

English 101 - Academic Reading and Writing

Your Theme Here

Fall 2022

Section 01: Monday, Wednesday, and Friday 9:00-9:50 Section 02: Monday, Wednesday, and Friday 10:00-10:50 CCC 207	Instructor: Dr. Erica J. Ringelspaugh Office: CCC 434 Email: eringels@uwsp.edu
Office hours: Before construction starts on the CCC: 11:00 to 1:00 Tuesday & Wednesday, or by appointment, in 434 CCC After construction starts: 12:00-2:00 Monday and Tuesday, or by appointment, on Zoom	

Course Purpose:

No matter what you're majoring in, or what career you have after college, you will want to effectively, clearly, passionately, and concisely communicate your ideas, to tell people what you're thinking, to convince them that you're right, and to show why what you're doing is important. We're going to build a process to help you find the right structures and the right words in order to help people see what you're thinking.

General Education Foundation Level Learning Outcomes:

1. 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.
2. Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback

Major Learning Outcomes:

Reading	<ul style="list-style-type: none"> • Critically read, analyze, and discuss a variety of texts for meanings stated and implied, purpose, patterns of organization, and effectiveness of supporting evidence • Describe the rhetorical situation/context of a piece of writing, and evaluate author's choices within that situation and genre
Writing	<ul style="list-style-type: none"> • Apply critical reading skills in order to compose coherent, thesis-based texts • Adapt content, form, and style to various audiences, purposes, and situations • Use techniques to edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre
Information Literacy	<ul style="list-style-type: none"> • Understand that sources have different levels of credibility that should inform how students use those sources in their writing • Select and use information from sources using paraphrase, quotation, and/or summary in a manner that avoids plagiarism
Writing Process	<ul style="list-style-type: none"> • Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies. • Self-assess individual writing strengths and weaknesses to develop effective strategies that can be transferred • Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions

Major Assessments:

1	Reading	Writing Topics Quizzes: Quickly review and assess your learning on a specific content area from the previous week(s)		10%
		Professional Essay Analysis: Analyze exemplar essays for specific features of writing and tips or strategies that you can apply in your own writing		
		The Anthropocene Reviewed “Textbook Chapter”: Write your own instructions for an Anthropocene Reviewed Essay modeled after a <i>Guide</i> textbook chapter		
2	Writing	Memoir: Tell a story about your life	MLA Opening Page Formatting Describing and Narrating Finding the Right Words Dialogue Editing and Proofreading	60%
		Profile: Interview someone else involved in your theme and share their story	MLA Works Cited Page Formatting Interviewing Cause and Effect Manipulating Tone Sentence Fluency Paraphrase, Summary, and Quote	
		The Anthropocene Reviewed “Textbook Chapter”: Write your own <i>Guide</i> textbook chapter for an Anthropocene Reviewed Essay	Genre Study	
		The Anthropocene Reviewed: Choose one small topic to review and reflect on, rate it out of five stars	MLA In-Text Citations Formatting Ethos, Logos, and Pathos Using Specific Evidence Informational Literacy Guiding your Reader and Transitions Sources and MLA Sentence Fluency some more Specific Writing Strategies Defining Classifying and Dividing Explaining Processes Comparing and Contrasting	
		Final Exam Revisions	All the things	
3	Information Literacy	Information Literacy Quizzes: Quickly review and assess your learning on a specific content area from the previous week(s)		10%
		Source Use and MLA: Use sources and MLA formatting appropriately in essays		
4	Writing Process	Draft Completion and Revision: Make significant and purposeful revisions throughout the drafting process		15%
		Final Essay Reflection: Revise two essays you’ve already turned in. Analyze how you have improved or changed as a writer since the beginning of the course.		5%

Learning Structure:

- If at all possible, we'll meet live, synchronously, in our assigned classroom.
- If the university mandates that we move to digital or virtual learning, then we'll move to synchronous, whole class Zoom meetings. As much as possible, due dates and course topics will remain the same, though instruction strategies may change.
- No matter how we meet, in class, we'll do a variety of practice activities for you to build skills to apply into your writing.
- We'll use Canvas as our course management software and online classroom space. Expect to turn in work in Canvas, participate in course discussion, and view your grades and scores in Canvas.
- Expect the learning and work for each week to take you between 6 and 9 hours. Some weeks will be more. Some weeks will be less.

Course Materials:

1. Textbooks:
 - Text Rental: *The Norton Field Guide to Writing with Readings (4th Edition)*, Richard Bullock and Maureen Daly Goggin
 - Purchase: *Rules for Writers (9th Edition for UWSP)*, Diana Hacker and Nancy Sommers
2. Digital device on which to
 - Write
 - Access Canvas, our course management software and online classroom
 - Access Zoom (if necessary)
3. Physical Supplies
 - Post it notes, note cards or small scraps of paper
 - A printer to print out essay drafts
 - Scissors
 - Highlighter(s) and various colors of pens

Writing Topics Quizzes and Informational Literacy Quizzes

Learning Goals:

- **Reading:**
 - Critically read, analyze, and discuss a variety of texts for meanings stated and implied, purpose, patterns of organization, and effectiveness of supporting evidence
 - Describe the rhetorical situation/context of a piece of writing, and evaluate author's choices within that situation and genre
- **Information Literacy**
 - Understand that sources have different levels of credibility that should inform how students use those sources in their writing
 - Select and use information from sources using paraphrase, quotation, and/or summary in a manner that avoids plagiarism

Each week, before class on Fridays, you'll review the week's learning with a quiz on Canvas. This allows both you and I to assess your understanding of the major content of the week. It lets you know where you have some gaps in understanding that *you* need to come back to and lets me know where the group of you have gaps in understanding that *I need* to come back to in class and correct misconceptions.

The quizzes will always be housed on Canvas. Sometimes, the quizzes will be "Select the Most Correct Answer" kinds of quizzes. Canvas will score those kinds of quizzes automatically after you take it. You can take any quiz as many times as you like to get the score that you want to get. Take it 20 times so you can get a perfect score! It's okay.

Sometimes, the quizzes will be "Look at a thing and short answer about what you see." I'll score those kinds of quizzes manually. You can still take the quiz as many times as you want to get the score that you want. You'll just have to wait for me to score them before you can retake.

While quizzes have a specific due date, you can take them late if necessary, up until the end of the unit. When your essay is due for that unit, so also are the quizzes' final due date.

Professional Essay Analysis

Learning Goals:

- **Reading:**

- Critically read, analyze, and discuss a variety of texts for meanings stated and implied, purpose, patterns of organization, and effectiveness of supporting evidence
- Describe the rhetorical situation/context of a piece of writing, and evaluate author's choices within that situation and genre

Once in each unit, you'll individually analyze a sample essay for specific writing elements. We'll practice this analysis LOTS in class. Still, I want to see how you can individually analyze and evaluate a text.

You'll get to choose which sample essay you analyze from a short list. I'll give you prompts or guides about what to look for.

Format here is flexible. Write in paragraphs if that works for you. Bullet points are fine. Graphic organizers are good. Annotate the text and show me pictures of your notes to yourself. Just demonstrate your analysis skills.

Professional Essay analyses will work best if they're submitted on time, but you could submit them late until the last day of the unit. When your essay is due for that unit, so, too, are the Professional Essay Analyses for that unit. Note that you will not be allowed to reassess on a major writing piece unless all of the Professional Writing Analyses for that unit are complete.

Exemplary (10)	Proficient (9)	Evident (8)	Developing (7)	Unacceptable (5)
Insightful, detailed analysis of ideas, organization, voice, word choices, sentence structures and/or other elements specific to the genre.	Thorough analysis of ideas, organization, voice, word choices, sentence structures, and/or other elements specific to the genre.	Clear analysis of ideas, organization, voice, word choices, sentence structures, and/or other elements specific to the genre..	Broad or vague analysis of ideas, organization, voice, word choices, sentence structures, and/or other elements specific to the genre.	Written study is missing either ideas, organization, voice, word choices, sentence structures, and/or other elements specific to the genre..
Specifically comments on how these things inform the author's choices in their own writing.	Thoughtfully comments how these things inform the author's choices in their own writing.	Generally comments how these things inform the author's choices in their own writing.	Generally comments how one thing informs the author's choices in their own writing.	Unconnected to the author's choices in their own writing.

The Anthropocene Reviewed “Textbook Chapter”

Learning Goals:

- **Reading:**
 - Critically read, analyze, and discuss a variety of texts for meanings stated and implied, purpose, patterns of organization, and effectiveness of supporting evidence
 - Describe the rhetorical situation/context of a piece of writing, and evaluate author’s choices within that situation and genre

For the final essay that you write for class, you’ll write in a style or genre that would fit with John Green’s short essays in his collection *The Anthropocene Reviewed*. Of course, there is not a textbook chapter in our *Guide* for this style of essay. Rather, the challenge is for you to analyze a number of models, actual essays from *The Anthropocene Reviewed*, use all of your critical reading skills to deduce the “rules” or style of an *The Anthropocene Reviewed* essay, and then write your own *Guide* style chapter informing readers how to write an *The Anthropocene Reviewed* essay. We’ll do lots of the analysis in class, both of the *Guide* textbook chapters about specific genres and *The Anthropocene Reviewed* essays. This assessment is subject to the Timeliness Policy.

Exemplary (10)	Proficient (9)	Evident (8)	Developing (7)	Unacceptable (5)
Nuanced clear, succinct, concise, informational guide to the Key Features of the genre.	Thorough, clear, succinct, concise, informational guide to the Key Features of the genre.	Clear, informational guide to the Key Features of the genre.	Broad or vague analysis of the Key Features of the genre.	Missing, unclear, or inaccurate analysis of the Key Features of the genre.
Specifically gives directions in a guide to writing the genre, including Considering the Rhetorical Situation.	Thoughtfully gives directions in a guide to writing the genre, including Considering the Rhetorical Situation.	Generally gives directions in a guide to writing the genre, including Considering the Rhetorical Situation.	Haphazardly gives directions in a guide to writing the genre, including Considering the Rhetorical Situation.	Directions in a guide to writing the genre, including Considering the Rhetorical Situation are missing, unclear, or inaccurate.
Conforms to the <i>Guide</i> textbook chapters about specific genres structure exactly.		Includes the key features of the <i>Guide</i> textbook chapters about specific genres.		Uses models other than the <i>Guide</i> textbook chapters about specific genres to format their analysis.

Major Essays

Learning Goals:

- **Write:**
 - Apply critical reading skills in order to compose coherent, thesis-based texts
 - Adapt content, form, and style to various audiences, purposes, and situations
 - Use techniques to edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre

You'll choose your own theme to write around for the whole semester. Then, you'll write four completed 3-5 page pieces in the genres listed above that all explore your theme from different angles. The essays we write and the skills we learn have been carefully scaffolded and sequenced to build on each other and help you become better writers. You will revise each piece multiple times in order to polish and perfect it, and add comments to reflect about what you did to improve and where you're still struggling at the end of each draft. Please use MLA formatting guidelines outlined in your Rules for Writers text, which we will also discuss in class. Expect an individual rubric for each piece when we are working with it.

On days when drafts are due, please bring a printed copy of whatever you're working on to class. You'll need it. For each draft of each essay, I'll ask you to submit a copy in Canvas as a record of your progress. For the final draft of each piece, I'll enable TurnItIn.com, which will show where you have writing that is not original to you.

When you turn in your printed Final Draft, you'll also submit all the previous printed intermediate copies with your revision and editing notes on them. Looking at all the drafts with your revision notes on them is one way that I assess your writing process.

With each Final Draft, I'll conference with you and we'll collaboratively score your writing on the rubric. Some of those conferences can happen in class, and some will happen outside of class in my office. You can choose which conference time and location work best for you.

Reassessment on Major Essays:

If you are unhappy with your score on a submitted essay, you may:

1. Make sure all of your Canvas Quizzes and Professional Example Analysis are done. Complete any that are undone.
2. Ask me if you can do another draft to raise your score. I'll say yes if all of your Canvas Quizzes and Professional Example Analysis are done.
3. You'll then have a week from when I gave you feedback and a score on the final draft to turn in your newly revised draft.
4. With the newly revised draft, submit a brief note narrating what you revised and why you revised that.

Note: If you simply turn in another draft without completing all of your Canvas Quizzes and Professional Example Analysis or without checking with me first, then I will not score your new draft. If you turn in the revised draft without the revision note, I will not score your new draft.

Second note: You will likely not get feedback on your new draft, just an updated score on the rubric.

Draft Completion and Revision

Learning Goals:

- **Writing process**
 - Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.
 - Self-assess individual writing strengths and weaknesses to develop effective strategies that can be transferred
 - Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions

Each piece of writing we compose for class will require multiple drafts and revisions. You'll often start a draft, complete peer feedback and make a revision plan, or practice a skill or strategy in class, and then take that work back to your draft to improve your writing product and skill. I'll be looking for you to implement your peers' feedback, my feedback, and the learning we do in class to make your final product as effective as it can be. When you turn in a final draft of any work, you'll also turn in all of your printed intermediate drafts with your revision notes on them. Looking at your draft progression is one way that I assess your writing process.

Exemplary (10)	Effective (9)	Evident (8)	Developing (7)	Unacceptable (5)
Three major revisions <ul style="list-style-type: none"> ● Add more content to the vomit first draft, and/or deletes unnecessary bits ● Examines multiple ways to structure ideas ● Responses to peer and teaching feedback ● Change sentence structures for effect ● Takes risks 	Two major revisions <ul style="list-style-type: none"> ● Add more content to the vomit first draft, and/or deletes unnecessary bits ● Examines multiple ways to structure ideas ● Responses to peer and teaching feedback ● Change sentence structures for effect 	Two major revisions: <ul style="list-style-type: none"> ● Adds some more content to the vomit first draft, and/or deletes unnecessary bits ● Moves pieces around, and ● Responds to peer and teacher feedback. 	Adds some more content to the vomit first draft to get to a final draft.	The vomit first draft is also the final draft.

Final Exam Part 1: Revised Essay

Learning Goals:

- **Writing:**
 - Apply critical reading skills in order to compose coherent, thesis-based texts
 - Adapt content, form, and style to various audiences, purposes, and situations
 - Use techniques to edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre

For your final exam, you'll take any two of your already submitted and assessed essays and revise them again. You'll apply what you've learned throughout the course and implement teacher feedback from the final drafts. I'll rescore the essays and enter the new, updated scores into the gradebook. This could absolutely improve your overall letter grade in the course.

In addition, I'll score your final exam submissions on this rubric.

Exemplary (10)	Proficient (9)	Evident (8)	Developing (7)	Unacceptable (5)
Significant revisions to their previous essays	Purposeful revisions to their previous essays.	Haphazard revisions to the previous essays.	Minor revisions to the previous essays.	Submitted essays are identical to previous versions.
Revisions target the skills that the writer most needs to work on overall	Revisions target skills that the writer needs to work on to create a more effective whole.	Revisions target areas the writer needs to improve in that particular essay.	Revisions focus on easy fixes.	Submitted essays are identical to previous versions.
Revisions create a more effective, more purposeful essay.	Revisions create a more effective essay.	Revisions create an essay stronger in one major area.	Revisions create an essay stronger in one minor area.	Submitted essays are identical to previous versions.
Final exam versions of essays show the growth of the writer since the essay was originally submitted.	Final exam versions of essays show the growth of the writer since the essay was originally submitted.	Final exam versions of the essays show growth in one area since the essays were originally submitted.	Final exam versions of the essays show the writer is unchanged since the essays were originally submitted.	Final exam versions show the writer is unchanged since the essays were originally submitted.

Final Exam Part 2

Learning Goals:

- **Writing process:**
 - Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.
 - Self-assess individual writing strengths and weaknesses to develop effective strategies that can be transferred
 - Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions

In addition to revising your essays, you'll compose a narrative section where you examine and evaluate your own writing, detailing what challenges you had while writing the original essay(s), what skills you learned, what choices you made in revision to perfect and polish the essay(s), where you still are feeling insecure or unsure, and what your writing process looks like now at the end of the course. For this narrative section, you may take evidence from your new final drafts, earlier drafts, teacher and peer feedback, and/or your digital writer's notebook.

Exemplary (10)	Proficient (9)	Evident (8)	Developing (7)	Unacceptable (5)
Tells the story(s) of the essays and gives that story context <ul style="list-style-type: none"> ● What risks the author took and why ● What epiphanies the author had while writing 	Tells the story(s) of the essays <ul style="list-style-type: none"> ● What activities or learning experiences helped the author build skills, or helped the author look at the piece in a new way 	Tells the story(s) of the essays <ul style="list-style-type: none"> ● What content or strategies the author started with ● What content or strategies the author rejected ● What content or strategies the author implemented 	Lists actions the author took during revision	Lists topics from the syllabus or textbook.
Evaluates what skills the author the author is good at and what skills the author still needs to work on overall and how those show up in the essay	Evaluates what skills the author is good at, or better at, now at the end of the class and how those show up in the essay(s)	Evaluates what skills the author the author is good at and what skills the author still needs to work on overall	Evaluates what skills the author is good at, or better at, now at the end of the class	Lists the author's strengths or weaknesses as a whole.
Discusses their personalization of the writing process and their goals for their writing growth in the future.	Discusses their personalization of the writing process	Describes their application of the writing process in these specific essays.	Mention that they have a writing process.	Does not consider their writing process.

End of Semester Letter Grades:

Each assessment will be evaluated on a rubric or points scale. I will always give you the rubric way ahead of time--you'll see some here in the syllabus and you'll get rubrics for the major assessments when we start working on those projects. I'll enter each assessment out of ten points. Then, end of semester letter grades will be determined based on a percentage scale.

However, if, in your end of semester reflection, you make a successful and convincing argument for a letter grade other than the one mathematically averaged from your overall scores, I may change your letter grade to match your argument.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-94	93-91	90-88	87-84	83-81	80-78	77-74	73-71	70-68	67-64	63-60	59-0

My Teaching Philosophy:

Philosophy:	How you'll see this in action in class:
We have to be a community and trust each other to grow together.	<ul style="list-style-type: none"> ● Opening and continuous community building ● Consistent partner and group collaboration
We learn best through play.	<ul style="list-style-type: none"> ● Activities will frequently be a bit silly, hands-on, using manipulatives, or include role-plays ● You'll practice A LOT before applying into your writing ● You'll apply the writing process to "play" with words, language, organization, etc.
Process is just as important a skill as product.	<ul style="list-style-type: none"> ● You'll prewrite and brainstorm and do multiple drafts of each major writing piece ● You'll do lots of practice work before you are graded on skills in the major writing pieces ● You'll articulate what you learned, what feedback you got, and how you implemented it ● Writing Process and Reflection are half your grade
We learn by noticing what other people are doing and then, ahem, copying them.	<ul style="list-style-type: none"> ● Activities and assignments that ask you to analyze how professional writers do the skills we're learning in class ● Activities that ask you to notice what peers are doing well
You learn best when you're in control.	<ul style="list-style-type: none"> ● Flipped learning structure allows you to control the time, place, place, and often the content of your learning. ● Choice of theme, activities, and implementation
I care more about your learning than your grade.	<ul style="list-style-type: none"> ● Ability to reassess ● Focus on process ● Need to complete all of learning activities in order to reassess ● Reassess includes critical thinking about the reassessment

Class Policies:

Attendance:

Please come to class every day and participate fully. You'll find that frequent attendance is necessary for effective learning. Please do contact me ahead of time when you are going to be absent; I worry about you. In addition, I may have an alternate, digital version of the day's activities so that you can still engage in the learning for the day.

Physically coming to class but being unprepared or engaging in activities not conducive to learning (such as texting, sleeping, being disruptive to other students, etc) may result in an absence for the day.

You'll find that if you are absent more than 15% (7 periods or more) of the time, your overall letter grade may suffer. If you are absent more than 30% of the time (15 periods or more), you will not be able to pass the class. If at any point you are absent more than two straight weeks without contacting me, you will not be able to pass the class.

If there are extenuating circumstances that are causing you to miss class for an extended period of time, please let me know. We will work something out.

Canvas:

Canvas is the course management software program UWSP uses to create online classrooms. You can access Canvas by going to the UWSP homepage, finding the "Log-ins" drop-down menu in the top right corner of the screen and hovering over it. When the menu appears, click on Canvas. You'll turn in your Canvas Postings, intermediate drafts, final drafts, and postings to me via Assignments, I'll post supplementary materials for you to read and view, we'll occasionally have electronic discussions, and you'll find updated scores and grades there.

I will use Canvas to communicate with you about all of your assignments. I'll often ask you to add a "submission comment" to assignments when you turn them in, a bit of extra reflection or extra information for me so that I can give you the most helpful feedback. And I'll write back to you with that feedback in that assignment comments spot, too. I strongly recommend turning on the Canvas option to have Canvas email you whenever a professor makes a comment on an assignment. I will expect that you have seen those "submission comments" and will respond to them.

Submitting work in Canvas:

Turn all work into the appropriate Assignment space on Canvas. Canvas assignment spaces will close after assignment is due or that assignment is no longer available to turn in. I will not score work that is attached to the assignment comments space or emailed to me after the Canvas assignment space closes.

Timeliness:

Please turn work in on time. The work we do in class is carefully scaffolded and sequenced in order to ensure your learning. When you do not complete the activity sequences or major writing assignments on time, you are cheating yourself out of the learning sequence.

If you have trouble turning in a major writing assessment on time, please email or come talk to me at least 24 hours before the due date/time and we'll work something out together; I'll say "yes" to your request for an

extension every time if you ask ahead of time. If you do not turn in work on the due date/time and do not talk to me ahead of time, I will conclude that you do not have work to turn in and mark a zero in the gradebook.

Office Hours:

I'll hold office hours in my office, CCC 434, and, after construction starts in the CCC, on Zoom. Office hours means that you're welcome to show up without an appointment. During office hours, you might stay for just a few minutes, or for a longer conference. You might use office hours to ask a question about a concept, ask for feedback on an assignment, ask for clarification on directions, tell me about stuff that's going on in your life, or just check in and let me see your beautiful face.

Email:

I am a compulsive email checker. Email me. I will do my best to respond to emails within 24 hours during the week and 48 hours over the weekend except in the following circumstances: You are asking for information that can be found on the syllabus or class presentations, you are asking me to cover an entire class period via email because you have missed a class, or the tone of your email is rude or disrespectful. Notice that it is not in my practice to check email on Saturday or Sunday.

Individual Conferences:

I want to talk to you! If the open office hours don't work for you, let's find a time to meet or Zoom that works for both of us. Email me to set up a time.

Preferred/Chosen Name & Gender Pronouns:

Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity or expression. Students will be asked to indicate the name and gender pronouns that they use for themselves. A student's chosen name and pronouns are to be respected at all times in the classroom.

Absences due to Military Service:

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Academic Honesty Policy & Procedures:

Student Academic Disciplinary Procedures UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Classroom and Canvas Discussion:

Some of the issues we will discuss in class may be controversial, so intense and highly charged exchanges may occur and should be expected and welcomed since they help us anticipate and respond to others' views in our writing. However, I trust that you will not let disagreement become disrespect and that you will remain respectful in your language, behavior, and actions at all times. It is perfectly okay to disagree on issues and to voice disagreement as long as you remember that individual perceptions are shaped by individual experiences and backgrounds and the differences must be approached with respectful and tolerant attitudes.

Clery Act:

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

Commit to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Confidentiality:

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Copyright infringement:

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus

policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.

Dropping UWSP Courses:

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving students unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Drug Free Schools and Communities Act:

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA

Electronic Devices and Video:

Electronic devices are distracting and their use while others are speaking is impolite; unless you are asked to use them for a class activity, turn off or silence cell phones and put them out of sight. Violating the device policy will result in an absence for the day.

To respect the privacy of those in class, students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to learn the classroom and possibly being reported to the Dean of Students.

Equal Access for Students with Disabilities:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or on the first floor of the CCC.

FERPA:

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for English 101 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Inclusivity Statement:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Religious Beliefs Accommodation:

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Title IX:

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.

If you're struggling:

Hey, I care about you. Come talk to me. We'll work together to find a solution.

Available University Resources :

- **The Writing Lab at the Tutoring Learning Center (TLC) ALB 018:**The Writing Lab consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process; including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing. All services in the Writing Lab are free. By appointment or drop-in times available
- **UWSP's Office of Disability Services:**Students with learning differences can visit the Office of Disability Services on the 6th floor of the University Library, room 609, x 3365 to work with that office to develop a Request for Accommodation Form or a referral to Assistive Technology.

Emergency Procedures:

- In the event of a medical emergency call 9-1-1 or use Red Emergency Phone outside room 227. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, move to an interior location. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet in the parking lot F across the street. Notify instructor or emergency command personnel of any missing individuals.
- Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

Class Schedule:

Week	Monday	Wednesday	Friday
1		September 7 Welcome to our community of writers!	September 9 Reading Due: Read the English 101 Syllabus Bring a device with you to class if you can.
2	September 12	September 14 Writing Due: Introduce Yourself to Dr. Ringelspaugh via email (Last day to add or drop a class)	September 16 Reading Due: Memoir, <i>Guide</i> pages 216-223 Professional Essay Analysis: Memoir
3	September 19 In-class writing Due: Theme Choice Bring <i>Guide</i> textbook to class.	September 21 Writing Due: Memoir First Draft Bring a printed copy to class. In-class conferences on Memoir First Draft	September 23 Professional Essay Analysis: Connotation and Denotation Bring a pair of scissors to class if you can.
4	September 26	September 28 Writing Due: Memoir Second Draft. Bring a printed copy to class. Do not put your name on it. Print single sided. Bring a pair of scissors to class if you can.	September 30 View: Dialogue Guides Canvas Quiz: Dialogue
5	October 3 In-class work day In-class Conferences on Memoir Revisions	October 5 Writing Due: Memoir Third Draft Bring a printed copy to class. In-class Peer-Feedback on Memoir Third Draft Bring highlighters and various colors of pens to class if you can.	October 7 Reading/Video Due: MLA Opening Page Formatting, <i>Rules</i> pages 464-466 Canvas Quiz: MLA Opening Page Formatting

<p>6</p>	<p>October 10</p> <p>Writing Due: Memoir Final Draft. Bring a printed copy to class.</p> <p>Last day to submit Professional Essay Analyses and take Canvas Quizzes for Memoir Unit</p>	<p>October 12</p> <p>Bring <i>Guide</i> textbook to class</p>	<p>October 14</p> <p>Reading Due: Profile, <i>Guide</i> pages 224-234 Professional Essay Analysis: Profile</p>
<p>7</p>	<p>October 17</p> <p>Bring <i>Guide</i> textbook to class. Bring highlighters to class if you can.</p>	<p>October 19</p> <p>Writing Due: Profile First Draft Bring a printed copy to class.</p> <p>In-class conferences on Profile First Draft</p> <p>Bring <i>Guide</i> textbook to class.</p>	<p>October 21</p> <p>Professional Essay Analysis: Tone</p> <p>Bring scissors to class if you can.</p>
<p>8</p>	<p>October 24</p> <p>Bring <i>Guide</i> textbook to class.</p>	<p>October 26</p> <p>Writing Due: Profile Second Draft. Bring a printed copy to class. Do not put your name on it.</p>	<p>October 28</p> <p>Canvas Quiz: Summary, Paraphrase, and Quote</p>
<p>9</p>	<p>October 31</p> <p>In-class work day</p> <p>In-class conferences on Profile Revisions</p>	<p>November 2</p> <p>Writing Due: Profile Third Draft Bring a printed copy to class.</p> <p>In-class Peer-Feedback on Profile Third Draft</p> <p>Bring highlighters and various colors of pens to class if you can.</p>	<p>November 4</p> <p>Reading/Video Due: MLA Formatting Works Cited Canvas Quiz: MLA Formatting Works Cited</p>
<p>10</p>	<p>November 7</p> <p>Writing Due: Profile Final Draft. Bring a printed copy to class.</p> <p>Last day to submit Professional Essay Analyses and take Canvas Quizzes for Profile Unit</p>	<p>November 9</p>	<p>November 11</p> <p>Professional Essay Analysis: Sentence Fluency</p> <p>(Last day to Withdraw from a course)</p>

11	November 14 Writing Due: Anthropocene Reviewed "Textbook Chapter" Second Draft Due	November 16 Writing Due: Anthropocene Reviewed "Textbook Chapter" Final Draft Due	November 18 Canvas Quiz: Information Literacy Bring scissors to class if you can.
12	November 21 Writing Due: Anthropocene Reviewed First Draft. Bring a printed copy to class. In-class conferences on Choice Genre First Draft	November 23 Reading Due: Acknowledging Sources and Avoiding Plagiarism, <i>Guide</i> pages 491-495 Canvas Quiz: Information Literacy Redux	
13	November 28	November 30 Writing Due: Anthropocene Reviewed Second Draft. Bring a printed copy to class. Do not put your name on it.	December 2 Professional Essay Analysis: Ethos, Logos, and Pathos Bring <i>Guide</i> Textbook to class
14	December 5 In-class work day In-class conferences on Anthropocene Reviewed Essays	December 7 Writing Due: Anthropocene Reviewed Third Draft In-class Peer-Feedback on Anthropocene Reviewed Third Draft Bring highlighters and various colors of pens to class if you can.	December 9 Canvas Quiz: MLA In-Text Citations
15	December 12 Writing Due: Anthropocene Reviewed Final Draft. Bring a printed copy to class. Last day to submit Professional Essay Analyses and take Canvas Quizzes for Anthropocene Reviewed Unit	December 14 Bring <i>Guide</i> Textbook to class.	

Final Exam:**Section 1: Wednesday, December 21 2:45-4:45****Section 2: Friday, December 16 8:00-10:00**

Due: Revision of Previous Essay and Final Exam Reflection

Here's Who I Know in Class:

