

English 101 - Academic Writing

Your Theme Here

Spring 2022

<p>Section 01: Tuesday, Thursday, and Friday 9:00-9:50 Section 02: Tuesday, Thursday, and Friday 10:00-10:50 CCC 207</p>	<p>Instructor: Dr. Erica J. Ringelspaugh Office: CCC 434 Email: eringels@uwsp.edu Office Hours: Tuesdays and Wednesdays 11:00-1:00 and by appointment</p>
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Course Purpose:

No matter what you're majoring in, or what career you hope to 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. Really, at the end of Academic Writing, I hope that you can look at your own writing and know that your first draft is not your best draft, that it takes days and sometimes weeks to hone a piece that effectively communicates your ideas. Throughout Academic Writing, we're going to build a process to help you find the right structures and the right words in order to help other people see what you're thinking.

General Education Foundation Level Learning Outcomes:

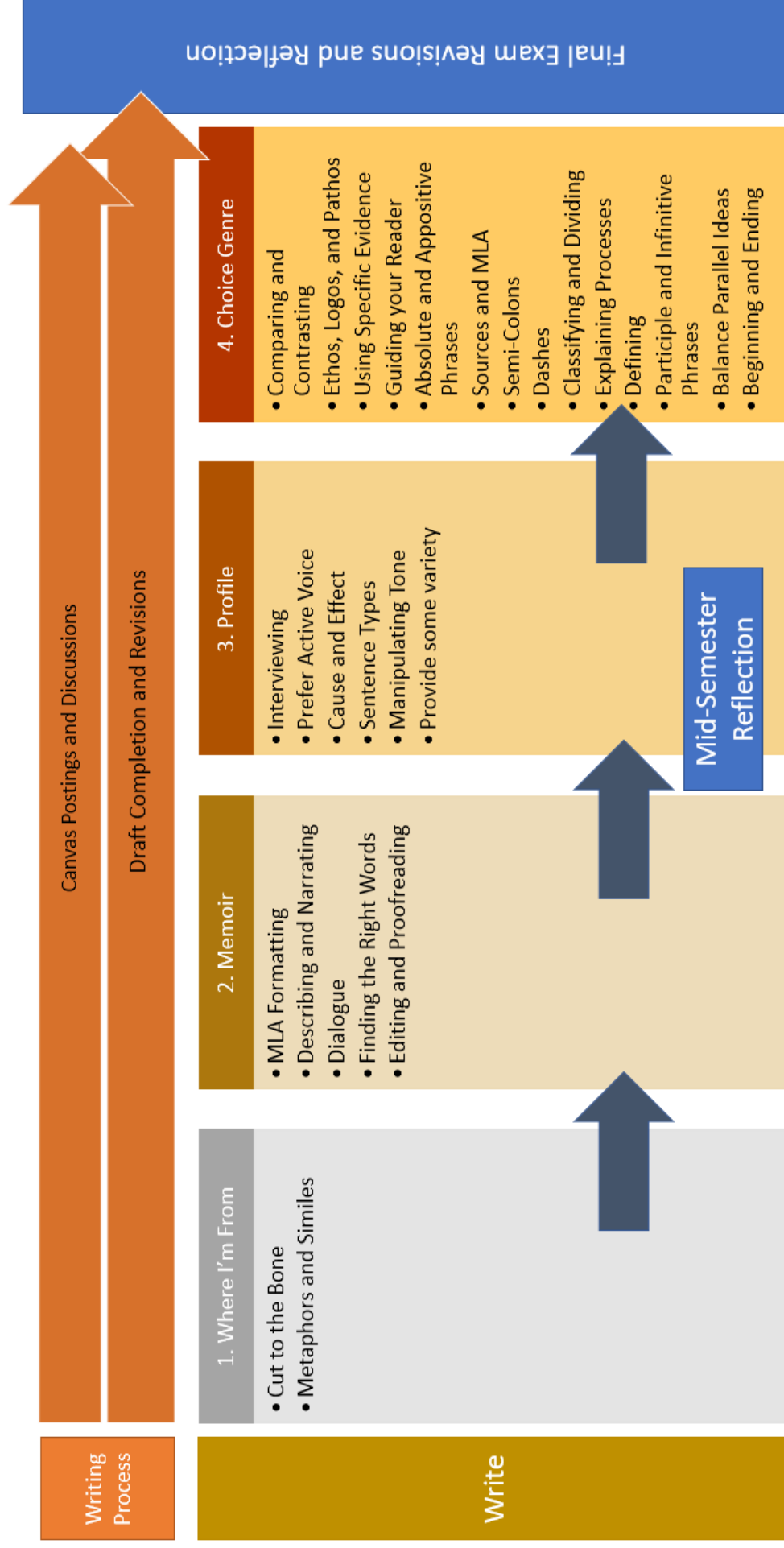
1. Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.
2. Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback

Major Learning Outcomes:

- **Writing process:** Develop an individual writing process which you can rely on throughout your college career (GEP Outcome 2)
 - Consult professional advice about structure, discourse, and syntax
 - Analyze professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer
 - Utilize prewriting, drafting, revising, and editing strategies strategies that work for you to develop your best pieces
- **Writing Product:** Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument (GEP Outcome 1)
 - Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - Develop thorough, concise, and insightful content that engages a reader
 - Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.
- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas (GEP Outcome 2)

Major Assessments:

1	Writing process: Develop an individual writing process which you can rely on throughout your college career, including research, prewriting, drafting, revising and editing	Canvas Postings and Discussions: Consult professional advice, analyze professional and student examples, and reflect on them		30%
		Draft Completion and Revision: Make significant and purposeful revisions throughout the drafting process		
2	Write: Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument <ul style="list-style-type: none"> ○ Apply effective structure that matches a reader's needs and expectations for the piece and genre ○ Develop thorough, concise, and insightful content that engages a reader ○ Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas. 	Where I'm From Poem: Where are you from? What does that mean to you?	Cut to the Bone Metaphors and Similes	50%
		Memoir: What's one of your experiences with your theme? How did that experience affect you?	MLA Formatting Describing and Narrating Dialogue Finding the Right Words Editing and Proofreading	
		Profile: Interview someone else involved in your theme. What are their experiences and perceptions around your theme?	Interviewing Prefer Active Voice Cause and Effect Sentence Types Manipulating Tone Provide some variety	
		Choice Genre (Choose one): <ul style="list-style-type: none"> ● Exemplification: What concepts around your theme can you show through examples? ● Reflection: What are you wondering about your theme? ● Evaluation: How well does something around your theme do its job? 	<ul style="list-style-type: none"> •Comparing and Contrasting •Ethos, Logos, and Pathos •Using Specific Evidence •Guiding your Reader •Absolute and Appositive Phrases •Sources and MLA •Semi-Colons •Dashes •Classifying and Dividing •Explaining Processes •Defining •Participle and Infinitive Phrases •Balance Parallel Ideas •Beginning and Ending 	
		Final Exam Revisions	ALL THE THINGS	
3	Reflection: Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas	Mid-semester Reflection: Reflect on your progress at mid-semester (5%)		20%
		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. (15%)		



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.
- I utilize a Flipped Instruction method, where you do the introductory content reading or viewing before coming to class so that you can practice and apply it in class with my guidance. You'll then take those new skills to apply back into your writing.
- 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:
 - a. Purchase: *Rules for Writers* (9th Edition for UWSP), Diana Hacker and Nancy Sommers
 - b. Text Rental: *The Norton Field Guide to Writing with Readings (4th Edition)*, Richard Bullock and Maureen Daly Goggin
2. Digital device on which to
 - a. Write
 - b. Access Zoom (if necessary)
 - c. Access Canvas, our course management software and online classroom
3. Physical Supplies
 - a. Post it notes, note cards or small scraps of paper
 - b. A printer to print out essay drafts
 - c. Scissors
 - d. Highlighter(s) and various colors of pens

Canvas Postings and Discussions/Digital Writer's Notebook

Learning Goals:

- **Writing process:** Develop an individual writing process which you can rely on throughout your college career, including, gathering background information and research, prewriting, drafting, revising and editing
 - Consult professional advice about structure, discourse, and syntax
 - Analyze professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer

You'll often read sections from our textbook or other course readings in order to build foundational skills, get background about how writing works, and look carefully at examples of the kinds of pieces we'll be writing. Each time that there is an assigned reading for class you have an accompanying Canvas posting/upload due by the beginning of the period so that you can bring a considered understanding of the day's reading to each class, so that we can begin with discussion and application; Canvas assignment spaces, complete with directions and prompts, will be available throughout the semester. As you post, keep a running document to which you add each subsequent posting, with the most recent posting at the top of the document; do please backup this document!

Canvas Postings Basic Requirements:

After each assigned reading, complete a posting following the directions/prompts outlined in the Canvas dropbox.

1. Upload your response by the beginning of each class.
2. Add new responses to the beginning of the document (i.e. reverse chronological order)

Canvas Postings will be graded entirely on completion. If your posts are complete, on time and thoroughly respond to the provided prompts your postings will receive full credit.

While I strongly recommend preparing for class discussion and activities by turning in each Canvas Posting on time, you may turn them in late. Postings for each unit are due by the end of the day that the final draft of that unit's essay is due. These final due dates will be reflected in Canvas.

If you need me to open or extend due dates on Canvas Writer's Notebook activities so that you can reassess on a major essay, please email me with a list of which assignments you need me to open.

Add a picture of a bear to the top of your document to earn Reading the Syllabus carefully points.

Draft Completion and Revision

Learning Goals:

- **Writing process:** Develop an individual writing process which you can rely on throughout your college career, including, gathering background information and research, prewriting, drafting, revising and editing
 - Utilize prewriting, drafting, revising, and editing strategies strategies that work for you to develop your best pieces

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 work 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.

Major Writing Pieces

Learning Goals:

- **Write:** Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument
 - Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - Develop thorough, concise, and insightful content that engages a reader
 - Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.

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:

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

1. Make sure all of your weekly activities and Canvas Postings/Digital Writer's Notebook entries 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 weekly activities and Digital Writer's Notebook entries 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 weekly activities and Digital Writer's Notebook entries 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.

Mid-Semester Reflection

Learning Goals:

- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

At mid-semester, approximately the 8 week mark, you'll do a quick reflection on your work and progress thus far. Prompts will be available for you in Canvas. Write at least two paragraphs.

Exemplary (10)	Proficient (9)	Evident (8)	Developing (7)	Unacceptable (5)
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 their essays	Evaluates what skills the author is good at, or better at, now at the end of the class and how those show up in their 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.
Evaluates their work habits in the class and examines how those work habits contribute to their learning. Sets goals for the rest of the course.	Evaluates their work habits in the class and examines how those work habits contribute to their learning.	Evaluates various work habits in the class individually and as a whole.	Evaluates isolated work habits.	Mentions some stuff about the class as a whole.

Final Exam Part 1: Revised Essay

- **Writing process:** Develop an individual writing process which you can rely on throughout your college career
 - Utilize prewriting, drafting, revising, and editing strategies strategies that work for you to develop your best pieces
- **Writing Product:** Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument
 - Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - Develop thorough, concise, and insightful content that engages a reader
 - Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.

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 was 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:

- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

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)
<p>Tells the story(s) of the essays and gives that story context</p> <ul style="list-style-type: none"> ● What risks the author took and why ● What epiphanies the author had while writing 	<p>Tells the story(s) of the essays</p> <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 	<p>Tells the story(s) of the essays</p> <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 	<p>Lists actions the author took during revision</p>	<p>Lists topics from the syllabus or textbook.</p>
<p>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</p>	<p>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)</p>	<p>Evaluates what skills the author the author is good at and what skills the author still needs to work on overall</p>	<p>Evaluates what skills the author is good at, or better at, now at the end of the class</p>	<p>Lists the author's strengths or weaknesses as a whole.</p>
<p>Discusses their personalization of the writing process and their goals for their writing growth in the future.</p>	<p>Discusses their personalization of the writing process</p>	<p>Describes their application of the writing process in these specific essays.</p>	<p>Mention that they have a writing process.</p>	<p>Does not consider their writing process.</p>

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 ● 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 Critical Thinking 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"> ● Blended learning structure allows you to control the time, 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.

If you are absent more than 15% (7 periods or more) of the time, I may lower your overall letter grade a full grade (B to a C). 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 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 assume 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. 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 student 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 leave 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 Room 609 Albertson Hall.

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 to 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.

Penguins: Email me a picture of a penguin to earn Reading the Syllabus carefully points.

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.

Face Coverings: At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other COVID Guidance: Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).

- As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

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	Tuesday	Thursday	Friday
1	<p>January 25</p> <p>Welcome to our community of writers!</p>	<p>January 27</p> <p>Writing Due: Introduce Yourself to Dr. Ringelspaugh Writing Due: Where I'm From Poem First Draft</p>	<p>January 28</p> <p>Reading Due: Read the Syllabus Writing Due: Where I'm From Poem Second Draft</p>
2	<p>February 1</p> <p>Writing due: Where I'm From Poem Third Draft</p> <p>Bring highlighters and various colors of pens to class if you can.</p>	<p>February 3</p> <p>Writing due: Where I'm From Poem Final Draft. Bring a printed copy to class.</p>	<p>February 4</p> <p>Reading Due: Memoir, <i>Guide</i> pages 216-223</p>
3	<p>February 8</p> <p>Reading Due: Finding the Right Words, <i>Rules</i> 158-164</p> <p>In-class writing Due: Theme Choice</p> <p>Bring <i>Guide</i> textbook to class.</p>	<p>February 10</p> <p>Writing Due: Memoir First Draft Bring a printed copy to class.</p> <p>In-class conferences on Memoir First Draft</p>	<p>February 11</p> <p>Reading Due: Narrating, <i>Guide</i> pages 419-427</p> <p>Bring a pair of scissors to class if you can.</p>
4	<p>February 15</p> <p>Reading Due: Dialogue, <i>Guide</i> pages 408-413 and Canvas video</p>	<p>February 17</p> <p>Writing Due: Memoir Second Draft. Bring a printed copy to class. Do not put your name on it. Print single sided.</p> <p>Bring a pair of scissors to class if you can.</p>	<p>February 18</p> <p>Reading Due: Describing, <i>Guide</i> pages 399-408</p>

5	<p>February 22</p> <p>Discussion Due: Two memoir examples, <i>Guide</i> pages 848-883</p> <p>Meet in the Computer Lab, CCC 307</p> <p>In-class Conferences on Memoir Revisions</p>	<p>February 24</p> <p>Reading Due: MLA Formatting, <i>Rules</i> pages 464-466 or video Writing Due: Memoir Third Draft Bring a printed copy to class.</p> <p>In-class Peer-Feedback on Memoir Third Draft</p> <p>Bring highlighters and various colors of pens to class if you can.</p>	<p>February 25</p> <p>Reading Due: Editing and Proofreading, <i>Guide</i>, pages 313-317</p>
6	<p>March 1</p> <p>Writing Due: Memoir Final Draft. Bring a printed copy to class.</p> <p>Sign-up for Memoir Final Draft conference outside of class</p> <p>Last day to turn in late Canvas Postings for Memoir Unit</p>	<p>March 3</p> <p>Reading Due: Profile, <i>Guide</i> pages 224-234</p> <p>Bring <i>Guide</i> textbook to class.</p>	<p>March 4</p> <p>Reading Due: Interviewing, Canvas</p>
7	<p>March 8</p> <p>Reading Due: Tone, Canvas</p> <p>Bring <i>Guide</i> textbook to class. Bring highlighters to class if you can.</p>	<p>March 10</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>March 11</p> <p>Reading Due: Prefer Active Voice, <i>Rules</i> pages 108-110 or video</p> <p>Bring a pair of scissors to class if you can</p>
8	<p>March 15</p> <p>Reading Due: Sentence Types, video</p>	<p>March 17</p> <p>Writing Due: Profile Second Draft. Bring a printed copy to class. Do not put your name on it.</p>	<p>March 18</p> <p>Reading Due: Cause and Effect, <i>Guide</i> 350-354 Writing Due: Mid-Semester Reflection</p>
	Spring Break		

<p>9</p>	<p>March 29</p> <p>Discussion Due: Two Profile Examples, <i>Guide</i> from pages 884-910</p> <p>Meet in the Computer Lab, CCC 307</p> <p>In-class conferences on Profile Revisions</p>	<p>March 31</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>April 1</p> <p>Reading Due: Provide Some Variety, <i>Rules</i>, pages 142-144</p>
<p>10</p>	<p>April 5</p> <p>Writing Due: Profile Final Draft Bring a printed copy to class.</p> <p>Sign up for out of class conference on Profile Final Draft</p> <p>Last day to turn in late Canvas Postings for Profile Unit</p>	<p>April 7</p> <p>Reading Due (Choose one):</p> <ul style="list-style-type: none"> • Evaluation, <i>Guide</i>, pages 197-205 • Exemplification, Canvas • Reflection, <i>Guide</i> 245-252 <p>Bring <i>Guide</i> Textbook to class.</p>	<p>April 8</p> <p>Reading Due: Compare and Contrast, <i>Guide</i> pages 380-387</p>
<p>11</p>	<p>April 12</p> <p>Reading Due: Absolute and Appositive Phrases, Canvas videos</p>	<p>April 14</p> <p>Reading Due: Ethos, Logos and Pathos Reading, Canvas</p> <p>Writing Due: Choice Genre First Draft. Bring a printed copy to class.</p> <p>In-class conferences on Choice Genre First Draft</p>	<p>April 15</p> <p>Reading Due: Guiding your Reader, <i>Guide</i>, 344-349</p>
<p>12</p>	<p>April 19</p> <p>Reading Due: Participle and Infinitive Phrases, Video</p>	<p>April 21</p> <p>Writing Due: Research Notes. Have notes on paper or digitally accessible during class.</p>	<p>April 22</p> <p>Reading Due: Acknowledging Sources and Avoiding Plagiarism, <i>Guide</i> pages 491-495</p>

13	<p>April 26</p> <p>Reading Due: (Choose one, based on your choice genre)</p> <ul style="list-style-type: none"> • Classifying and Dividing, <i>Guide</i>, pages 374-379 • Defining, <i>Guide</i>, pages 388-398 • Explaining Processes, <i>Guide</i>, pages 414-418 	<p>April 28</p> <p>Writing Due: Choice Genre Second Draft. Bring a printed copy to class. Do not put your name on it.</p>	<p>April 29</p> <p>Reading Due: Balance Parallel Ideas, <i>Rules</i> pages 111-114</p> <p>If possible, bring laptop or tablet to class.</p>
14	<p>May 3</p> <p>Discussion Due: Two Choice Genre Examples,</p> <ul style="list-style-type: none"> • Evaluation <i>Guide</i>, pages 764-789 • Exemplification, Canvas • Reflection, <i>Guide</i>, pages 939-963 <p>Meet in the Computer Lab, CCC 307</p> <p>In-class conferences on Choice Genre Revisions</p>	<p>May 5</p> <p>Reading Due: The Semicolon, <i>Rules</i> pages 286-289 or video</p> <p>Writing Due: Choice Genre Third Draft. Bring a printed copy to class.</p> <p>In-class Peer-Feedback on Choice Genre Third Draft</p> <p>Bring highlighters and various colors of pens to class if you can.</p>	<p>May 6</p> <p>Reading Due: Dashes Video, Canvas</p> <p>If possible, bring laptop or tablet to class.</p> <p>(Dr. Ringelspaugh not in class today.)</p>
15	<p>May 10</p> <p>Writing Due: Choice Genre Final Draft. Bring a printed copy to class.</p> <p>Last day to turn in late Canvas Postings for Choice Genre Unit</p>	<p>May 12</p> <p>Bring <i>Guide</i> Textbook to class.</p>	<p>May 13</p> <p>In-class peer feedback on Final Exam essays</p>
<p>Final Exam:</p> <p>Section 1: Wednesday, May 18, 12:30-2:30</p> <p>Section 2: Thursday, May 19, 2:45-4:45</p> <p>Due: Revision of Previous Essay and Final Exam Reflection</p>			