**English 101**

**Freshman English**

**Fall 2017**

Prof. Mary Bowman

Office: CCC 433

Phone: 715-346-4338

E-mail: mbowman@uwsp.edu

Office hours: Monday 1-2:30, Tuesday/Thursday 12:30-1:30, Wednesday 1:00-2:00

I encourage you to drop by anytime during office hours to ask questions, get extra help, or just say hello. Contact me to make an appointment if you can’t come during scheduled office hours. You are also welcome to email or leave voicemail at any time, but be aware that I may not receive evening/weekend messages until the next weekday morning.

# Description and Goals

English 101 and 202 are part of the Foundation Level of the General Education Program, providing a foundation for all the reading and writing students will do in college—and beyond. Because it is impossible to prepare specifically for every kind of task that may lie in each person’s future, our emphasis is on expanding your “toolkit” of skills and strategies that can be used in a variety of situations. I hope this course will give you a better sense of what may be expected of you in college writing assignments and help you develop the flexibility and confidence to adapt to the varied writing tasks you will undertake in the future.

Both 101 and 202 seek to develop students' ability to read and think, carefully, critically, and clearly. English 101 focuses primarily on writing that communicates ideas or information. (English 202 will emphasize persuasive writing and working with sources.) By the time you have finished the two-course composition sequence, you should be able to

* 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.

Beyond these basic goals, I hope that you will also grow in other ways: in your appreciation of the complexity of writing and of the pleasure that comes from rising to its challenges, in your ability to think creatively and independently, and in your awareness of your own thinking and writing processes. These are a large part of what you stand to gain from your college experience, and I encourage you to pursue them throughout your college career.

**Texts**

Rental: Richard Bullock, Maureen Daly Goggin, and Francine Weinberg, *The Norton Field Guide to Writing with Readings* (3rd edition)

Purchase: Diana Hacker and Nancy Sommers, *Rules for Writers*, 8th edition

* You can buy this on its own, ISBN 978-1-3190-9293-1,
* **or** bundled with *Research and Documentation in the Digital Age*, ISBN 978-1-3190-9293-1. I recommend this option, in case you will be asked to buy *Research and Documentation* for English 202.

The University Store’s price for either option is $49.35.

Supplies: You should have a folder (any style) in which you will turn in your finished projects (including drafts, feedback, etc. along with the final draft of each paper). You will also need a stapler or a supply of paper clips (or easy access to them). In addition, consider getting a dictionary app or bookmarking a good dictionary website.

**Requirements and Grading**

**Reading** and **preparation** for class: For most class meetings, there will be assigned reading with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, *before class* is necessary preparation for you to be able to fully participate in, and benefit from, the class meeting. You should also take some notes on your observations and reactions. I may call on individual students orally or have you write briefly about the reading early in class as a way to check preparation as well as to begin discussion.

**Attendance** and **participation**: You should attend class regularly and participate to the best of your ability. Class activities will include discussion, editing workshops, and group and individual conferences.

* Attendance, preparation, and participation will contribute **12%** of your grade for the course. (See the next page for grading criteria.)

The **formal** writing assignments will include three papers written outside of class and three in-class essays. Details about these assignments, including grading criteria, will be provided in handouts and discussed in class. The final draft (at least) of each out-of-class essay should be typed and printed out to be turned in, and should be submitted in a folder along with all the related informal writing and drafts, as well as a final reflection on the project. Each assignment will list all the pieces that should be included in the assignment portfolio.

You will have a number of **informal writing** assignments. These are low-stakes assignments meant to get you reflecting on readings, exploring ideas, generating material for papers, giving each other feedback, and reflecting on what you have learned.

* Prompts/directions for most of these are included in the course schedule. (Additions or changes may be included on the assignment sheet for each project.)
* Some of these will be turned in for feedback while you are working on a larger project; others are for your use and need not be turned in until the end of the unit.
* All informal writing should be turned in as part of the final submission for each project and will contribute part of the grade for that assignment, as specified on the assignment sheet.

**Criteria for Attendance, Participation, and Preparation**

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|  | **Plusses – at least a few of these needed for an A** | **Expectations – meeting all of these needed for B** | **Minuses – these will lead to grades lower than B** |
| Attendance | Is present for all of every class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly. | Attends consistently (at least 90% of the time). Occasional absences or late arrival are mostly for a valid reason. | Missing class, arriving late, or leaving early, more than 10% of the time, or less often but without explanation. |
| Preparation | Always gives evidence of preparation when called on. | Gives evidence of preparation when called on at least 90% of the time. | Gives evidence being unprepared more than 10% of the time. |
| Attentiveness | Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking. | Usually comes equipped and is listening actively when not speaking. | Is often unequipped or attends to something other than class activities. |
| Quality of contributions | Makes comments that stand out for the level of careful thought they demonstrate: about the material and about the unfolding conversation. |  | Makes comments that reflect inattentiveness to others’ contributions, are irrelevant, or otherwise tend to derail the conversation. |
| Classroom community | Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.) |  | Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect) |

There are 1000 points possible in the course, broken down as follows:

* Each of the three formal papers is worth 200 points (600 total)
* The final reflection on each project is worth 15 points (45 total)
* Peer feedback on drafts of the Profile paper is worth 15 points
* All other informal writing assignments and drafts of papers are worth 10 points each (70 total)
* Each in-class essay is worth 50 points (150 total)
* Attendance, preparation, and participation contributes 120 points

How I calculate grades: Letter grades are converted to points, and points back to a letter grade for the course, using the following scale: D, 60-66.99%; D+, 67-69.99%; C- 70-72.99%; C, 73-76.99%; C+, 77-79.99%; B-, 80-82.99%; B, 83-86.99%, B+, 87-89.99%, A-, 90-92.99%, A, 93-100%. An assignment not turned in or test essay not attempted is a 0, but an F paper/essay will earn points in the F range.

# Policies

**Attendance***.* Attendance is included in your course grade (as described above) because discussion and hands-on activities are a large part of the course; getting notes from someone is not the same as hearing the whole conversation or participating in an activity yourself. If you ever do miss class,

* Let me know the reason, if it is something that you want me to take into account when I assign a grade for attendance and participation. Documentation is helpful, especially for repeated or extended absences or if you will be asking to make up any in-class work or turn in a major assignment late.
* Make sure to turn in any assignments that may be due that day, either electronically or as soon as possible after you return to campus.
* Check D2L for any announcements and handouts you may have missed. Contacting a classmate to get their notes on what was discussed may also be useful. If you have any questions after that, feel free to ask me.

**Late work**. Similarly, the course is designed with the expectation that you will bring drafts and turn in papers according to the assigned schedule; this allows you to receive feedback with adequate time to benefit from it. In practice,

* Informal writing can be done late for partial credit, but not after the related project is completed.
* Completed papers will incur a grade **penalty** of 1/3 letter grade for each class meeting late. This penalty may be waived if circumstances warrant; if you believe the lateness was truly unavoidable and no fault of your own, talk to me about the reason. (The earlier you talk to me, the better.) *It is always better to turn in a formal paper late rather than not do it at all.*
* In-class essays can be made up **only** under extraordinary, unavoidable circumstances.

**Academic honesty**. The assignments in this course do **not** require the use of sources other than our textbook. If you choose to use other sources in a paper, you **must** cite them; use any format for this that you are familiar with or follow any of the formats described in *Rules for Writers*. Any unacknowledged source use or inappropriate/excessive use of a source in any written assignment will result at the minimum in your being required to redo the assignment in order to receive credit. Depending on the nature and extent of misuse, such behavior may result in a zero for the paper or an automatic F for the course. When in doubt, ask first.

For more information about UWSP’s policies regarding Academic Misconduct, see http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf

**Classroom Etiquette:**

* Tablets and other devices can be used for taking or referring to notes, *if* you can resist their temptations. However,
  + Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students. (English Department Policy)
* Diverse perspectives are an asset to class discussions. Please treat those whose ideas or experiences are different from yours with the same respect you want for yourself.

**Accommodations for Students with Disabilities:** If you have a condition requiring accommodations for this course, please contact the Disability and Assistive Technologies Center. Call 715 346-3365 or email DATC@uwsp.edu to make an appointment or get more information, or visit them on the 6th floor of Albertson Hall (a.k.a. Library). Visit their website at http://www.uwsp.edu/disability/Pages/default.aspx

**Email**: Your UWSP email account is the university’s standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole or individual students; I will routinely use the course home page in D2L for reminders and announcements.

**Assessment:** UWSP regularly assesses the General Education Program (including this course) to ensure that we are providing you with the best education we can. As part of this effort, samples of student work may be shared, anonymously, with a small group of faculty members. If you have any questions about the assessment process or concerns about how your work may be used, please come talk with me.

**Other Useful Information**

Copies of all course documents and additional resources will be available in **Desire2Learn** (http://www.uwsp.edu/d2l/Pages/default.aspx) and on my **website** (www4.uwsp.edu/english/mbowman/101/).

**Word-processing** software is a highly valuable tool for writing and revision. Be sure to save your papers (and back them up) so that you can revise without having to retype your work.

* As a UWSP student, you have network storage space, called myFiles, whicih you can use for storing or backing up your work. (A link to information about myFiles is posted in D2L.)
* You also have access to Microsoft’s OneDrive (cloud storage) and Office 365 (online versions of Word, Excel, etc.), and can download Office 2016 to your own devices. Get started here: https://portal.office.com/Home

The **Tutoring – Learning Center**, located in the basement of the library (Room 018), can provide help with writing and many other skills you will need to succeed in college. Their regular hours are Monday – Thursday 9:00 am - 8:00 pm, Friday 9:00 - 1:00. Appointments are recommended but not required. Phone 715-346-3568 or email tlctutor@uwsp.edu. More information is available on their website at http://www.uwsp.edu/tlc/Pages/default.aspx

**English 101 Schedule, Fall 2017**

NFG = *The Norton Field Guide to Writing*. Bring this book to class most days.

On days when we will be using laptops, feel free to bring your own computer if you prefer.

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| **Date** | **Preparation** |
| Sept. 8 | **Read** “My Five-Paragraph-Theme Theme” (photocopy, also posted in D2L). This essay was written by an English professor. He’s joking somewhat, but trying to make some serious points about the value, and limitations, of how writing is often taught in high school.  As you read, **think about** how similar or different this essay is from ones you wrote in high school and, if you can, identifying the points he is making about this type of essay. |
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| Sept. 11 | **Read** “Madman, Architect, Carpenter, Judge: Roles and the Writing Process” (photocopy, also posted in D2L).  **Think about** which of these “roles” you are most comfortable with or most successful at, and which ones you have difficulties with.  Also **bring** *The Norton Field Guide to Writing* with you to class. |
| Sept. 13 | **Read** “Juno: Not Just Another Teen Movie,” NFG 165-68. **Think about**: Notice the criteria this writer is using to evaluate the film: the things that contribute to, or detract from, its overall quality.  Also **read** **or skim** Ch. 24, “Generating Ideas and Text,” NFG 259-65. **Think about**: which of the ideas and strategies described here have you used before? Which have you found useful and why? Which have you not found useful? Are there any you have not used, but might want to try?  Also **bring** *Rules for Writers* to class. |
| Sept. 15 | **Read** “Born this Way: Lady Gaga’s New Album Is a Pop Rapture,” NFG 765-68. **Think about**: Focus again on the criteria used in this writer evaluation. (You may find these harder to see than in the previous reading.) How much basic information or description of the album does this evaluation include?  **Begin** identifying and exploring possible topics for your evaluation paper, perhaps experimenting with some new techniques. |
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| Sept. 18 | **Read “**The Help: A Feel-Good Movie That Feels Kind of Icky,” NFG 775-77. **To think about**: Keep an eye out for a thesis statement, if any, or other parts of essay that give you an idea of what will be discussed in it.  Continue exploring possible topics. |
| Sept. 20 | Settle on your topic (if you haven’t yet) and explore it to the point where you can **bring to class** 1) a paragraph identifying your target audience for your paper and reflecting on how your audience may influence what you will include in the paper (points you will make, amount and kinds of information and detail you will have, etc.), 2) a tentative list of your criteria, and 3) a draft thesis statement.  This can be on paper (typed or handwritten) or in electronic form on a laptop or other device. If it is in electronic form, also put it in the dropbox in D2L, email me a copy, or share it on OneDrive. This is **informal writing** and does not need to be edited for grammar, etc. |
| Sept. 22 | **Read** sample student papers (photocopy, to be handed out in class and posted in D2L). **To think about**: What strengths and weaknesses can you see in each paper? Particularly pay attention to content (clear criteria, development) and thesis statements. |
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| Sept. 25 | Have a **draft of your paper** with you in class (paper or electronic). Also bring the sample papers to class again. |
| Sept. 27 and 29 | Have your current draft with you each day.  Also **bring** *Rules for Writers* to class. |
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| Oct. 2 | **Evaluation paper due** This will be a short class meeting. We will schedule individual conferences for the rest of the week. If you are not in class Monday to sign up for a time, be sure to contact me or come by my office (433 CCC) to sign up. |
| Oct. 4, 6 | No full class meeting – conferences continue. |
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| Oct. 9 | **Read** “Paperclip Man,” NFG 191-98  **To think about**: What makes this subject worthy of a profile? What kinds of information are included (description, narration, facts, etc.)? How do the different details help to make the profile engaging to readers? |
| Oct. 11 | **Read** “On Campus, It’s One Big Commercial,” NFG 837-47  **To think about**: What is the “angle” this writer chose for her profile essay? What other ways might a writer focus an essay on events during the days before new college students begin their first semester? What details came from the writer’s observation of events? What other research did she have to do? What is the writer’s attitude or stance toward these marketing practices? To what extent is she neutral, just presenting facts and a range of viewpoints? Does she ever express an opinion of her own? |
| Oct. 13 | **Read** student papers (photocopies, also posted in D2L): “A Club for Creeping Things,” “The Amazing Video Game Enthusiasts”  **To think about:** How did these students do at choosing topics, finding an angle, and choosing content to develop their profiles? |
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| Oct. 16 | **Read** “Jimmy Santiago Baca: Poetry as Lifesaver,” NFG 858-62  **Informal writing:** Comment on at least two of the readings from last week or today, discussing any aspects of these essays that can give you ideas for writing your own profile. (*Not to be turned in; save to include in your project folder*.) |
| Oct. 18 | **Read** student papers (photocopies, also posted in D2L): “UWSP Pink Game for Cancer: Not Just an Average College Week,” “Dr. Volkova: Russia and a Mind-Boggling Lecture”  **To think about:** The topic selection, content, structure, or other aspects of the essays that make them effective (or not). |
| Oct. 20 | **Read** “Marlen Esparza: Going the Distance,” NFG 848-56  **To think about:** The topic selection, content, structure, or other aspects of the essay that makes it effective (or not). |
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| Oct. 23 | **Informal writing:** Write a few sentences stating what your topic is and what your angle on it will be. (What aspects of the topic will be interesting to your target audience?) Bring a paper copy to class or use the dropbox in D2L, email it to me, or share it on OneDrive. |
| Oct. 25 | **Read** “Defying the Odds: Victor Cruz,” NFG 867-74  **To think about:** The topic selection, content, structure, or other aspects of the essay that makes it effective (or not). |
| Oct. 27 | **Informal writing:** Comment on at least two of the readings from Oct. 18, 20, or 25, discussing any aspects of these essays that can give you ideas for writing your own profile. (*Not to be turned in; save to include in your project folder*.) |
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| Oct. 30 | **Draft** of profile paper, multiple copies to exchange with groups (TBA), or share electronically |
| Nov. 1-3 | **No full class meeting: small groups meet (schedule TBA)**  **Informal writing:** Before your group meets, read the others’ drafts and write out comments for them. These can be handwritten or typed; if you do this by hand, make a copy, scan, or photo of them to turn in for credit. (Guidelines for commenting will be handed out in class and posted on D2L.) |
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| Nov. 6 | **Have** the current draft of your profile with you. Also **bring** *Rules for Writers* to class.  **Read** “Write or Wrong Identity,” NFG 27-33  **To think about:** What issues does this essay raise for you? (What interests you as a fellow student? What lessons does this student have for teachers or administrators, or perhaps parents?) Can you relate this student’s experience to anything in your own life? |
| Nov. 8 | **Profile due**  **Read** “Proficiency,” NFG 36-37  **To think about:** What issues does this essay raise for you? (What interests you as a fellow student? What lessons does this student have for teachers or administrators, or perhaps parents?) Can you relate this student’s experience to anything in your own life? |
| Nov. 10 | **Read** “Rebel Music,” NFG 624-27  **To think about:** What do you find interesting about how this writer’s interest in music developed? Is there anything similar, or interestingly different, in your own life? Can you see any ways to connect this reading to the ones we read earlier in the week? |
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| Nov. 13 | **Read** “If You Are What You Eat, Then What Am I?” and “The Unexpected Lessons of Mexican Food,” NFG 922-26 and 936-42.  **To think about:** Consider possible points of comparison between these two pieces and themes or issues they raise that might be connected to other readings, or your own life. |
| Nov. 15 | **Read** “Se Habla Español” and “Mother Tongue,” NFG 629-32and 633-39.  **To think about:** Consider possible points of comparison between these two pieces and themes or issues they raise that might be connected to other readings, or your own life. |
| Nov. 17 | **Read** “All Over but the Shoutin’” and “The Myth of the Latin Woman,” NFG 183-87and 806-12  **To think about:** Consider ways to connect these readings (one or both) to previous readings from this week or last week. |
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| Nov. 20 | Bring a draft of your “content” paper to share with a group for feedback (paper or electronic) |
| Nov. 22 | No full class meeting. I will be in the classroom available for feedback on drafts. |
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| Nov. 27 | **Have** the current draft of your paper with you. Also **bring** *Rules for Writers* to class.  **Read** “Does Texting Affect Writing?” NFG 87-94  **To think about:** What evidence does this writer use to answer the question in her title? What answer does she come to? What do you notice about the organization or style of this piece? |
| Nov. 29 | **Paper** **due** |
| Dec. 1 | **Read** “Multitasking Can Make You Lose . . . Um . . . Focus,” and “Rural > City > Cyberspace,” NFG 714-18 and 95-100  **To think about:** How do these essays compare to “Does Texting Affect Writing?”, and to each other, in subject matter, conclusions, evidence used, organization, or style? |
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| Dec. 4 | **In-class essay #1** |
| Dec. 6 | **Read** “Is Google Making Us Stupid?” NFG 731-44  **To think about:** Compare this to the readings from last week. (Consider content, structure, and style.) |
| Dec. 8 | (No assignment) |
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| Dec. 11 | In-class essay #2 |
| Dec. 13 | **Read** “Literacy Behind Bars” NFG 640-43  Also **read** “How Handwriting Helps the Brain Retain Information” and “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking” (posted in D2L) – read all of the shorter article and skim the longer (read at least the first two pages and p. 1166, General Discussion)  **To think about:** Consider possible comparisons between Malcolm X’s autobiographical essay and some of the earlier readings about education, identity, and language. Connect his method for self-teaching to the research on handwriting and learning in the other two articles. Compare the two articles in content and in length, style, etc. |
| Dec. 15 | (no assignment) |
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| Dec. 18 | Monday - Final exam for section 14 (12:00 class), 10:15-12:15 |
| Dec. 21 | Thursday - Final exam for section 11 (11:00 class), 2:45-4:45 |