

English 101: Introduction to College Writing

Spring 2018

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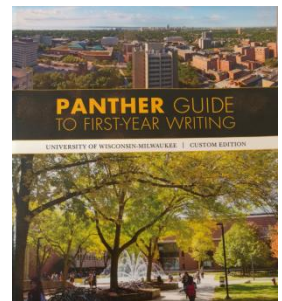
Section 001
 MWF: 9:00-9:50
 Merrill Hall 211
 Instructor: Katie Cary
 kmcary@uwm.edu
 Office Hours: Wednesday 10-12:00
 in The Grind, Library location,
 or by appointment

Course Materials

The following materials must be purchased for this course, and along with this syllabus, should be brought to each class session:

- *Panther Guide to First Year Writing.*
- You will also need to download and/or print texts from D2L and bring them to class.

Additional materials: *access to a computer with internet* (UWM email and D2L) and a printer/copier, notebook, pen or pencil.



Welcome Statement

Welcome to English 101! Your abilities, identities, and ideas are all welcome in this course as long as they are not disrespectful or harmful, and I look forward to all of us working collaboratively to learn from each other. My expectations are high to encourage your potential, but I will do everything I can to help you if you are willing to put in the effort.

I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. Please talk to me as soon as you can about your individual learning needs and how I can best accommodate them. If you do not have a documented disability, remember that other support services are available to all students.

Course Description

English 101, Introduction to College Writing, is designed to prepare you to succeed in English 102, College Writing and Research, but also more generally to ground you in the reading, writing, and rhetorical demands necessary for success in college and beyond. This class teaches you to be both critical and reflective readers of complex texts and critical and reflective writers of effective texts.

One important key to being able to acquire these skills is rhetorical knowledge. Rhetoric is foundational for this course because it allows you to understand how other people's texts affect readers and attempt persuasion, and it allows you to compose effective and purposeful texts yourself. Rhetoric prepares you to participate in and respond to nearly any conceivable communication situation, whether it be another college course, certain professional demands, or personal needs. At its most basic—but most profound—level, writing is about making choices, and this course will teach you how to understand other writers' choices and how to make your own effective choices across a variety of writing situations.

The key components of this course include:

- **Rhetoric:** rhetorical dexterity, or the ability to read and write across genres and contexts.
- **Reflection:** metacognition, or the ability to think critically about one's own learning and growth.
- **Critical reading:** developing a deeper array of reading strategies; understanding how to critically engage with a variety of texts.
- **Writing processes:** using writing to learn and engage with texts, but also developing a wider repertoire of writing strategies.
- **"Conversation":** understanding that all reading, writing and research take place within the context of an ongoing conversation.

- **Academic discourse:** developing an academic ethos by understanding the academic register, its purposes, audiences and conventions.

*This course is writing intensive, and you should expect to be assigned a writing task every class period in which you are expected to write several pages.

Course Theme: “Righting” Language

The theme for this course will explore some of the ways language works, socially, politically, culturally. We will be reading about issues surrounding multilingualism, which will be connected to discussions about race, gender, sexuality, nationality, religion, and disability. Questions we might explore include: How is language tied up with questions of power? Is it possible for us to move away from a focus on English as *the* global language? Should we? How does language perpetuate issues of racism, classism, sexism, ableism, etc.? How is language as a political entity tied up in questions of government, global capitalism, etc.? How should we think of language as an entity that aids in the above-mentioned power structures and what is our responsibility in addressing these concerns?

***A Note on Course Content**

This class may require you to read and discuss materials that deal with subjects potentially sensitive to some including, but not limited to, gender, sexuality, violence, class, race, etc. We will be discussing these ideas openly to better understand how writing enables us to engage and challenge our understandings of these concepts. If you feel you will be uncomfortable discussing these topics, I encourage you to come speak with me as soon as you can.

Grading Contract

Grading in this course will be conducted using a grading contract. Our grading contract is as follows, and will be used in the final grading of this course:

To receive an “A,” You Should:

1. Attend class regularly—not missing more than one week of classes, or 3 absences
2. Meet due dates for all major segment papers
3. Turn in no more than 3 daily assignments late
4. Participate in all in-class exercises and activities
5. Give thoughtful peer feedback during class workshops and work faithfully with your group on other collaborative tasks

6. Sustain effort and investment on each draft of all segment papers, making substantive revisions to papers when necessary as opposed to simply editing or “touching up”
7. Attend conferences with your instructor to discuss drafts
8. Submit both the preliminary and the final portfolio
9. Thoroughly meet the course goals for all segment papers in the final portfolio

To Receive a “B,” You Should:

1. Attend class regularly—not missing more than one week of classes, or 3 absences
2. Meet due dates for all major segment papers
3. Turn in no more than 3 daily assignments late
4. Participate in all in-class exercises and activities
5. Give thoughtful peer feedback during class workshops and work faithfully with your group on other collaborative tasks
6. Sustain effort and investment on each draft of all segment papers, making substantive revisions to papers when necessary as opposed to simply editing or “touching up”
7. Attend conferences with your instructor to discuss drafts
8. Submit both the preliminary and the final portfolio
9. Adequately meet the course goals for all segment papers in the final portfolio

To Receive a “C,” You Should:

1. Attend class—not missing more than two weeks of classes, or 6 absences
2. Meet due dates for all major segment papers
3. Turn in no more than 6 daily assignments late
4. Participate in in-class exercises and activities
5. Give peer feedback during class workshops and work with your group on other collaborative tasks
6. Sustain effort on each draft of all segment papers
7. Attend conferences with your instructor to discuss drafts
8. Submit both the preliminary and the final portfolio
9. Minimally meet the course goals for all segment papers in the final portfolio

****You Must Receive a C or Above to Pass This Class***

***A Note on Grading**

Grading will appear in a three-numbered system. If you receive a 2, it means your assignment was completed on time, a 1 indicates a late submission, and 0 notes an assignment that has not been submitted.

The numbers are not indicative of your final grade, but should help to clarify where you are standing in terms of the contract. Let me know if you have questions at any time.

Portfolio

This course is founded on a writing sequence, broken up into four segments, that will help you create a portfolio of your revised work. About three-quarters of the way through the semester, you will submit a preliminary portfolio for another instructor to provide comments on. This gives you the valuable experience of having an audience outside of our class to provide feedback and help you revise your portfolio. You will have time to revise your portfolio before your final portfolio is due. **You need to submit both a preliminary and final portfolio to pass the class.**

These portfolios need to include the following that you will be working on throughout the semester:

- Segment 1 paper: summary
- Segment 2 paper: rhetorical analysis
- Segment 3 paper: exploratory
- Segment 4 paper: reflective

Class Assignments

Most class assignments will be due in the D2L dropbox at 9:00am the morning of class unless otherwise specified. Allow yourself enough time to submit your assignment early in case there are technological issues. If this does happen, please email me your assignment or bring it to class so that it won't be marked late. However, be sure to submit it later on D2L as assignments need to be turned into D2L to receive credit and feedback.

All writing assignments must be typed, double spaced, with 1 inch margins, in a 12 point standard font, and follow all MLA format guidelines. These need to be submitted as Microsoft Word documents – no exceptions.

I will provide feedback via D2L on most assignments, but you will not receive a letter grade until the end of the semester so that you can continue to revise your work. If a redo on an assignment is necessary, I will make that clear in my comments to you. Please keep up with reading my feedback to help you make improvements on future assignments. You should save all digital copies of these assignments as all of them are required to pass the class. **You need to submit a complete preliminary portfolio and a final portfolio to pass the class.**

I will provide plenty of opportunities for assessment throughout this course, but please let me know if you are ever unsure of or worried about how you are doing.

Course Policies:

Late Work Policy

We will be working through a lot of material together in this course. Because of that, it is in your best interest that you stay on top of the assignments. Submitting more than **6 assignments** late will result in a grade below C-, which is not considered passing for this course. The effect of late submissions up to 6 on your final grade is made clear in the grading contract. ***All daily assignments and segment projects must be turned in to receive a C or better in this course. All daily assignments must be turned in by the end of the segment in which they were assigned.**

Participation

Classes like this one are vastly more interesting with the participation of students. You all have specific experiences and knowledge about a range of topics, and I hope you will share them with the class. Remember, these should be shared in respectful ways.

I am aware that people learn in many different ways. I encourage a dynamic and lively discussion in our classroom, but if you are uncomfortable speaking up, participation is possible through: demonstrating active listening to your classmates and teacher, thoughtful collaboration when we do small group work, thorough peer-review comments, and revising your work based on peer or instructor feedback. Writing is *always* collaborative.

Attendance and Tardiness

I appreciate students who are present in class and ready to engage in lively discussions about the topics at hand. As such, I hope that you will make the decision and every effort to attend every class meeting we have. We will be making sense of our readings and writings in class. Attending class meetings is the best way to make sure that you do as well as possible in the class and that you can learn everything you need to know about research and writing.

More than **6 absences** in this course will result in your receiving a grade of C- or lower, which is not considered passing for English 101. The effect of absences up to 6 on your final grade is made clear in the grading contract. Excessive tardiness also makes it difficult to actively participate in the day's activities. If you are more than **10 minutes** late or leave **10 minutes** early, you will be counted tardy. After **one** tardy, I will begin marking each one as an absence. Attendances will be tracked using D2L's Attendance tool.

Conferences

Periodically throughout the semester we will meet to discuss your work one-on-one in-depth. When we do this, I will cancel a week's worth of class. Missing a conference will result in absences the equivalent to the amount of class meetings I cancelled. Thus, missing a conference will result in **3 absences.**

Academic Honesty/Plagiarism Policy

Willful representation of the thoughts or words of someone else is called plagiarism, and is punishable by UWM through failure of the course, suspension, or expulsion from the university. Please be aware when you are referencing another source and cite your references accordingly. If you are unsure whether you are potentially plagiarizing, or need help citing your sources, please contact me!

Technology Policy

Devices are welcome in our classroom if they enable or assist in your classwork and participation. If they distract you or your classmates, I'll ask you to refrain from using technology during class.

Behavior

I encourage you to speak up and participate during class meetings. Because you all represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class should show respect for every other member of this class. I am committed to providing equality of opportunity for everyone and the success of this relies on support and understanding from all of you. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind.

Course Communication Policy

We should all be checking our email at least once a day. I will communicate with you there, and I am sure you will have questions for me too. If you do have questions for me, I will do my best to respond to emails within 48 hours.

Satisfying UWM's First-Year Writing Requirements

Completion of the UWM first-year composition requirement is a prerequisite for junior standing. Students must demonstrate completion by satisfying one of the following:

Earn a grade of C or higher in English 102.

OR

Transfer a grade of C or higher in a course equivalent to English 102.

OR

Achieve an appropriate score on the UW System English Placement Test (EPT).

Add/Drop Policies

During the first two weeks of the semester, you may drop a course via PAWS. It is the **student's responsibility** to manage all adds, drops, and section changes on PAWS during the University Add/Drop period. **If you do not drop the course from your schedule but discontinue attendance, you will receive an F for the course.**

Any time through the eighth week of the semester you may drop a course via PAWS. After the fourth week of classes, you will receive a "W" (for withdrawal) on your academic record and transcript.

Because of the need for programmatic portfolio assessment, *incompletes cannot be given* in English 100 (EAP 100), 101 (EAP 101), and 102. Audits are not permitted in these courses.

Grade Grievances

If you wish to appeal a final grade, you must take the following steps:

- 1 Set up a meeting with your teacher for an explanation of her or his grading policies. Most teachers have a careful system for evaluating homework assignments, in-class participation, and so on. Usually, this meeting resolves the matter.
- 2 If you are not satisfied with the outcome of this meeting, make an appointment with the Director of Composition, who will discuss the matter with you and your teacher.
- 3 You have the option of filing a grade grievance with the Department of English. To do this, you must make an appointment with the Department Chair and write a formal letter explaining your request and providing evidence that supports the request. You may only do this once you have exhausted the two options above.

Repeating First-Year Writing Courses

UWM policy permits students to repeat a course once without special permission. In order to repeat any first-year writing course a second time, you must receive written permission from the Director of Composition or Lead Coordinator.

Campus Support:

Me

Please do not hesitate to communicate with me before/after class, during office hours/by appointment, or via email about any concerns, questions, struggles, challenges, etc. you may have regarding anything about this course. However, please try to contact me *before* something becomes a problem if possible. I am happy to try to accommodate and be flexible about any needs you may have to help you be successful in this course.

EAP Sections

If you grew up speaking a language other than English, you can benefit by taking the English for Academic Purposes (EAP) section of this class: EAP 101: College Writing for Multilingual Students (3 credits). This course is equal to English 101 as it is a prerequisite to English 102. However, the class size is smaller, and it is taught by instructors with experience helping multilingual students with their academic writing. Multilingual students who are interested in the EAP course should contact the EAP course coordinator Amy Shields at grisk@uwm.edu during the first week of class.

Writing Center

I strongly encourage you to work with tutors at the Writing Center throughout the semester to improve your writing. For more information, you can visit The Writing Center at 127 Curtin Hall or at: <http://www4.uwm.edu/writingcenter/>.

Virginia Burke Writing Contest

The Virginia Burke Writing Contest honors writers from English 100, 101, 102 and 201 whose essays are judged the best of the year. Winners receive cash and other prizes.

Accessibility Resource Center

If you work with an advisor at the Accessibility Resource Center (ARC), please bring your VISA to me during the first week of class so we can determine how to best accommodate your needs in our class. If you have or think you may have any kind of mental or physical disability, I encourage you to reach out to the ARC for helpful resources to help you succeed. You can visit ARC in Mitchell Hall 112 or visit their website for helpful information: <http://uwm.edu/arc/>.

Health/Counseling/Substance Abuse Services

If you are having any kind of mental health issues or even just feeling overwhelmed, I encourage you to seek support. For more information on where to go to receive help or counseling, visit: <https://www4.uwm.edu/norris/>.

Sexual Assault

Sexual assault or abuse can be defined as any sexual contact that occurs without explicit permission or consent. This includes contact that occurs as a result of manipulation, coercion or when unable to consent as a result of drug or alcohol intoxication. If you or someone you know has been assaulted, you can contact a Norris Health Center Crisis Counselor at 229-4716. For more information, visit:

https://www4.uwm.edu/norris/mental_health/topics/sexual_violence.cfm.

Career Planning and Resource Center

<http://uwm.edu/careerplan/>

Center for Student Involvement

<http://uwm.edu/studentinvolvement/>

Cultural Resources

African American Student Academic Services: [AASAS](#)

American Indian Student Services: [AISS](#)

Black Cultural Center: [BCC](#)

Electa Quinney Institute for American Indian Education: [EQI](#)

Robert Hernandez Center: [RHC](#)

Southeast Asian American Student Services: [SAASS](#)

Enrollment and Financial Services

<http://uwm.edu/onestop/>

Inclusive Excellence Center

<http://uwm.edu/inclusiveexcellence/>

LGBT Resource Center

<https://sa.uwm.edu/lgbtrc/>

Military and Veterans Resource Center

<http://uwm.edu/mavrc/>

Norris Health Center

<http://uwm.edu/norris/>

Student Success Center

<http://www4.uwm.edu/ssc/>

Women's Resource Center

http://www4.uwm.edu/wrc/wrc_interim/interim/index.cfm