Syllabus for UWXEN101
College Writing and Critical Reading

NOTE: This syllabus document contains the basic information of this course. The most current syllabus is available in the full course.

Course Description
The purpose of English 101: College Writing and Critical Reading is to support students' development as college-level critical readers and academic writers. This course will prepare students for source-based writing in English 102 and for a variety of other college courses that require critical reading, academic writing, and research. In this course, students will learn how to write several different kinds of well-organized essays based on careful analysis of texts about literacy and learning. Students will also engage in frequent critical reading discussions and writing workshop activities with classmates.

Prerequisites
A grade of C or better in a basic writing course (ENG 098) or exemption through a sufficiently high placement assessment.

Course Outcomes

- **Critical Reading, Writing, and Research:**
  - Understand, analyze, evaluate, and synthesize complex arguments and rhetorical strategies in research-based texts.
  - Write cohesive academic essays that support a thesis with credible evidence from texts for a variety of rhetorical purposes.
  - Locate, evaluate, and use credible research sources in support of specific writing purposes.

- **Rhetorical Knowledge:** Read and write a variety of source-based texts that adapt content, form, and style to the audience, purpose, and requirements of each writing situation.

- **Writing Processes:**
  - Independently use recursive writing processes and adapt writing
strategies to effectively meet the demands of varying writing situations.

- Assess and evaluate writing based on disciplinary outcomes
- **Composing in Electronic Environments**: Proficiently select and use appropriate technology for college reading, writing, and research.
- **Knowledge of Conventions**: Follow academic writing conventions based on the audience and purpose of a writing situation, including using a formal documentation style to integrate and cite sources.

### Course Requirements/Components

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ACTIVITIES</th>
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| **Unit 1: Introduction and Self-Assessment** | ● Reading Discussion on College Writing  
          ● Essay 1: Initial Self-Assessment                                      |
| **Unit 2: Critical Reading and Response Essay** | ● Reading Discussion on Academic Literacy  
          ● Reading Discussion on Online Literacy  
          ● Critical Reading & Response Outline Workshop  
          ● Critical Reading & Response Essay Peer Review Workshop  
          ● Essay 2: Critical Reading & Response Essay                          |
| **Unit 3: Writing Strategies Analysis Essay** | ● Reading Discussion on Analyzing an Author’s Writing Strategies  
          ● Reading Discussion on Textual Evidence  
          ● Writing Strategies Analysis Outline Workshop  
          ● Writing Strategies Analysis Essay Peer Review Workshop  
          ● Essay 3: Writing Strategies Analysis Essay  
          ● Instructor Conference                                                   |
| **Unit 4: Midterm Portfolio** | ● Midterm Reading Discussion Reflection  
          ● Midterm Portfolio                                                      |
| **Unit 5: Researched** | ● Reading Discussion on Critical Literacy  
          ● Reading Discussion on Research Issues                                 |
| Position Essay                                      | ● Research Activities  
|                                                  | ● Final Reading Discussion Self-Assessment  
|                                                  | ● Reading Discussion on Research Articles  
|                                                  | ● Researched Position Essay Outline Workshop  
|                                                  | ● Researched Position Essay Peer Review Workshop  
|                                                  | ● Essay 4: Researched Position Essay  
| Unit 6: Final Self-Assessment                      | ● Reading Discussion on Disciplinary Literacy  
|                                                  | ● Outcomes Assessment Analysis  
|                                                  | ● Final Self-Assessment Outline Workshop  
| Unit 7: Final Portfolio                            | ● Revision Activity  
|                                                  | ● Editing Activity  
|                                                  | ● Final Portfolio  

**Grading Scale**

The following grading scale is used to evaluate all course requirements and determine your final grade:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>83-86%</td>
<td>B</td>
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<tr>
<td>80-82%</td>
<td>B-</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>73-76%</td>
<td>C</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
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<tr>
<td>67-69%</td>
<td>D+</td>
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<tr>
<td>60-66%</td>
<td>D</td>
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<tr>
<td>59 and under</td>
<td>F</td>
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