

English 101 - Academic Reading and Writing


Your Theme Here

Fall 2023

Why are you here? What's the 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 Reading and 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 Reading and 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.

Who is your instructor?

	<p>Professor: Dr. Erica J. Ringelspaugh</p> <p>Call me: Dr./Professor Ringelspaugh (she/her)</p> <p>Find me: CCC 434</p> <p>Email me: eringels@uwsp.edu</p> <p>Talk to me about: Reading and books. Writing. Where to go for the best walk in Stevens Point. Geocaching. Sewing and embroidery. Teaching and education. (Warning: I have opinions!) Why my students are the best.</p>	<p>Office hours: Tuesday and Thursday 12:30-2:00 and Wednesday 11:00-12:00 in 434 CCC</p> <p>Office hours means that you're welcome to show up without an appointment. You might stay for just a few minutes, or for a longer conference. You might 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. My job is to help you learn; please come talk to me!</p> <p>If these times don't work for you, talk to me or email to make an appointment!</p>
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Why should you come to class?

Class is where we do the learning together. In class, I'll very rarely talk at you. Instead, we'll be practicing skills, doing activities, having discussion, applying concepts, beginning the revision process, and more. You'll apply all that you learn in class to your major assessments that you'll work on outside of class. Without the instruction from in class, you won't grow as a writer, you benefit from this community, you won't do well on those assessments, and you won't meet the learning goals. Simply submitting work on Canvas, while important, is not enough to learn what you need to learn. Of course, sometimes life happens and it's okay to miss a period or two for whatever reason; still, it's important to be in this classroom with us consistently to learn and accomplish all of those purposes above.

What will you learn according to the General Education Foundation Level?

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

But no really, What will you learn?

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

What supplies do you need to participate in class?

1. Textbooks:
 - Text Rental: *The Norton Field Guide to Writing with Readings (6th Edition)*, Richard Bullock and Maureen Daly Goggin
2. Digital device on which to
 - Write
 - Access Canvas, our course management software and online classroom
 - Access Zoom (if necessary)
3. Physical Supplies
 - A notebook, to take notes on in class and to practice writing in class
 - A folder or binder, to corral all of your class materials, including handouts and essay examples
 - A printer to print out essay drafts
 - Scissors, to participate in class activities
 - Highlighter(s) and various colors of pens, to participate in class activities
 - Headphones, for instructional video watching during class

How will you learn it? How do those goals translate into assignments?

1	Reading	Genre Study: Analyze exemplar essays for specific features of writing and tips or strategies that you can apply in your own writing		10%
2	Writing	Where I'm From Poem: Describe where you're from with purposeful language (~500 words)	Describing Connotation Order and Structure Cut to the Bone Metaphors Appositive Phrases Editing and Proofreading MLA Opening Page Formatting	50%
		Memoir: Tell a story about your life (>1000 words)	Narrating Show, Not Tell Dialogue Flashback Order and Structure Sentence Types Participle Phrases	
		Evaluation: Judge something based on criteria (>1000 words)	Using Specific Evidence Manipulating Tone Informational Literacy Absolute Phrases Complex-Compound Sentences MLA Works Cited Page Formatting	
		Exploration: Consider something from a variety of perspectives (~1500 words)	Transitions Signal Phrases Parallelism Active Voice Dashes and Semicolons Sentence Fluency MLA In-Text Citations Formatting	
		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	Personal Writer's Notebook: Gather and keep ideas and inspiration for future writing; stretch and build your writing muscles		20%
		Draft Completion and Revision: Make significant and purposeful revisions throughout the drafting process		
		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.		10%

Genre Study 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 examples of the genre to see how that genre works and then to apply those things into your own essay. We'll practice this analysis LOTS in class. Still, I want to see how you can individually analyze and evaluate texts.

I've got a graphic organizer for you that you can find on Canvas. Otherwise, format here is flexible. Write in paragraphs if that works for you. Bullet points are fine. Annotate the text and show me pictures of your notes to yourself. Just demonstrate your analysis skills.

Genre Study 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 Third Draft is due for that unit, so, too, are the Genre Study Analyses for that unit. Note that you will not be allowed to reassess on a major writing piece unless your Genre Study Analyses for that unit are complete.

Exemplary (10)	Proficient (9)	Evident (8)	Developing (7)	Please Revise (5)
Insightful, detailed analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.	Thorough analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre	Clear analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.	Broad or vague analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.	Written study is missing either ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.
Specifically comments on how these things informs the author's choices.	Thoughtfully comments how these things informs the author's choices.	Generally comments how these things informs the author's choices.	Genre study is unconnected to the author's choices.	Genre study is unconnected to the author's choices.

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 pieces, in the genres listed above that all explore your theme from different angles. Each piece has its own word count recommendation, as noted on the second page of the syllabus. 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 textbook, 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 Genre Study 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 Genre Study 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.

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

Most weeks, you'll review and build on your learning with a quiz on Canvas. This allows both you and I to assess your understanding of the major content of the course. 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 third draft of that unit is due. The purpose of the quizzes is to review and build knowledge you can apply into your writing; you have to do that before the final draft of the writing is due.

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.

Personal Writer's Notebook

Learning Goals:

- **Writing process:** Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.

We'll use the Personal Writer's Notebook for a number of purposes, though it's primarily about giving you a personal place to practice getting words on paper, playing with language, and observing the world. The goal of the Personal Writer's Notebook is really to just *write* -- to develop the habit of writing regularly, of discovering what you notice and what you think about, to discover your own writing style, and to collect "seed" ideas that might be turned into something larger later. You can write in one chunk, or divide the writing up into smaller sections. We'll practice a number of different techniques, but beyond making sure that there's at least some variety, what it is you're writing, and how, is completely up to you... As long as you're writing regularly!

Exemplary (10)	Proficient (9)	Evident (8)	Developing (7)	Please Revise (5)
Writes in their personal writer's notebook for more than 15 minutes each week.	Writes in their personal writer's notebook for at least 15 minutes each week.	Writes for a shorter amount of time or misses weeks. Uses the notebook occasionally.	Has at least one outside of class entry in their Personal Writer's notebook.	Does not keep or use a Personal Writer's Notebook

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 one of your already submitted and assessed essays and revise it again. You'll apply what you've learned throughout the course and implement teacher feedback from the final draft. 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. (Note: You must use an essay that you have already submitted and gotten scores and feedback on. You may not use an essay you have not previously turned in.)

As you revise, please highlight or otherwise mark the sections you have revised. Make sure I see them when I'm scoring Final Exams!

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 essay	Purposeful revisions to their previous essay	Haphazard revisions to the previous essay	Minor revisions to the previous essay	Submitted essay is identical to previous version
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 the essay show the growth of the writer since the essay was originally submitted.	Final exam versions of the essay show the growth of the writer since the essay was originally submitted.	Final exam versions of the essay show growth in one area since the essay was originally submitted.	Final exam versions of the essay show the writer is unchanged since the essay was originally submitted.	Final exam version shows the writer is unchanged since the essay was originally submitted.

Final Exam Part 2: Reflection on the Semester

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 notebook.

Exemplary (10)	Proficient (9)	Evident (8)	Developing (7)	Unacceptable (5)
Tells the story of the essay 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 of the essay <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 of the essay <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	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 this specific essay.	Mention that they have a writing process.	Does not consider their writing process.

What's Ringelspaugh's 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

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 in the middle of when we are working on those projects. I'll enter each rubric score out of ten points. Then, end of semester letter grades will be determined based on a percentage scale.

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

What guidelines inform how you experience this course?

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.

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 typically in my practice to check email on Saturday or Sunday. Please do not submit class work via email; it's simply impossible to keep track of.

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.

AI Written Work and Academic Misconduct

The goals of this course are to make you a better writer. I want to acknowledge the recent development of ChatGPT and other generative AI tools. Generative AI tools pose some interesting questions about what counts as plagiarism, what use the tools can have outside of generative writing, for example structure, organization, editing, or brainstorming, what are the ethical consequences of claiming to write something actually written by generative AI, and the copyrightability of AI generated writing. Given that this technology is still in its infancy and that my goal is for you to develop your skills as a writer, the unauthorized use of ChatGPT, or other AI writing tools, is not permitted in this course. If AI writes your work, that does not give you the practice or experience of writing and does not accomplish the course goals to make you a better writer. Students found to be using such tools will be considered as engaging in conduct aimed at making false representations of a student's academic performance, and will be subject to disciplinary action as defined in the [UWSP Academic Misconduct Policies](#).

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.

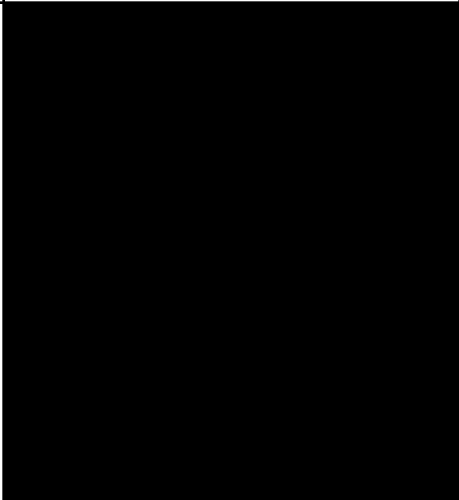
Emergency Procedures:

- 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 victims.
- 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/Escapes, 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 responses at UW-Stevens Point.

What's due when? How can I prepare for class?

Week	Monday	Wednesday	Friday
1		<p>September 6</p> <p>Welcome to our community of writers!</p>	<p>September 8</p> <p>Reading Due: English 101 Syllabus</p> <p>Bring a laptop or tablet with you to class if you can.</p>
2	<p>September 11</p>	<p>September 13</p> <p>Writing Due: Introduce Yourself to Dr. Ringelspaugh via email</p> <p>Bring your <i>Guide</i> textbook to class</p> <p>(Last Day to Drop a Class)</p>	<p>September 15</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p>
3	<p>September 18</p> <p>Writing Due: Where I'm From poem First Draft. Bring a printed copy to class.</p> <p>Bring headphones with you to class if you can.</p>	<p>September 20</p> <p>Writing Due: Where I'm From Genre Study</p> <p>Bring a pair of scissors to class if you can.</p>	<p>September 22</p> <p>Writing Due: Where I'm From poem Second Draft. Bring a printed copy to class. Print only on one side of the paper. Do not put your name on it.</p> <p>Bring a pair of scissors to class if you can.</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p>
4	<p>September 25</p> <p>Due: Theme for the semester. Must be present in your Where I'm From poem somehow.</p>	<p>September 27</p> <p>Writing Due: Where I'm From poem Third Draft. Bring a printed copy to class.</p> <p>In-class peer feedback on Description Third Draft.</p> <p>Final due date for Canvas Quizzes and Genre Study for Where I'm From poem unit.</p>	<p>September 29</p> <p>Due: Visit Dr. Ringelspaugh in her office by today. Chat with her about Personal Writer's Notebook so far. Write her an email of Thanks.</p> <p>Writing Due: Personal Writer's Notebook Check 1</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p>

5	<p>October 2</p> <p>Writing Due: Where I'm From poem Final Draft. Bring a printed copy to class.</p>	<p>October 4</p> <p>Bring <i>Guide</i> textbook to class. Bring your laptop to class if you can.</p>	<p>October 6</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p>
6	<p>October 9</p> <p>Writing Due: Memoir First Draft Bring a printed copy to class.</p> <p>In-class conferences on Memoir First Draft</p> <p>Bring headphones with you to class if you can</p>	<p>October 11</p> <p>Writing Due: Memoir Genre Study Analysis</p>	<p>October 13</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>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p>
7	<p>October 16</p> <p>Canvas Quiz: MLA Document Formatting</p> <p>Bring <i>Guide</i> textbook to class. Bring your laptop to class if you can.</p>	<p>October 18</p> <p>Writing Due: Memoir Third Draft. Bring a printed copy to class.</p> <p>In-class Peer-Feedback on Memoir Third Draft</p> <p>Final due date for Canvas Quizzes and Genre Study for Memoir unit.</p>	<p>October 20</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p>
8	<p>October 23</p> <p>Writing Due: Memoir Final Draft. Bring a printed copy to class.</p>	<p>October 25</p> <p>Bring <i>Guide</i> textbook to class</p>	<p>October 27</p> <p>Canvas Quiz: Mid-Term Quiz</p> <p>Writing Due: Personal Writer's Notebook Check 2</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p>

<p>9</p>	<p>October 30</p> <p>Writing Due: Evaluation First Draft. Bring a printed copy to class.</p> <p>In-class conferences on Evaluation First Draft</p> <p>Bring <i>Guide</i> Textbook to class.</p>	<p>November 1</p> <p>Writing Due: Evaluation Genre Study Analysis</p>	<p>November 3</p> <p>Writing Due: Evaluation Second Draft. Bring a printed copy to class. Do not put your name on it.</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p>
<p>10</p>	<p>November 6</p> <p>Canvas Quiz: MLA Formatting Works Cited Page</p> <p>Bring your laptop to class if you can.</p>	<p>November 8</p> <p>Writing Due: Evaluation Third Draft. Bring a printed copy to class.</p> <p>In-class Peer-Feedback on Evaluation Third Draft</p> <p>Final due date for Canvas Quizzes and Genre Study for Evaluation Unit.</p>	<p>November 10</p> <p>Bring your laptop to class if you can</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p> <p>(Last day to Withdraw from a course)</p>
<p>11</p>	<p>November 13</p> <p>Writing Due: Evaluation Final Draft. Bring a printed copy to class.</p>	<p>November 15</p> <p>Bring <i>Guide</i> textbook to class.</p>	<p>November 17</p> <p>Bring <i>Guide</i> textbook to class.</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p>
<p>12</p>	<p>November 20</p> <p>Writing Due: Exploration First Draft. Bring a printed copy to class.</p> <p>In-class conferences on Exploration First Draft</p> <p>Bring headphones with you to class if you can.</p>	<p>November 22</p> <p>Writing Due: Exploration Genre Study Analysis</p> <p>Writing Due: Personal Writer's Notebook Check 3</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week</p>	

<p>13</p>	<p>November 27</p> <p>Canvas Quiz: Informational Literacy</p> <p>Bring <i>Guide</i> textbook to class.</p>	<p>November 29</p> <p>Writing Due: Exploration Second Draft. Bring a printed copy to class. Do not put your name on it.</p> <p>Bring <i>Guide</i> textbook to class. Bring scissors to class if you can.</p>	<p>December 1</p> <p>Bring <i>Guide</i> textbook to class.</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p>
<p>14</p>	<p>December 4</p> <p>Canvas Quiz: MLA In-Text Citations</p> <p>Bring your laptop to class if you can.</p>	<p>December 6</p> <p>Writing Due: Exploration Third Draft</p> <p>In-class Peer-Feedback on Exploration Third Draft</p> <p>Final due date for Canvas Quizzes and Genre Study for Exploration Unit.</p>	<p>December 8</p> <p>Reminder: Writing in Personal Writer's Notebook outside of class for 15 minutes each week.</p>
<p>15</p>	<p>December 11</p> <p>Writing Due: Exploration Final Draft. Bring a printed copy to class.</p>	<p>December 13</p> <p>Bring <i>Guide</i> Textbook to class. Bring your laptop to class if you can.</p>	<p>December 15</p> <p>Bring <i>Guide</i> Textbook to class.</p> <p>Writing Due: Personal Writer's Notebook Check 4</p>
<p>Final Exam:</p> <p>Section 5: Tuesday, December 19 10:15 am -12:15 pm Section 6: Wednesday, December 20, 12:30 -2:30 pm</p> <p>Due: Revision of One Previous Essay and Final Exam Reflection</p>			

Who do you know in class?

