

# English 101 - First Year Composition

## Your Theme Here

Spring 2018

<p>Section 9: Tuesday, Thursday, Friday, 10:00 - 10:50 CCC 207</p>	<p>Instructor: Erica J. Ringelspaugh Office: CCC 434 Email: <a href="mailto:eringels@uwsp.edu">eringels@uwsp.edu</a> Phone Number: 715-346-4533 Office Hours: Tuesday 11:00 - 1:00, Wednesday 11:00-1:00</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. **Writing process:** Develop an individual writing process which you can rely on throughout your college career
  - a. Consult professional advice about structure, discourse, and syntax
  - b. 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
  - c. Utilize prewriting, drafting, revising, and editing strategies strategies that work for you to develop your best pieces
2. **Writing Product:** 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.
3. **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

## Major Assessments:

1	<p><b>Writing process:</b> Develop an individual writing process which you can rely on throughout your college career, including, gathering background information and research, prewriting, drafting, revising and editing</p>	<p><b>D2L Postings and Discussions:</b> Consult professional advice, analyze professional and student examples, and reflect on them</p> <hr/> <p><b>Draft Completion and Revision:</b></p> <p>A. Turn in all drafts on time</p> <p>B. Make significant and purposeful revisions throughout the drafting process</p>		30%
2	<p><b>Write:</b> Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument</p> <ol style="list-style-type: none"> <li>Apply effective structure that matches a reader's needs and expectations for the piece and genre</li> <li>Develop thorough, concise, and insightful content that engages a reader</li> <li>Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.</li> </ol>	<p><b>Memoir:</b> What's one of your experiences with your theme? How did that experience affect you?</p>	<p>MLA Set-Up Describing Exploring, Planning, and Drafting Dialogue Finding the Right Words</p>	60%
<p><b>Profile:</b> Interview someone else involved in your theme. What are their experiences and perceptions around your theme?</p>	<p>Interviewing Prefer Active Voice Narrating Sentence Types Manipulating Tone</p>			
<p><b>Advice Letter:</b> What advice do you have for someone struggling with a particular dilemma around your theme?</p>	<p>Parallelism Level of Formality Semi-Colons Ethos, Logos, and Pathos</p>			
<p><b>Evaluation:</b> How well does something around your theme do something?</p>	<p>Untangle Mixed Constructions Emphasize key ideas Arguing Evaluating Cause and effect</p>			
<p><b>Choose your own genre (possibly with a partner):</b></p>	<p>Provide some variety Dashes Comparing and Contrasting Using Specific Evidence</p>			
3	<p><b>Reflection:</b> Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas</p>	<p><b>Midterm Reflection:</b> Analyze your progress and process as a writer</p> <hr/> <p><b>Final Essay Revision and Reflection:</b> Revise an essay you've already turned in. Analyze how you have improved or changed as a writer since the beginning of the course.</p>		10%

## 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

## Grading:

1. **Writing process:** Develop an individual writing process which you can rely on throughout your college career
  - d. Consult professional advice about structure, discourse, and syntax
  - e. 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
  - f. Utilize prewriting, drafting, revising, and editing strategies strategies that work for you to develop your best pieces

**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 and prompts, will be available throughout the semester. As you post, 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 and reflection is due, you should do two additional things for the Reflection Goal:
  - a. Complete any posting or prompt which you missed along the way
  - b. Add a final reflection considering what you learned from the course readings and how they impact your writing. Find more detailed prompts for this reflection in the dropbox instructions.

**D2L Discussions:** Sometimes, I'll ask you to reflect on professional examples or your peers' paper in a discussion forum on D2L so that we can continue conversations started in class, be able to view and steal each other's thinking process, have time to respond thoughtfully, and read each other's work with detail.

Exemplary (10)	Effective (9)	Evident (8)	Developing (7)	Unacceptable (6)
All entries done and submitted on-time	All entries done, a few submitted late	A few entries missing, a few submitted late	Pattern of missing and late entries	Mostly missing entries

**Draft Completion and Revision:** 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"> <li>• Add more content to the vomit first draft, and/or deletes unnecessary bits</li> <li>• Examines multiple ways to structure ideas</li> <li>• Responses to peer and teaching feedback</li> <li>• Change sentence structures for effect</li> <li>• Takes risks</li> </ul>	Two major revisions <ul style="list-style-type: none"> <li>• Add more content to the vomit first draft, and/or deletes unnecessary bits</li> <li>• Examines multiple ways to structure ideas</li> <li>• Responses to peer and teaching feedback</li> <li>• Change sentence structures for effect</li> </ul>	Two major revisions: <ul style="list-style-type: none"> <li>• Adds some more content to the vomit first draft, and/or deletes unnecessary bits</li> <li>• Moves pieces around, and</li> <li>• Responds to peer and teacher feedback.</li> </ul>	Adds some more content to the vomit first draft to get to a final draft.	The vomit first draft is also the final draft.

**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 choose your own theme to write around for the whole semester. Then, you'll write five completed 3-5 page pieces in the genres listed above that all explore your theme from different angles.. 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 are working with 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. 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

**Midterm 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.

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 <b>specific and insightful</b> 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 <b>examines and evaluates</b> the writer's performance, growth, strengths, and weaknesses in the course, using <b>details</b> 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 <b>examines</b> 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 <b>broad overview</b> 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>

## End of Semester 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 and convincing argument for a letter grade other than the one mathematically averaged from your overall scores, I may change your letter grade to match your argument.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-94	93-91	90-88	87-84	83-81	80-78	77-74	73-71	70-68	67-64	63-60	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 having considered the reading or with whatever essay draft is due, 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 Writing Lab 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](http://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](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.



## Class Schedule:

Week	Tuesday	Thursday	Friday
1	<p><b>January 23</b></p> <p>Welcome to our community of writers!</p>	<p><b>January 25</b></p> <p>Discussion Due: Introduction Postings in D2L Reading Due: Memoir, <i>Guide</i> pages 216-223</p>	<p><b>January 26</b></p> <p>Reading Due: Exploring, Planning and Drafting, <i>Rules</i> pages 3-20</p>
2	<p><b>January 30</b></p> <p>Writing Due: Theme Choice Reading Due: Finding the Right Words, <i>Rules</i> 180-186</p>	<p><b>February 1</b></p> <p>Writing Due: Memoir First Draft</p>	<p><b>February 2</b></p> <p>Reading Due: Describing, <i>Guide</i> pages 399-408</p>
3	<p><b>February 6</b></p> <p>Writing Due: Memoir Second Draft</p>	<p><b>February 8</b></p> <p>Discussion Due: Two memoir examples, <i>Guide</i> pages 848-883</p>	<p><b>February 9</b></p> <p>Writing Due: Memoir Third Draft Reading Due: MLA Set-Up Reading, <i>Rules</i> pages 513-515 or video</p>
4	<p><b>February 13</b></p> <p>Writing Due: Memoir Final Draft.</p>	<p><b>February 15</b></p> <p>Reading Due: Profile, <i>Guide</i> pages 224-234</p>	<p><b>February 16</b></p> <p>Reading Due: Interviewing, D2L</p>
5	<p><b>February 20</b></p> <p>Reading Due: Narrating, <i>Guide</i> pages 419-427</p>	<p><b>February 22</b></p> <p>Writing Due: Profile First Draft Reading Due: Prefer Active Voice, <i>Rules</i> pages 126-129 or video</p>	<p><b>February 23</b></p> <p>Reading Due: Dialogue, <i>Guide</i> pages 408-413</p>
6	<p><b>February 27</b></p> <p>Writing Due: Profile Second Draft Reading Due: Sentence Types, <i>Rules</i> pages 392-394 or video</p>	<p><b>March 1</b></p> <p>Discussion Due: Two Profile Examples, <i>Guide</i> from pages 884-910</p>	<p><b>March 2</b></p> <p>Writing Due: Profile Third Draft Reading Due: Beginnings and Endings, <i>Guide</i> pages 331- 343</p>
7	<p><b>March 6</b></p> <p>Writing Due: Profile Final Draft</p>	<p><b>March 8</b></p> <p>Discussion Due: Sample Advice Letters in D2L</p>	<p><b>March 9</b></p> <p>Writing Due: Original Posting Reading Due: Appropriate Language page 170-179</p>

<b>8</b>	<b>March 13</b> Writing Due: Advice Letter First Draft Reading Due: Balance Parallel Ideas, <i>Rules</i> pages 129-133	<b>March 15</b> Reading Due: Ethos, Logos and Pathos Reading, D2L	<b>March 16</b> Writing Due: Advice Letter Second Draft Reading Due: The Semicolon, <i>Rules</i> pages 313-317 or video
<b>9</b>	<b>March 20</b> Writing Due: Advice Letter Final Draft	<b>March 22</b> Reading Due: Evaluation, Guide, pages 197-205	<b>March 23</b> Reading Due: Tone, D2L Reflection Due: Midterm Writer's Notebook Compilation and Reflection
<b>Spring Break</b>			
<b>10</b>	<b>April 3</b> Reading Due: Arguing, Guide pages 355-373	<b>April 5</b> Writing Due: Evaluation First Draft Reading Due: Untangle Mixed Constructions, <i>Rules</i> 137-140	<b>April 6</b> Reading Due: Using Specific Evidence, <i>Rules</i> pages 107-111
<b>11</b>	<b>April 10</b> Writing Due: Evaluation Second Draft	<b>April 12</b> Discussion Due: Two Evaluation Examples, Guide, pages 764-789	<b>April 13</b> Writing Due: Evaluation Third Draft Reading Due: Cause and Effect, <i>Guide</i> 350-354
<b>12</b>	<b>April 17</b> Writing Due: Evaluation Final Draft.	<b>April 19</b> Reading Due: Choice Genre, <i>Guide</i> pages ?????	<b>April 20</b> Reading Due: Guiding Your Reader, <i>Guide</i> pages 344-349
<b>13</b>	<b>April 23</b> Reading Due: Provide Some Variety, <i>Rules</i> pages 163 - 165	<b>April 25</b> Writing Due: Choice Genre First Draft	<b>April 26</b> Reading Due: Compare and Contrast, <i>Guide</i> pages 380-387
<b>14</b>	<b>May 1</b> Writing Due: Choice Genre Second Draft Reading Due: Dashes Video, D2L	<b>May 3</b> Discussion Due: Two Choice Genre Examples, <i>Guide</i> pages 911-938	<b>May 4--No class. Meet on D2L</b> Writing Due: Choice Genre Third Draft Reading Due: Tighten Wordy Sentences, <i>Rules</i> pages 166 -

			170
<b>15</b>	<b>May 8</b> Writing Due: Choice Genre Final Draft.	<b>May 10</b> Reading Due: Compiling a Portfolio, <i>Guide</i> pages 318-325	<b>May 11</b> Reading Due: Consult <i>Guide</i> Textbook again for essay type you want to work with in Final Exam Reflection Due: End-of-Term Writer's Notebook Compilation
<p><b>Final Exam (CCC 307):</b></p> <p>Section 9: Thursday, May 17, 2:45-4:45</p> <p>Work Time on Revision of Previous Essay and Final Exam Reflection Thank You Notes</p>			