

English 101 - First Year Composition

The Things We Carry

Spring 2017

Section 9: CCC 322 Monday/Wednesday 11:00 to 12:15 Section 13: CCC 207 Monday/Wednesday 12:35 to 1:50	Instructor: Erica J. Ringelspaugh Office: CCC 434 Email: eringels@uwsp.edu Phone Number: 715-346-4533 Office Hours: Tuesday/Thursday 12:00 to 3:00 pm And anytime the lights are on. I live in this office. Come on up!
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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:

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 and apply text structures that match an intended purpose in order to most effectively communicate the your ideas.
- Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly 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
- Analyze the application of specific revision and proofreading strategies for use in your own writing

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	Writer's Notebook		10%
2	Writing Process Brainstorming and Planning Outlining or Organizing Revising and Reflecting Editing and Proofreading		20%
3	Personal Essay: What things do you carry in one of your roles in life?	MLA Set-Up Ethos, Logos, and Pathos Find the Exact Words Describing	60%
4	Profile: Interview of someone carrying something different than you. What things does someone else carry in life?	Interviewing Prefer Active Voice Write Active Theses Narrating Sentence Types Manipulating Tone	
5	Compare/Contrast Essay: How are the things these two people carry similar or different? Who cares?	Parallelism Level of Formality Semi-Colons	
6	Media Analysis: How, by what methods, processes, or strategies does this piece of media describe the effect of "carrying" a heavy load? How well do they do it?	Add needed words Untangle Mixed Constructions Emphasize key ideas Arguing	
7	Proposal: 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	
8	Final Essay: 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.	Reflecting	10%

Grading:

Writer's Notebook: Your writer's notebook is a place to synthesize your understanding of the readings for application into your own writing, organize your thoughts before discussion, practice writing and revision skills, analyze sample essays and paragraphs for how they work, brainstorm, and generate impromptu writings as well as a place to begin more detailed writing assignments and generally record your thoughts. 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 in class and an electronic version on Google Docs, both of which will be checked regularly. In addition to your specific notebook assignments, write in your notebook about anything you want for an extra 15 or more minutes a week.

Exemplary (9-10)	Proficient (8)	Acceptable (7)	Unacceptable (5)
Consistent, in-depth, and insightful entries.	Consistent, thorough and thoughtful entries.	Consistent, logical entries.	Inconsistent or sporadic entries.
Analyzes what strengths and difficulties they anticipate with each topic. Begins to play with application of the reading into their own writing process and performance.	Analyzes what strengths and difficulties they anticipate with each topic. Considers how they will apply each topic of the readings into their own writing process and performance.	Analyzes what strengths and difficulties they anticipate with each topic.	Summarizes the reading(s).
Entries take multiple forms or practice a variety of strategies. Shows a consistent attempt to "grow" seed ideas, play with language, and experiment with writing.		Entries come primarily in a single form. Shows a hesitancy or insecurity to "grow" seed ideas or experiment with writing.	

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 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 essay 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 the final draft of each essay, I'll ask you to submit a copy to a Dropbox folder in D2L and enable TurnItIn.com, which will show you where you have writing that is not original to you. In addition, turn in both a printed copy of the final draft and all the previous printed intermediate printed copies with your revision and editing notes on them.

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 your 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.

Exemplary (9-10)	Proficient (8)	Acceptable (7)	Unacceptable (5)
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.

Exemplary (9-10)	Proficient (8)	Acceptable (7)	Unacceptable (5)
Narrative uses specific and insightful details from the revised essay, other essays, and their writer's notebook to examine and evaluate the writer's performance, growth, strengths, and weaknesses in the course. Discusses their personalization of the writing process and their goals for their writing growth in the future.	Narrative uses details from the revised essay, other essays, and their writer's notebook to examine and evaluate the writer's performance, growth, strengths, and weaknesses in the course. Mentions their application of the writing process.	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.

Letter Grades:

Each assessment will be evaluated on a four-level 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	93-100
A-	90-93.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-73.9
D+	67-69.9
D	60-66.9
F	0-59.9

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 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 (4 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% (8 periods or more) of the time, 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.

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.

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.

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 turn in your final drafts to me via D2L, I'll post class materials in the content section, we'll occasionally have electronic discussions, and you'll find updated scores and grades 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 and share the documents with me, so that I can see your updates in real time and give you real time feedback that you can apply right away. Please use one single Google Document for all of your drafting, revision, and proofreading. Just keep modifying that one document. I'll use the revision history function to help me see your changes. In addition, you'll keep your electronic 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 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 for details on all emergency response at UW-Stevens Point.

Class Schedule:

Week	Monday	Wednesday
1	January 23 First Day of Class!	January 25 Writing Due: Questionnaire Google Form Reading Due: <i>The Things they Carry</i> , Tim O'Brien (D2L) and WN
2	January 30 Reading Due: Personal Essay, <i>Guide</i> pages 73-93 and WN Reading Due: Exploring, Planning and Drafting, <i>Rules</i> pages 3-20 and WN	February 1 Writing Due: Personal Essay First Draft Reading Due: Finding the Right Words, <i>Rules</i> 180-186 and WN
3	February 6 Writing Due: Personal Essay Second Draft Reading Due: Two Personal Essay examples, <i>Guide</i> pages 639-655 and WN Reading Due: Describing, <i>Guide</i> pages 399-408 and WN	February 8 Writing Due: Personal Essay Third Draft Reading Due: Ethos, Logos, and Pathos, D2L and WN Reading Due: MLA Set-Up Reading, <i>Rules</i> pages 513-515 and WN
4	February 13 Writing Due: Personal Essay Final Draft Reading Due: Profile, <i>Guide</i> pages 224-234 and WN	February 14 Reading Due: Interviewing, D2L and WN Reading Due: Tone, D2L and WN
5	February 20 Writing Due: Profile First Draft Reading Due: Narrating, <i>Guide</i> pages 419-427 and WN	February 22 Writing Due: Profile Second Draft Reading Due: Two Profile Examples, <i>Guide</i> from pages 884-910 and WN Reading Due: Prefer Active Voice, <i>Rules</i> pages 126-129 and WN
6	February 27 Reading Due: Read Ms. Ringelspaugh's feedback on your Personal Essay and WN Reading Due: Sentence Types, <i>Rules</i> pages 392-394 and WN Reading Due: Dialogue, <i>Guide</i> pages 408-413 and WN	March 1 Writing Due: Profile Third Draft Reading Due: Beginnings and Endings, <i>Guide</i> pages 331- 343 and WN
7	March 6 Writing Due: Profile Final Draft Reading Due: Comparison and Contrast, D2L	March 8 Writing Due: Comparison and Contrast First Draft

	and WN	Reading Due: Levels of Formality, <i>Rules</i> page 170-179 and WN
8	March 13 Writing Due: Comparison and Contrast Second Draft Reading Due: Comparison and Contrast Examples, D2L and WN Reading Due: Parallelism Reading, <i>Rules</i> pages 129-133 and WN	March 15 Writing Due: Comparison and Contrast Third Draft Reading Due: Read Ms. Ringelspaugh's feedback on your Profile Essay and WN Reading Due: The Semicolon, <i>Rules</i> pages 313-317 and WN
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10	March 27 Writing Due: Compare/Contrast Essay Final Draft Reading Due: Textual Analysis, <i>Guide</i> pages 94-128 and WN	March 29 Writing Due: Textual Analysis First Draft Reading Due: Emphasizing Key Ideas, <i>Rules</i> pages 152-162 and WN
11	April 3 Writing Due: Media Analysis Second Draft Reading Due: Two Media Analysis Examples, Guide, pages 663-696 and WN	April 5 Reading Due: Read Ms. Ringelspaugh's feedback on your Compare/Contrast Essay and WN Reading Due: Arguing, Guide pages 355-373 and WN
12	April 10 Writing Due: Media Analysis Third Draft Reading Due: Untangle Mixed Constructions, 137-140 and WN	April 12 Reading Due: Guiding Your Reader, <i>Guide</i> pages 344-349 and WN Reading Due: Add Needed Words, <i>Rules</i> pages 133-136 and WN
13	April 17 Writing Due: Text Analysis Final Draft Reading Due: Proposal, <i>Guide</i> pages 235-244 and WN	April 19 Writing Due: Proposal First Draft Reading Due: Using Specific Evidence, <i>Rules</i> pages 107-111 and WN
14	April 24 Writing Due: Proposal Second Draft Reading Due: Two Proposal Examples, <i>Guide</i> pages 911-938 and WN	April 26 Reading Due: Read Ms. Ringelspaugh's feedback on your Media Analysis Essay and WN Reading Due: Provide Some Variety, <i>Rules</i> pages 163 - 165 and WN
15	May 1 Writing Due: Proposal Third Draft	May 3 Reading Due: Comparing and Contrasting,

	Reading Due: Dashes Reading, D2L and WN	<i>Guide</i> pages 380-387 and WN Reading Due: Tighten Wordy Sentences, <i>Rules</i> pages 166 - 170 and WN
16	May 8 Writing Due: Proposal Final Draft Reading Due: Read your own Writer's Notebook and WN Reading Due: Reflections, <i>Guide</i> pages 245-252 and WN	May 10 Reading Due: Read all previous essays again and WN Reading Due: Consult <i>Guide</i> Textbook again for essay type you want to work with in Final Exam. WN about that section again.
<p>Final Exam (CCC 307): Section 9: Wednesday, May 17th 12:30-14:30 Section 13: Monday, May 15th 10:15-12:15</p> <p>Work Time on Revision of Previous Essay and Reflection</p>		