

# Freshman Composition

## 101-6

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**TTH 11:00-12:15**  
**Spring 2019**

This is a "real time" syllabus that, unlike a print syllabus, will updated and reflect our progress throughout the semester. You can easily check it from a mobile device or from any computer.

The syllabus consists of the Reading Schedule and Course Policies. You are responsible for understanding and following the schedule and the course policies, which are in effect from the first day of class. Please read them carefully (more than once and throughout the semester). Please see me if you have any questions about them.

Think of the syllabus as a flexible guide. It will structure our semester, but we will adjust it to fit our needs as the semester progresses. Not all assignments are listed at the beginning of the semester; some will be added throughout the semester. It may also be necessary to finish some readings the following class period, in which case I will update the syllabus after each class. Again, be sure to check the syllabus regularly.

You do not need to print the syllabus, but if you decide to, be sure to check the online syllabus regularly for new information, added assignments, or reading schedule changes. The print icon above is for print copies.

We will use three texts for the course to help you learn about the writing process as well as writing about sports. These texts are not an unnecessary expense but rather helpful resources we will use in class and you will use outside of class to help you become a more effective writer. You will use the grammar book, *Rule for Writers*, for this course, English 202, and other courses until you graduate. The following acronyms are used on the Reading Schedule.

TSGW=*The St. Martin's Guide to Writing*  
 RW=*Rules for Writers*

D2L (Discussion Forum) Link: This Forum, which is for students in the course, gives you the opportunity to share thoughts and ideas about the reading and writing we are reading as well as ask questions that other students can answer. Participation is voluntary, but it's a great way to communicate outside of class in an informal manner. It's like Facebook, only better!

Readings and assignments should be finished for the day assigned. For example, chapter 1 from TSGW should be read (completed) by January 24, when we will discuss it. Check each class period to see what book you need to bring.

### JANUARY

#### TUESDAY

**22** Course Introduction: Reading, Discussing, Writing  
 Pre-semester quiz  
 Course Website/Syllabus

#### THURSDAY

**24** Review Course Website  
 Preview: Essay 1, Personal Narrative--Choosing topics  
 TSGW, 40-41 (Begin thinking about possible topics)  
 TSGW - Ch 1: Composing Literacy

**29** TSGW - Ch 1: Composing Literacy - Final Thoughts

TSGW - Ch 13: Cueing the Reader

Final Thoughts, Chpts 1 & 13  
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Essay 1 - Introduction: Personal Narrative

\*\*PowerPt Slides

**31 Class cancelled due to weather**

Work outside of class--for Tuesday (2/5)

Essay 1 - Personal Narrative

\*\*TSGW, Chpts 2, 14

\*\*Planning: Choose topic (TSGW, pp 40-41) and scratch outline (TSGW, p 491)

**FEBRUARY**

**TUESDAY**

**05** Essay 1 - Introduction: Personal Narrative

TSGW, Chpts 2, 14

Preview Audience Sheet--Course Notes

**Bring** to class in notebook: Topic list and scratch outline--in progress (1/31)

RW, Ch 14: Coord/Subord (Just preview this chapter/Concept: What is Coordination? Subordination?)

**12 Class cancelled today due to weather. Follow today's syllabus on your own. We will peer review as scheduled on TH, 2/14, so prepare accordingly**

**Meet in Computer Lab 307 CCC** (You can still work here on your own)

**Bring your own laptop; otherwise, this is a PC lab, so you can use a desktop**

Essay 1 - Drafting

**You should have two pages completed;** today you will work on the final two pages in the lab. Be sure you have a way to access your draft in the lab

**Bring**

\*\*scratch outline

\*\*aud sheet draft

\*\*TSGW, Chpts 2 (sample essay "Calling Home," p

**THURSDAY**

**07** Essay 1 - Planning

**Bring** to class:

\*\*Topic list + notes

\*\*Scratch outline (TSGW, p 491)

\*\*Draft of audience sheet--Course Notes

TSGW, Chpts 2 (sample essay "Calling Home," p 18) & 14

RW, Ch 14: Coord/Subord

\*\*Begin drafting outside of class--pages 1 & 2

**14** Essay 1 - **Peer Review--Must Attend** (See peer review policy on the syllabus)

**Bring** all books--TSGW, pp 48-49 (preview peer review questions)

**Bring**

1. Copy of Audience Sheet (typed)

2. Copy of completed draft (typed), minimum 3.5 full pages/max 4.5 full pages

**Electronic or handwritten copies of your audience sheet or draft are NOT acceptable for peer review**

**Also Bring**

\*\*scratch outline

\*\*TSGW, Chpts 2 (sample essay "Calling Home," p 18) & 14

\*\*RW, Ch 14 (coord/subord, p 158, ex. b, c, e)

18) & 14  
 \*\*RW, Ch 14 (coord/subord, p 158, ex. b, c, d )

**19 Essay 1 - Return Peer Review Materials**

Revision Chart (Handout)  
 TSGW, pp 50-51//Chpts 2 & 14

Discuss audience sheet--revisions

Revision  
 \*\*Resolution/Significance  
 \*\*Vivid Description

Editing  
 \*\*RW, Ch 16  
 \*\*TSGW, pp 52-54

**26 Peer Review Docs for Essay 1 Due (Aud Sheet + Draft + Responses on notebook paper)**

Essay 1 - Revision, Editing, Proofreading

Revision

Editing

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 Preliminary Info for Essay 2: Notetaking for live performance of *Macbeth*

**21** Essay 1 - Revision, Editing, Proofreading

**Bring "clean" copies of draft and audience sheet-- NOT peer review copies**

TSGW, Ch 2 (sample essay "Tupac and My Non-thug Life," p 27)

Revision

Editing  
 \*\*RW, Chpts 14 & 16  
 \*\*TSGW, pp 52-54

**28 Essay 1 Due + Supporting Docs**

Essay 2 - Introduction: Evaluation Essay - *Macbeth* (Performances March 1-3; 7-9, at NCF A)

TSGW, Ch 8

Planning

--- will talk to our class about *Macbeth*! TBD

**MARCH**

**TUESDAY**

**05** Essay 2 - Planning

**12 Meet in Computer Lab TBD**

Essay 2 - Drafting

**THURSDAY**

**07** Essay 2 - Planning

**14 Meet in Computer Lab TBD**

Essay 2: Drafting

After today, your draft should be ready for peer review

**19 Spring Break**

**26 Essay 2: Peer Review--Must Attend**

Bring all books--TSGW, pp 376-77 (**preview peer review questions**)

1. Copy of Audience Sheet (typed)
2. Copy of completed draft, (typed): 3 pages minimum/3.5 max

**Electronic or handwritten copies of your audience sheet or draft are NOT acceptable for peer review**

when we return from break. Be sure to review it Monday (3/25) as you prepare for peer review Tuesday

**21 Spring Break**

**28 Essay 2: Return Peer Review Materials**

Revision Checklist (Handout)

**APRIL**

**TUESDAY**

**02 Essay 2 Due + Peer Review Materials + Supporting Docs**

Assign 1 - Collaborative Essay: Analyzing a comic strip: Girls & Sports

\*\*Group Assigns

**Begin reading stories for essay 3: Take notes**

**09 Assign 1 - Planning**

**16 Assign 1 - Peer Review--Must Attend**

Each group must bring TWO typed copies of the draft, 1.5 pages each

Bring all books

**Electronic or handwritten copies of your audience sheet or draft are NOT acceptable for peer review**

**THURSDAY**

**04 Assign 1 - Planning**

Writing Collaboratively, TSGW, Ch 31

**11 Meet in Computer Lab TBA**

Assign 1: Drafting in class

**18 Assign 1 Due Today or Friday (by noon)  
One essay each group + 2 Planning Schedules**

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Essay 3 - Introduction: Literary Analysis

\*\*Stories should be read (completed). Decide on story to write about by Tuesday (4/23)

PowerPt Slides - Notes

TSGW, Ch 10

Audience Sheet - Course Notes

Outlining, Thesis, Quotations, etc - Course Notes

**23** Essay 3: Planning

**Story Choice Assign Due**

Reading & Writing about Literature/TSGW, pp 457-460

TSGW, Ch 10

\*\*Detailed Scratch Outline - Ch 11, p 491

\*\*Thesis, pp 443, 461-62

\*\*Reasons, p 444

\*\*Audience Sheet

**30 Meet in Computer Lab TBD**

Essay 3

1. Discuss stories

2. Drafting--as time allows

Work on detailed scratch outline/thesis statement  
TSGW, Ch 11, p 491 (outline with modifications--our class discussion)/Ch 10 (pp 443, 461-2; sample essays)

**25** Essay 3: Planning

**Quiz: All four short stories are in play**

TSGW

Thesis - Templates in TSGW, Ch 10, pp 461-62

Detailed Scratch Outline - discuss modifications (notes on board)

Sample essays

**Begin drafting outside of class**

**02** May

Look Below

**MAY**

**TUESDAY**

**30** April

Look Above

**07** Essay 3 - **Return Peer Review Materials**

Revision Chklist (handout)

**THURSDAY**

**02** Essay 3 - **Peer Review--Must Attend**

Bring all books--TSGW, pp 466-67 (**preview peer review questions**)

1. Copy of Audience Sheet (typed)

2. Copy of outline (typed or handwritten)

3. Copy of completed draft, including quotations (typed): 4 pages min/5 pages max

**Electronic or handwritten copies of your audience sheet or draft are NOT acceptable for peer review**

**09** No Class: Revision and Editing Day - Essay 3

You might visit the Writing Lab  
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We will meet during our final exam meeting time--  
May 15--in our usual classroom, See below.

**Essay 3 due date--See Blue Box Below**

- \*\*Course Evaluations
- \*\*Bring quiz from first day of class
- \*\*Grammar "competition" -- for extra points!

Finals Week: Dec 13 - Dec 17

Office Hrs during Finals Week: See website home page and all page footers

Final Class Meeting: May 15, Wed, 8-10am, in our usual classroom

Essay 3 due during our final class meeting

**What's Due: Draft + Aud Sheet +Detailed Scratch Outline+Revision Chklist**

Course Grades posted online: TBA

## The General Education Program--Written Communication

Introductory writing classes provide an essential foundation of communication skills on which students can build throughout the rest of their university careers and beyond. They develop students' skills in analyzing audience, structuring written documents, and understanding and applying the conventions of effective writing. Subsequent writing courses build upon these skills by helping students learn to locate sources, critically analyze information, and synthesize their ideas with those of others to write well-supported academic arguments. They also provide an essential starting point for the more specialized writing students will be expected to do in the future within their fields of study.

## Course Description and Learning Outcomes

Freshman Composition 101 is a writing-intensive course that will give you experience writing for various purposes, for various audiences, and in different contexts. More than just a knowledge of "good grammar," effective writing requires a range of activities, from invention and planning to drafting and revising, activities that you will practice throughout the semester. All of our assignments will return to the questions of why and how we write, which are important questions to think about as you choose topics, develop ideas, and reflect on what you write. In addition to thinking carefully about each writing subject, we will examine the relationship between the writer and his/her subject as well as the issues outside of the classroom that shape the writer's thinking and connect him/her to communities and society. You will also participate in peer editing sessions in which you will evaluate the essays of others as a way of helping your classmates and of improving your own evaluative skills. Integrating computer technology into the study of writing, in the form of planning and drafting, editing, or research, will also be an important goal of the course. Along with these goals, you will need to develop your own writing goals as a means of assessing your progress throughout the semester.

- Understand how writing is a way of sharing information, expressing viewpoints, bringing about social change, and connecting people, all essential for an inclusive democracy
- Analyze the relationship between the writer and his and her audience as well as the contexts that shape the writing about sport as well as other types of writing
- Integrate reading, planning, drafting, peer review, editing, revision, and proofreading into the writing process with an emphasis on grammatical correctness as a means of effective communication

## Text Rental

*The St. Martin's Guide to Writing*. Axelrod and Cooper. 11th ed., Bedford/St. Martin's P, 2016.

## Purchase at Bookstore

*Rules for Writers*. Hacker and Sommers. 8th. ed., Bedford/St. Martin's P, 2016.

\*\*You will use this handbook for English 202 and throughout your university education.

\*\*You will also be required to purchase a ticket (student rate) for the play *Macbeth* for essay 2.

See the syllabus.

## Requirements

During the semester, you will complete weekly and longer-term writing assignments dealing with the topic of sports. Class discussions will be the most informative and helpful if the reading assignments have been carefully thought over and all students participate and share ideas. To prepare for class discussions, it will be helpful to take notes. Note key passages or language that points to central concerns or ideas in the reading assignments. Write out key ideas and concepts along with your thoughts and questions that you have. Throughout the semester you will be required to complete planning assignments and rough drafts. Please be prepared to bring these to class to share with classmates so that we can discuss them and make suggestions for improving them.

During the semester, there will be weekly writing assignments, some quizzes (announced and possibly unannounced), peer review assignments, and three essays. The course grade will be determined mathematically using the percentages below. Please remember that your course grade will be based on the work that you submit, not simply the effort you make or my subjective opinion.

COURSE GRADE	%
Weekly Writing/Quizzes**	15%
Peer Review	10%
Essay 1 - Personal Narrative	15%
Essay 2 - Evaluation ( <i>Macbeth</i> )	25%
Essay 3 - Literary Analysis	25%
Assign 1	10%

\*\* Will be determined by point values: A=10; A- =9; B=8; C=7; D=6; F=5-0

All work must be completed on time. It is your responsibility to keep copies of all of your planning work, assignments, and quizzes. Some assignments may be submitted via email, and email communication will be required throughout the semester.

**Late Assignment Policy:** Assignments due on a given day must be submitted at the beginning of the class period. An assignment that is finished but not printed out and ready to hand in is late. Late assignments will be accepted one day after the original due date, but will lose one letter grade or the point equivalent. After that, they will not be accepted. (Assignments due on Friday that are late must be turned in by 5pm.) Assignments due electronically must be received by the day and time specified. Late email assignments will be accepted 24hrs from the original due date. For any special circumstances, please contact me ahead of time. No incompletes will given in the course.

Essays submitted late will lose 1/3 of a letter grade each day they are late, including weekends (e.g., original grade B. Two days late, C+). For any special circumstances, please contact me ahead of time. It may not be possible to make up some quizzes or assignments.

**Peer review:** Peer review days are very important because you will receive specific, targeted feedback about your essays and, in turn, provide feedback for a writing partner. This process will help you become a more effective writer. Peer review days are mandatory. If you miss them, you will lose all peer review points. If you do not have all of the required documents, properly prepared, you will lose all points for peer review and your essay grade may be

lowered too.

For any special circumstances, please contact me ahead of time. It may not be possible to make up a missed peer review class.

## Attendance

Regular attendance is your responsibility and is essential for success in the course. As stated in the online UWSP Course Catalog ([UWSP Course Catalog](#) pgs 25-26), you cannot "cut" classes. There are no excused or unexcused absences. You have personal days to use and manage as needed.

If you miss a total of two weeks of class (six days for classes meeting three times a week; four days for classes meeting twice a week), you may fail the course. You can make up missed assignments/quizzes with my approval; therefore, it is your responsibility to determine work that needs to be completed and to follow up with all logistical requirements. It may not be possible, however, to make up some assignments or quizzes.

If you are absent, you do not need to email me to explain your absence. If you would like to find out about missed information/assignments, it is best to stop by during office hours or make an appointment to see me. You can email me about missed information/assignments, but I may not be able to respond before our next class meeting.

## Classroom Etiquette

During class meetings, we will discuss and debate issues about writing and literature. It is fine to express your views passionately and debate others in class, but do so in a civil, constructive manner.

Please do not use phones and mobile devices during class, even if you believe you are doing so quietly. Not only is this rude, but also it distracts other students as well as your ability to focus on and follow class instruction and discussion. It is English Department policy that students cannot and should not record class lectures and discussion without permission from the instructor. Also, please get drinks of water or use the washroom before or after class, **not during class**, so that our classroom does not become a bus station. Please see me if you need special accommodations.

## Plagiarism (from the Latin "to Kidnap")/Cheating

You will be expected to do your own work throughout the course. Intentionally or unintentionally passing off the ideas, words, or sentences of others (e.g., published authors, website authors, other students) as your own is plagiarism, which will result in failing the plagiarized assignment and possibly the course. Please review the University policy regarding plagiarism.

Anyone caught cheating during quizzes or exams (e.g., looking at someone else's paper or using a cell phone) will fail the quiz or exam and be reported to the Dean of Students Office.