

English 101  
Spring 2025

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Office Hours: M: 8-10; T: 8-10:30; W: 8:00-10; Th: 8-10:30; F: 8-10

**Required Texts:**

- There is not a required text book for this class. There will, however, be readings assigned. I also recommend a dictionary, preferably one with good sentence definitions rather than just lists of synonyms. I also recommend the MLA Handbook, 9<sup>th</sup> edition.

**Course Description:** English Composition I is the foundational writing course; special attention is devoted to learning about and using effective writing processes to create logical, engaging, and grammatically and mechanically correct essays suitable for a variety of audiences and purposes. In addition, students will read, analyze, evaluate, synthesize, and integrate appropriately and ethically information and ideas from diverse sources and points of view in their writing. MnTC Goal 1.

**Student Learning Outcomes**

- ⇒ Analyze particular audiences and select appropriate communication strategies.
- ⇒ Create a variety of essays using rhetorical frameworks such as narrative, process analysis, comparison/contrast, and cause/effect.
- ⇒ Identify a variety of organizational patterns and techniques and choose appropriate patterns for particular essays.
- ⇒ Understand and use the writing process, including prewriting, writing, revising, editing, and proof-reading.
- ⇒ Use correct syntax, diction, grammar, punctuation, and spelling.
- ⇒ Adhere to conventions of format and structure such as those that govern constructing effective paragraphs and using appropriate tone and style.
- ⇒ Consult effectively and appropriately with others.

**Other Course Objectives:** English 101 will provide you with the opportunity:

to become a more skillful writer who demonstrates the ability to write clear, accurate and grammatically correct prose;

to become a more skillful reader who is familiar with a variety of significant literary texts and concepts;

to become a critical thinker who possesses the ability to detect authorial bias, but who allows for differences in socio-historical settings and point-of-view in literature and written materials in general;

to think logically and present ideas coherently and accurately;

to make use of library resources and learn basic research techniques;

to learn to use and credit the writing of others in a responsible manner;

to order the elements of sentences to achieve various effects, and to choose the best word to express a chosen concept or feeling.

**Grading:**

There will be four major papers in this class. Papers will receive points based on the level of fulfillment of the requirements of each assignment. The papers will be worth the following points: Paper 1: 100 points; Paper 2: 100 points; Paper 3: 150 points; Paper 4: 150 points **500 points**

The other portion of your grade is made up of the following:

**Attendance/Participation** (including informal in-class writing, in-class exercises, and participation in class discussion). These points can be earned only *if you are present in class*: **100 points**

**Drafts:** Each paper will require two drafts in addition to the final paper, one at your conference and one for peer review. The four for the peer review days are listed specifically on the schedule, and these are worth **25 points** each, 100 points total. (You must come prepared with drafts on the date due and turn in peer reviews in order to receive these points). You will use one copy in class, and you will submit a copy to D2L after our discussion. **100 points**

**Conferences:** Each paper requires an individual conference with me. These will take place during class time, and will be conducted for three days in a row. In these conferences, we will discuss the workings of each person's paper individually. You should come prepared with a draft (which will be submitted to D2L before we meet) and questions or concerns and/or ideas that you wish to discuss. Each conference will be worth **50 points**. The points will be earned based on the appropriate level of completeness of the draft, your preparation for the conference (questions, etc.), and your engagement in the process (discussing and asking/suggesting). **200 total points**

**Peer Review:** Each paper will have one formal peer review which will include a guided review sheet. Such review is an important part in the writing process. You will read your partner's paper, and you will make comments on it and on the review sheet accordingly. At the end of the class period of the review, you will return the draft you commented on and the answers on the sheet to the writer on the paper (so they can use your commentary to revise). You will also submit at the end of that class period copies of those sheets (or photos of them) to D2L Each peer review is worth 25 points. **100 total points**

Any paper that receives a grade lower than C- (70%) will be eligible to be revised and resubmitted; however, the final grade that paper will receive will be no greater than C- to preserve fairness for all students. **You are not required to revise these papers, but the opportunity is available.** You will have two weeks from the day you receive your paper back to turn in the revised version.

**Class Participation:** Your active participation is essential for you to get the most out of this class. This is a workshop and discussion-based class that should be based on our writing assignments, reading assignments, and the various concepts that will be introduced to you. There will be many different kinds of classroom activities for you to be involved in which will help you to better understand the writing process in general and your process specifically. All students are expected to contribute to class discussion. You should come to class prepared -- having read the assignment and with any relevant homework. Be prepared to ask and answer questions over the writing and reading assignments, to discuss your ideas about the writing and reading assignments, to take part in ongoing discussions about writing that go on in class, and to work on and discuss your writing. *Effective class participation is on task, responsible, and considerate of other class members.* Rude or disruptive behavior is unacceptable. Examples of rude behavior include but are not limited to the following: doing other work in class, being disrespectful of others in the class, playing with phones or electronic gadgets of any other sort, using inappropriate language. Phones as well as other music playing devices) should be off and stowed away.

**Attendance Policy:** Because of the cumulative nature of this course, attendance is necessary to achieve success in the class. And because this is a **workshop-style** class, there will be a great deal of in-class writing, discussion, and activities leading up to the writing of each essay. The final essay itself is a cumulation of a process, often requiring several days of class work and activities. Much of this in-class work, such as small group discussions and peer editing, cannot be duplicated outside of class. For these reasons, class attendance, participation, and interaction in the workshops are essential for success in English 101.

Our work done in class is essential to your learning experience; therefore, I expect you to be in class every day, and I will take attendance every day. At times, there are circumstances that make you unable to attend class, but an absence is an absence. It is your decision to determine what circumstances are legitimate ones, the only absences

that are “excused” are those defined as such by the university, and you are never excused from completing the work. **Late Work:** The expectation of this class is that all assigned work is to be completed and handed in on the date given on the assignment sheet. Work turned in late without prior consultation will lose half a letter grade for each late day.

**Academic Honesty.** Don’t plagiarize or otherwise cheat. Make sure the work you turn *as your own is your own*, not cut and pasted, not written by someone else, not generated by AI. You learn nothing from such endeavors, and plagiarism steals some else’s mental work. If cheating is detected, you will receive a 0 on the assignment; if you rewrite you will be able to gain 65%, a straight F score. You will also be held to the MSUM policies on academic honesty.

**Other University Information:**

**Accessibility Resources:**

"Minnesota State University Moorhead is committed to providing equitable access to learning opportunities for all students. Accessibility Resources (AR) is the campus office that collaborates with students who have disabilities to provide and/or arrange accommodations.

- If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory or physical) please contact the AR at (218) 477-4318 (V) or (800)627.3529 (MRS/TTY) to schedule an appointment for an intake.
- Additional information is available on the AR website: <http://www.mnstate.edu/accessibility>

If you are registered with the AR and have a current Accommodation Letter, please schedule an appointment to visit with me, during my office hours, to discuss implementation of your accommodations."

**Sexual Violence Prevention Statement:**

Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.

MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that the students’ safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.

If you have experienced or know someone who has experienced sexual violence, services and resources are available. You may also choose to file a report. For further information, contact Lynn Peterson, Coordinator of Sexual Assault Services [ashley.attedberry@mnstate.edu](mailto:ashley.attedberry@mnstate.edu)). Additional information is available at: [www.mnstate.edu/titleix](http://www.mnstate.edu/titleix)

**Bias Incident Statement:**

*A bias incident is an act of bigotry, harassment, or intimidation that is motivated in whole or in part by bias based on an individual's or group's actual or perceived race, color, creed, religion, national origin, sex, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, or familial status.*

*If you are a student who has experienced or witnessed a hate or bias incident, we want to address the incident and provide you with resources. Contact the Campus Diversity Officer, Jered Pigeon, at [jered.pigeon@mnstate.edu](mailto:jered.pigeon@mnstate.edu), 218-477-2047, 114 CMU or the Dean of Students, Kara Gravley-Stack, at [kara.gravleystack@mnstate.edu](mailto:kara.gravleystack@mnstate.edu), 218-477-4222, 153 Flora Frick Hall. Additional information is available at: <https://www2.mnstate.edu/oscar/>*

## Schedule (Subject to Change)

- 1/13 Writing Sample
- 1/15 Citing Sources, Formatting Papers, and other Mechanical Things
- 1/17 Assign and begin Paper 1
- 1/20 No Class, MLK Day
- 1/22 Prewriting and Drafting Discussion, workshopping
- 1/24 Revising and Editing Discussion, workshopping
- 1/27 Conferences; workshopping
- 1/29 Conferences; workshopping
- 1/31 Conferences; workshopping
- 2/3 Academic, Informal, and Formal Discussion, workshopping
- 2/5 Peer Review Workshop
- 2/7 **Paper 1 Due**
- 2/10 Assign and begin Paper 2
- 2/12 Drafting workshop
- 2/14 Reading for Writing Discussion, workshopping
- 2/17 No Class, President's Day
- 2/19 Conferences; workshopping
- 2/21 Conferences; workshopping
- 2/24 Conferences; workshopping
- 2/26 Development Discussion, workshopping
- 2/28 Development workshop
- 3/3 Peer Review Workshop
- 3/5 Integrating and Explaining Pieces and Parts, workshopping
- 3/7 **Paper 2 Due**
- 3/10-3/14 Spring Break
- 3/17 Assign and begin Paper 3
- 3/19 Finding Support Discussion and Workshop
- 3/21 Drafting workshop
- 3/24 Explaining and Expanding Discussion and Workshop
- 3/26 Conferences; workshopping
- 3/28 Conferences; workshopping
- 3/31 Conferences; workshopping
- 4/2 Individual Revision Workshop
- 4/4 Peer Review Workshop
- 4/6 **Paper 3 Due**
- 4/9 Assign and begin Paper 4; Topic development workshop
- 4/11 Drafting Workshop
- 4/14 Drafting Workshop
- 4/16 Up-to-you Workshop
- 4/18 No Class
- 4/21 Conferences; workshopping
- 4/23 Conferences; workshopping
- 4/25 Conferences; workshopping
- 4/28 Drafting Workshop
- 4/30 Drafting Workshop
- 5/2 Peer Review Workshop
- 5/5 **Paper 4 Due**