolio 1	25%
Portfolio 2	25 %
Portfolio 3	25 %
<b>TOTAL</b>	<b>100%</b>

## **Grading Scale**

### **First-Year Writing 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

## **OVERVIEW OF COURSE COMPONENTS**

The following is a list that describes each of the activities that you will encounter in this course.

### **Readings**

Each lesson describes what you are expected to read in order to complete its learning activities. Your readings include instructor commentaries, textbook readings, and research for writing assignments. The Course Calendar will list all reading assignments for the course, including due dates.

### **Discussion Forums & Peer Review**

Throughout this course you will participate in online discussions with other learners in your course. All discussions will take place in the “Discussion” area in Canvas.

Discussion forums generally have specific due dates and times for posting. Quite often, you will be required to make an initial post on a given topic early in the week. You will then be required to post replies to your peers' postings later in the week. Please make certain that you are aware of the specific directions and posting deadlines for each assignment.

## **Formal Assessments**

The course is divided into three units, and at the end of each unit, you will turn in a Writing Portfolio that includes original and revised drafts of the writing assignments for that unit. This means that before you are graded on any essay assignments, you will have the opportunity to write an ungraded original draft, receive comments from me or your peers, and revise the draft. The three Writing Portfolios make up 75% of the total course grade, so it is important to turn in all drafts and the Portfolios themselves on time.

## **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.

## ***Need additional academic support?***

### **Schedule an Academic Coaching appointment (Virtual or in-person)**

Students can schedule appointments with an Academic Coach over the summer by using the Navigate Student app or Navigate desktop: <https://uwsp.navigate.eab.com/>. At the appointments, students can learn more about getting organized for an online class, study skills, note-taking, and motivation. Coaches may also be available as a “study buddy” to quiz students with their materials for test preparation. *Note: this is not tutoring for course content.*

Appointments are typically 30 minutes in length and are available Monday – Thursday throughout the summer.

### **Visit the TLC Study Hub in DUC 205 (Stevens Point campus)**

This is a dedicated study space for students who may want a “classroom” experience to make them feel more accountable while taking an online class. It can be helpful for students who find their own space (dorm or apartment) distracting. This space will be managed by a professional Academic Coach, who can provide study techniques, organization, and organization tips for an online class. Coaches may also be available as a “study buddy” to quiz students with their materials for test preparation. Students should bring their laptops. Study materials (flashcards, post-its, etc.) are available to students at no charge. *Note: this is not tutoring for course content.*

This is a drop-in center, which will be open and available Monday – Thursday throughout most of the summer from 10:00am – 12:00pm and 1:00pm – 3:00pm.