

**English 101
Freshman English
Spring 2020**

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Office hours: Mondays, 3-4:30; Tuesdays, 3-5:50
Thursdays, 1-1:50 (Except Feb. 6, Mar. 5, Apr. 2)
Wednesdays and Fridays by appointment

I encourage you to drop by anytime during office hours to ask questions, get extra help, or just say hello. Contact me to make an appointment if you can't come during scheduled office hours. You are also welcome to email or leave voicemail at any time, but be aware that I may not receive evening/weekend messages until the next weekday morning.

Description and Goals

English 101 and 202 are part of the Foundation Level of the General Education Program, providing a foundation for all the reading and writing students will do in college—and beyond. Because it is impossible to prepare specifically for every kind of task that may lie in each person's future, our emphasis is on expanding your "toolkit" of skills and strategies that can be used in a variety of situations. I hope this course will give you a better sense of what may be expected of you in college writing assignments and help you develop the flexibility and confidence to adapt to the varied writing tasks you will undertake in the future.

Both 101 and 202 seek to develop students' ability to read and think, carefully, critically, and clearly. English 101 focuses primarily on writing that communicates ideas or information. (English 202 will emphasize persuasive writing and working with sources.) By the time you have finished the two-course composition sequence, you should be able to

- 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.

Beyond these basic goals, I hope that you will also grow in other ways: in your appreciation of the complexity of writing and of the pleasure that comes from rising to its challenges, in your ability to think creatively and independently, and in your awareness of your own thinking and writing processes. These are a large part of what you stand to gain from your college experience, and I encourage you to pursue them throughout your college career.

Texts

Rental: Laurie G. Kirszner and Stephen R. Mandell, *Patterns for College Writing: A Rhetorical Reader and Guide* (14th edition)

Purchase: Diana Hacker and Nancy Sommers, *Rules for Writers*, 9th edition, UWSP special printing. (ISBN 978-1-319-30464-5): \$64.30 new, \$48.25 used.

I also recommend buying a stapler and a supply of paper clips, and getting a dictionary app or bookmarking a good dictionary website.

Requirements and Grading

Reading and preparation for class: For most class meetings, there will be assigned reading with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, before class is necessary preparation for you to be able to fully participate in, and benefit from, the class meeting. You should also take some notes on your observations and reactions. I may call on individual students orally or have you write briefly about the reading early in class as a way to check preparation as well as to begin discussion.

You will have a number of **informal writing** assignments. These are low-stakes assignments meant to get you reflecting on readings, exploring ideas, generating material for papers, giving each other feedback, and reflecting on what you have learned. Prompts/directions for most of these are included in the course schedule. (Additions or changes may be included on the assignment sheet for each project.)

The **formal** writing assignments will include three papers written outside of class and three in-class essays. Details about these assignments, including grading criteria, will be provided in handouts and discussed in class. The final draft (at least) of each out-of-class essay should be typed and printed out to be turned in, and should be submitted in a folder along with all the related informal writing and drafts, as well as a final reflection on the project. Each assignment will list all the pieces that should be included in the assignment portfolio. I will provide folders for turning in the complete set of materials.

Attendance and participation: You should attend class regularly and participate to the best of your ability. Class activities will include discussion, editing workshops, and group and individual conferences.

- Attendance, preparation, and participation will contribute **10%** of your grade for the course. (See grading criteria on page 3)

Grading scale for revision:

- No change from previous draft: 0 points
- Some changes made, generally only in response to specific suggestions, or superficial changes where more significant changes are suggested: 7 points
- Makes significant changes in response to feedback: 9 points
- Makes significant changes, including applying feedback to parts of the paper not specifically commented on, further applying concepts discussed in class, or making independent changes that improve the paper: 10 points.

Grading scale for reflections:

- Reflection is turned in, but inadequate (e.g. not responding to the prompt, too vague to show thoughtful reflection on the project): 5-13 points.
- Responds appropriately to the prompt, showing thoughtful reflection on the project: 14 points
- Exceptionally thoughtful: 15 points

Grading scale for peer feedback:

- Comments are offered, but they are typically too vague or general to be useful, or show a lack of careful, thoughtful reading of the paper: 8 points.
- Some specific comments are made, but these may not be explained well enough to provide guidance for revision, or some questions may not be addressed: 11 points.
- All questions on guidelines handout are responded to, with enough explanation to help the author understand the effectiveness of the paper and revise: 14 points
- More than usually helpful; exceptionally thorough or insightful: 15 points

Grading scale for other informal writing:

- Submitted, but inadequate (not showing thoughtful response to a prompt or sufficient progress on the paper to allow for meaningful feedback): 5 points
- Meets expectations: 9 points
- Outstanding: 10 points.

There are 1000 points possible in the course, broken down as follows:

- Each of the three formal papers is worth 190 points (570 total)
- The final reflection on each project is worth 15 points (45 total)
- Peer feedback on drafts of the Profile paper is worth 15 points
- Other informal writing assignments and drafts are worth 10 points each (90 total)
- Up to 10 points can be earned for each out-of-class paper for effective use of feedback in revision (30 total)
- Each in-class essay is worth 50 points (150 total)
- Attendance, preparation, and participation contributes 100 points

How I calculate grades: Letter grades are converted to points, and points back to a letter grade for the course, using the following scale: D, 60-66.99%; D+, 67-69.99%; C- 70-72.99%; C, 73-76.99%; C+, 77-79.99%; B-, 80-82.99%; B, 83-86.99%, B+, 87-89.99%, A-, 90-92.99%, A, 93-100%. An assignment not turned in or test essay not attempted is a 0, but an F paper/essay will earn points in the F range.

Grading criteria for Attendance, Participation, and Preparation

	Plusses – at least a few of these needed for an A	Expectations – meeting all of these needed for B	Minuses – these will lead to grades lower than B
Attendance	Is present for all of every class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 90% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 10% of the time, or less often but without explanation.
Preparation	Always gives evidence of preparation when called on.	Gives evidence of preparation when called on at least 90% of the time.	Gives evidence being unprepared more than 10% of the time.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Is often unequipped or attends to something other than class activities.
Quality of contributions	Makes comments that stand out for the level of careful thought they demonstrate: about the material and about the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions, are irrelevant, or otherwise tend to derail the conversation.
Classroom community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect)

Policies

Academic honesty. The assignments in this course do **not** require the use of sources other than our textbook. If you choose to use other sources in a paper, you **must** cite them; use any format for this that you are familiar with or follow any of the formats described in *Rules for Writers*. Any unacknowledged source use or inappropriate/excessive use of a source in any written assignment will result at the minimum in your being required to redo the assignment in order to receive credit. Depending on the nature and extent of misuse, such behavior may result in a zero for the paper or an automatic F for the course. When in doubt, ask first.

For more information about UWSP's policies regarding Academic Misconduct, see <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

Attendance. Attendance is included in your course grade (as described above) because discussion and hands-on activities are a large part of the course; getting notes from someone is not the same as hearing the whole conversation or participating in an activity yourself. If you ever do miss class,

- Let me know the reason, if it is something that you want me to take into account when I assign a grade for attendance and participation. Documentation is helpful, especially for repeated or extended absences or if you will be asking to make up any in-class work or turn in a major assignment late.
- Make sure to turn in any assignments that may be due that day, either electronically or as soon as possible after you return to campus.
- Check Canvas for any announcements and handouts you may have missed. Contacting a classmate to get their notes on what was discussed may also be useful. If you have any questions after that, feel free to ask me.

Late work. Similarly, the course is designed with the expectation that you will bring drafts and turn in papers according to the assigned schedule; this allows you to receive feedback with adequate time to benefit from it. In practice,

- Informal writing can be done late for partial credit, but not after the related project is completed.
- Completed papers will incur a grade **penalty** of 1/3 letter grade for each class meeting late. This penalty may be waived if circumstances warrant; if you believe the lateness was truly unavoidable and no fault of your own, talk to me about the reason. (The earlier you talk to me, the better.) *It is always better to turn in a formal paper late rather than not do it at all.*
- In-class essays can be made up **only** under extraordinary, unavoidable circumstances.

Classroom Etiquette:

- Tablets and other devices can be used for taking or referring to notes, *if* you can resist their temptations. However,
 - 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 leave the classroom, and possibly being reported to the Dean of Students. (English Department Policy)
- Diverse perspectives are an asset to class discussions. Please treat those whose ideas or experiences are different from yours with the same respect you want for yourself.

Accommodations for Students with Disabilities: If you have a condition requiring accommodations for this course, please contact the Disability and Assistive Technologies Center. Call 715 346-3365 or email DATC@uwsp.edu to make an appointment or get more information, or visit them on the 6th floor of Albertson Hall (a.k.a. Library). Visit their website at <http://www.uwsp.edu/disability/Pages/default.aspx>

Email: Your UWSP email account is the university's standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole or individual students; I will routinely use Canvas for reminders and announcements.

Assessment: UWSP regularly assesses the General Education Program (including this course) to ensure that we are providing you with the best education we can. As part of this effort, samples of student work may be shared, anonymously, with a small group of faculty members. If you have any questions about the assessment process or concerns about how your work may be used, please come talk with me.

Other Useful Information

Copies of all course documents and additional resources will be available in Canvas.

Word-processing software is a highly valuable tool for writing and revision. Be sure to save your papers (and back them up) so that you can revise without having to retype your work.

- As a UWSP student, you have access to Microsoft's OneDrive (cloud storage) and Office 365 (online versions of Word, Excel, etc.), and can download Office 2016 to your own devices. Get started here: <https://portal.office.com/Home>

The **Tutoring – Learning Center**, located in the basement of the library (Room 018), can provide help with writing and many other skills you will need to succeed in college. Their regular hours are Monday – Thursday 9:00 am - 8:00 pm, Friday 9:00 - 1:00. Appointments are recommended but not required. Phone 715-346-3568 or email tlctutor@uwsp.edu. More information is available on their website at <http://www.uwsp.edu/tlc/Pages/default.aspx>

Schedule

PCW = *Patterns for College Writing*. Bring this book when there is assigned reading.

Laptops listed under a date indicates that we will be working with paper drafts. You may work from a printed copy, use one of the classroom computers (up to eight students), or bring your own computer or other device.

Date	Preparation
Jan. 23	<p>Read "My Five-Paragraph-Theme Theme" (photocopy, also posted in Canvas). This essay was written by an English professor. He's joking somewhat, but trying to make some serious points about the value, and limitations, of how writing is often taught in high school.</p> <p>As you read, think about <u>how similar or different</u> this essay is from ones you wrote in high school and, if you can, identify the <u>points he is making</u> about this type of essay. Be ready to share some of your thoughts.</p>
Jan. 27	<p>Read "Madman, Architect, Carpenter, Judge: Roles and the Writing Process" (photocopy, also posted in Canvas).</p> <p>Informal writing: Discuss which of these "roles" you are most comfortable with or most successful at, and which ones you have difficulties with. (Bring to class on paper, email it to me, or upload to Canvas.)</p>
Jan. 28	<p>Read "<i>Poltergeist: It Knows What Scares You</i>" (photocopy/posted). Think about: Notice the <u>criteria</u> this writer is using to evaluate the film: the things that contribute to, or detract from, its overall quality.</p> <p>Also read or skim pages 31-40 of <i>PCW</i> ("Moving from Subject to Topic" and "Finding Something to Say") and pages 6-7 of <i>Rules for Writers</i>. Think about: which of the ideas and strategies described here have you used before? Which have you found useful and why? Which have you not found useful? Are there any you have not used, but might want to try? Be ready to share.</p>
Jan. 30	<p>Read "Born this Way: Lady Gaga's New Album Is a Pop Rapture" (photocopy/posted).</p> <p>Think about: Focus again on the criteria used in this writer's evaluation. Also bring <i>Rules for Writers</i> to class.</p> <p>Begin identifying and exploring possible topics for your evaluation paper, perhaps experimenting with some new techniques.</p>
Feb. 3	<p>Read "<i>Legend of Zelda: Breath of the Wild</i> Review" (photocopy/posted). To think about: Continue to notice the criteria used, and also keep an eye out for a thesis statement.</p> <p>Continue exploring possible topics.</p>
Feb. 4 <u>Laptops</u>	<p>Settle on your topic (if you haven't yet) and explore it to the point where you can bring to class 1) a tentative list of your <u>criteria</u> and 2) a draft <u>thesis statement</u>.</p> <p>This can be on paper (typed or handwritten) or in electronic form. If it is in electronic form, also upload to Canvas or email me a copy. This is informal writing and does not need to be edited for grammar, etc.</p>

Feb. 6	TBA
Feb. 10	<p>Read sample student papers (photocopy, to be handed out in class and posted in Canvas).</p> <p>Informal writing: What strengths and weaknesses can you see in each paper? Particularly pay attention to content (clear criteria, development) and thesis statements. Consider trying to rank them in order of overall quality.</p>
Feb. 11	Have the previous readings with you in class.
Feb. 13 <u>Laptops</u>	Have your current draft with you, either in hard copy or in electronic form. Note: Remember to save this draft as a separate file, or keep a hard copy,
Feb. 17	<p>Evaluation paper due: remember to include your previous draft and reflection</p> <p>This will be a short class meeting. We will schedule individual conferences for the rest of the week. Have your schedule with you. If you are not in class Monday to sign up for a time, be sure to contact me (call or email) or come by my office (433 CCC) to sign up.</p>
Feb. 18-20	No full class meeting – individual conferences.
Feb. 24	<p>Read “Paperclip Man” (photocopy/posted).</p> <p>To think about: What makes this subject worth writing about? What kinds of information are included (description, narration, facts, etc.)? How do the different details help to make the profile engaging to readers?</p>
Feb. 25	<p>Read “On Campus, It’s One Big Commercial” (photocopy/posted).</p> <p>To think about: What is the “angle” this writer chose for her profile essay? What other ways might a writer focus an essay on events during the days before new college students begin their first semester? What details came from the writer’s observation of events? What other research did she have to do? What is the writer’s attitude or stance toward these marketing practices? To what extent is she neutral, just presenting facts and a range of viewpoints? Does she ever express an opinion of her own?</p>
Feb. 27	<p>Read student-written profiles of organizations (photocopies, also posted in Canvas)</p> <p>To think about: How did these students do at choosing topics, finding an angle, and choosing content to develop their profiles?</p>
Mar. 2	<p>Read “Jimmy Santiago Baca: Poetry as Lifesaver” (photocopy/posted).</p> <p>Informal writing: Comment on at least two of the readings from last week, discussing any aspects of these essays that can give you ideas for writing your own profile. Bring a paper copy to class, upload to Canvas, or email it to me.</p>
Mar. 3	<p>Read “Defying the Odds: Victor Cruz” (photocopy/posted).</p> <p>To think about: The topic selection, content, structure, or other aspects of the essay that makes it effective (or not).</p>
Mar. 5	TBA

Mar. 9	Informal writing: Write a few sentences stating what your topic is and what your angle on it will be. (What aspects of the topic will be interesting to your target audience?) Bring a paper copy to class, upload to Canvas, or email it to me.
Mar. 10	Read student papers (photocopies, also posted in Canvas) To think about: Imagine these are students in our class, and these are their drafts. Practice giving feedback
Mar. 12	Informal writing: Comment on at least one of the readings from Mar. 2, 3, or 10, discussing any aspects of these essays that can give you ideas for writing your own profile. Bring a paper copy to class, upload to Canvas, or email it to me.
SPRING BREAK	
Mar. 23	Read "Sex, Lies, and Conversation" PCW 415-19
Mar. 24	Draft of profile paper, multiple copies to exchange with groups (TBA), or share electronically Read "The Ways of Meeting Oppression" (photocopy/posted)
Mar. 25-27	No full class meeting: small groups meet (schedule TBA) Informal writing: Before your group meets, read the others' drafts and write out comments for them. These can be handwritten or typed; if you do this by hand, make a copy, scan, or photo of them to turn in for credit. (Guidelines for commenting will be handed out in class and posted in Canvas.)
Mar. 30 <u>Laptops</u>	Have the current draft of your profile with you. Also bring <i>Rules for Writers</i> to class. Read "What's in a Name?" and "Brains versus Brawn," PCW 2-4 and 378-80 To think about: What is "oppressive" about the experience each writer describes? How does he respond to it? Which of King's categories does he fit into?
Mar. 31	Profile paper due: remember to include your previous draft and reflection Read "Just Walk on By: A Black Man Ponders His Power to Alter Public Space," PCW 233-36 To think about: Practice applying King's categories to Staples's experience. Consider each episode Staples relates in his essay and which category it fits into. Does he consistently fit into one category?
Apr. 2	TBA
Apr. 6	Draft of applying concepts paper. Turn in a hard copy or upload to Canvas. Read "The Dog Ate My Tablet, and Other Tales of Woe," PCW 452-55 To think about: Reading this essay as a student, how does it make you feel? (Understood? Respected? Insulted?) What attitude does the writer seem to have toward the students and explanations described in the essay? To what extent do you agree with the writer's opinions?
Apr. 7	Read "Becoming a Writer" and "Surrendering," PCW 101-103 and 116-18 To think about: Notice the teachers who are described in these essays, and consider the writers as students. What observations can you make that will help you devise a classification of teachers or students?
Apr. 9	No assignment, but class will meet

Apr. 13	<p>Read "What I Learned (and Didn't Learn) in College," <i>PCW</i> 440-43</p> <p>To think about: Consider this as an example of a classification essay (notice the quality of the classification system, the development, the organization, etc.), as well as noticing the kinds of teachers described or the kind of student who is writing.</p>
Apr. 14	<p>Applying Concepts Paper due: remember to include your previous draft and reflection</p>
Apr. 16	<p>Read "I'm Your Teacher, Not Your Internet-Service Provider," <i>PCW</i> 409-12</p> <p>To think about: Add these students, and this teacher, to the material you may use in the in-class essay.</p>
Apr. 20	<p>In-class essay #1</p>
Apr. 21	<p>Read "Speaking Out" (a first draft) and "The Price of Silence" (revision of the same paper), <i>PCW</i> 73-74 and 76-77</p> <p>To think about: What is different about these two drafts? Notice as many changes as you can, and consider the effect they have on the paper.</p>
Apr. 23	<p>Read "Cutting and Pasting: A Senior Thesis by (Insert Name)," <i>PCW</i> 17-19</p> <p>To think about: How does this essay compare to "The Price of Silence" as a piece of writing (style, purpose, etc.)? How do the two writers' views of plagiarism and cheating compare?</p>
Apr. 27	<p>Read "Mother Tongue," <i>PCW</i> 458-62</p> <p>To think about: Compare this to "Surrendering" (116-18). Notice similarities and differences in the two writers' experiences and how they write about them.</p>
Apr. 28	<p>Read "Brains versus Brawn," "A Comparison of Two Websites on Attention Deficit Disorder," and "The Myth of the Latin Woman," <i>PCW</i> 378-80, 383-86, and 225-29</p> <p>To think about: You can read the first two quickly (one we've read before); we'll look at these as examples of comparison/contrast writing. Compare "Myth" to "Mother Tongue" and/or "Surrendering"</p>
Apr. 30	<p>Read "Grant and Lee: A Study in Contrasts," <i>PCW</i> 392-95</p> <p>To think about: Notice how this essay is organized. Where does the writer use subject-by-subject structure? Where point-by-point?</p>
May 4	<p>In-class essay #2</p>
May 5	<p>Read "Why the Post Office Makes America Great," <i>PCW</i> 220-22</p> <p>To think about: Compare this to any of the other readings by immigrants and children of immigrants. (You may find more differences than similarities, but try to find both.)</p>
May 7	<p>Review "Just Walk on By," "What's in a Name?," "Brains versus Brawn," "Becoming a Writer," and "Surrendering," <i>PCW</i> 233-36, 2-4, 378-80, 101-103, and 116-18</p> <p>Look for possible connections in the full set of readings for the final in-class essay, and imagine possible essay topics.</p>
May 14	<p>Thursday - Final exam (in-class essay), 8-10 am</p>