**Syllabus & Course Policies**

**Syllabus -** The syllabus is subject to change.

**Composition 101: Who I Am; How the World Sees Me Women and Gender Studies**

University of Wisconsin – Stevens Point Fall 2016 3 Credits Professor Pat Dyjak

English 101-18 MW 3:00-4:15 pm **&** English 101-19 MW 4:35-5:50 pm 206 CCC

Detailed Assignment Sheets will be distributed at the start of each essay topic and supersede the syllabus.

*RCWW* = *Reading Critically, Writing Well: A Reader and a Guide*. *10th edition* [text rental]

Read = You need to read and annotate the text assigned.

**Week One:**

Wednesday 9/7 Introduction, policies, handouts

**Week Two:**

Monday 9/12 Read in *RCWW* Academic Habits of Mind p 1-19 and A Catalog of Reading Strategies p 507-8, and Annotation p 508 -514; **Quiz** on Syllabus and Course Policies; Start seeing film *I am,* Dir. Tom Shadyac

Wednesday 9/14 Continue seeing film *I am,* Dir. Tom Shadyac; begin discussing main points of film.

**Week Three:**

Monday 9/19 **Due**: One page on Main Ideas Presented in *I am;* Continue discussing film. Read in *RCWW* Recognizing Logical Fallacies + p. 532 (bottom) – 538,

Wednesday 9/21 **Due:** One-page on your topic with reasons and details; Read in *RCWW* Summary and Paraphrasing p 518-520, and Explaining Concepts, p 178 -89 including Cain’s “Shyness: Evolutionary Tactic?’- argument construction

**Week Four:**

Monday 9/26 Read *RCWW* in Guide to Writingp 234 -244

Wednesday 9/28 **Due:** First draft of Essay on Concept, in-class, hardcopy

**Week Five:**

Monday 10/03 **Due:** Final Version of Essay on Concept + related materials in pocket folder; Begin Who I Am Essay; Distributed: Lakoff & Turner, The Great Chain of Being, fr *More than Cool Reason*[handout], and Two Compassion Quotes [handout]

Wednesday 10/05 Read in *RCWW* p 20-22, A Guide to Writing Autobiography p 55-66 & Ruprecht “In Too

Deep” p 32 – 36 and Desmond-Harris “Tupac and My Non-Thug Life” p 42 – 47 and

“Peeling Bananas” [handout]

**Week Six:**

Monday 10/10 **Due**: Ex 1; Read Section One p 5 – 18 from *Citizen: An American Lyric*

Wednesday 10/12 **Due**: Ex 2; Group work

**Week Seven:**

Monday 10/17 Group Presentations

Wednesday 10/19 Due: First draft, in-class, hardcopy

**Week Eight:**

Monday 10/24 Second Draft Conferences – Prof’s Office 429 CCC/No Class

Wednesday 10/26 Second Draft Conferences – Prof’s Office 429 CCC/No Class

**Week Nine:**

Monday 10/31 **2nd Essay due in class with both drafts and revision sheets to me in pocket folder, see**

**“Format Requirements” on last page of the Course Policies.**

Get Essay #3: The Social Aspects of the Body (Reflection) Assignment;

get “Shame on US” [handout]

Wednesday 11/02 Read *RCWW* Reflection Essays 129-139 including “Black Men and Public Space” &

“Marked Women” 192 -200

**Week Ten:**

Monday 11/07 **Exercise #1 Due**; Read “Abs and the Adolescent” [handout] and Read *RCWW* Guide to Writing a Reflection Essay 167-171;

Wednesday 11/09 Assessing Images in the Media

**Week Eleven:**

Monday 11/14 Read *RCWW* Whose Body Is This?” 161-165

Wednesday 11/16 Second Draft Conferences – Prof’s Office/No Class

**Week Twelve:**

Monday 11/21 Second Draft Conferences – Prof’s Office/No Class

Wednesday 11/23 3nd **Essay due in class with both drafts and revision sheets to me in pocket folder**;

Begin Essay #4: Language Issues; Read handout “Sex, Lies, and Conversation” and write a one-page summary of the main ideas. This assignment will be take-home, due Monday 11/28

**Thanksgiving Break**

**Week Thirteen:**

Monday 11/28 Due: Summary of “Sex, Lies, and Conversation”; Discuss essay.

Wednesday 11/30 **Exercise #1 & #2 due;** Read handouts “The Meanings of a Word” & “Spanglish” and

Read handouts footballpoems and Barbie poems.

**Week Fourteen:**

Monday 12/05 Sample essays by students

Wednesday 12/07 First Draft Due, typed, in class, hardcopy

**Week Fifteen:**

Monday 12/12 Second Draft Conferences – Prof’s Office/No Class

Wednesday 12/14 Second Draft Conferences – Prof’s Office/No Class

**The final essay, Essay 4, will stand in lieu of a Final Exam. It is due by Thursday, December 22 by 4:45pm. There will be a cardboard box outside my office 429 CCC for you to drop off just the final essay.**

**You may hand this Essay 4 in earlier.**

**Course Policies**

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University of Wisconsin – Stevens Point Fall 2016 3 Credits Professor Pat Dyjak

English 101-18 MW 3:00-4:15 pm **&** English 101-19 MW 4:35-5:50 pm 206 CCC

Office Phone: 346-4425 (not useful) Office: 429 CCC

email: [pdyjak@uwsp.edu](mailto:pdyjak@uwsp.edu) Cell & text: 715/572-0316

Office Hours: MW 2:00 – 2:50 pm, R 3:30 – 4:30 pm *& by appointment*

**Required Texts:**

Text Rental: Axelrod, Rise B., Cooper, Charles R., and Alison M. Warriner. *Reading Critically, Writing Well: A Reader and a Guide*. **10th edition**. New York, NY: Bedford/St. Martins. 2014.

Suggested:Dictionary (NOT spellcheck; a dictionary you own is ok, otherwise, available in the

bookstore or online via the library http://library.uwsp.edu/Guides/VRD/dictionaries.htm)

Buy: Rankine, Claudia. *Citizen: An American Lyric.* Minneapolis, MN: Graywolf Press.

2014. *ISBN: 978-1-55597-690-3*

There will be handouts (football poems, essays, Barbie poems, etc.).

**Materials** Always bring a notebook and pen/pencil to class.

**Required:** You will need two to three folders with pockets.

**Course Description & Objective:**

The objective of this course is to develop your writing skills. **Writing, good writing, is hard work**: it demands clear thinking; logical organization; decisions regarding specific supporting reasons, explanations, and examples from life. All this requires specific details It also requires a lot of time. We will go through the writing process slowly – forcing everyone to take time to think about what they are doing, noticing their own writing process. The time you spend in class will be a fraction of the time you spend on your writing. You should take it for granted that the majority of your writing will occur outside of class. Class time is to guide you and give you pertinent information, help with brainstorming and revision, and address any complications you encounter. This is NOT like writing an essay the night before it’s due; you will need to spend time thinking about your ideas and observations, and how best to express and demonstrate them.

*You know, when you think about writing a book, you think it is overwhelming. But, actually, you break it down into tiny little tasks any moron could do. Annie Dillard*

The process of writing and your becoming aware of how you write, will be part of your evolution as a thinking writer; it will develop your critical thinking skills. I, and your fellow students, will work with you to improve your skills of critical reading, evaluation of information, inclusion of details and quotes, thesis development, self-evaluation of your writing, revision, and organization. All of this is part of developing your critical thinking skills. I am available to help you with your writing at any stage of the process.

This class has the added theme of exploring you and our culture through the intersection of gender, race, and socioeconomic class. People have lives and dreams; everyone’s life is hard; many people’s lives are made more difficult by historical realities which reverberate today, such as being thought to be less than a person, as were Black men and women who were enslaved here in the U.S.; some people in the mid-19th century thought that women did not have a soul, so should not be allowed to vote; and many people used to believe that wealth was a sign of God’s favor, and poverty was a sign of God’s displeasure, a judgment on the poor, easier than considering the myriad social factors at play in the world.

People have lives, and when we read the writing assigned for class, we can see human beings in different situations from us, and human beings in similar situations to us. As we read and discuss, we want to think about what makes a man, a man, in our culture, and what makes a woman a woman? We want to think of stereotypes, which we know are imposed by people who are fearful projecting something in themselves at other people, “othering” people. We want to consider how we think about ourselves, and how our culture (nation) and our various communities (because we all belong to a number of communities) view us. What pressures do these views bring? benefits? frustrations? dangers? delights?

We will do four essays for this course. Each essay will be worth 100 points; these points are spread out over the component exercises and quizzes and drafts for each essay. There is a Grand Total of 400 points for this course. Essay One will be examine the Concepts presented in the film *I Am.* Essay Two is an Autobiography/Reflection on who you are, within your most comfortable community or some event that you feel reflects who you are. Essay Three will focus on bodies; people are judged in many, many ways on their looks. We will look at many stereotypes about weight, muscles, height, beauty, race, ethnicity, etc. The Fourth essay will consider language issues, including taboo words, as well as communication issues between groups (men and women; elderly and young). We do a variety of kinds of writing so that you have practice in writing for different purposes, and so you get used to thinking of what the requirements and strategies are for different assignments – a skill that will serve you well throughout your college career and in life.

All drafts and final versions of essays must be typed, hardcopy – do not bring your laptop to class.

**Requirements:**

4 Essay Assignments [each worth 100 points for a Course Total of 400 points]

Reading & Annotation Quizzes, Take-home assignments, & In-class writing [some of these will be worth points; this will be indicated in the Essay Assignment Sheets for each essay]

Participation in class discussion

& Attendance

**Learning Outcomes:**

Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.

Apply your understanding of elements that shape successful writing to critique and improve your

own and others’ writing through effective and useful feedback.

**Essays:**

Drafts cannot be late; you should consider the draft as the essay and plan to have your ideas in writing by the time it is due. The drafts must be done on time **in full** when they are due. Students who show up to class with no draft or a one-paragraph draft or a single page, etc. will be given an absence and no points.

Detailed assignment sheets will be handed out for each essay. Specific requirements for each essay will be on the assignment sheets, and you will be graded with these in mind in conjunction with the English Department’s Criteria for Passing Grades in English 101 which are the following: Critical Thought and Content, Essay Construction, Audience & Style, Sentence Effectiveness, and Process Strategies. Essays are due as indicated on the assignment sheets. Late essays will be down-graded half a letter grade for each day late (ex. B+ to B). This does not apply to extensions. In order to get an extension you must specifically ask me for one before the essay is due. When I grant an extension, I also give a new due date and usually we will meet to look over your essay or draft together. **If you don’t have a new due date in hand, then you don’t have an extension.**

Each essay assignment will be worth 100 points, for a total of 400 points in the class. The points will be, most often (but not always), distributed as follows. Reading and Annotation quizzes may be added and the points re-distributed:

Ex #1 Ex #2 Quizzes 1st draft 2nd draft Final Essay

10 10 15 15 10 40

Total: 100 for each of the four essay assignments

Total for course: 400 points The UWSP has a 4.0 grading scale.

If there are **egregious grammatical errors** than I will take 5 points off the final version for each time there are three errors. You will get a warning before this happens. When I have done this in the past, some people ended up with a negative score. If I recommend to you to work on your grammatical issues with a tutor at the TLC, do so. We will do some grammar exercises in class.

**Attendance/Participation:**

Your participation in class is important; it is work. Therefore, you must come to class well-prepared. I expect you to have done the assigned readings and writings, looked-up in a dictionary (not spell check) any unfamiliar words, and thought about the assignment. I expect you to annotate the assigned reading; we will go over what this is in class. Some materials are in the book and some are handouts. There will be quizzes.

I realize it is not possible to make every class, so everyone gets two (2) free absences. You do not need to bring a note or inform me regarding these absences. Save your absences to use for when you are sick, have car trouble, if you plan not to be here the Monday before or after Thanksgiving, etc. I do not need to hear any excuses. That is why I give you two free absences. The third (3rd) absence – and each subsequent absence -- will lower your grade half a letter-grade for each absence (B to B-). If a student has total of seven (7) absences, s/he will automatically fail the course. I think this is very generous: if you have seven absences then you have missed nearly four weeks of class. If you are absent 5 times in the first 3 weeks of class, you will fail.

If you are absent, call a classmate to find out what you have missed. **You are not excused from being prepared for class just because you were absent.** You have the syllabus and assignment sheets; you know what is due when. Being late to class also may count as a partial absence, if lateness is chronic. The UWSP now tracks students who are no longer attending class.

If you are absent or know you will be absent because of religious reasons, please DO inform me. Accommodations will be made regarding due dates and assignments. These absences are generally excused.

**Confusion:**

Do not be afraid of confusion. You are NOT stupid if you get confused in class by concepts, theories, strategies, etc. that you learn in college or university. Learning is a process. Confusion is part of that process. It occurs when you have been challenged by a new idea, perspective, process, or concept. When you get confused, re-read your notes and your guide. Sleep on the confusion. Try again. Come speak to your professors or a tutor.

**Professionalism:**

Give others the courtesy you expect from them. I expect everyone in class to treat each other respectfully, both verbally and in writing. We will have strong, very different opinions about a number of topics. It is possible to politely disagree with someone's interpretation by focusing on ideas, arguments, and the text.

I reserve the right to remove a student from the classroom if his/her behavior is inappropriate; I reserve the right to remove a student from the course if I determine that the student’s behavior is egregious.

**Plagiarism:**

Don’t do it. Come speak to me if you are feeling overwhelmed or lacking in ideas. **Students who plagiarize will fail the essay. Students who plagiarize a second time will fail the course.** Plagiarism is using someone else’s words, facts, or ideas and claiming or presenting them as your own.

**Other Writing Resources:**

In addition to working with me, during my office hours or by appointment, you can take advantage of The Writing Lab **[free!!]**in the Tutoring-Learning Center (TLC), in LRC 018 (aka the library basement), Mon-Thurs 9:00-4:00, Fri 9:00-12:00, [tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu), 346-3568.

The TLC provides tutorial assistance by your peers who have already taken composition courses, plus received special training. website: http://www.uwsp.edu/tlc/. The tutors at the TLC can assist you in looking critically at your own writing, and can suggest appropriate strategies, exercises, and tools. There are mini-courses and one-on-one tutoring available. Bring a typed draft AND the essay assignment sheet.

**Reasonable Accommodations for Differently Abled Students**

Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, the Disability Services, Room 609 Learning Resource Center (library): 715-346-3365 or see their website: http://www.uwsp.edu/disability/Pages/default.aspx

Please contact me - if you are comfortable doing this - by phone, email, or in person, if there is any way I can help accommodate your learning needs. My contact information is on pages one and three.

**Cell Phones:**

Cell phones must be turned off during class time. Students who text during class will be dropped/expelled from the course.

**Format Requirements for Essays**:

1. There are approximately 250 words in a page. You do not include in your word count articles (a, the) or two-letter words. Therefore, the word count you get from your computer/word processing software is not accurate. Quotes from other people/sources do not count.
2. Use one inch margins on all sides. **NOTE:** some forms of MS Word default to 1 ½ inch margins, so you may need to change your preferences/default setting for your margins to 1 inch.
3. Use a Times New Roman font, size 12. Use black ink. Put page numbers at the bottom, center of the page.
4. At the top left on the first page of your essay type, single spaced, 1) my name, 2) your name, 3) your email, 4) the date, and 5) what assignment this is. After this, change to double spacing. Do NOT include this information in a header. I don't want it on every page; it takes up space.
5. A title is optional. You should not have a cover page. Double space down from the information listed in Number 4 and type in your title, if you have one, then double space down from there and begin your essay. Double-space your essay.
6. Proofread your writing before handing it in. Check your grammar and your spelling.
7. Final versions of your essay, plus all drafts, revisions sheets, and questions for conference go into a **pocket folder** (not a binder, not an accordion file, not a plastic sleeve) with your name, my name, and the class (Engl 101) and the section (12 or 19) on the front to be handed in to me at the start of class on the day the assignment is due.
8. Remove extra spaces between paragraphs. In MS Word, open the “Paragraph” window. There is a little box to check that is “do not add spaces between paragraphs of the same style.”