

ENG 101: English Composition I

Instructor: Dr. Lisa Hager

Location: C 164

Meeting Times: P001 MWF 8:00-8:50am
P005 MW 1:00-2:15pm

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Office Hours: MWF 9-10am
F noon-1pm
By Appointment

Course Description

The goal of ENG 101 is to begin to prepare you for the many writing situations that you will encounter in college and beyond. To this end, the course focuses on the areas of rhetorical knowledge; critical thinking, reading, writing; and the writing process, as laid out in the English Department's Learning Outcomes for ENG 101 (see below). With each assignment in ENG 101, your writing will be assessed in terms of these outcomes.

Since writing strategies are the clear emphasis of this course, our readings will deal with issues of writing and reading so that we can learn from talking, reading, and thinking (as well as doing) writing. The idea here is become self-aware of one's writing process and rhetorical decisions in order to become a skillful and responsive writer.

A Note Before We Begin

When asked about the main difference between college and high school, I almost mention that college is where the student *chooses* to continue her/his education rather than being forced to attend by the law or parents. While the faculty and staff of UW-Waukesha, myself included, genuinely want all of our students to succeed and will go to great lengths to foster that success, your academic performance closely tied to *your* commitment to *your* education.

College is what you make of it. Yes, you can skate by in this (and other) class(es) by putting a minimum amount of effort and not caring about it in the least. However, as former student myself, I can tell you that you will need the writing skills and strategies that you can gain in this class as progress in any field of study, be it astronomy or business. To get the most out of this class, you must put forth genuine effort and take ownership of your college career.

In the words of Ru Paul, "You better work!"

Course Schedule

The schedule of assignments for this course is available online through Desire2Learn (D2L) - <http://d2l.uwc.edu/> Though the assignments for the next few weeks are pretty much set, be aware that I will revise the rest of the schedule extensively throughout the semester in order to respond to how the class is progressing. Thus, the schedule, as it currently stands, is more a guide than a "written stone" guarantee of what will be happening when in this class. I will always notify you when I make changes.

Required Texts and Materials

- Lunsford, Andrea A. *The Everyday Writer with 2009 MLA Update*. 4th Ed. New York: Bedford/St. Martin's, 2009. ISBN-10: 0312594577 | ISBN-13: 978-031259457
- Nadell, Judith and John Langan, Eliza A. Comodromos. *The Longman Writer: Rhetoric and Reader, Concise Edition*. 7th Ed. New York: Longman, 2009. ISBN-10: 0205739989 | ISBN-13: 9780205739981
- \$20 added to your printing balance for printing all online readings. For all online texts, you should bring in a printed copy of the text on the day it is being discussed in class. If you do not have your text, your participation grade will be deducted one point or 10%.

Learning Outcomes for ENG 101:

What you should be able to do after successfully completing this course?

Rhetorical Knowledge

Audience

- Understand formality and informality in academic writing
- Adapt content, form, and style to the audience, purpose, and requirements of a college writing assignment

Rhetorical Situation and Purpose

- Recognize different kinds of reading and writing situations
- Recognize conventions of format and structure appropriate to different kinds of reading and writing situations

Form

- Understand how disciplinary and generic conventions shape the form of a text
- Read and understand different kinds of texts

Knowledge of Conventions

- Apply conventions of standard written English and grammar, language usage, punctuation, word choice, and style, and recognize academic writing conventions
- Identify and construct complete sentences and demonstrate an understanding of sentence boundaries
- Use a signal phrase to introduce a summary, paraphrase, or quotation
- Use parenthetical references to cite sources according to an established documentation style

Critical Thinking, Reading, and Writing

Thinking

- Use writing for inquiry, learning, thinking, and communicating
- Begin to understand the relationships among language, knowledge, and power
- Consider multiple perspectives and identify bias

Reading

- Distinguish between fact and opinion
- Identify multiple perspectives in a text
- Identify main points and supporting details in a text
- Recognize explicit and implicit meaning in a text
- Analyze and evaluate an author's thesis, assertions, and supporting evidence
- Begin to critically evaluate source material
- Identify and integrate appropriate quotable material
- Summarize a text without plagiarizing
- Quote and paraphrase source material

Writing

- Narrow a topic
- Write and support a clear, focused thesis
- Understand the paragraph as a unit of meaning
- Construct unified paragraphs with topic sentences and supporting details that advance the thesis
- Develop a cohesive essay using transitions within and between paragraphs

Processes

- Generate multiple drafts to create and complete a successful text
- Apply successful strategies for generating, revising, editing, and proofreading
- Understand the recursive writing process that permits writers to use later invention and rethinking to revise their work
- Develop the ability to critique their own and others' work
- Develop proficiency in collaborative work

Grade Breakdown

You are also responsible for keeping track of your grades in the Desire2Learn gradebook. I will not respond to emails asking for “progress reports” or if you can make a certain grade. It is your responsibility to check your grades periodically to make sure that they are correct.

While I am more than willing to meet with you to answer any questions you may have about my grading so as to improve your performance on future assignments, I will not change your grade after the fact. Do not come to me to ask for more points. Be aware that I will **not** discuss your grades or respond to emails regarding your grades after the second-to-last week of class.

Category	Percentage	Point Value
Literacy Narrative	10	50
Definition Essay	15	75
Comparison and Contrast Essay	20	100
Process Analysis and Solution Proposal	30	150
Daily Grades (reading quizzes and other short assignments)	15	75
Participation	10	50
Total	100	500

Point Values	Percentages	Letter Grade
500 – 450	100 – 90	A
449 – 400	89 – 80	B
399 – 350	79 – 70	C
349 – 300	69 – 60	D
299 – 000	59 – 00	F

Explanation of Letter Grades

Below is the general meaning behind the grades I assign to your papers. You should use the statements to determine how you might work toward a higher grade):

- A** You did what the assignment asked for at a high quality level, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a B, but it also demonstrates that you took extra steps to be original or creative in developing content. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors.

- B** You did what the assignment asked of you at a high quality level. Work in this range needs revision; however, it is complete in content, is organized well, and shows special attention to style.

- C** You did what the assignment asked of you. Work in this range needs significant revision, but it is complete in content and the organization is logical. The style is straightforward but unremarkable.

- D** You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic.

- F** An F is usually reserved for people who do not do the work or do not come to class. However, if your work is shoddy and shows little understanding of the needs of the assignment, you will receive a failing grade.

Assignments and Other Requirements

Quizzes

10 points each

Part of Daily Grades Category

To ensure that everyone is keeping up the reading assignments, I will give quizzes at the beginning of class on a fairly regular basis. If you are reading the texts as we progress through the semester, you should do fine. The quizzes will be pop-quizzes and will hence occur without warning. Also, if you are absent (non-excused) or more than five minutes late to class meeting which there was a quiz, you will receive a zero for that quiz.

Literacy Narrative

10% (50 points)

Length: 3-4 pages.

This essay will be a literacy narrative in which you narrate and describe your experiences with reading and writing. A key part of this essay will be defining your own notions of literacy.

Definition Essay

Length: 3-4 pages

15% (75 points)

This essay will incorporate the rhetorical technique of definition. You will choose a cultural object and argue how it can be defined as a text.

Comparison and Contrast Essay

Length: 2-3 pages

15% (75 points)

This essay will incorporate the rhetorical techniques of comparison and contrast. You will choose two essays that we have read and compare and/or contrast the authors' views on language.

Process Analysis and Solution Proposal

Length: 5-6 pages

20% (100 points)

In this final essay, you will choose a problem with education and argue why this problem is important as well as offer a possible solution. Here, you will be using both persuasion as well as process analysis to make your arguments.

University and Class Policies

Attendance

Students have four absences to use for any reason. I do not require any permission note. After the given four absences, a student's final course grade begins to be reduced 1/3 grade (A- to B+, for instance) for each additional absence. After four absences, there are no excused absences. So use your four absences wisely.

You are responsible for information and materials you miss. You should obtain notes from classmates. While I will not repeat an entire class time for a student who misses, I will, however, discuss generally what we did in class and important points we covered. It is your responsibility to meet with to go over what you have missed.

If there is a daily grade or major assignment due on the day that you are absent, you must bring in some sort of documentation to have the absence excused. Acceptable forms of documentation include: a doctor's note stating the date of and reason for your absence, funeral announcement, notification from UW-Waukesha faculty member regarding a UW-sponsored event with your name on it. Again, it is your responsibility to provide me this documentation. I will not excuse your absence until you do so.

If you are surfing the web, emailing, or talking on the phone during class time, you will be marked absent; cell phones must be turned off during class. Although sometimes unavoidable, arriving to class late is rude. Students habitually arriving to class late (more than four late arrivals) will begin to accrue absences, one absence for every two lates.

In the same context, students are to remain for the entire class. Therefore, leaving the class early will count as a late arrival. Do not schedule doctor's appointments, court dates, and/or other personal appointments during class time. You have registered for this class at this time and are expected to be in class every day for the entire class period.

Regular attendance is required, and you should plan to be here for every session. More than three absences during the term will lower your final grade in the course one to three full letter grades. I will take attendance every day.

UW-Waukesha English Department guidelines state that students cannot miss more than **nine classes** and still expect to pass the course. This policy includes all "excused" absences as well, which means you should save your absences for true emergencies—illness, a funeral, a religious holiday, sick children, unavailable childcare, etc.

Student-Teacher Conferences

I strongly encourage you to see me during office hours (or through appointment) to discuss specific questions about any paper (preferably after peer workshop). While I will read sections of any paper before the final due date, I will only give feedback as directed by a specific question from the concerned student (i.e. "Is my thesis clear enough?" "Does this paragraph do a good job of supporting my thesis?" etc).

Additional Help with Assignments

You are strongly encouraged to make use of the writing tutors in the Study Center, who will gladly read a draft of your essay and give you helpful feedback. You can also work with a writing tutor via e-mail with the UW-Waukesha Online Writing Lab; instructions are located at <http://waukesha.uwc.edu/academics/owl/>.

Submission of Work

Late work: All assignments are due in your class time (collected after roll is taken) on the given due dates. Work turned in late is docked ten percent (one letter grade) for every calendar day it is late. Work turned in after class on the due date is considered one day late. If you will be absent on a day that written work is due for whatever reason, submit your work via a friend on the due date (by the beginning of class) or submit it earlier. If you absent due to a planned UW-Waukesha event, you must turn in your paper by the beginning of class on the due date – no exceptions.

I do not accept emailed papers for any peer review days or final submissions. I must have a hard copy of your draft by the beginning of the class period in order for you to not incur the above penalty.

Note: print your documents before the due date. Printers, computers, and computer disks are notorious for failing just before an assignment is due. Therefore, a broken printer, computer or disk that fails is not an extenuating circumstance; they do such things regularly.

Keep multiple copies of all work in multiple locations!

Participation and Classroom Etiquette

This is a class in communication, so your participation is essential. Get involved. Volunteer. Question. Probe. Expect also to engage regularly in a variety of in-class activities and exercises—oral, visual, electronic, and written; individual and collaborative. Share relevant ideas and observations. Bring in copies of relevant clippings and articles. Offer your own experiences. Make connections between what we’re discussing in this class and what you hear elsewhere—for example, what’s going on in other classes, what you hear at conferences, what you hear in our colloquia, what guest speakers say, and so on. I will evaluate your participation throughout the term.

Since collegial discussion is such a key part of this class, disrespectful behaviors such as talking while others (including your instructor) and packing up your belongings before the end of class are simply not tolerated. If your behavior is distracting the class, I will ask you to leave the class and you will be marked absent for that day’s class and will receive a zero for that day’s in-class quizzes or activities. Repeated instances of these and other disruptive behaviors will result in a lower participation grade.

Leaving the classroom for any reason during class is very disruptive to rest of the class, during both lecture/discussion and group activities. As adults, I expect all of you to take care of any bathroom needs etc. before the start of class. Repetitive failures to follow this policy will affect your participation grade. Please do let me know if you have any sort of physical issue that prevents you from complying with this policy.

Peer Review Workshops

You are to participate actively in review and editing workshops: whenever a workshop is scheduled, you are to have assigned materials ready for the workshop. These materials are due at the beginning of class; a student without materials for a workshop receives a mark against participation on that date. You must have all materials printed **before** the beginning of class. You will receive half credit for your draft if you are printing after the start of class.

Revisions

You may choose to revise any of your major assignments in order to earn a higher grade. If you revise your paper, your grade will either stay the same or be replaced entirely with the higher new grade that you have earned. Your grade will not go down if your revised paper receives a lower grade than your original paper – your grade will stay the same. In order to revise your paper your paper, you must meet with me to discuss the revision. Revisions must be turned in by the announced deadline and cannot be made up unless you have an excused absence.

In order to earn a higher grade on your revised essay, you must revise your paper as whole, not just fix the marginal comments that I have written. This revision should be global rather than local. However, that being said, failure to address any of my marginal comments or grammar errors will result in your grade remaining the same.

Format of Essays

Drafts must be typed and double-spaced (with no additional spacing between paragraphs) with one inch margins using 12 point Times New Roman font. Each paper should have in the upper left-hand corner of the first page your name, my name, the course number, and the date. Your last name should also appear next to the page number in the upper right corner of each page.

Give each of your formal papers a descriptive title. Papers without adequate Works Cited pages and appropriate internal citations, or papers with excessive mechanical problems (more than three errors per page) will be given a grade of 'X' until the student has conferred with me and the problem has been solved. Students who do not meet with me to change the 'X' grade will receive a 0 for the paper. Papers must be turned in at the beginning of the class in which they are due.

General Checklist for Final Submission of Papers

Turn in all hard-copy papers in a two pocket folder with the following:

- That paper's final draft. (Stapled)
- That paper's first draft. (Stapled)
- The notes taken, drafts commented on and emails received during peer workshop. (Stapled)
- Any items specific to the assignment as detailed on the individual assignments' requirements sheets

**Any final draft submitted without rough drafts, peer workshop notes, or the research journal will be docked ten points per missing item. If you do not turn in your work in a two-pocket folder of the designated color, your paper will be docked ten points. In regards to stapled items, you will be docked 5 points per unstapled item. It is your responsibility to have all items stapled before class; I do not carry a stapler with me.

Discrimination and Harassment

No form of harassment or discrimination is allowed in this class including but not limited to gender, class, age, ability, religion, sexual orientation, and ethnicity.

Americans with Disabilities Act (ADA)

If you require accommodation to compensate for a disability, please speak with me outside of class so that we can identify an appropriate course of action. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon, preferably in the first week of the semester.

Also, Judy Becker in Student services would like to talk to you to make sure that if you need special parking, or any other services, she can arrange them for you.

Academic Honesty

The Board of regents, administrators, faculty, academic staff, and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

Assessment

The UW Colleges-wide assessment program was established to enhance the quality and effectiveness of the curriculum, programs, and services of the institution. The institution-wide assessment activities focus on analytical, quantitative, communication, and aesthetic skills because they are of primary importance in the general education of our students. This semester, students in some English courses will be assessed on analytical skills, specifically the ability to construct an argument in support of a conclusion.

Signed Student/Instructor Agreements

****PLEASE READ, SIGN, AND RETURN THESE STATEMENTS TO DR. HAGER****

I affirm that I have read the entire syllabus and policy sheet for Dr. Hager's ENG 101 class and understand the information and the responsibilities specified.

Print Name

Date

Signature

DIRECTIONS: Read carefully and check **all** that apply.

I give my instructor, Dr. Lisa Hager, permission to use copies of the work I do for this course, ENG 101:

- as examples in this and other courses
- as examples in presentations and in print and electronic publications

Please indicate how you want to be acknowledged:

- Please use my name both in the acknowledgements and with my actual document.
- Please use my name in the acknowledgements section but use an appropriate pseudonym with my actual document.
- Please use a pseudonym both in the acknowledgements and with my actual document.
- Please use my work, but do not acknowledge me in any way.
- I do not want my work used as examples in any situations.

Print Name

Date

Signature

Street Address

City, State, and Zip Code