**English 101**

**Freshman English**

**Spring 2016**

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*, 7th edition ($46.67 new) ISBN 978-0-312-64736-0

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 participate fully 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 **10%** of your grade for each unit of the course. (See the next page for grading criteria.)

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 these will be included in the assignment sheet/schedule for each unit or posted in D2L.
* 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.

The **formal** writing assignments will include three papers written outside of class, two in-class essays, and one collaboratively written paper. 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, drafts, etc. Each assignment will list all the pieces that should be included in the assignment portfolio and how much each weighs in the grade for that unit.

The four major units of the course, and how much each contributes to the grade for the course, are as follows:

Evaluation Essay: **26%**

Profile: **26%**

Education Essay: **26**%

Advice column (collaborative paper) and in-class essays: **22%**

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.

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

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| --- | --- | --- | --- |
|  | **Ideal** | **Satisfactory (B range)** | **Unsatisfactory** |
| 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. | Attends to something other than class activities (e.g. texting, Facebook, studying for another class). |
| 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) |

# 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 projects 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:**

* I try to start and end class on time. Please be ready to go at the beginning of the hour (which includes having your book, notebook, assignments due, etc., out and ready), and please don’t start packing up until class ends. Routine bodily needs such as getting a drink and going to the bathroom should be taken care of outside of class time.
* 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 disability and may need accommodations for this course, please contact the Office of Disability Services. Call 715 346-3365, email dissv@uwsp.edu, or visit the office in room 609 of the Learning Resource Center (Library).

**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 server space available for storing or backing up your work. (A link to information is posted in D2L.)

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.

# Schedule

As we begin each segment of the course, expect to get a detailed schedule with day-by-day reading and informal writing assignments. The major deadlines are as follows:

Evaluation Essay:

* topic and outline Monday, **February 8**
* draft Monday, **February 15**
* final Friday, **February 19**

Profile:

* topic Monday, **March 14**
* draft Monday, **March 28**
* final Wednesday, **April 6**

Education Essay:

* topic exercises Monday, **April 11**, and Monday, **April 18**
* draft Monday, **April 25**
* final Monday, **May 2**

Advice column:

* in-class group work Wednesday, **May 4**, and Monday, **May 9**
* final Friday, **May 13**

In-class essays:

1 – Friday, **May 6**

2 – during the final exam time for your section:

Section 7 (11:00 class): Monday, **May 16, 8 am**

Section 12 (12:00 class): Tuesday, **May 17, 12:30 pm**