**UW - Stevens Point at Wausau**

**English 101: College Writing and Critical Reading**

Fall 2018

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| credits: 3 | instructor: Professor Jill Stukenberg  Associate Professor in English |
| **section G001,** PRISM 2205, meets MWF 9:00 – 9:50 in room 146. Final exam period (final portfolio due): Wednesday, Dec. 19, 10:00 a.m. | email: [**jill.stukenberg@uwc.edu**](mailto:jill.stukenberg@uwc.edu) **or jill.stukenberg@uwsp.edu**  \*this is the best way to contact me. |
| **section G002,** PRISM 2206, meets MWF 11:00 – 11:50 in room 146. Final exam period (final portfolio due): Wednesday, Dec. 19, 12:30 p.m. (just after noon). | office: #305 hours: MWF 10:00 – 10:50 held in computer lab 146. Tuesdays, 1-2 in 305.  Appointments available at other times, and via Skype or phone. |
| Prerequisites: ENG 101 has a prerequisite of placement, or C or better in ENG 098 or LEA 106. Completion with a C or better (not C-) is required to enroll in Eng 102. Many students benefit from taking ENG 099 (one-on-one tutorial) at the same time as Eng101. | office phone: (715) 261-6277  Office voice mail checked Monday – Friday. |

**course description**

A composition course focusing on academic writing, the writing process, and critical reading. Emphasis will be on essays that incorporate readings.

**required book and materials**

* paper for printing, and/or costs for printing additional readings and drafts of your work
* a notebook for your Writer’s Notebook (laptop or tablet okay, as long as not distracting to you or classmates. Back up your work; bring every day; have paper and pen for occasional class writing that must be done on paper.)
* storage media for saving your work, such as a jump or flash drive. **Save all versions of all drafts, and keep all graded work returned to you for inclusion in portfolios.** Back up files with a second drive, rewritable CDs, or email work to yourself or store online in a (free!) Google docs account.
* Email account. Check your college email.
* This course will use a D2L site for materials, essay submissions, and grades. Essays need to be uploaded in Word format, or as rtf files. (All students can get a free version of Word through the college. Ask me or ask in the Solution Center.)
* Free google docs account. I’ll assign a writing journal to be kept in one continuous google doc, with the link shared with me and enabled so I can comment.
* Recommended: a style guide for MLA citation, or students may use the free Purdue OWL (Online Writing Lab) for up-to-date MLA citation guidelines. <https://owl.english.purdue.edu/owl/section/2/11/>

**learning outcomes**

1. **Academic Writing**: Write cohesive academic essays that support a thesis with credible evidence from texts for a variety of rhetorical purposes.
2. **Critical Reading**: Understand, analyze, evaluate, and synthesize complex arguments and rhetorical strategies in academic texts.
3. **Research Skills**: Locate, evaluate, and use credible research sources in support of specific writing purposes.
4. **Rhetorical Knowledge**: Write a variety of source-based texts that adapt content, form, and style to the audience, purpose, and requirements of each writing situation.
5. **Writing Processes**: Independently use recursive writing processes and adapt writing strategies to effectively meet the demands of varying writing situations.
6. **Composing in Electronic Environments**: Proficiently select and use appropriate technology for college reading, writing, and research.
7. **Knowledge of Conventions**: Produce clear and coherent text by following academic writing conventions based on the audience and purpose of a writing situation, including using a formal documentation style to integrate and cite sources.

**In addition, this course helps students advance toward general education Written Communication outcomes at UW-Stevens Point:**

· 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.

**major assignments and projects**

Project 1: Read, listen, practice notetaking and citation skills. Introduction to inquiry, reflective writing, recursive writing, and thesis-based writing basics. Resulting in **Essay 1: Self-Reflection on Communication Styles, with synthesis of readings** (2-3 pages). Readings assigned. Feedback provided for revision for midterm portfolio, where final essay is graded.

Project 2: Practice critical reading through summary and analysis writing of various more challenging articles. Identify and analyze evidence. Use in-class writing exercises, collaboratively and individually, to explore concepts of authors and audiences. Resulting in **Essay 2: Rhetorical Analysis Essay**, 3-4 pages. Readings assigned. Feedback provided for revision for midterm portfolio, where final essay is graded.

**Midterm Portfolio:** Include selected examples from assigned and in-class writings, at least must be one of our typed summaries (3-6 pages total). Include revised, final drafts of Essays 1 and 2 with new changes highlighted, and reflective letter (1-2 pages) **35% course grade assigned.**

**Project 3: Source analysis, and writing in Two Genres.** Select a topic and readings of your choice from an initial set provided by instructor; find additional sources collaboratively and on your own. Learn research skills for the college library and the Internet, and learn to write a collaborative report analyzing that research. In addition, use creative writing to explore the intersection of research and your own thinking about your topic, and propose your next steps with this topic for Essay 4. Feedback provided for (individual) revision of Project 3 parts for final portfolio, where final essay is graded.

Essay 4: continue research on Essay 3 topic. Produce a final **Rogerian Letter,** 3-4 pages, written on your topic to a real audience of your selection. Feedback provided for revision for final portfolio, where final essay is graded.

**Final Portfolio:** Include selected examples from assigned and in-class writings (3-6 pages) that show your learning in the second half. Include revised final drafts of essays from Project 3, and Project 4 Rogerian letter with new changes highlighted and reflective cover letter (2-3 pages) discussing your learning and looking ahead to how you will apply that to the types of writing you anticipate in your next semester. **45% course grade**

**other grading components:**

The remaining **20%** of your grade comes from in and out of class **participation**, including

* Attending every class, with readings or other assigned work (such as notetaking) completed
* Submitting/bringing copies of drafts for peer review on days assigned, and giving feedback to others
* Completing in-class writing activities, such as google doc journal writing

The instructor will keep track of attendance and completion of these activities and report a grade via the D2L gradebook after each quarter of the semester. Each quarterly grade will be worth 5% of the final grade, and each “quarter” you will start fresh. (So, if absences or missed assignments bring you down between weeks 5 – 8, know you start fresh during week 9 for the next quarter’s participation grade.)

**participation grade rubric:** this shows a guide to how I think about participation grades, but I do use my professional judgement from time to time for cases that don’t fit in the categories perfectly. Please always ask if you have questions about a participation grade.

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| A, 90 – 100% | No more than 2 absences for the quarter, with clear communication and make up completed for absences, arranged in advance when logical; AND all assigned work and activities completed on time showing understanding and even sometimes going above and beyond with concepts or independent adaption; AND always fully prepared for peer review\* AND commitment to giving high quality peer review feedback to others seen. In class contributions also exemplary for high end of A spectrum. |
| B, 80% - 89% | No more than 2 absences for the quarter. Most, but not all of the “A” level markers above. For example, nearly all work completed to expectations (an assignment perhaps missed), and/or prepared generally for peer review\* but drafts short or copies insufficient, or peer review participation given to others could be more engaged. |
| C, 73% - 79% | 3-4 absences for the quarter but in general most activities for the quarter completed and/or made up; peer reviews attended and prepped\*; OR attendance solid and work completed but a peer review missed (no draft or not attended) and not made up. OR attendance and effort in assignments and peer review solid (always prepared), but assignments themselves do not yet show understanding of course readings or concepts. |
| C- or D, 72% - 65% | 4-5 absences for the quarter and assignments and/or peer reviews missed and not made up. |
| F, 59% or lower | More than 5 absences for the quarter and/or peer reviews missed and not made up. A 0 will be assigned for the quarter if the student has not attended any day of the quarter or otherwise submitted work. |

\*Attendance on peer review days is especially important for in-class participation grade. If you are sick or have an emergency, contact the instructor as soon as possible for a writing center make-up.

**policies**

* **Attendance:** Come every day! See the above policy for how absences affect your participation grade directly. They also affect you because you lose opportunity for learning that is likely to show in essay quality.
* **Illness and emergency and excused absence?** I do understand illness and emergency, including unsafe travel conditions. Contact me as soon as you can, and we can usually make arrangements for turning in work or participating in peer review—as long as this is not habitual and the arrangement is made right away. This absence will still count as an “unexcused” absence. University policy does allow for “excused absences,” but only for attendance at required college events (i.e., athletic travel), pregnancy or childbirth, or religious observation. In those cases, it is still your responsibility to speak with the instructor and make arrangements in advance. Save your “allotted” absences in case you are ill or have a travel delay.
* **Submitting essays and portfolios**: Essays and portfolios will be submitted through your D2L dropbox by due dates as noted on the schedule. Essays and portfolios must be submitted as Word documents. (This is so the instructor can keep a copy for her records.) Follow directions for essay format, and in portfolios for using highlighting to show revisions.
* **Extensions:** Students who need a day or two extra to complete an essay or the midterm portfolio are encouraged to ask for an extension. Ask at least 24 hours in advance. Note that this doesn’t work for rough drafts for peer review, nor for the final portfolio. There is no penalty for taking an extension, though your essay may receive feedback from the instructor later than than other students receive theirs.
* **Late Work:** Contact instructor for consideration in emergency or illness as soon as possible. Otherwise, late work is not counted and affects participation grade, and late essays submitted for feedback receive feedback from me last. Late Midterm Portfolios will receive a 20% deduction. No late final portfolios can be accepted.
* **Conferences:** Students will be assigned to meet with me in one-on-one conferences with their papers, with some classes cancelled to facilitate this. When assigned instead of class, attending your conference counts as attendance for the regular class (and the participation grade). Other optional conferences available. Just email to set one up!
* **Please silence and put away phones.** Discuss legitimate needs with the instructor.
* **Save and back-up your work**. You are responsible for assignments and deadlines, even in the harsh and horrifying circumstance of computer error.
* **Extra help and extra credit:** Students are encouraged to visit the Writing Center (in the library) for free one-on-one help with their essays. Sign up in the library at the CASE desk. Up to two times during the semester, a student may have an extra writing center session (not one for peer review make up) for a 5% participation grade bump for the quarter. To collect, email the instructor a paragraph-length reflection on the session—when and with what tutor, and what you got from the session. It is also possible for TRIO students to earn this extra credit through an extra session with a TRIO writing specialist (though not within the context of a graded class within the TRIO program).

**grading scale for essays:**

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| A         93-100  A-        90-92 | **A work** exceeds assignment criteria and shows very strong command of writing principles of focus, development, organization. It reflects deep engagement with subject, understanding of audience, and purposeful use of form. It often shows an “above and beyond” element: an extra source, a very well-crafted intro matched to purposeful title and conclusion, wit, or insight. Work through processes is evident. Final draft is written with voice and style, and cited and edited to near-perfection. |
| B+       87-89  B          83-86  B-        80-82 | **B work** meets assignment criteria while showing command of that assignment’s underlying concepts and mastery of its skills. It is focused, organized, and well developed. There may be originality of thought, strong source use and attribution, purposeful appeal to audience, and great voice and style—but there is probably not *all* of these things at once. B work shows work through processes, and clear attention to editing and detail of citation. |
| C+       77-79  C         73-76 | **C work** meets all assignment criteria and is for the most part focused and organized. C work shows some use of processes. It may lack depth or vigor in critical thinking, development, originality, or grace in expression. Sources are credited, but perhaps with some problems. Some grammatical or sentence-level errors may be present. |
| C-       70-72 D+       67-69  D         63-66  D-        60-62 | **C- and D work** does not meet expectations at this level.It may lack focus, development, or organization, or fail to demonstrate understanding of the assignment, readings, arguments related to assignment, or audience. Or, the essay may meet C criteria, but with one or more overriding issue with documentation, grammar, or basics of essay structure. In many cases, more work through processes was needed. |
| F          59 and below | **F work** does not meet expectations at this level in multiple areas. It often shows very little attention to the assignment description, and very little attention to the writing process. Assignments not submitted at all earn 0’s. Works found to be plagiarized earn 0’s. |

**plagiarism:** All work in this class must be your own. **Plagiarism (turning in writing that is not yours as if it yours) will result in a 0 grade, and possibly course failure and referral for campus disciplinary action.**

* When it comes to writing with sources, you are responsible for giving credit to other writers for their words, by quoting, and for their ideas, by paraphrasing and naming authors. We’ll study the MLA method for doing this, and you will be responsible for a good faith effort to credit your sources. Photocopies of sources may be requested at any time. A good faith but faulted effort to credit sources may result in a required revision; but, be careful to note that *very* faulted efforts simply add up to plagiarism, and a 0 grade. Students do have a right to appeal a 0 for plagiarism within 10 days.
* Students are required to create and submit new work for all classes. It is considered academic dishonesty to re-submit work written for a previous class (even a previous English 101) or to submit a paper to two courses simultaneously without discussing this with the instructors first.

**assessment:** “For the fall semester of the 2018-19 academic year, UW Colleges classes that fulfill outcomes at the Foundation Level of the UWSP [General Education Program](https://www3.uwsp.edu/gep/Pages/default.aspx) (GEP) will be assessed utilizing the GEP assessment portfolio process.  The GEP Foundation Level includes courses that fulfill the Oral Communication (OC), Written Communication (WM), Quantitative Literacy (QL), and Wellness (WLN) [category learning outcomes](https://www3.uwsp.edu/gep/Documents/GEPCategoryLearningOutcomes.pdf).  Courses that do not fulfil the Foundation Level category outcomes will be included in future assessments for the A.A.S. degree program, and the specific schedule for assessment of these courses will be determined during the 2018-19 academic year.”

**ADA:** Students desirous of specific accommodation as may fall under the Americans with Disabilities Act are encouraged to contact advisor [Amy.Seering@uwc.edu](mailto:Amy.Seering@uwc.edu) (715) 261-6237.

**Preferred Names:** Class rosters normally show the name that appears in PRISM for each student. Please notify the instructor if you would like to use a name that is different from the one listed in PRISM. Also, feel free to let the instructor know your specific gender pronouns.

**Confidentiality, reporting, counseling resources:** I take my responsibility to protect your privacy seriously. At the same time, please know that if I learn of anything through a student or from student writing that makes me fear someone is in harm’s way, I may report it. I am required to report sexual violence or discrimination, and students may do so too using the following: [https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx) . If you would like to speak with someone who is not required to report sexual violence or discrimination, the campus counseling resources are a confidential resource for you. Ask in the Solution Center, or ask me to put you in touch with campus counseling resources. You are not alone. Please reach out.

**tentative course schedule:** Follow the daily schedule to be prepared for all classes.

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|  | **Monday** | **Wednesday** | **Friday** |
| Sep. 4 -7 | No Class. Happy Labor Day! | **In-Class:** introduction to course and syllabus and freewriting in Google doc journal; send link to Jill and enable commenting. | **Have Read:** “Mother Tongue” (see D2L for link). **In-class:** discussion of article, freewriting, and introduction to two-column notes. |
| Sep. 10 - 14 | **Have Read:** “My So-Called Instagram Life” (see D2L link). **Due:** 2 col. notes on article in your notebook (bring to class). **In-Class:** discussionof article and Essay 1, and introduction to quoting vs. paraphrasing. Freewriting: anticipating next reading. | **Have Read:** “When Punctuation Says it All.”(See D2L link). **Due:** 2 col. notes on article in your notebook (bring to class). **In-Class:** freewriting reflection; quotation vs. paraphrase continued; interview assignment and question brainstorming. | **Class does not meet.**  Instead, conduct your interview and post a reflection to the D2L discussion forum. What did you learn about your communication style (in person, on social media, or in text) from an interview? Use quotes accurately in your reflection. |
| Sep. 17 - 21 | **Have Read:** “What Does your Social Media Style Say About You?”  **Due:** 2 col. notes on article in your notebook (bring to class).  **Due:** your interview reflection posted to D2L before class starts. **In-Class:** synthesis practice. A look at a past student example. | **In-Class:** in-class guided freewriting toward Essay 1. Thesis statements and outlines. | **In-Class:** all-class review of volunteered essays.  **Due by Sunday night, 11:59 pm for all students:** submit Essay 1 rough draft to your dropbox as a Word document for inclusion in anonymous peer review packets. |
|  | **Monday** | **Wednesday** | **Friday** |
| Sep. 24 - 28 | **In Class:** Peer Review  (participation and attendance especially important; see participation rubric in syllabus) | **In-Class:** Post workshop reflection, and making revisions workshop, and topic sentences; bring revised draft of Essay 1 in electronic form (email to yourself, or have on a drive). | **Due:** complete draft of Essay 1 in electronic form for editing workshop; Overview of the Works Cited page. Have made revisions since peer review (email to yourself, or have on a drive). |
| Oct. 1 - 5 | **In-Class:** Works Cited page questions, and introduction to Essay 2 Rhetorical analysis.  **Essay 1 due to your dropbox by end of the day, 11:59 pm.** | **Have Read:** Slater “A Million First Dates” (See D2L link.) **Due:** 2 column notes (can be used for quiz). **In-class:** quiz on reading, introduction to summary writing. Pairs work on chunking article, toward summary writing. | **In-class:** “A Million First Dates” and rhetorical analysis with ethos, pathos, and logos. |

Here’s tentative preview of work for the rest of the semester. New daily schedules will be handed out in class and posted on D2L.

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| Oct. 8 - 12 | Critical reading and summary writing; and intro to reading scholarly sources. |
| Oct. 15 - 19 | Writing as authors activity, and all class review of a rhetorical analysis. |
| Oct. 22 - 26  End of 2nd quarter | Peer Review of Essay 2, Conferences, and **Midterm Portfolios due.** |
| Oct. 29 – Nov. 2 | Introduction to library research and Project 3. Collaborative source gathering, and lab report teams form. |
| Nov. 5 - 9 | Evaluating sources found in databases and online, collaborative lab report writing and peer review. |
| Nov. 12 - 16 | Reading creative writing genres and using creative writing to explore ideas. |
| Nov. 19 - 21  End of 3rd quarter | All class and peer review of creative pieces for Project 3. **(No Class Friday. Happy Thanksgiving!)** |
| Nov. 26 - 30 | **Project 3 due to dropbox**. Reading MLK letter and Rogerian arguments. Research continues. |
| Dec. 3 - 7 | Drafting and outlining Rogerian arguments, and appealing to audiences. Conferences start. |
| Dec. 10 - 14  End of 4th quarter | Peer review of Essay 4. Review of final portfolio reflective letter. |

**Final Portfolios due to D2L by end of scheduled final exam period for your section.**