

[MODEL SYLLABUS]

UNIVERSITY OF WISCONSIN-MADISON

Fall 2024, Section [**your number**]
English 100: Introduction to College Composition

This course fulfills the Comm A requirement.

[**Optional: Your course theme, question, or title**]

[This is the Model Syllabus for 2024-25. The UW has specific requirements for every course syllabus. Be sure your syllabus conforms to the model's requirements and that you distribute your syllabus through Canvas. You may also want to distribute a print copy to your students. If you would like to distribute a shorter and/or more personalized "Syllabus Summary" to your students, you must inform students about the official syllabus as well and make sure they can access it on Canvas. You will submit this syllabus to an E100 program BOX folder, along with a course calendar that should show your plan for at least sequence 1.]¹

Instructor: [**Include your name and title, e.g., Chris Lee, TA**]

Course Meeting Times and Location:

Canvas Course URL:

Office:

E-Mail:

Office Hours: [**Schedule 2-3 consistent hours each week when students can "drop-in" without an appointment. You may choose to offer in-person and/or Zoom office hours.**]

Welcome to English 100, Introduction to College Composition. This three-credit course provides a starting point for participating in the university community, contributing to scholarly conversations, and becoming a successfully engaged learner at the University of Wisconsin-Madison. In this course you'll learn strategies and skills for critical and creative thinking; communicating through words on a page or to a live audience; and seeking out reliable information through research. As you develop these abilities, they will serve you throughout college and your lifetime. (You will find the official university course description on the last page of this syllabus.)

This course will meet face-to-face in our classroom at the designated times unless specifically scheduled otherwise (for example, for individual conferences or for a library session). Be sure you have no other commitments during the scheduled day and time for this course. Attendance and participation are central components of your success in this course.

¹ Throughout this model document, notes to you are in yellow highlights, bold, boxes, and/or brackets. **Items in red** require your section's information. **Delete all notes, etc. before you share your syllabus with your class.** Be sure to retain all required elements and language.

[The opening paragraph gives a quick overview that connects to E100 learning goals and course content. If you adjust the wording, make sure that the same message is communicated. You may add brief information about your specific course. Be sure to mention the official university course description; it must be included in every syllabus. Mentioning that the course meets face-to-face is also required.]

Contacting Your Instructor

Please contact me if you have questions about course materials or policies. I am happy to answer questions or discuss areas of concern. I have found it is best to handle substantive issues through a face-to-face meeting (in person or via Zoom). You can always come without an appointment to my office hours, or we can make an appointment to meet at a specific time. The best way to contact me for an appointment or to ask a quick question is through email.

[Provide additional or alternative information about how to contact you as you see fit. This section explains your availability and encourages students to meet with you. You want to let students know that they are welcome to talk with you and meet with you. That’s an important piece of the English 100 ethos. Of course, you can set some limits—for instance, it would be reasonable to say something like this: “I usually answer emails between 8 a.m. and 6 p.m., but on weekends, my availability is sometimes limited.”]

Access Statement

I aim to provide a learning environment that is accessible and safe for all students, regardless of race, gender, orientation, class, religion, age, ability, nationality, or personal history. If I ever fall short of this goal, please let me know.

English 100 is committed to providing equitable access to learning opportunities for all students. We recognize that individual students learn, participate, and engage in different ways. If formal, disability-related accommodations are necessary, it is important that you register with the McBurney Center (<http://www.mcburney.wisc.edu/>) and also notify me of those accommodations. We can then work together to best coordinate your accommodations for this course. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Whether or not you have a formal relationship with the [McBurney Center](#), if you anticipate any issues related to the requirements, structure, or format of this course, please reach out to me as soon as possible so we can discuss ways to ensure your full participation and success in this course.

[This access statement provides a foundation that we ask all English 100 instructors to use on their syllabi. Feel free to customize this statement but do ensure that the same message is communicated, particularly the references to McBurney. For more information on access and disability statements, see [Suggested Practices for Syllabus](#)

Accessibility Statements.]

Course Description

English 100 begins to prepare you for the demands of writing in the university and also helps you to think about writing in a variety of contexts beyond the classroom. Writing is both an act of inquiry and communication. With that in mind, this course offers you opportunities to identify, develop, and express concepts; to engage in conversations with the ideas of others; and to critique and construct arguments or investigations through original research. Writing is also a process, and this course emphasizes drafting, revising, and editing as critical practices in developing thoughtful arguments and effective communication.

To accomplish these goals, English 100 places attention on rhetorical awareness in written, oral, and other forms of communication, asking you to consider questions like these:

- Who are your audiences and what are your purposes for writing?
- How can you use different genres or discourse conventions to make your writing effective?
- How can you use information and reliable sources to develop an effective writing project or presentation?
- What can you do to make a research presentation meaningful?
- How can you develop greater awareness about whose voices have been privileged and whose have been silenced?
- How can you learn to listen to others and engage in ethical ways with the people around you?
- What practices, processes, and strategies can you engage with as you develop yourself as a writer, speaker, and member of a community?

Finally, English 100 emphasizes critical thinking, which relies on a process of careful and engaged reading of texts in a variety of forms and the use of writing to explore, express, and argue about ideas as well as their place in the larger world.

[This is the standard course description for all English 100 courses. You must include it as written, except for any changes you might want to make in the voice. (You might, for instance, want to use the plural first person in the second paragraph, if that better conforms to your approach.) Feel free to add information if you are customizing your section with a theme or are teaching a FIG or dorm section.]

What You Will Learn

Learning Outcomes for UW-Madison Communications Requirements

UW-Madison requires students to fulfill two Communications Requirements (A and B). Courses that meet the requirements share a set of General Learning Outcomes. In these courses, students develop skills that enable them to be effective speakers and writers in and out of the classroom.

In courses satisfying the Communication requirement, students will:

- Make effective use of information retrieved, organized, and synthesized from appropriate sources.
- Present ideas and information clearly and logically to achieve a specific purpose.
- Make effective use of communicative forms appropriate to a specific discipline and adapted to the intended audience.
- Use appropriate style and conventions associated with particular communicative forms, genres or disciplines.

English 100 Learning Objectives

In alignment with UW-Madison’s Learning Outcomes for Comm A courses, the broad course learning objectives for English 100 are to advance basic skills in:

- The four modes of literacy: writing, speaking, reading and listening (with special emphasis on writing);
- Critical thinking; and
- Information-seeking skills and strategies.

See the reading on “Policies and Resources,” available through Canvas, for details about the Comm A requirement in relation to the learning objectives. As you work toward these goals, you’ll be developing strategies for planning, drafting, revising, and seeking out reliable, authoritative information.

[These are Comm A general education criteria. You should use this language so that students are clear about the course goals and learning outcomes. If you want to add more, use language from the “Introduction to English 100” or “Policies and Resources,” available through the E100 Course Readings website.]

Texts and Materials

You’ll need the following materials to do the work of the course:

- Reliable and consistent access to a computer or laptop
- Reliable and consistent access to the internet—all or nearly all required course content (including readings) will be available via Canvas, email, and other online platforms
- A pen/pencil, a notebook, and a folder/binder and/or a digital folder for keeping your readings, notes, and drafts organized

You do not need to purchase any materials for English 100. All texts will be available online and through Canvas. Depending on your own learning habits, you may want to have a notebook for taking notes and drafting, but you could also use an online tool for this (e.g., Google Docs).

[The English 100 program requires use of your class Canvas site for consistency, access, and backup. The program also requires use of the course readings website to some meaningful degree, but instructors have flexibility to swap out some of the readings and also to choose additional ones. See the [Instructors’ Guide](#) and model calendar for more details.

You may revise this section if you are requiring materials, but please be mindful of expenses. English 100 is a required class and purchasing materials can be a strain for some students. If you are using the [Go Big Read selection](#), note that here and

give students information about how to request their copy.]

Coursework and Core Beliefs

The design of this course reflects a commitment to the English 100 Program's Core Beliefs:

- Writing is a process of discovery.
- Writers develop through practice.
- All writers have more to learn.
- Writing is a complex social activity.

With this in mind, you will write often, turning something in for response from either your peers or me nearly every week. The goal is for you to write constantly in a variety of genres, in response to different assignments with different kinds of challenges, and for multiple readers.

The course is organized around three sequences with the following goals: identifying and exploring a concept; engaging the ideas of others; and developing a critical approach through research and argumentation. Each sequence builds upon short writing assignments and moves toward a longer writing project to address the goals of the sequence. Sequences 1 and 3 culminate in portfolios that will require revision and reflection as part of the learning process. (For more details on each sequence, see the required course reading "Approaches to Rhetoric, Writing, and Revision," available through your Canvas website.)

Your writing will include:

- **Short Writing Assignments:** Each sequence requires several short writing or other assignments. These might include a 2-3 page response paper, a research summary, a proposal, a short bibliography, or a descriptive narrative. These short pieces are low-stakes places to practice skills and try out ideas. Complete them with care, as they may be required in a portfolio.
- **Writing Projects:** You will be asked to do two or three longer writing projects for the course. I will provide guidelines for these projects, but we might also collaborate to design projects based on the texts and issues we discuss in class.
- **Reflective Writer's Memos:** For each writing assignment you will include a "Writer's Memo" as a cover sheet. In this memo you will describe your purpose and strategy in approaching the assignment, and ask any questions about the writing that you may have yourself. This is your chance to provide some context for your writing but also an opportunity to ask your reader directly about the effectiveness of the piece.

[All three kinds of writing are important in English 100. You can adjust the descriptions to fit your particular approach and assignments if needed. Some instructors require an additional short reflective piece of writing, similar to a Writer's Memo, even for short assignments. You may also choose to include a description of oral communication or multimodal components here.]

Grades

This course does not grade on a curve. Your course grade will reflect my assessment of your work over the course of the semester as well as the level of your conscientiousness in meeting course responsibilities and requirements. I will assess your writing through a portfolio system, as

described in this syllabus. Course responsibilities and requirements include attendance and participation.

Major components will be weighted as follows:

Midterm Portfolio	25%
Final Portfolio	35%
Presentation	10%
Participation and Consistency	30%

All of the above components will be reflected in your final course grade, which uses UW-Madison's letter system (A, AB, B, BC, C, D, F). Semester grades are reported by letters only; plus and minus signs are not used.

E100 grades are calculated via the below scale:

A	93 – 100%
AB	88 – 92.9%
B	83 – 87.9%
BC	78 – 82.9%
C	70 – 77.9%
D	60 – 69.9%
F	59.9% or below

[It's required to say that the course does not grade on a curve. It's also required that you include how the course is graded and relative weights of assessments. If it makes sense for your course, you can connect the weights to letter grades. Above is the scale we use for English 100. You are also welcome to set up your Canvas gradebooks to simply use letter grades. Whatever grading method you choose, be consistent and transparent.]

Holistic portfolio assessment is required in all sections of English 100. You may provide more details here, but the basic philosophy must align with English 100's portfolio system of grading. Above, there is an example of how to weight different parts of the course. Two portfolios are required (at the ends of Sequences 1 and 3). Experienced instructors may choose to retain a system of three portfolios. Generally, work done later in the course is weighted more than work done earlier in the course. Participation should account for no less than 10% and no more than 30% of the course grade, and should be well defined. Ongoing conversations with your students about grading and assessment, including grades for participation, are necessary.

The main consideration in describing your grading system in the syllabus and in conversations with your class is to be *as transparent as possible*. Students should know what you are basing their grades on, especially their participation/consistency, and their grades in Canvas should reflect their progress in the course. You can find more about grading in the Instructors' Guide.]

Participation and Consistency

Everyone contributes to the success of this course. Attending class and turning in your work on time are standard practices in college and this course in particular, so you should make these practices a priority. This course is an in-person course which means your physical presence and participation in the classroom is important and key to your success and that of your peers. Please come to each class meeting prepared to be an active participant in discussions and activities. Speaking during class is easier for some than for others. If you need help in this area, let me know in an email or talk with me outside of class.

At the same time, the English 100 program recognizes that barriers and challenges can exist in this area of expectations. I will do my best to provide flexibility in this area when possible and when it's needed. My aim is to support the learning of all students in this course and to ensure your continuous engagement with your peers and the course.

This portion of your grade will reflect the degree to which you complete assigned work and meet course requirements. Individual assignments do not receive grades, but all assigned work contributes to your development as a writer and thinker in this course. Thus, participation and consistently completing the work of the course form the foundation for your learning.

[Customize the language here to reflect your specific practices and expectations in relation to participation and consistent completion of work. Some instructors call this “Participation and Engagement.” You may want to use a check-off or point system in Canvas to help you keep track of work that is completed. If you use a point system for participation, be sure you communicate a clear plan for how students will earn points and how you keep track of them. Keep in mind that students can face challenges that are invisible to you.]

Feedback and Portfolios

[The number of portfolios, their specific content, and grade weight are determined by each instructor. If you wonder whether your plans align with English 100 philosophy, speak to a member of the E100 Admin team. Individual assignments do not receive grades; only portfolios receive grades.]

A central philosophy and practice of English 100 is that writing is a process. Your learning depends on engaging in that process fully. In English 100, you can expect to write several drafts for your longer writing projects, share your writing with other readers, and respond to the writing of others. In paying attention to this process as both writer and reader you will develop your ability to provide useful feedback and advice for others and for yourself.

Because the emphasis is on your development as a writer—something that cannot occur without trial and error—your work will be assessed in a variety of ways. For early drafts, you will receive comments intended to help you improve your writing as you work through and form your ideas. On later drafts, you will receive comments that address more specifically the development of ideas, the effectiveness of your argument or writing goal, and the quality of writing. Some of this feedback will come from me. Some of it will come from your peers.

You will not receive individual letter or numerical grades on each assignment or draft. Instead, you will turn in a portfolio of your work at the end of sequences 1 and 3. Your sequence 3 portfolio will include work from both sequence 2 and 3 as these are closely related. Each portfolio will be assessed as a whole and will receive a traditional grade in accordance with UW-Madison's grading system. These grades will take into account your development as a writer and your ability to meet course expectations, including the expectation that you will take part in writing workshops, participate consistently in class, and complete work on time.

For each required portfolio you will collect your writing to submit for review and a grade. The content of each portfolio will typically include short writing assignments, your writing project(s), draft work for these pieces, and cover letters/writer's memos. Guidelines for portfolios will be provided when needed.

[This section is meant to provide information to students about the kind of feedback they will receive on their work and to explain portfolios. You can customize this section to take into account your methods for giving feedback and the specifics of your portfolio method. You may also include information about rubrics or other assessment tools if these are part of your course.]

Guidelines for Formatting

Unless otherwise noted, all of your work, including drafts—whether submitted in hard copy or electronically—must be typed, and should use MLA formatting guidelines. These include the following features:

- Double-spacing
- Times New Roman, 12-point font
- 1-inch margins on all sides
- Double-spaced header in upper-left corner of the first page with each of the following on separate lines: your first and last name, English 100-XX, date, assignment name (including draft number)
- A title centered and printed in normal style font (no italics, no underlining, and no font size changes). Please do not use a separate title page.
- Last name and page number in upper-right corner of every page following the first page.

[This is standard formatting but you may adjust according to your preferences. The key is to make your expectations explicit. English 100 does not require that you teach MLA formatting, but you should help students become familiar with the rhetorical importance of disciplinary styles and citation conventions, whether MLA, APA, or another format.]

Writing Workshops and Peer Response

Research suggests that a sole teacher might not always be the best reader for student writing. All writers benefit from hearing the responses of trusted readers. In English 100, we use Writing Workshops at all stages of the writing process to provide feedback on ideas, to generate or answer questions related to research, and to provide responses for drafts.

To develop as a writer, you need to practice writing for a variety of readers, especially readers who are not also evaluating you. That means you need to cultivate good intellectual relations with your classmates. You need to practice listening to others' readings of your work; you need, also, to practice giving the kind of thoughtful and honest feedback that you want to receive as a writer.

On days when we are having a Writing Workshop, your presence is especially important. Therefore, an absence on a workshop day or failure to participate in a workshop can affect your course grade.

[It's important that students understand their responsibility to their group members. Some instructors describe a particular absence policy for workshop days, since a missing student can affect their group adversely.]

Conferences

You will meet with me at least twice during the semester to discuss your writing and your progress in the course. These conferences help me get to know you and your work and also are a place for us to focus, in detail, on your writing and revision strategies. I will talk to you in class about how I would like you to prepare for conferences. Failure to attend a conference at the appointed time may count as a class absence.

[You may want to treat required conferences as a class meeting, especially if you hold conferences in place of class. You may cancel one class session for each round of conferences; additional conferences can be held during office hours.]

Late Work

All work must be turned in on the date specified. You will do a lot of writing and revising in this course and a lot of work with your peers, which means that staying on schedule is especially important for everyone. Work turned in late, including drafts, can result in grade penalties on your portfolios. Work more than a week late will not be accepted. Please speak with me right away if you are having trouble turning your work in on time.

[You can determine how you will deal with or penalize late work. Some instructors have found that having flexible deadlines for students can be useful for all involved. It is recommended that you set a deadline for accepting late work. We do not recommend accepting work that is more than a week late, but there could be special circumstances that you want to take into account. Be sure to talk with E100 Admin if you recognize that a student is having unusual difficulties with meeting deadlines.]

Generative Artificial Intelligence and Other Writing Technologies

Academic integrity is a foundational value of this class. As such, the use of artificial intelligence (AI)-assisted writing technologies (like ChatGPT, Copilot, GrammarlyGO, or similar tools), translation software, or other tools that generate or revise text in significant ways may be considered academic misconduct if you present this work as original and entirely your own without revealing any assistance of these technologies. We will discuss if or how such technologies may be utilized as part of the writing process and how this use should be

acknowledged/cited in your work. Overall, I expect the work you submit to be your own as it reflects your learning and engagement with the course. From me, you can expect clear guidelines for use of these tools, a fair and reasoned process if evidence of misuse emerges, and transparency regarding any instructor use of the tools for course materials.

[Consider expanding here if you have more specific details on how AI and other writing technologies will or won't be used in your classroom. Resist policing language, and make sure you are clear and transparent about your guidelines for the class overall and particular assignments. We recommend having a candid discussion early in the course about the use of AI/writing technologies, as well as having frequent follow-up conversations about policy on individual assignments.]

Let your students know if you plan to make use of Turnitin through Canvas or AI-detection software, as sharing their work with third party software can also be a breach of intellectual property. Also, be aware of the flaws/limitations/dangers of these detection softwares. For examples of other instructors' policy language, see [this collaborative GoogleDoc.](#)]

Program Policies and Resources

For a complete explanation of the English 100 program, see the reading on “Policies and Resources,” available through your Canvas website. You should consider that reading to be part of the course syllabus.

[We suggest that you refer students to the E100 course reader for full explanations of program-wide policies and resources. Be sure to talk about policies in class.]

Attendance

Attendance is required. English 100 is a small seminar course, and the presence of each student matters. You need to be in class, on time, prepared, every meeting. This matters for your own learning as well as for the contributions you can make to the learning of others. For those unavoidable times when you are sick or otherwise unable to come to class, you should be familiar with the full attendance policy. (See the course reading on “Policies.”) If you miss class, it is *your* responsibility to find out what you missed and to make up any work as required. Excessive or habitual tardiness may be counted as an absence.

The program's attendance policy provides 3 absences without penalty in a MWF course or 2 absences in a MW/TR course. A student's final course grade may be lowered for absences beyond these. After three weeks of absence, it may not be possible to pass the course, because you will have missed significant learning activities and interactions with other students.

Always stay in touch with me about your absences. As your instructor, I will take into account your reasons for an absence such as an accident or illness, a family emergency or death, a recognized religious holiday, or jury duty. Be sure to talk with me about any circumstances that will adversely affect your attendance. You may also talk with someone in the [Office of Student Assistance and Support](#) who may assist you. Too many absences for whatever reason will

prevent you from completing the required coursework; in the case of excessive absences, I may recommend that you drop the class.

[Feel free to add information if you are customizing your policy. Your policy cannot be more strict than the program policy. However, you can be flexible as you see reasonable to help students succeed in your course as long as you are consistent. After one week of missed classes, students' grades may begin to be affected (particularly in the Participation category), but we encourage you to establish an absence policy that is responsive to students' lives and difficult situations that may arise. Make sure that students receive ongoing feedback regarding their participation and attendance on Canvas; consider making it a component of their portfolio grades.]

NOTE: The program does not require that absences affect a student's grade or that you fail a student for excess absences. We set a strict line in the policy to help you communicate the importance of attendance to students. You should be aware that, in general, we would not expect a student to fail the course due only to excessive absences. Instructors should talk to a member of the E100 admin team whenever it appears a student is having unusual trouble with the attendance requirement, especially if there are many absences early in the semester. Filing an Academic Concern Report would be appropriate for students who are having problems with attendance.]

Academic Calendar and Religious Observances

State law mandates that any student with a conflict between an academic requirement and any religious observance must be given an alternative for meeting the academic requirement. The law also stipulates that students be given a mechanism by which they can conveniently and confidentially notify an instructor of the conflict. A student's claim of a religious conflict, which may include travel time, will be accepted at face value. **NOTE:** You must notify me within the first two weeks of class of the specific days or dates on which you request relief.

Academic Honesty and Plagiarism

The University of Wisconsin-Madison and the English 100 Program expect students to (1) present their own work honestly and transparently, and (2) to credit others responsibly and with care. University policy states: "Academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system" (Wisconsin Administrative Code 14.01).

Plagiarism and academic dishonesty are serious offenses, and they can occur in drafts as well as in final papers. They can also happen intentionally and unintentionally. Because this course relies heavily on sharing knowledge and information in the learning and writing processes, it is important that you learn how to work with sources without plagiarizing. Be sure to read about the definitions of plagiarism in the course reading on "Policies." If you have questions about citing sources or what constitutes academic misconduct, please talk with me.

The University of Wisconsin-Madison has established a range of penalties for students guilty of plagiarism or academic dishonesty. Appropriate penalties include a reduced grade, a failing grade for an assignment, a failing grade for the course, or even suspension or expulsion from the university. All instances of suspected plagiarism are reported to the English 100 administration and may be reported to the Dean of Students. For more information, see <http://students.wisc.edu/doso/acadintegrity.html>.

[The academic honesty policy is important to go over with students, especially in relationship with Generative AI conversations. Be sure to frame the policy in a way that does not put you in the position of investigator or enforcer. Tell your class that it's better for them to talk to you about finding/using/citing sources or GenAI if they have any doubts than it is for them to be caught in academic misconduct. It's even better to ask for an extension and be marked late than to plagiarize.]

UW-Madison's ACADEMIC INTEGRITY Statement

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review.

Resources

There are many resources available to you at the University of Wisconsin-Madison. Please see Canvas and the course reading on "Policies and Resources" for a full listing.. Two resources that are especially important for you to know about are

- The [English 100 Tutorial](#): Consultations for English 100 writing and multimodal assignments.
- The [McBurney Center](#): Consultations and resources for students who have a physical or learning disability.

[Include other campus and community resources as you wish. The E100 admin team has put together a resources page on Canvas that you may input into your Canvas course. Continue to point students to these resources, especially E100 Tutorial and McBurney throughout the semester, as their needs may change as the semester progresses. Also, make sure you sign up for an E100 Tutor visit in the early weeks of the semester.]

RULES, RIGHTS & RESPONSIBILITIES

All undergraduates at the University of Wisconsin-Madison should be familiar with student rules, rights, and responsibilities. See the Undergraduate Guide to [Rules, Rights and Responsibilities](#) on the university's website.

L&S Diversity and Inclusion Statement

The College of Letters & Science is firmly committed to providing a transformative liberal arts

education experience for all. L&S endeavors to make academic excellence inclusive by sustaining a community of free inquiry in which people of diverse race, ethnicity, cultures, veteran status, marital status, socio-economic level, national origin, religious belief, physical ability, sexual orientation, age, class, political ideology and lifestyle participate in, contribute to and benefit equally from a liberal arts education based on the Wisconsin Idea — one in which we all contribute to advancing society.

A diverse liberal arts community — reflected in the student body, faculty, staff, administrators, trustees and other stakeholders — promotes effective teaching, produces greater learning outcomes and provides students with the tools and skills necessary to thrive in an increasingly diverse workforce and pluralistic society in which differences are respected and appreciated.

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Course Directors

The E100 course directors encourage you to meet with me to address any questions you have about the course whenever possible. However, if you have a question about the course that you think needs an answer from someone other than me, you can contact the director for assistance.

- Dr. Morris Young, Director of English 100 and Professor of English, msyoung4@wisc.edu
- Dr. Sara Kelm, Associate Director of English 100, sakelm@wisc.edu

[All of the information in the box below is required. Position it at the bottom of your last page.]

Text version:

Official Course Description: Focuses on development of rhetorical reading, listening, and writing abilities; provides practices in written and spoken communication (emphasis on writing); develops information literacy; provides a foundation for a variety of college course work and post-college careers. Open to Freshmen only. Students may receive degree credit for only one Com A course taken in residence. Freshman or sophomore standing only. This course fulfills Gen Ed - Communication Part A (Com A). Level - Elementary. L&S Credit - Counts as Liberal Arts and Science credit in L&S. Not repeatable for credit.

How Credit Hours Are Met by English 100: This 3-credit course includes at least 35-42 hours of face-to-face instruction, depending on your class schedule. This may include individual conferences. An additional 93-100 hours of writing, reading, and class preparation beyond class meetings is also part of this course. At UW-Madison, one credit is the learning that takes place in at least 45 hours of learning activities, which includes time in lectures or class meetings (in-person or online), labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Drawing version:

Official Course Description: Focuses on development of rhetorical reading, listening, and writing abilities; provides practice in written and spoken communication (emphasis on writing); develops information literacy; provides a foundation for a variety of college course work and post-college careers. Open to Freshmen only. Students may receive degree credit for only one Com A course taken in residence. Freshman or sophomore standing only. This course fulfills Gen Ed - Communication Part A (Com A). Level – Elementary. L&S Credit - Counts as Liberal Arts and Science credit in L&S. Not repeatable for credit.

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