EAP 101: College Writing for Multilingual Students
Fall, 2017

Lecturer: Anita Teece
Courses:
- EAP 101-001 (M/W/F 9:00-9:50am, Curtin Hall 227)
- EAP 101-007 (M/W/F 10:00-10:50am, Curtin Hall 227)
- EAP 101-004 (M/W/F 12:00-12:50pm, Curtin Hall 227)
- EAP 101-005 (M/W/F 1:00-1:50pm, Curtin Hall 181)

E-mail: anitac@uwm.edu
Mailbox: Curtin Hall, Room 672
Office: Curtin 583
Office Hours: W/F 11:00-11:50 a.m. by appointment.

Prerequisites: English Placement Test for Non-Native Speakers of English (EPT-NNSE);
Score of 3 or ESL-PIC score of 4 or Grade of C or better in EAP 117(P) or grade of C or better in English 100(P) or EAP 100(P).
EPT score of 3 or above, a grade of C or better in English 101 or 118, or permission from the Composition Program Coordinator.

Add/Drop Policy: Although students should have their schedules determined by the first day of class, some students will be finalizing their schedules and adding and dropping classes during the University’s two-week add/drop period. If you add this class after the first day, you are responsible for communicating with the teacher to determine what missing work to make up and when it must be turned in. Students who fail to meet the course prerequisites will be administratively dropped from the course unless they have documentation (see prerequisites list above) to prove otherwise. Students not yet registered and waiting to add the course will be placed on a waitlist and must continue to attend class until they can add.
Required Texts & Materials:


- **EAP 101 Course Reader (Teece). Available at Clark Graphics.**
  - Clark Graphics Info: 2915 N Oakland Ave, Milwaukee, WI 53211
  - Phone: (414) 962-4633
  - E-mail: [www.clark-graphics.com/](http://www.clark-graphics.com/)

- Other texts will be provided for you via our D2L site and will become available at different times throughout the semester when it is required for you to read/view them for a particular assignment.

The following is a list of additional materials you will need:

- A good college dictionary of your choice.
- Paper for printing, a stapler, a flash-drive, access to a computer and computer printer, and a three-ring spiral notebook for notes, drafting reflectives, and in-class work.

Course Description

In this course we will learn the important skill of close and engaged reading and will apply this skill toward interpretive writing. Throughout the semester we will be reading various types of texts and analyzing how the organizational structures or patterns of these texts communicate to audiences. A big part of our class will involve whole class and group discussions on the texts we read and will allow for sharing of ideas and interpretations. Since we will all be working as a group in considering possible interpretations of texts, I will not offer or designate a “correct” interpretation of the published essays or your essays. As a group, and individually, we will consider a range of possibilities.
Some key terms that we’ll explore throughout the course are the following: rhetorical situations (audience, purpose, context, strategies), modes of persuasion (ethos, pathos and logos), rhetorical analysis, close reading, critical and ethical interpretation, genres, academic conventions and reflection. As we learn about these concepts we will be applying them to your own reading, thinking and writing. The theme that we will focus on this semester will be on how time is perceived across various cultures. Close reading and note-taking will be applied to critically interpreting the texts in order to write essays that focus on rhetorical analysis.

A central part of college composition courses and the work we will be doing in this class involves the skills of re-reading, re-evaluating and re-writing (revising) the thoughts that have gone into your thinking and writing. While you are asked to learn from, discuss, interpret and compare various course texts, you will also be asked to peer review and discuss the texts produced by your classmates. This practice of using student texts as “texts” will help you to see yourselves as fitting within a community of writers within the classroom as well as within the larger community; writers that can create, share and learn ideas from one another. All of these skills are meant to help you to improve your reading and writing skills for the university and outside of the university.

**Course Expectations**

**Assignments and Essays:** All assignments done outside of class should be typed on the computer (unless otherwise specified), printed and brought to class on the due date in order to be used for class activities such as discussions, group work and presentations. Some assignments also need to be submitted in the D2L dropbox BEFORE you print them out and bring them to class. Always check the heading of your assignments to see if they need to be submitted on D2L. Assignments should be double spaced, with at least one-inch margins on all sides, and with the pages stapled together at the top left hand corner. Use Times New Roman font size 12 and be sure to include a proper title (full name, date, class + section number and assignment number). Therefore, an example of an appropriate heading for our first assignment of the course is the following:
In-Class Assignment #1

Assignments will be due each class period, therefore, please come prepared because you might not be able to complete the later assignments in a sequence if you fail to complete the early ones in a timely manner. Also, be aware that all the assignments are connected, build off of one another, and provide material for your final portfolio. Therefore, it is crucial that you complete all the assignments if you want to be successful in the course. If you know that you will not be in class please try to make arrangements to get your work to me the same day that it is due; for example, you can submit it to the Dropbox on time, or in the case of assignments that don’t need to be submitted on D2L but count for credit you can e-mail them to me or have a friend turn them in. All assignments need to be completed in order for a student to be allowed to submit a final portfolio. Every assignment has specific tasks outlined that need to be thoroughly accomplished in order to get full points (see “Assignment Points and Late Work” in the Course Policies section below) so please read them carefully.

When writing your assignments and essays, you should have ready access to a good dictionary and your handbook. While we do have expectations about the length of your essays, we do believe that the content holds more importance than merely filling up the pages. Your interpretive essays should thoroughly develop rhetorical analysis on the text(s) that you are writing in response to and should provide clear examples that are appropriately cited to support the claims you are making. When writing your essays, you should focus on using your writing to make connections between your reading and your thinking and on trying more effective strategies to develop your ideas. Don’t be afraid to make significant changes to your essays as you encounter new ideas in your reading and/or in class discussions that challenge your earlier ideas.

Portfolios and Evaluation: On the final day of class, you will be required to turn in a final portfolio. Students whose attendance and/or record of work submitted for the course during the term constitute grounds for failure will not be permitted to submit a final portfolio. The final portfolio folder will consist of the final versions of two (2) 4-5 page rhetorical analysis papers (one of which will be a comparison paper) and one (1) 4-5 page reflective project. During finals week, two members of the composition faculty (other than me) will review your final portfolio and will judge the portfolio as either “pass” or “fail,” depending on the criteria outlined in the Goals and Outcomes for Portfolio Assessment for EAP 101. (We will discuss these criteria during the term.) If the two portfolio readers disagree, a third reader will resolve the disagreement. The portfolios are then returned to me, and I will assign a grade
within the range allotted by the portfolio reviews. For example, a student whose portfolio is rated a “pass” can receive a grade between a C and an A; a student whose portfolio is rated “fail” can receive a grade between a C- and an F. Students are not permitted to receive grades of “audit” or “incomplete.”

In assigning you a grade for the course, I will review all of the assignments you’ve completed for the term. I will then assign you a grade within the range allowed by your portfolio evaluation, taking into consideration your complete record of work, your record of attendance and late or missing papers, and your participation in class. It is, of course, possible that through this process of evaluation, a student could attend every class meeting and turn in every assignment and still fail this course. However, such an outcome is unlikely if a student completes all his/her work on time, thoroughly revises his/her essays and conferences with me.

**Evaluation:** Because this class is based on a portfolio assessment, you will not receive any grades until the end. As mentioned above, the portfolio committee’s evaluation of your portfolio will determine which of these two categories your final grade falls into:

1) A passing portfolio = a final grade of C or better
2) A failing portfolio = a final grade of C- or lower

Although you won’t receive “grades” throughout the semester, your assignments will still be evaluated by a “point” system in terms of how they achieve the goals of the assignment prompt. See the “Assignment Points and Late Work” section under the Course Policies section below.

Once the category of your final grade is determined, your specific final grade within the given category will be based on:

- Portfolio Project (rhetorical analysis drafts and final papers, reflective project): 55%
- Homework (reading, notes, responses, etc.): 25%
- Class Participation (including attendance & punctuality): 20%

**Planning for university success:** University educators estimate that a typical university student needs to spend at least two hours studying outside of class for every hour in a university class. In other words, a student registered for a three (3) credit course such as ours is usually in class three (3) hours per week and needs to spend at least six (6) additional hours per week studying. English language learners need more time to read and write in English than native speakers of English. Therefore, English language learners should plan at least three (3) hours of study time for every one (1) class hour. That totals at least 12 hours per week of active student work for our class: being in class or doing homework and preparing for class.
Course Policies

Attendance: UWM’s First-Year Writing Program has a very strict attendance policy. We have such a policy because so much important work goes on in class that is both unrealistic and unfair for students who have missed a substantial number of classes to pass the course. The in-class work in composition courses—class discussions, small group work, in-class writing—simply cannot be made up.

Students enrolled in a composition course who do not comply with our attendance policy will neither be eligible to participate in final portfolio review nor earn higher than a C- if they miss the equivalent of two weeks after the University Add/Drop period. The department policy states that students who miss more than (6) 50-minute classes may not pass the course. Be careful not to miss class needlessly since there are no “excused” absences. Therefore, as the Student Guide explains save your absences for “unavoidable or unexpected” events such as sudden illness, accidents, religious observances, courtroom appearances, childcare emergencies, and the like. Any absence, regardless of the reason, counts toward your final (6) and any student who has more than (6) absences will need to re-take the class a different semester. Since emergencies do happen you will be allowed three absences before your grade is affected. After three absences points will be deducted from your final grade. Remember, however, that any absences will still count towards the final six (6) and if you obtain six absences generally your grade will drop one letter grade. Be aware that missing a scheduled conference counts as an absence and failure to bring a completed draft/assignment on the day of a peer review or conference may also count as an absence. Moreover, if all assignments are not handed in by the time we reach the end of each Unit (see schedule of assignments) this will count as one (1) absence. Lastly, arriving more than 15 minutes late for class can cause you to obtain additional absences. See the “Tardiness” section below. If you do have to be absent, you are responsible for finding out what you missed, including assignments given in class. In the case of an absence, visit our D2L site to obtain assignments and come prepared the following class period. In the case of an absence, you are encouraged to write to your classmates and ask questions. You may obtain your classmates’ e-mails under “Class List” from our D2L site.

Tardiness: Arriving late for a class or leaving early not only means that you might miss something important, but this can also disrupt important work that everyone else in class is doing. If you arrive after I’ve finished taking attendance, or if you leave before class is dismissed you will be marked as late and this will affect the attendance/participation portion of your grade. You are responsible for making sure I have marked you present if you are late for a class. Four tardies will count as one absence. If you come more than 15 minutes late or leave more than 15 minutes early this will count as an absence rather than a tardy.
Assignment Points and Late Work:
All assignments will be factored into your final grade. Assignment not submitted on D2L will receive a check in my gradebook and each assignment submitted to D2L will be worth up to 3 points (0=assignment not handed in; 1=not meeting the goals/requirements of the assignment or missing most of the tasks to be completed (may need to be re-done); 2=incomplete assignment or missing some tasks to be completed; 3=successfully meeting the goals of the assignment and has completed all tasks. If you receive a 0 or a 1 on an assignment you will most likely need to re-do it. Please READ my feedback in the D2L Dropbox to see your progress. Please scroll down to the bottom of the feedback page since additional feedback may be provided under the feedback box. Assignments will need to be submitted to the Dropbox BEFORE coming to class or in the case of notebook assignments they will need to be brought on the due date to class to show instructor. If an assignment is submitted on D2L after class has begun it will count as late. In order to be fair to all students and to students who do submit their work on time the following is the break down for how many points will be deducted for work submitted late:

<table>
<thead>
<tr>
<th>Class starts 9:00 a.m.</th>
<th>10:00 a.m. Class</th>
<th>12:00 p.m. Class</th>
<th>1:00 p.m. Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 point for work submitted after 9:00 a.m. on day due until following class period at 9:00 a.m.</td>
<td>-1 point for work submitted after 10:00 a.m. on day due until following class period at 10:00 a.m.</td>
<td>-1 point for work submitted after 12:00 p.m. on day due until following class period at 12:00 p.m.</td>
<td>-1 point for work submitted after 1:00 p.m. on day due until following class period at 1:00 p.m.</td>
</tr>
<tr>
<td>-2 points for work submitted after 9:00 a.m. the next class period after due date until the third class period at 9:00 a.m.</td>
<td>-2 points for work submitted after 10:00 a.m. the next class period after due date until the third class period at 10:00 a.m.</td>
<td>-2 points for work submitted after 12:00 p.m. the next class period after due date until the third class period at 12:00 p.m.</td>
<td>-2 points for work submitted after 1:00 p.m. the next class period after due date until the third class period at 1:00 p.m.</td>
</tr>
<tr>
<td>-3 points (receive 0 points) for work submitted after 9:00 a.m. the third class period after the due date.</td>
<td>-3 points (receive 0 points) for work submitted after 10:00 a.m. the third class period after the due date.</td>
<td>-3 points (receive 0 points) for work submitted after 12:00 p.m. the third class period after the due date.</td>
<td>-3 points (receive 0 points) for work submitted after 1:00 p.m. the third class period after the due date.</td>
</tr>
</tbody>
</table>

If an assignment needs to be re-done, the late policy for points still applies. A student may get 0 points on a completed assignment that is three class periods late, but still receive a check (✓) in my gradebook telling me it is completed since all work must be completed to be allowed to turn in the final portfolio and to have an opportunity to pass the class. Receiving 1 or 2 points on an assignment and/or turning in assignments late could affect the assignment portion of your grade if done chronically. If an assignment is
late it will generally not be commented on (see comments/feedback sections below), and in the case of essay drafts expect to get feedback much later. Please let me know if you are having trouble keeping up with assignments and make sure you are aware of university drop and withdrawal dates.

Comments/Feedback: You will be getting different types of feedback on your assignments throughout the semester. Much of the feedback will be given in-class during whole class discussions and small group work activities; however, you will still obtain 0-3 points on each assignment submitted in the dropbox depending on how thoroughly you've completed it and if it is submitted on time. As mentioned in the previous section please make sure you check the D2L dropbox on a regular basis to view any additional feedback I may provide for you. Make sure you scroll to the bottom of the chart that appears in the Dropbox to view any additional important feedback! Once you have begun drafting your interpretive writing you will also be receiving detailed feedback in relation to the goals and outcomes for EAP 101 from your classmates during peer review sessions and during individual and group conferences with your instructor. The instructor will generally provide feedback within two weeks of submission so that she may read all students' writing thoroughly and provide thorough commenting.

Conferences: We will be conferencing individually or in small groups during the semester. At those times, regular classes will be suspended. If you miss your scheduled conference, or if you don’t come prepared it will count as one (1) class absence. Conferences may generally not be made up. If there is an emergency please try and advise the instructor before your scheduled conference. The key to a successful conference is to come prepared to discuss things that you want to talk about – conferences work best when both teacher and student are prepared and engaged😊

Class Participation: A class designed as a seminar offers close interaction among students and the teacher, and an opportunity to share and develop ideas by working together. You are expected and encouraged to participate in class discussion and group discussion. Please come prepared to ask questions and discuss assignments based on careful and engaged readings.

Your class performance will be evaluated partly according to how attentive and active a role you play, both in the general class discussions and in any small group discussions. Attentive and active participation involves not only paying close attention, asking questions and stating your opinions, but also explaining how and why you've arrived at these and exploring how you want to revise them in light of what others have said. Thus, to participate actively, you'll need to listen carefully to what others have to say, try to make connections
between different ideas that are expressed (especially when they don’t seem to be connected), and contribute in ways that develop the line of thinking being generated by the class.

Class Cancellations: If classes are cancelled for any reason (weather conditions, illness, etc.) stay posted to D2L AND your UWM e-mails for instructions on how to proceed. During these times all class proceedings will take place on-line.

Office Hours and Communication: Although I do plan to be in or around my office during the office hours listed in the heading of the course description, office hours will be by appointment only. This will guaranty that we can find a time that is most suitable for you and me. If you want to set-up an appointment with me, please e-mail me with a time and date, or speak to me before/after class. Also, if you have a quick concern or question please feel free to simply send me an e-mail or talk to me after class. I will respond to all e-mails in 24-48 hours, and I will try to respond even more quickly than that when possible. If you send an e-mail at night I will most likely not be able to respond to it until later the following day.

I will sometimes use e-mail (your UWM addresses) to send the class or you important information and announcements, therefore please **check your e-mail on a daily basis**.

Plagiarism: The use of material from other works without acknowledging those works through in-text citations or footnotes. This includes handing in papers that your friends have written for similar courses, having someone other than yourself write your papers, copying the work of others without giving credit to the authors (through quotations and citations) and downloading papers off of the Internet. Plagiarism is a very serious offence and is in violation of university policy. This practice may result in failure of the course, or even dismissal from UWM. This course depends on academic and personal integrity. You must be honest and truthful and ALL written work is to be individually produced. If you are not clear on what is considered plagiarism, please ask. Page 14 in *A Student's Guide to the First-Year Writing Program at UWM* describes the plagiarism policy.

Work for this class must be written for this class. Re-submitting work produced for other classes is not allowed. Moreover, in accordance with the guidelines set forth on page 16 of *The Student Guide* that state "no essay may be included in the portfolio for which the teacher has not seen previous drafts", I cannot accept any interpretive essays that I haven’t seen previous/numerous drafts of.

It's understood that after you receive comments from your peers and your instructor you may need to extensively revise your writing; however, the voice and the style of the writing should not be entirely new/different from the work you’ve been producing throughout the
semester. Even though most of your drafts will also be submitted on D2L (in addition to the instructor collecting hard copies in-class) you may also need to submit drafts of your research and reflective writing that you’ve gotten outside help on (for example from a tutor and/or from your peers during in-class peer reviews). If there is any question about your work, these will be used to show how and if you have been using the comments put forth by the teacher and peers in the revising process in order to produce the final work for the final portfolio.

**D2L:** We have a D2L site for this course that has relevant course material posted in the “content” section. A handout explaining how to access D2L is available for you at the following site if you have questions about this:
https://pantherfile.uwm.edu/groups/sa/ltc/public/D2L%20instructor%20help%20files/D2L_firstdayhandout_Sp10.doc

You should use the **D2L site** to access course assignments in the case of an absence so that you may complete your assignments in a timely manner, and so that you make sure you come prepared the following class period. I may also post NEWS on D2L during critical times throughout the semester. The content page also has a link to our course syllabus and class readings, etc. Please take the time to become familiar with the D2L site and the Dropbox function where your work will be submitted throughout the semester.

**Technology:** All technological devices such as cell phones, i-pods, etc. are not permitted in class and should be turned off and stored out of sight by the time class begins. **Please do not text-message or check your phone while you are in class or in a conference.** These devices not only stop you from being an active learner in the class, but they also distract others around you, including your instructor. Students will receive a warning on the first day that I notice violations to this policy and a zero for class participation after that. If a student is noticed a third time, etc. they will receive an absence for the day. I understand that sometimes in the case of an emergency you may need to have your cell phone active, but please make me aware of this before class. There may be times when we will be using laptops in class. I will alert students of these times beforehand.

**Interruptive Talking:** Please be attentive and listening and do not talk while your instructor is talking or while another student is talking so that class can run smoothly and everyone can get important instructions/information the first time around, instead of class time being wasted so that students who weren’t listening can catch up.

**Special Needs (Such as Chronic Health Condition or Disability):**
If you have a chronic health condition or disability that may interfere with your attendance, you must take the steps listed below.
1. You must contact the Accessibility Resource Center (ARC) at 414-229-6287 and arrange to meet with an ARC counselor, who will help you determine whether your condition is considered a disability. If so, you can register with ARC as a student with special needs.

2. You must inform your teacher of your situation and arrange a meeting that includes a staff member from ARC, the teacher, and yourself. The meeting’s purpose is to determine a reasonable attendance requirement based on your situation. This will not mean you are allowed unlimited absences or can miss class for a regularly scheduled medical procedure that you know about in advance of signing up for the course.

3. The negotiated agreement written by the ARC advisor must be signed by all three parties.

**Accommodation for religious observances:** Students may complete course work they miss because of a religious observance. If you have a religious observance that will require you to miss a class or a conference, please communicate with me about this as soon as possible so that we can make whatever arrangements may be necessary.

**Resources:**

- **UWM Help Desk:** [https://www4.uwm.edu/technology/help/](https://www4.uwm.edu/technology/help/); Bolton 225 and Library Learning Commons; 414-229-4040
- **Student Success Center:** [https://www4.uwm.edu/ssc/](https://www4.uwm.edu/ssc/); Bolton Hall 120; 414-229-5385
- **Student Accessibility Resource Center (ARC):** [http://uwm.edu/arc/](http://uwm.edu/arc/); Mitchell Hall 112; 229-6287
- **UWM Syllabus Policy Links:** [http://www4.uwm.edu/secu/SyllabusLinks.pdf](http://www4.uwm.edu/secu/SyllabusLinks.pdf)
- **Writing Center:** [http://www4.uwm.edu/writingcenter/](http://www4.uwm.edu/writingcenter/); You can make an appointment on-line or if you need help making an appointment call 414-229-4339 or stop by the Writing Center Locations (Curtin 127 or Library East Wing). I will provide you with thorough feedback on your writing to help you work toward meeting the class goals; however, you should also take advantage of the English Department's Writing Center. You may choose to meet with a writing tutor on campus or communicate with them online.

For additional information and UWM course policies see *A Student’s Guide to the First-year Writing Program*.

**All policies above are subject to revision with notification.**
Goals and Outcomes for Portfolio Assessment in EAP 101

In your INTERPRETIVE WRITING, you will:

1. Maintain a clear focus that…
   a. centers on interpretation (rhetorical analysis, critical interpretation) of the assigned texts.
   b. effectively and ethically communicates to your audience what your interpretation is.
   c. creates coherence and clarity for your intended audience(s).

2. Critically interpret course texts by…
   a. incorporating, contextualizing, examining, and connecting multiple passages from or across the text(s) being addressed.
   b. identifying and analyzing strategies and choices, including key terms, distinctions and questions being asked within the text(s).
   c. explain how the genre of the text affects the audiences' understanding of the piece.

3. Make use of academic conventions for writing by …
   a. providing relevant context of the texts being interpreted, such as background information, brief summaries, definitions of key terms, and examples.
   b. integrating and documenting all summaries, paraphrases, and direct quotations accurately and fairly and by following current MLA guidelines.
   c. demonstrating an ability to meet academic expectations for grammar and mechanics in final drafts.

In your REFLECTIVE PROJECT, you will:

1. Present reflective writing that…
   a. explains and evaluates the choices and ethical considerations made in the interpretive writing submitted in the portfolio.
   b. demonstrates how your rhetorical situation influenced the development and revision of your writing.
   c. explains how your knowledge of academic reading and writing has helped you develop your interpretive writing.
   d. discusses how working with others helped you develop and revise your writing.