

# English 101 - First Year Composition

## The Things We Carry

Fall 2016

Room Number: CCC 207 Section 4: 9:00 - 9:50 Monday/Wednesday/Friday Section 10: 10:00 - 10:50 Monday/Wednesday/Friday	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: Monday and Tuesday, 12:00-2:00
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### 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

### 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.

### Major Learning Outcomes:

#### About Writing Skills:

- Analyzed how audience, purpose, and context can inform your choices as a writer in order to make your piece of writing most effectively communicate your ideas.
- Analyze text structures that match an intended purpose in order to most effectively communicate the author's ideas.
- Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively communicate your ideas.

#### About Writing Process:

- Develop an individual writing process which you can rely on throughout your college career
- Develop skills in metacognition and revision in order to objectively evaluate your own and others' writing to ensure that you are most effectively communicating your ideas

### Course Materials:

1. Purchase: Rules for Writers (8th Edition), Diana Hacker and Nancy Sommers, \$36
2. Text Rental: *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.

## Major Assessments:

1	<b>Writer's Notebook</b>		<b>10%</b>
2	<b>Professional Responsibilities</b> Class Discussion Peer Feedback Timeliness Attendance		<b>10%</b>
3	<b>Personal Essay:</b> What things do you carry in one of your roles in life?	MLA Set-Up Ethos, Logos, and Pathos Find the Exact Words Voice and Tone	<b>60%</b>
4	<b>Profile:</b> (with interview of someone carrying something different than you) What things does someone else carry in life?  OR <b>Report:</b> (with light research) What things do a particular group of people in the United States carry?	Prefer Active Voice Write Active Theses Using Specific Evidence	
5	<b>Compare/Contrast Essay:</b> How are the things these two groups or people carry similar or different? Who cares?	Parallelism Level of formality Handling Opposing views Eliminate distracting shifts	
6	<b>Literature Analysis:</b> How, by what methods, processes, or strategies does this piece of literature describe the effect of "carrying" a heavy load?	Add needed words Untangle Mixed Constructions Emphasize key ideas	
7	<b>Proposal:</b> What should the city of Stevens Point or the University of Wisconsin-Stevens Point do to lighten the load for some group of people?	Design/medium Provide some variety Tighten wordy sentences	
8	<b>Writing Process</b> Brainstorming Outlining Revising		
9	<b>Final Essay:</b> How have you improved or changed as a writer since the beginning of the course?		

## Grading:

**Writer's Notebook:** Your writer's notebook is a place to check your understanding of the readings and synthesizing those ideas for application, organizing thoughts before discussion, brainstorming, and generating impromptu writings as well as a place to begin more detailed writing assignments. More importantly, your writer's notebook is your place, whether the topic be assigned or person, to store, plant, grow, and harvest your "seed ideas" for writing, something mature writers do religiously. You'll keep a handwritten writer's notebook and an electronic version on Google Docs, both of which will be checked randomly.

Exemplary (9-10)	Proficient (8)	Acceptable (7)	Unacceptable (5)
<p>In-depth, thoughtful and precise entries reflect on the application of specific writing skills and their importance or use, including the reflection on the writer's current proficiency in those skills, perhaps with examples, and the challenges of implementation.</p> <p>Collects a wide range of ideas, brainstorms, and plans for revision and improvement, with some evaluative or justification commentary about the intended effect on the reader, in order to show the thoughts and growth of the writer throughout the writing process.</p>	<p>Thoughtful and detailed entries consider the application of specific writing skills and their importance and use.</p> <p>Collects a wide range of ideas, brainstorms, and plans for improvement in order to show the thoughts of the writer throughout the writing process.</p>	<p>Entries consider the application of specific writing skills, including the challenges of implementation.</p> <p>Collects a wide range of ideas in order to show the thoughts of the writer during multiple parts of the writing process.</p>	<p>Summarizes the reading text.</p> <p>Collects the best ideas of the writer. cursory lists of ideas make it hard to see the thoughts of the writer</p>

## Professional Responsibilities:

**Attendance:** Please come to class and participate fully. 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, etc) may result in a absence for the day. If you miss a class, please visit my office hours or make an appointment to discuss what you've missed.

**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.

**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 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.

**Timeliness:** Please turn work in on time. All work is due before 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 have trouble turning in an assessment on time, please come talk to me and we'll work something out together.

Exemplary (9-10)	Proficient (8)	Acceptable (7)	Unacceptable (5)
<p>0 missed classes.</p> <p>Complete, thoughtful, analytical engagement in class discussion and activities. Asks important questions to push the class's thinking.</p> <p>Fully and specifically completes all the peer feedback steps about all the creative writing elements, including scoring the author on the rubric.</p> <p>Able to evaluate how pieces work in the essay. Gives detailed, helpful, constructive feedback including suggestions for specific improvement, addition, deletions, and rearrangement to more clearly demonstrate theme or engage readers.</p> <p>Meets all the deadlines.</p>	<p>1-3 missed classes.</p> <p>Complete, thoughtful, and analytical engagement in class discussion and activities.</p> <p>Vaguely completes all the peer feedback steps about all the creative writing elements, including scoring the author on the rubric.</p> <p>Able to evaluate the essay as a whole. Gives relevant, detailed, helpful, constructive criticism and praise about the work as a whole.</p> <p>Meets all the deadlines.</p>	<p>More than 3 missed classes.</p> <p>Frequent and thoughtful engagement in class discussion and activities.</p> <p>Completes most of the peer feedback steps, including scoring the author on the rubric.</p> <p>Able to analyze essay as a whole. Gives specific praise for the work, singling out effective words, phrases, paragraphs that help develop the work.</p> <p>Meets deadlines for final works and most of the drafts.</p>	<p>More than 6 missed classes.</p> <p>Sporadic and inattentive engagement in class discussion and activities.</p> <p>Does not complete the current peer feedback step or score the author on the rubric.</p> <p>Able to understand the essay. Simply says, "It was good," or "I liked it," with no specifics to help the author understand why.</p> <p>Meets deadlines inconsistently.</p>

**Essays:** 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 essay multiple times in order to polish and perfect it, and add

comments about what you did to revise and make your writing better at the end of each draft. On days when drafts are due, please bring a printed copy of whatever you're working on to class and post a copy in your review group's folder in D2L. You'll need it. For the second draft of each essay, I'll enable TurnItIn.com in D2L, which will show you where you have writing that is not original to you. We'll work with those results in a variety of ways in class. 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 essay when we begin discussing it.

**Writing Process:** 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. You'll write in Google Docs and share the document with me, so I can see you work as you go along. I'll leave feedback and comments on your draft at least once, but more likely twice or three times, before the final version is due. 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.

<b>Exemplary (9-10)</b>	<b>Proficient (8)</b>	<b>Acceptable (7)</b>	<b>Unacceptable (5)</b>
Writer engages fully and finds ownership in the entire writing process, including brainstorming, outlining various options, and multiple revisions based on class activities and peer or teacher feedback, where he/she moves pieces, deletes, adds, changes sentence structures for purposeful effect, applies the convention skills discussed in class, etc.	Writer engages in the writing process, including brainstorming and multiple revisions based on class activities and peer/teacher feedback where he/she moves pieces, deletes, adds, changes sentence structures for purposeful effect, applies the convention skills discussed in class, etc.	Writer completes most of the writing process, including at least one overall revision, where he/she moves pieces, deletes, adds, applies the convention skills discussed in class, etc.	Writer seems to think his/her first idea is his best idea and her first draft is her best draft. Revisions are limited to simple editing.

**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. 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. Yes, because you've now made this essay better, this could change the previous grade for this essay.

<b>Exemplary (9-10)</b>	<b>Proficient (8)</b>	<b>Acceptable (7)</b>	<b>Unacceptable (5)</b>
Narrative uses specific and insightful details to examine and evaluate the writer's performance, growth, strengths, and weaknesses in the	Narrative uses details from his/her writing to examine and evaluate the writer's performance, growth, strengths, and weaknesses in the	Narrative provides a broad overview of the strengths or weaknesses of the writer as a whole in the course.	Lists topics from the syllabus or textbook. Makes broad statements of learning with no specifics or insight.

course. Discusses their personalization of the writing process and their goals for their writing growth in the future.	course. Mentions their application of the writing process.		
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**Letter Grades:**

Each assessment will be evaluated on a four point rubric. 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, letter grades will be determined based on a percentage scale.

A	94-100
A-	91-93.9
B+	88-90.9
B	84-87.9
B-	81-83.9
C+	78-80.9
C	74-77.9
C-	71-73.9
D+	68-70.9
D	60-67.9
F	0-59.9

**Class Policies:**

**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, 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 your MyPoint page, clicking the "Academic" tab and selecting "Desire2Learn" on the right of the page. You'll share your drafts with me and your group members via D2L and we'll occasionally have electronic discussions there.

**Google:** Get thyself a Google Drive account. We're going to use that, too. You'll draft all of your essays in Google Docs, so that I can see your updates in real time and give you real time feedback that you can apply right away. In addition, you'll keep your writer's notebook in a separate Google Doc, so that all of your ideas are in one place for easy reference and synthesis.

**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](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-W 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.

**Basic Schedule:**

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<b>1</b>		<b>September 7</b> First Day of Class!	<b>September 9</b> Due: Questionnaire Google Form
<b>2</b>	<b>September 12</b> Due: <i>The Things they Carry</i> , Tim O'Brien (D2L) and WN	<b>September 14</b> Due: Personal Essay Reading, <i>Guide</i> pages 73-93 and at least one more example from pages 639-655 and WN Due: Exploring, Planning and Drafting Reading, <i>Rules</i> pages 3-20 and WN	<b>September 16</b> Due: Personal Essay First Draft Due: Finding the Right Words Reading, <i>Rules</i> pages 180-186 and WN
<b>3</b>	<b>September 19</b> DUE: Personal Essay Second Draft Due: Voice and Tone Reading (D2L) and WN	<b>September 21</b> DUE: Ethos, Logos, and Pathos Reading (D2L) and WN	<b>September 23</b> Due: MLA Set-Up Reading, <i>Rules</i> pages 513 -515 and WN Due: Personal Essay Third Draft
<b>4</b>	<b>September 26</b> DUE: Personal Essay Final Draft	<b>September 28</b> Due: Report Reading, <i>Guide</i> pages 129-155 and at least one more example from pages 697-729 and WN OR Profile Reading, <i>Guide</i> pages 224-234 and at least one more example from pages 884-910 and WN	<b>September 30</b> Due: Researching or Interviewing Reading, <i>Rules</i> pages 396-410 and 441-512 and WN
<b>5</b>	<b>October 3</b> DUE: Report or Profile First Draft	<b>October 5</b> Due: Using Specific Evidence Reading, <i>Rules</i> pages 107-111 and WN	<b>October 7</b> Due: Report or Profile Second Draft Due: Prefer Active Voice Reading, <i>Rules</i> pages 126-129 and WN
<b>6</b>	<b>October 10</b> Due: Guiding Your Reading Reading, <i>Guide</i> pages 344-349	<b>October 12</b> Due: Report or Profile Third Draft	<b>October 14</b> Due: Grammar Reading, TBD and WN



	and WN		
<b>7</b>	<b>October 17</b>  DUE: Profile or Report Final Draft	<b>October 19</b>  Due: Comparison and Contrast Reading (D2L) and WN	<b>October 21</b>  In class: Comparison and Contrast Partner Work
<b>8</b>	<b>October 24</b>  Due: Comparison and Contrast First Draft	<b>October 26</b>  Due: Eliminate Distracting Shifts, <i>Rules</i> pages 147-151 and WN	<b>October 28</b>  Due: Comparison and Contrast Second Draft Due: Level of Formality Reading, <i>Rules</i> pages 170--179 and WN
<b>9</b>	<b>October 31</b>  Due: Parallelism Reading, <i>Rules</i> pages 129-1333 and WN	<b>November 2</b>  Due: Comparison and Contrast Third Draft	<b>November 4</b>  Due: Grammar Reading, TBD and WN
<b>10</b>	<b>November 7</b>  Due: Compare/Contrast Essay Final Draft	<b>November 9</b>  Due: Literature Analysis Reading, <i>Guide</i> pages 206-215 and at least one more example from pages 790-796 and WN	<b>November 11</b>
<b>11</b>	<b>November 14</b>  Due: Literature Analysis First Draft Due: Emphasizing Key Ideas Reading, <i>Rules</i> pages 152-162 and WN	<b>November 16</b>  Due: Add Needed Words Reading, <i>Rules</i> pages 133-136 and WN	<b>November 18</b>  Due: Literature Analysis Second Draft
<b>12</b>	<b>November 21</b>  Due: Untangle Mixed Constructions Reading, 137-140 and WN	<b>November 23</b>  Due: Literature Analysis Third Draft	
<b>13</b>	<b>November 28</b>  Due: Literature Analysis Final Draft	<b>November 30</b>  Due: Proposal Reading, <i>Guide</i> pages 235-244 and WN	<b>December 2</b>  In class: Brainstorming Session Work
<b>14</b>	<b>December 5</b>  Due: Proposal First Draft Due: Provide Some Variety Reading, <i>Rules</i> pages 163 - 165 and WN	<b>December 7</b>  Due: Tighten Wordy Sentences Reading, <i>Rules</i> pages 166 - 170 and WN	<b>December 9</b>  Due: Proposal Second Draft

<b>15</b>	<b>December 12</b>  Due: Grammar Reading TBD and WN-	<b>December 14</b>  Due: Proposal Third Draft	
<p>Final Exam (CCC 307): Section 10: Friday, December 16th 12:30-14:30 Section 4: Wednesday, December 21st 10:15-12:15</p> <p>Due: Proposal Final Draft Work Time on Revision of Previous Essay and Narrative Composition</p>			