



**ENGL 101:
COMPOSITION 1**

**THEME: TECHNOLOGY
AND CULTURE**

NEVER HAVE I FELT SO
CLOSE TO ANOTHER SOUL
AND YET SO HELPLESSLY ALONE
AS WHEN I GOOGLE AN ERROR
AND THERE'S ONE RESULT
A THREAD BY SOMEONE
WITH THE SAME PROBLEM
AND NO ANSWER
LAST POSTED TO IN 2003



Source: [xkcd](#)

Instructor: Trent M Kays
Classroom(s): HarveyH 314 (043; 044)
Meeting Time(s): TuTh 8-925am (043); 940-1105am (044)

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Office Hours: TuTh 1130am-1230pm or By Appointment

Course Overview

From the [course catalog](#): Introductory, first-semester composition course required of students who achieve a designated score on the Wisconsin English Placement Test or a score of "C" or better in ENGL-090. Practice in college-level writing, critical thinking and reading. Introduction to academic research, source-supported writing, argumentation, and conventions of structure, style, grammar, mechanics, and format appropriate to specific rhetorical situations. Students must receive a "C-" or better in ENGL-101 to move on to ENGL-102.

What we're actually going to do: In this course, we're going to explore and practice various genres of writing; we're going to work on issues of context and syntax; and we're going to consider writing in both academic and every day contexts. We're going to think about how to research and write up our analyses in order for a variety of specialty and lay audiences to understand, and we're going to explore public conceptions of writing.

We're going to draft, peer review, and revise writing as well as consider what it is to write. The theme of the course is, "Technology and Culture." This theme will help focus the course, so we can refine our ideas under an identifiable tent. Moreover, this theme will help us locate topics on which to write and think and ponder.

We're going to work together in class, support each other's work, and (hopefully!) have fun doing it.

Required Texts

On Writing Well: The Classic Guide to Writing Nonfiction by William Zinsser (Referred to as *OWW* in course schedule)
Rules for Writers by Diana Hacker and Nancy Sommers (Referred to as *RFW* in course schedule)

The instructor will provide supplemental readings (either as online links or PDFs in D2L).

Major Coursework

- Literacy Narrative (10% of grade)
- This Is How I Work (15% of grade)
- Technological Analysis (20% of grade)
- Concept Discussion (25% of grade)

Minor Coursework

- In-class Writing/Free-writing (5% of grade)
- Reading and Course Reflections (10% of grade)
- Participation and Discussion (15% of grade)

The instructor will provide detailed assignment sheets for the major coursework.

Course Schedule (Subject to Change)

Date	Daily Topic Focus	Reading/Viewing Focus
Th: 09/05	Introduction to the course; in-class diagnostic; expectations; what cat videos have to do with writing	
Tu: 09/10	Discuss diagnostics; writing in the university; the political economy of writing; course assignments	Introduction, <i>OWW</i> ; Framework for Success in Postsecondary Writing by the WPA Council
Th: 09/12	Course theme; writing in a genre; what influences our process; Freshman Assessment	The Question of Technology by Misa; Subjective Culture by Triandis; The Writing Process, <i>RFW</i>
Tu: 09/17	Contrarianism and the writer; speed, reach, and time in digital writing; technological culture and social writing; Literacy Narrative examples	Technology is Amazing, Nobody is Happy by CK and O'Brien; Is Google Making Us Stupid by Carr
Th: 09/19	Literacy in the digital age; syntax and grammar; mind-mapping, concept-mapping, and brainstorming	Nitpicking Grammar in the Digital Age by Stevens; 6 Reasons Why Grammar Still Matters in the Digital Age by Hindes; The Transaction AND Simplicity, <i>OWW</i> ; Grammar, <i>RFW</i>
Tu: 09/24	Watch <i>Run Lola Run</i>	
Th: 09/26	Audience, perspective, and context; proofreading; smoothing out writing	Style AND The Audience, <i>OWW</i> ; Consider Your Audience by Moxley; The People Formerly Known as the Audience by Rosen
Tu: 10/01	How to be a good peer and peer reviewer; peer review Literacy Narrative draft	What is Peer Review AND Commenting Strategies by UMN Writing Studies
Th: 10/03	Workday; Literacy Narrative Due	
Tu: 10/08	Brevity and concision; connecting; networks in writing and networks in interaction; where does writing live	Unity AND Writing About Yourself: the Memoir, <i>OWW</i> ; Grammar Basics, <i>RFW</i> ; The Awakening Internet by Barabási
Th: 10/10	Why we should revise and rewrite; strategies for rethinking writing; starting over and moving forward; This Is How I Work examples	Revising Your Writing Again? Blame the Modernists by Fehrman; It's Never Written in Stone: The Agony of Revision by Williams
Tu: 10/15	Words; the evolution of language; pesky prepositions and syntax of the other; the importance of txt spk	The Rad New Words Added to the Dictionary in the '90s: Where Are They Now? by Madrigal; Language by Fry; The History of English in 10 Minutes by the Open University
Th: 10/17	Reflecting on writing; writing about tough issues; writing in 1900 vs writing in 2013; has anything really changed	The Pace of Modern Life by xkcd; Mourning in the Digital Age by Feiler; A Death on Facebook by Bolick
Tu: 10/22	Watch <i>24 Hours on Craigslist</i>	
Th: 10/24	Use your voice; voice vs tone; writing like a river—flowing; talking out your process	The Lead and the Ending AND The Sound of Your Voice, <i>OWW</i> ; Talking It Out vs Writing It Down by Curzan
Tu: 10/29	The gray area between personal and academic writing; peer review This Is How I Work draft	Conducting Peer Reviews by the UW Madison; Academic Writing, <i>RFW</i>
Th: 10/31	Workday; This Is How I Work Due	
Tu: 11/05	Digital writing and rhetoric; digital literacy, social media writing, and discourse norms	Science and Technology, <i>OWW</i> ; The Landscape of Digital Writing by the National Writing Project;
Th: 11/07	Researching for research writing; research tools; qualitative vs quantitative and does it matter; rhetorical analysis is fun (no, really!); cultural	Enjoyment, Fear, and Confidence, <i>OWW</i> ; Research, <i>RFW</i> ; Rhetorical Analysis by Burton;
Tu: 11/12	Depths; memes; baggage; social constructions; there's no "I" in team; peer review Technological Analysis drafts	Understanding Misunderstandings: How to Do a Rhetorical Analysis by Roberts-Miller

Th: 11/14	Workday; Technological Analysis Due	
Tu: 11/19	Grammar, style, and pulling it together; coalescing the strands of analysis	Bits & Pieces AND A Writer's Decision, <i>OWW</i> ; Document Design, <i>RFW</i> ; Dinging for 'Grammatical Errors' by Curzan
Th: 11/21	Writing about context, writing in context, and writing through context; technology as cultural storehouse; tēchnē and 2000 years of technological analysis	I'm 13 and None of My Friends Use Facebook by Karp; I'm 15 and All of My Friends Use Facebook by Svitak
Tu: 11/26	NO CLASS	
Th: 11/28	NO CLASS—Thanksgiving	
Tu: 12/03	Watch <i>Objectified</i>	
Th: 12/05	Technology as tangible, technology as abstract; writing in social media; watch <i>From One Second to the Next</i>	Internet Studies in the Twenty-First Century by Gurak; Social Media Discourse: Violence, Olympiads and Our Everyday Life by Recuero
Tu: 12/10	Writing and letting it go; peer review Concept Discussion drafts	Write as Well as You Can, <i>OWW</i>
Th: 12/12	Workday; Concept Discussion Due	
Tu: 12/17	Course evaluations; closing thoughts	
Th: 12/19	Last Day to Submit Revisions/Outstanding Work	

Assignments

You must turn in all required drafts and revisions. If you do not, you are likely to receive a lower grade for the course. Late assignments may receive a lower grade. Keep copies of all your work in a folder dedicated exclusively to this course; back up your work on your computer in case assignments get lost.

Grading Scale

For this course, a general grading scale will be employed. Final grades will be calculated according to the following scale:

A: 93-100%	B+: 87-89.9%	C+: 77-79.9%	D+: 67-69.9%	F: Below 60%
A-: 90-92.9%	B: 83-86.9%	C: 73-76.9%	D: 63-66.9%	
	B-: 80-82.9%	C-: 70-72.9%	D-: 60-62.9	

Thoughts on Grading

Honestly, I abhor "grading" as it is currently understood in many parts of higher education. I do not think the current letter grading system (i.e. A-F) employed by many universities, including the UW-Stout, is conducive to learning. I believe it only gets in the way of learning because many students will become obsessed with the letter grade and not the course content.

Unfortunately, I have to work within the letter grade system. That being said, if you work with me and do the coursework, there is no reason why you shouldn't get an A. It's not guaranteed, but if you put in a good effort, revise your coursework when needed, ask questions, get involved in the writing process, and have some fun, then you should do well in the course.

My Role as a Teacher

As a teacher, it is my job to help you become a better writer, understand the writing process, and work to provide a productive learning space. My job is not to break you down or make you feel like inferior writers. There is no such thing as a "good" writer or a "bad" writer: There are only experienced and inexperienced writers.

Laptop and Technology Policy

UW-Stout is a polytechnic university, so technology is integrated into every course. In class, you can use your laptop, which you are expected to bring to every class meeting; you can also use any other technology, including smartphones, etc. It is silly and counterproductive to assume that the class meeting space is somehow outside of every day contexts. Even though this policy is liberal, you must be respectful at all times and ensure that your technology use is not disrupting your peers' learning experience. The definition of disruption is at the instructor's prerogative.

Absence Policy

Excused absences include illness as verified by a doctor's note, death in the immediate family, jury duty, military service, religious observances, and participation in officially scheduled university student organization events (e.g., inter-collegiate athletics, ROTC, school sports events; see the UW Stout policy: <http://www.uwstout.edu/regrec/attend.cfm>). Excused absences do not include vacations, transportation problems, or employment. In case of an excused absence, you must notify your instructor of your excuse preferably before you miss class, but no later than 24 hours after the absence. Missing the equivalent of one week or more of class with unexcused absences may result in a lower grade. Missing the equivalent of three weeks or more with unexcused absences may result in failing the course. In some cases, an excessive number of absences, even if they are excused, may result in a lower grade. A student who is absent for any reason is responsible for all material and activities missed in class. Students must check with the instructor to find out what was missed. Students are responsible for coming to class on time. Tardiness may be considered equivalent to unexcused absences. In addition, a student who is unable to function adequately in class (e.g., falling asleep or attending without appropriate materials or assignments) may be considered to have unexcused absences.

Students with Disabilities

Any student with a documented disability condition (e.g., physical, learning, psychiatric, systemic, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact the instructor and UW Stout Disability Services (715-232-2995) at the beginning of the semester.

Academic Dishonesty

Any student found cheating, plagiarizing, lying, or being academically dishonest about coursework will be subject to disciplinary action, ranging from a lowered grade to course expulsion. Academic dishonesty will not be tolerated. It is disrespectful to the instructor, fellow students, and the university. See the UW Stout Department of English and Philosophy description: <http://www.uwstout.edu/english/plagiarism.cfm>.

Instructor Prerogative

Everything listed and outlined on this syllabus is subject to change by the instructor. The instructor will notify students of any and all changes and provide explanations for said changes.