

English 101 - First Year Composition

The Things We Carry

Fall 2017

<p>Section 6: Monday, Wednesday, Friday, 9:00 - 9:50 Section 10: Monday, Wednesday, Friday, 10:00 - 10:50 CCC 207</p>	<p>Instructor: Erica J. Ringelspaugh Office: CCC 434 Email: eringels@uwsp.edu Phone Number: 715-346-4533 Office Hours: Tuesday 11:00 - 1:00, Wednesday 12:00- 2:00</p>
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Course Purpose:

No matter what you're majoring in, or what career you hope to have after college, you will want to effectively, clearly, passionately, and concisely communicate your ideas, to tell people what you're thinking, to convince them that you're right, and to show why what you're doing is important. Really, at the end of First Year Composition, I hope that you can look at your own writing and know that your first draft is not your best draft, that it takes days and sometimes weeks to hone a piece that effectively communicates your ideas. Throughout First Year Composition, we're going to build a process to help you find the right structures and the right words in order to help other people see what you're thinking.

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:

1. **Analysis of other works:** Analyze professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer
2. **Writing process:** Develop an individual writing process which you can rely on throughout your college career, from information gathering and pre-writing through revision and editing
3. **Writing:** Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument
 - a. Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - b. Develop thorough, concise, and insightful content that engages a reader
 - c. Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.
4. **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

Course Materials:

1. Purchase textbook: *Rules for Writers* (8th Edition), Diana Hacker and Nancy Sommers, \$36
2. Text Rental textbook: *The Norton Field Guide to Writing with Readings* (4th Edition), Richard Bullock and Maureen Daly Goggin
3. A notebook and folder dedicated to this course.
4. Digital device (could totally be your cell phone), preferably with a QR code reader app and a set of headphones

Major Assessments:

1	Analyze other works: Analyze professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your own choices as a writer	D2L Discussions: Participate in D2L discussion dissecting professional essays for structure, content, and language	10%	
		Peer Feedback: Participate in peer feedback		
3	Writing process: Develop an individual writing process which you can rely on throughout your college career, including, gathering background information and research, prewriting, drafting, revision and editing	D2L Postings: Reflect on course readings before class	20%	
		Draft Completion: A. Turn in all drafts on time B. Make significant and purposeful revisions throughout the drafting process		
2	Write: Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument <ol style="list-style-type: none"> a. Apply effective structure that matches a reader's needs and expectations for the piece and genre b. Develop thorough, concise, and insightful content that engages a reader c. Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas. 	Memoir: What things do you carry in one of your roles in life? What are the consequences of that for you?	MLA Set-Up Find the Right Words Describing Exploring, Planning, and Drafting	60%
		Profile: Interview someone carrying something different than you. What things does someone else carry in life? How do those things affect them?	Interviewing Prefer Active Voice Narrating Sentence Types Manipulating Tone	
		Advice Letter: What should someone carrying something do? What actions should they take?	Parallelism Level of Formality Semi-Colons Ethos, Logos, and Pathos	
		Film Review: How well does the film portray the struggles of someone carrying something?	Untangle Mixed Constructions Emphasize key ideas	

		What are the possible consequences of that portrayal?	Arguing Evaluating Cause and effect	
		Proposal (with a partner): What should the city of Stevens Point or the University of Wisconsin-Stevens Point do to lighten the load for some group of people?	Provide some variety Tighten wordy sentences Dashes Comparing and Contrasting Using Specific Evidence Add needed words	
4	Reflection: Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas	Mid-Term Reflection: Analyze your progress and process and a writer		10%
		Final Essay Revision and Reflection: Revise an essay you've already turned in. Use that essay, your other final and intermediary drafts, and your writer's notebook to analyze how you have improved or changed as a writer since the beginning of the course.		

Grading:

- 1. Analyze other works:** Analyze professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your own choices as a writer

D2L Discussions: Sometimes, I'll ask you to reflect on your peers' paper and your own writing process in a discussion forum on D2L so that we can continue conversations we started in class, have time to think and respond thoughtfully, and read each other's work with detail. You will find more detailed prompts for this reflection in the discussion instructions.

D2L Discussions will be graded entirely on completion. If your discussions are done, on time and thoroughly respond to the provided prompts your postings will receive full credit. If your postings are late, they will lose 25% of the available points.

Peer Feedback: Peer Feedback has two purposes: 1) You will learn to evaluate others' writing, giving helpful and detailed suggestions for revision, and 2) You'll apply that skill to your own writing, being able to see your writing from outside and metacognate about your own challenges, needs, and growth. To that end, you'll review your peers' work, as they will review yours, in each unit, often multiple times. Groups and partnerships will change frequently. Learn to rely on each other for suggestions, tweaks, and questions. All good writers show their work to multiple people before print or publication.

Peer Feedback is graded entirely on attendance. If you are in attendance on the peer feedback days, participate fully, and thoroughly give helpful feedback to your peers, then you will receive full credit. If you are

absent, and you find another way to give feedback to a peer, and you show me that, then you'll also receive full credit. If you are absent, you lose all available points.

2. Write: Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument

Major Writing Pieces: You'll write five completed 3-5 page pieces, one each addressing the prompts above. The essays we write and the skills we learn have been carefully scaffolded and sequenced to build on each other and help you become better writers. You will revise each piece multiple times in order to polish and perfect it, and add comments to reflect about what you did to improve and where you're still struggling at the end of each draft. Please use MLA formatting guidelines outlined in your Rules for Writers text, which we will also discuss in class. Expect an individual rubric for each piece when we begin discussing it.

On days when drafts are due, please bring a printed copy of whatever you're working on to class. You'll need it. For each draft of each essay, I'll ask you to submit a copy to a Dropbox folder in D2L. For the final draft of each piece, I'll enable TurnItIn.com, which will show where you have writing that is not original to you.

When you turn in your printed Final Draft, you'll also submit all the previous printed intermediate printed copies with your revision and editing notes on them. Looking at all the drafts with your revision notes on them is one way that I assess your writing process.

3. Writing process: Develop an individual writing process which you can rely on throughout your college career, including, gathering background information and research, prewriting, drafting, revision and editing

D2L Postings: You'll often read sections from our textbook or other course readings in order to build foundational skills, get background about how writing works, and look carefully at examples of the kinds of pieces we'll be writing. Each time that there is an assigned reading for class you have an accompanying D2L posting/upload due by the beginning of the period so that you can bring a considered understanding of the day's reading to each class, so that we can begin with discussion and application; D2L dropbox folders, complete with directions, will become available throughout the semester with specific prompts. As you post, you should keep a running document to which you add each subsequent posting, with the most recent posting at the top of the document; do please backup this document!

D2L Postings Basic Requirements:

1. After each assigned reading, complete a posting following the directions/prompts outlined in the D2L dropbox.
 - a. Upload your response by the beginning of each class.
 - b. Add new responses to the beginning of the document (i.e. reverse chronological order)
2. At the time that the compilation is due, you should do two additional things:
 - a. Complete any posting or prompt which you missed along the way
 - b. Add a final reflection considering what you have learned from the course readings and how they impact your overall writing. You will find more detailed prompts for this reflection in the dropbox instructions.

D2L Postings will be graded entirely on completion. If your posts are complete, on time and thoroughly respond to the provided prompts your postings will receive full credit. If your postings are late, they will lose 25% of the available points. If your compilation is complete and includes the reflection, you will receive full credit.

Draft Completion: Each piece of writing we compose for class will require multiple drafts and revisions. You'll often start a draft, complete peer feedback and make a revision plan, or practice a skill or strategy in class, and then take that work back to your draft to improve your writing product and skill. I'll be looking for you to implement your peers' feedback, my feedback, and the work we do in class to make your final product as effective as it can be. When you turn in a final draft of any work, you'll also turn in all of your printed intermediate drafts with your revision notes on them. Looking at your draft progression is one way that I assess your writing process.

Exemplary (10)	Effective (9)	Evident (8)	Developing (7)	Unacceptable (6)
Three major revisions <ul style="list-style-type: none"> • Add more content to the vomit first draft, and/or deletes unnecessary bits • Examines multiple ways to structure ideas • Responses to peer and teaching feedback • Change sentence structures for effect • Takes risks 	Two major revisions <ul style="list-style-type: none"> • Add more content to the vomit first draft, and/or deletes unnecessary bits • Examines multiple ways to structure ideas • Responses to peer and teaching feedback • Change sentence structures for effect 	Two major revisions: <ul style="list-style-type: none"> • Adds some more content to the vomit first draft, and/or deletes unnecessary bits • Moves pieces around, and • Responds to peer and teacher feedback. 	Adds some more content to the vomit first draft to get to a final draft.	The vomit first draft is also the final draft.

4. Reflection: Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

Mid-Term Reflection: As part of your D2L postings, reflect on your current writing process and product. What does your writing process look like? What would you like it to look like? Do you see yourself changing as a result of the course? How? Why?

Final Exam: For your final exam, you'll take any one of your already submitted and assessed essays and revise it again, including work time during the final exam period. You'll apply what you've learned throughout the course and implement teacher feedback from the final draft. I'll rescore the essay and enter the new, updated scores into the gradebook. This could absolutely improve your overall letter grade in the course.

In addition, you'll include a narrative section at the end of your essay where you examine and evaluate your own writing, detailing what you learned in the course, what skills you found particularly challenging and how you overcame them, what you still need to work on to improve your writing, what the writing process looks like for you, how you are now a better writer, and how you've found meaning in this process to better understand

your writing and its power, with specific evidence from this essay. You'll also include a section arguing what grade you should earn in the course, based on your progress on the learning goals.

Exemplary (10)	Effective (9)	Developing (8)	Acceptable (7)	Unacceptable (6)
<p>Reflection examines and evaluates the writer's performance, growth, strengths, and weaknesses in the course, using specific and insightful details from the revised essay, other essays, and in-class notebook, D2L postings, and D2L discussions notebook to support and explain.</p> <p>Discusses their personalization of the writing process and their goals for their writing growth in the future.</p>	<p>Reflection examines and evaluates the writer's performance, growth, strengths, and weaknesses in the course, using details from the revised essay, other essays, and their writer's notebook to support and explain.</p> <p>Discusses their personalization of the writing process</p>	<p>Reflection examines the writer's growth or performance, strengths or weaknesses, using mentions of class content as activities to support and explain.</p> <p>Mentions their application of the writing process.</p>	<p>Reflection provides a broad overview of the strengths or weaknesses of the writer as a whole.</p> <p>Does not consider their writing process.</p>	<p>Lists topics from the syllabus or textbook. Makes broad statements of learning with no specifics or insight.</p> <p>Does not consider their writing process.</p>

Letter Grades:

Each assessment will be evaluated on a rubric or points scale. I will always give you the rubric way ahead of time--you'll see some here in the syllabus and you'll get rubrics for the major assessments when we start working on those projects. I'll enter each assessment out of ten points. Then, end of semester letter grades will be determined based on a percentage scale. However, if, in your end of semester reflection, you make a successful argument for a letter grade other than the one mathematically averaged from your overall scores, I'll change your letter grade to match your argument.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0

Class Policies:

Attendance: Please come to class and participate fully. I do hope that you'll find that frequent attendance is necessary for effective learning. Please do contact me ahead of time when you are going to be absent; I worry about you. Physically coming to class but being unprepared or engaging in activities not conducive to learning (such as texting, sleeping, being disruptive to other students, etc) may result in a absence for the day. If you miss a class, please do check the class presentation on D2L, email me, visit my office hours, or make an appointment to discuss what you've missed.

If you are absent more than 10% of the time (5 periods or more), I may lower your overall letter grade a half of a grade (B to a B-). If you are absent more than 25% (12 periods or more) of the time, I may lower your overall letter grade a full grade (B to a C). If you are absent more than half the time (22 periods or more), you will not be able to pass the class.

Classroom and D2L Discussion: Some of the issues we will discuss in class may be controversial, so intense and highly charged exchanges may occur and should be expected and welcomed since they help us anticipate and respond to others' views in our writing. However, I trust that you will not let disagreement become disrespect and that you will remain respectful in your language, behavior, and actions at all times. It is perfectly okay to disagree on issues and to voice disagreement as long as you remember that individual perceptions are shaped by individual experiences and backgrounds and the differences must be approached with respected and tolerant attitudes.

Timeliness: Please turn work in on time. All work is due at the beginning of class on the due date. The work we do in class is carefully scaffolded and sequenced in order to ensure your learning. When you do not come to class with a draft of an essay or when you do not turn a final essay in on time, you are really cheating yourself out of the learning sequence.

If you are absent on a day when work is due, please turn in the electronic version of the work and contact me to make arrangements for any physical versions required. If you have trouble turning in an assessment on time, please come talk to me at least 24 hours before the due date and we'll work something out together.

Plagiarism: Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism--a very serious offense. Writers generally borrow from others in two ways:

- 1) Paraphrasing, quoting directly, or using a combination of paraphrasing and direct quotation. Please use the MLA citation guidelines to properly cite the types of borrowing outlined above. We'll discuss the MLA guidelines in class.
- 2) Deliberately placing your name on someone else's written work--using file papers, copying and pasting from the internet without citation, letting friends or hired professionals write your papers, etc. This type of "borrowing" will be treated in accordance with the University policy on Academic Misconduct. See the UWSP Handbook, Chapter 14 available at <http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>.

Electronic Devices and Video: Electronic devices are distracting and their use while others are speaking is impolite; unless you are asked to use them for a class activity, turn off cell phones and put them out of sight. Laptops are not allowed unless you have an Accommodations Request requiring use for a disability; if you use a tablet for note taking, please sit in the front row. Violating the device policy will result in an absence for the day.

To respect the privacy of those in class, 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 learn the classroom and possibly being reported to the Dean of Students.

Email: I will do my best to respond to emails within 24 hours (or within 48 hours on the weekends) except in the following circumstances: you are asking for information that can be found on the syllabus or class presentations, you are asking me to cover an entire class period via email because you have missed a class, or the tone of your email is rude or disrespectful.

D2L: Desire2Learn (D2L) is the web-based software program UWSP uses to create class homepages. You can access D2L by going to the UWSP homepage, finding the “Log-ins” drop-down menu in the top right corner of the screen and hovering over it. When the menu appears, click on D2L. You’ll turn in your intermediate drafts, final drafts, and postings to me via Dropbox, I’ll post class materials in the content section, we’ll occasionally have electronic discussions, and you’ll find updated scores and grades there.

If you’re struggling: Hey, I care about you. Come talk to me. We’ll work together to find a solution.

Available University Resources :

- **Tutoring Learning Center (TLC):** In addition to meeting with me and engaging in peer feedback in class, you can also get help on your papers from the in the basement of the University Library, room 018, x3568.
- **UWSP’s Office of Disability Services:** Students with learning differences can visit the Office of Disability Services on the 6th floor of the University Library, room 609, x 3365 to work with that office to develop a Request for Accommodation Form or a referral to Assistive Technology.

Emergency Procedures:

- In the event of a medical emergency call 9-1-1 or use Red Emergency Phone outside room 227. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, stay in place. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet in the parking lot F across the street. Notify instructor or emergency command personnel of any missing individuals.
- Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

Class Schedule:

Week	Monday	Wednesday	Friday
1		September 6 Welcome to our community of writers!	September 8 Discussion Due: Introduction Postings in D2L Reading Due: Memoir, <i>Guide</i> pages 216-223
2	September 11 Discussion Due: <i>The Things They Carry</i> , Tim O'Brien (D2L) Reading Due: Exploring, Planning and Drafting, <i>Rules</i> pages 3-20	September 13 Writing Due: Memoir First Draft	September 15 Reading Due: Describing, <i>Guide</i> pages 399-408
3	September 18 Writing Due: Memoir Second Draft Reading Due: Finding the Right Words, <i>Rules</i> 180-186	September 20 Discussion Due: Two memoir examples, <i>Guide</i> pages 848-883	September 22 Writing Due: Memoir Third Draft Reading Due: MLA Set-Up Reading, <i>Rules</i> pages 513-515
4	September 25 Writing Due: Memoir Final Draft. Post in both the D2L Dropbox and the D2L Discussion Board.	September 27 Reading Due: Profile, <i>Guide</i> pages 224-234 Discussion Due: Respond to peers' Memoirs	September 29 Reading Due: Interviewing, D2L
5	October 2 Reading Due: Narrating, <i>Guide</i> pages 419-427	October 4 Writing Due: Profile First Draft Reading Due: Prefer Active Voice, <i>Rules</i> pages 126-129	October 6 Reading Due: Dialogue, <i>Guide</i> pages 408-413
6	October 9 Writing Due: Profile Second Draft Reading Due: Sentence Types, <i>Rules</i> pages 392-394	October 11 Discussion Due: Two Profile Examples, <i>Guide</i> from pages 884-910	October 13 Writing Due: Profile Third Draft Reading Due: Beginnings and Endings, <i>Guide</i> pages 331- 343

7	October 16 Writing Due: Profile Final Draft	October 18 Discussion Due: Sample Advice Letters in D2L	October 20 Writing Due: Original Posting Reading Due: Appropriate Language page 170-179 and WN
8	October 23 Writing Due: Advice Letter First Draft Reading Due: Balance Parallel Ideas, <i>Rules</i> pages 129-133 and WN	October 25 Reading Due: Ethos, Logos and Pathos Reading, D2L	October 27 Writing Due: Advice Letter Second Draft Reading Due: The Semicolon, <i>Rules</i> pages 313-317 Discussion Due: Mid-Term Reflection Writing Due: Mid-Term Reflection
9	October 30 Writing Due: Advice Letter Final Draft	November 1 Reading Due: Evaluation, Guide, pages 197-205	November 3 Reading Due: Tone, D2L
10	November 6 Reading Due: Arguing, Guide pages 355-373 Discussion Due: First thoughts about your movie	November 8 Writing Due: Evaluation First Draft Reading Due: Untangle Mixed Constructions, <i>Rules</i> 137-140	November 10 Reading Due: Emphasizing Key Ideas, <i>Rules</i> pages 152-162
11	November 13 Writing Due: Evaluation Second Draft Reading Due: Guiding Your Reader, <i>Guide</i> pages 344-349	November 15 Discussion Due: Two Evaluation Examples, Guide, pages 764-789	November 17 Writing Due: Evaluation Third Draft Reading Due: Cause and Effect, <i>Guide</i> 350-354
12	November 20 Writing Due: Evaluation Final Draft. Post to both the D2L Dropbox and D2L Discussion board.	November 22 Reading Due: Proposal, <i>Guide</i> pages 235-244 Discussion Due: Respond to Peers' Evaluations	

13	November 27 Reading Due: Using Specific Evidence, <i>Rules</i> pages 107-111	November 29 Writing Due: Proposal First Draft Reading Due: Provide Some Variety, <i>Rules</i> pages 163 - 165	December 1 Reading Due: Add Needed Words, <i>Rules</i> pages 133-136 Reading Due: Compare and Contrast, <i>Guide</i> pages 380-387
14	December 4 Writing Due: Proposal Second Draft Reading Due: Dashes Video, D2L	December 6 Discussion Due: Two Proposal Examples, <i>Guide</i> pages 911-938	December 8 Writing Due: Proposal Third Draft Reading Due: Tighten Wordy Sentences, <i>Rules</i> pages 166 - 170
15	December 11 Writing Due: Proposal Final Draft. Post in both the D2L Dropbox and the D2L Discussion.	December 13 Reading Due: Compiling a Portfolio, <i>Guide</i> pages 318-325 Discussion due: Respond to classmates' proposals.	

Final Exam (CCC 307):

Section 6: Tuesday, December 19, 2:45 - 4:45

Section 10: Wednesday, December 20, 8:00 - 10:00

Work Time on Revision of Previous Essay and Grade Argument

Thank You Notes

Celebration!