English 101: Introduction to College Writing

Course information

Instructor: Yuan Zhao (he/him)
Email: y0zhao23@louisville.edu
Course code: ENGL 101-32
Year & term: Fall 2025-2026
Classroom: Bingham Humanities 122
Time: Tuesdays & Thursdays 9:30-10:45
Office hours: Tuesdays 11:00 am - 1:00 pm, Bingham Humanities 333 or by appointment

Course Description

English 101 focuses on recognizing and responding to different rhetorical situations and developing effective writing processes. A student writer in English 101 should expect to: create and revise works in multiple genres, establish a clear purpose and sense of their own presence and position in each work, and compose the equivalent of 18 - 20 pages of text over the course of the semester.

Student Learning Outcomes:

❖ Rhetorical Knowledge

Students will produce writing that responds appropriately to a variety of rhetorical situations. Their writing should:

- Focus on a clear and consistent purpose
- Analyze and respond to the needs of different audiences
- Employ a tone consistent with purpose and audience
- Use a variety of genres or adapt genres to suit different audiences and purposes
- Choose evidence and detail consistent with purpose and audience
- Recognizes the utility of digital technologies for composition

❖ Critical Thinking

Students will produce writing that abstracts, synthesizes, and represents the ideas of others fairly. Their writing should:

- Summarize argument and exposition of a text accurately
- Demonstrate awareness of the role of genre in the creation and reception of texts
- Provide an understanding of knowledge as existing within a broader context, including the purpose(s) and audience(s) for which a text may have been constructed
- Incorporate an awareness of multiple points of view
- Shows basic skills in identifying and analyzing electronic sources, including scholarly library databases, the web, and other official databases

❖ Processes

Students will produce writing reflective of a multi-stage composing and revising process. Their writing should:

- Reflect a recursive composing process across multiple drafts
- Illustrate multiple strategies of invention, drafting, and revision
- Show evidence of development through peer review and collaboration

❖ Conventions

Students will produce writing that strategically employs appropriate conventions in different writing situations. Their writing should:

- Use structural conventions such as organization, formatting, paragraphing, and tone
- Demonstrate control of such surface features as syntax, grammar, punctuation, and spelling
- Provide an understanding of the conventions of multimodal composition that comprise developing communication in the 21st century

❖ Confidence and Ownership

In fulfilling the above outcomes, students will take ownership of their work and recognize themselves as writers who:

- Have a growing understanding of their own voice, style, and strengths
- Demonstrate confidence in their writing through frequent drafts
- Can articulate their own positions relative to those of others

Course placement criteria

English 101: Open to all incoming students

Cardinal Core Statement

This course fulfills a Cardinal Core Written Communication Requirement.

Texts and materials:

All reading materials will be provided electronically.

Descriptions of Assignments

Major Project 1: Literacy Narrative

By reflecting on your literacy histories and language practices, you will make connections with course readings to develop a claim about some aspect of your experiences, habits, and/or beliefs.

You will compose a literacy narrative (4-5 pages, double-spaced) and a reflective cover letter (1-2 pages, double spaced).

Major Project 2: "How I Write" video and artist's statement

You will compose a short video (1-2 minutes) illustrating your writing or learning process. You will also compose an artist's statement (appx. 4 pages, double spaced) analyzing your video.

Major Project 3: Discourse Community Analysis

You will compose a discourse community analysis (appx. 5-8 pages, double spaced) and a reflective cover letter (1 page, double spaced).

You will explore what counts as "good" writing or "successful" communication in a community of your choice (e.g., related to a particular major, career, or hobby you are interested in) through primary source research (conducting an interview and a genre analysis) and secondary source research (using UofL library databases and making connections to

course readings). This project should, therefore, reflect what you have learned throughout the semester.

In Class Participation
For the first few weeks, you will be guided to be familiar with the class routine. Every class consists of: (1) a last lesson recap, (2) discussions about assigned readings, (3) free writing practice based on discussions, (4) assignment announcements. The interdependency between you and the instructor weighs a lot to the final success of this course. Thus, your contributions to discussions are much appreciated. It means, to guarantee the effectiveness of class, please make sure you read assigned readings and follow the instructions to think about the corresponding questions before coming to the class. Get prepared for the class and share your insights, thoughts and questions. Don't be afraid to ask questions. Sometimes, we are not looking for a resolution, and for humanities, not every question can get a perfect answer. Don't skip class even if you cannot finish reading the assigned texts. We will talk about effective reading strategies in class.

Grading Policy
A labor-based grading contract is offered to explain in detail how I assess your performance and how you can get letter grades. Please read the contract. The default grade for this course is A.

Course Schedule

I reserve the right to make changes to the reading schedule below, to facilitate learning in this course.

❖ Unit 1: Your literacy histories: Sponsors of Literacy

Week 1 **Course Introduction, Labor-based Grading, and AI**

Note: Monday, August 18 – Classes begin & Last day to register

Tuesday 8/19
Introduction to Course
Syllabus Reading
How to Use OneDrive and Microsoft software desktop versions

Thursday 8/21
Writing Center Presentation
Intro to Project 1
Readings: (AI Discussions)
- Syllabus AI policies
- Aimée Morrison, "Meta-Writing: AI and Writing"

Note: Friday, August 26 - Last Day to Add or to Drop with 100% Tuition Credit. (by 10:00 p.m.)

Week 2 **Sponsors of Literacy (Theory)**

Tuesday 8/26
Readings:
- Introduction to Chapter 5 in *WAW*, pp. 240-243.
- Deborah Brandt, "Sponsors of Literacy"

Journal Writing 1 due 11:30 am, 8/26

Thursday 8/28
Reading:
- Deborah Brandt, "Sponsors of Literacy" (cont)

Journal Writing 2 due 11:30 am, 9/1

Week 3 **Sponsors of Literacy (Writing Sample) and Start Writing Your Draft**

Tuesday 9/2

Reading:

- A literacy narrative example that engages with secondary sources: Julie Wan, "Chinks in My Armor: Reclaiming One's Voice"
- Elizabeth Wardle and Doug Downs, "Chapter 1: Investigating Writing: Threshold Concepts and Transfer"

Thursday 9/4

Reading:

- Scotty Dunlap and Brian Dundak, "Reconsider your High School Tactics," "Get Organized"
- Elizabeth Wardle and Doug Downs, "Chapter 1: Investigating Writing: Threshold Concepts and Transfer" (cont)

Week 4 **DMS and First Drafts**

Note: Last day to withdraw with 50% tuition credit

Tuesday 9/9

Digital Media Suite Visit (Ekstrom Library, Room 114)

Thursday 9/11

Reading:

- Anne Lamott's "Shitty First Drafts"
- MLA Style

Week 5 **Conferences**

Tuesday 9/16

Note: Last day to withdraw with 25% tuition credit

Conference Day

Thursday 9/18

Conference Day

Project 1 Due 11:59 pm, 9/21

❖ Unit 2: Writing as a Process

Week 6 **Introduction to Project 2 and Beta Projects**

Tuesday 9/23

Recap for Unit 1
Introduction for Unit 2
Prior project 2 sample demonstrations + Discussions
Readings:

- Scotty Dunlap and Brian Dundak, "Work in Groups"

Brainstorm for Group Activities

Thursday 9/25

Group Activity: Multimodal Project Experience (in Speed Museum at 10:00)
Project Demonstration
Reflection on the process

Week 7 **Story-board and Material Collection**

Tuesday

9/30 Readings:

- Jaydelle Celestine, "Did I Create the Process? Or Did the Process Create Me?"
- English 101 - Planning your multimedia presentation (Phase 1: Brainstorming & Idea Development)

Thursday
10/2 Readings:

- English 101 - Planning your multimedia presentation (Phase 2: Story-board)

Activity:
Reversal Story-board

Week 8 **Group Learning: Adobe Express and Material Collection**

October 6 – 7 – Mid-term Break

Thursday
10/9 Reading:

- English 101 - Planning your multimedia presentation (Phase 3: Adobe Express)

Group Activity

- Practice with Adobe Express to create a portfolio draft (with materials in Unit 2)
- Record and reflect on the learning/practicing process as materials for Project 2.

Week 9 **Produce Your Projects**
Tuesday
10/14 In-class project production (optional at DMS; need appointments with DMS)
Thursday
10/16 In-class project production (optional at DMS; need appointments with DMS)

Note: Friday, October 17 – Last day to withdraw

Project 2 Due 11:59 pm, 10/19

❖ Unit 3: Write for discourse communities and for the future you.

Week 10 **Discourse Community (theory) + Academic Writing Styles**
Tuesday
10/21 Recap for Unit 2
Project 2 Showcase
Introduction for Unit 3 (to start academic writing)
Readings:

- Scotty Dunlap and Brian Dundak, "Select a Major that Works for you," "Gain Career Experiences"
- English 101 Information Literacy Module (URL: https://louisville.libwizard.com/f/english101)

Thursday
10/23 Project 2 Showcase

Reading:

- John Swales, "Reflections on the Concept of Discourse Community"
- Mueller, Susan. 2005. "Documentation Styles and Discipline-Specific Values." *The Writing Lab Newsletter.* 6.29. 6-9.
- Make an appointment with who you want to interview with

Journal Writing 3 due 11:30 am, 10/23

Week 11 **Discourse Community (theory & sample) + Academic Writing Styles**

Tuesday 10/28

Project 2 Showcase

Reading:

- John Swales, "Reflections on the Concept of Discourse Community" (cont)
- Dowdey, Diane. 1992. "Citation and Documentation Across the Curriculum." *Constructing Rhetorical Education*. Ed. Marie Secor and Davida Charney. Carbondale: Southern Illinois University Press.

Journal Writing 4 due 11:30 am, 10/29

Thursday 10/30

Project 2 Showcase

Readings:

- Sean Branick, "Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community," Chapter 7, *WAW*, pp. 624-635. (UG student essay)
- Elizabeth Wardle and Doug Downs, "Chapter 2: Readers, Writers, and Texts" p.41 "Features of the Scholarly Research Article Genre" section

Week 12 **Start with your own Interview Questions**

Tuesday 11/4

Readings:

- Elizabeth Wardle and Doug Downs, "Chapter 3: Participating in Conversational Inquiry about Writing"
- Sydney Patterson, "Young Adults and their Parents: The (Mis)understandings that Construct Mental Illness" (Methodology section)

Workshop on interview questions

Thursday 11/6

Readings:

- Elizabeth Wardle and Doug Downs, "Chapter 3: Participating in Conversational Inquiry about Writing" (cont)
- Roxanna Ray, "Synthesizing Cultural Competency and Reproductive Justice: A Case Study of Afghan, Refugee Mothers" (Methods section)

Workshop on interview questions

Week 13 **Reading the prior Writing Samples**

Tuesday 11/11

Readings:

- Selected Readings from prior students' submissions

	Workshop In-class writing
Thursday 11/13	Readings: • Selected Readings from prior students' submissions Workshop In-class writing Project 3 Annotated Bibliography and Topic Sentence Draft Due 11:59 pm, 11/16
Week 14	**Conferences**
Tuesday 11/18	Conference
Thursday 11/20	Conference
Week 15	
Tuesday 11/25	No Class (Rough Drafts Due) Note: November 26 – 30 – Thanksgiving Break Project 3 Final Draft Due 11:59 pm, 12/6

Course Policies A-Z

Artificial Intelligence and Student Writing
Plagiarism, or "representing the words or ideas of someone else as one's own," is prohibited at UofL ("Code of Student Rights and Responsibilities"). In the Composition Program, **plagiarism includes the use of AI-generated text without proper citation or credit**. That is, students should not use AI tools to generate any body of text (sentences, paragraphs, etc.) and then pass that generated text off as their own work. Any inclusion of AI-generated text must be properly cited and acknowledged as AI-written. Students who wish to cite AI-generated text should consult the resources developed by APA, MLA, the Chicago Manual of Style, or their style manual of choice.

Ascend survey
I'm inviting you to complete a short, **confidential survey** because I need your feedback. My goal is to improve our learning environment and make this class a better place for you to learn. Your honest feedback is very important to me because I can't improve without it, and I won't see your name in connection to your answers. I'll ask for feedback multiple times so that I can keep track of what's working for you, and what isn't.

Cycle One: Monday, August 25, 2025, through Friday, September 5, 2025
Cycle Two: Monday, October 6, 2025, through Friday, October 17, 2025
Cycle Three: Monday, November 10, 2025, through Friday, November 21, 2025

Basic Needs Support:
Doing well in classes (and in life, for that matter) means getting a good night's sleep, having enough to eat, and being able to get to where you need to go. If you are having any difficulties with these necessities, remember that UofL has resources to assist you. Please reach out to one of these great resources if you find yourself in need at any time during this course or after.

- Food (fresh and non-perishable), household and toiletry items: Cardinal Cupboard (SAC W312)
- Clothing, shoes, household items and office/art supplies: UofL Free Store (SAC W303C)
- If you're experiencing any academic, financial, or personal difficulties, a Student Success Coordinator in our **Student Success Center** can work with you individually to provide guidance and support and connect you to resources. For first-generation college students, Student Success Center is highly recommended to you.
- The UofL **Concern Center** can help you find and connect with relevant resources: https://louisville.concerncenter.com/.

Cardinal Core Outcomes

Written Communication (WC)
Written Communication is the ability to develop and express ideas, opinions, and information in appropriate forms. To fulfill this requirement, students will complete, revise, and share a substantial amount of writing in multiple genres or media. Students who satisfy this requirement will:
1. Produce writing that reflects a multi-stage composing and revising process and that illustrates multiple strategies of invention, drafting, and revision.
2. Select and/or use appropriate genres for a variety of purposes, situations, and audiences.
3. Apply academic conventions in different writing situations; employ structural conventions such as organization, formatting, paragraphing, and tone; and use appropriate surface features such as syntax, grammar, punctuation, and spelling.
4. Employ critical thinking processes to create an understanding of knowledge as existing within a broader context and to incorporate an awareness of multiple points of view.
5. Select, evaluate, and integrate material from a variety of sources into their writing and use citation appropriate to the discipline.

Modes of assessment:

1. Students will produce at least two drafts of each major assignment and will receive credit for engaging in various stages of the writing process (e.g., brainstorming, peer feedback).
2. Students will write in multiple genres and address at least two different audiences over the course of the semester. Their written reflections will address how their audience and purpose shaped their research and writing choices.
3. Students' writing will be graded, in part, on awareness and use of textual conventions.
4. Students' writing will be graded, in part, on students' ability to think critically about their sources.
5. Students' writing will be graded, in part, on students' ability to integrate a variety of sources in their writing.

Cell Phones and Laptops: see *Tech Policy*

Counseling Center
If you are having a difficult time or generally feel stuck, it may be helpful to work with a trained therapist at the Counseling Center in an individual or group setting. People come into the Counseling Center to discuss a range of topics, including relationships, family, identities, grief and loss, depression, stress, and many more experiences and concerns. The Counseling Center provides short term individual, group, and couples counseling, crisis intervention, and psychological testing. Clients seek services for a variety of areas of concern, including psychological, personal/social, academic, and career issues. To schedule an appointment, please contact the Counseling Center at 502-852-6585 or stop by the office in the Student Activities Center Room W-204. More info: http://louisville.edu/counseling/

❖ Additional Counseling Resources:

- 24/7 Adult Crisis Line: 502-589-4313 or 800-221-0446 (available 24/7)
- The National Suicide Prevention Lifeline: 1-800-273-TALK (8255) (available 24/7)
- Crisis Text Line: Text HOME to 741741 (available 24/7)
- The Trevor Project: 1-866-488-7386 (available 24/7 for individuals ages 13-24 who identify as LGBTQ)

Email
Please check your UofL email account regularly for any class-related messages from me. Also, make sure to check the Blackboard site for questions and other study materials. I welcome your e-mails and will try to respond to them promptly. If you do not hear from me after two days, please send me a quick reminder to make sure I did not forget about your email.

Grade Disputes
If you have questions or concerns about your progress in this course, please do not hesitate to discuss any issue with me during my office hours. If you wish to dispute a grade, I will be happy to meet with you, but I will first ask you to carefully explain your justification in writing. In most cases, I will offer you the chance to revise and resubmit your assignment.

Grading
A labor-based grading contract is offered to explain in detail how I assess your performance and how you can get letter grades. Please read the contract. The default grade for this course is A.

Right to make changes statement
The instructor has the right to make changes to the course schedule/syllabus if necessary.

Tech policy
I understand that many of you will choose to write with your laptops and tablets throughout the semester, which is great, but that technology can also easily distract us. When using your laptops and tablets, please stay focused on classwork and don't have distracting material on your screen.
If, for whatever reason, you do not have access to the Internet or to various technologies, books, etc., please let me know privately. We can come up with an alternative plan; I am

happy to provide assistance so that all students have access to required materials. While I expect everyone to submit their own work, I strongly encourage groups to help each other with technology or other questions. If you need to borrow laptops, you can contact Ekstrom Library for help (https://library.louisville.edu/ekstrom/aus/equipment).

Title IX/Clery Act
Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide.

Veteran Services
There is a range of resources for UofL veterans, including the Office of Military and Veteran Student Services (Houchens LL08). This office serves as a resource for any issues you may be encountering. I recognize that calls to active duty, problems with GI Bill disbursements, and other issues might affect your ability to complete assignments. If any problems arise, feel free to keep me in the loop, and I will do what I can to help. See also louisville.edu/admissions/apply/transfer/veterans/campus-resource-team.

Writing Center
The Writing Center (http://louisville.edu/writingcenter) is a free service for all undergraduate and graduate students, faculty, and staff. Highly trained consultants will meet with you for 50 minutes to discuss any stage of the writing process—brainstorming, organizing your essay, refining your argument, identifying patterns of error, etc. To make an appointment, go to their website or call 852-2173.