

Freshman Composition

101-11

MWF 11:00–11:50
Fall 2019

This is a "real time" syllabus that, unlike a print syllabus, will be continually updated and reflect our progress throughout the semester. You can easily check it from a mobile device or from any computer.

The syllabus consists of the Reading Schedule and Course Policies. You are responsible for understanding and following the schedule and the course policies, which are in effect from the first day of class. Please read them carefully (more than once and throughout the semester). Please see me if you have any questions about them.

Think of the syllabus as a flexible guide. It will structure our semester, but we will adjust it to fit our needs as the semester progresses. Not all assignments are listed at the beginning of the semester; some will be added throughout the semester. It may also be necessary to finish some readings the following class period, in which case I will update the syllabus after each class. Again, be sure to check the syllabus regularly.

You do not need to print the syllabus, but if you decide to, be sure to check the online syllabus regularly for new information, added assignments, or reading schedule changes. The print icon above is for print copies.

We will use three texts for the course to help you learn about the writing process as well as writing about sports. These texts are not an unnecessary expense but rather helpful resources we will use in class and you will use outside of class to help you become a more effective writer. You will use the grammar book, *Rules for Writers*, for this course, English 202, and other courses until you graduate. The following acronyms are used on the Reading Schedule.

TSGW=*The St. Martin's Guide to Writing*

SL=*Sports in Literature*

RW=*Rules for Writers*

Readings and assignments should be finished for the day assigned. For example, chapter 1 from TSGW should be read (completed) by September 09, when we will discuss it. Check each class period to see what books you need to bring.

SEPTEMBER

MONDAY

02 *Labor Day*

WEDNESDAY

04 Course Introduction: Why Write about Sports?

Pre-semester quiz

FRIDAY

06 Review Course Website

For Essay 1: Game Story -**You must see your game and complete interviews by 10/2**

Essay 1: Game Story
 **Preview Course Notes -
 Taking Notes, Interviews

Look at sample game notes during class

09 TSGW - Ch 1: Composing Literacy
****Bring reading notes to class in your notebook**

Game story: Continue planning: Choose a game you will go see and set up interviews with players and coaches--See Course Notes

Look at sample game notes (9/6)

16 TSGW - Finish Ch 13/Final Thoughts, Chpts 1 & 13

Sports poetry--SL (Read these poems--"In the Pocket" (24); "The Sprinters" (121); "Baseball" (199-201)

Assignment: Interpret key lines/questions

RW, Ch 14: Coord/Subord (Just preview this chapter/Concept: What is coordination? Subordination?)

Sample game stories (handout #2)

23 Game Story--Planning

Sample game stories (handouts). Highlight and annotate these based on criteria from class

11 Guest Speaker Larry Morgan-- Taking notes for a game story/interviews

****Bring 2-3 sample interview questions (in your notebook) you might use**

18 SL--Sports poetry (9/16)

Essay 1 - Introduction: Writing a Game Story
 (**PowerPoint Slides)

Preview Course Notes:
 Essay 1 - All links

Planning: TSGW - Ch 2: 12-18; Ch 14: 470-77; 480-89.
 We will refer to these chapters during the next weeks.)

*****Find two complete print sports sections (not just one or two game stories) from a local and national WEEKEND/MONDAY newspaper: by 10/4. Do not use online newspapers; do not use *The Pointer***

25 Game Story--Planning

Sample game stories (handouts). Highlight and annotate these based on criteria from class discussions

Discuss headline & lead of sample game story (handout #1)

13 TSGW - Ch 13: Cueing the Reader
****Bring reading notes to class in your notebook**

****Look at sample game notes (9/6)**

20 Game Story--Planning

Card Due--sports poetry (5pts)

Review sports section assign (9/18)

The writing process

Discussion: TSGW, Chpts 2, 14 (9/18)
 (Have reading notes)

As time allows, begin analyzing our sample game stories.

27 Game Story--Planning

Description exercise--in class

Discuss: scratch outline (TSGW,

07 Game Story--Planning

Discuss Essays - SL:
[See Course Notes - Write out responses (notes) to questions]

In-class group assignment--card

Answer all questions but focus on question 2 and, if relevant, question 3 for each piece

Have these read for today

1. "Ace Teenage Sportscribe"
2. "Johnson is Everywhere"
3. "Great Day for Baseball in the 90s"
4. "You Don't Imitate Michael Jordan"

Make connections to TSGW, Chpt 14

Outside of class

Scratch outline of your game story (TSGW, 422-23) & example from class; draft of audience sheet

09 Game Story--Planning

Discuss Essays - SL:
[See Course Notes - Write out responses (notes) to questions]

In-class group assignment--card due (5pts)

Answer all questions but focus on question 2 and, if relevant, question 3 for each piece

Have these read for today

1. "Ace Teenage Sportscribe"
2. "Johnson is Everywhere"
3. "Great Day for Baseball in the 90s"
4. "You Don't Imitate Michael Jordan"

Make connections to TSGW, Chpt 14

Outside of class

Scratch outline of your game story & example from class; draft of audience sheet

11 Essay 1: Game Story:
Drafting

Bring completed scratch outline (not just a few paragraphs)
Bring draft of audience sheet--in progress

Begin actual draft of game story in class--headline, lead

TSGW: Review chapters 2, 14

**Final look at description exercise--Ovechkin goal

<p>14 Meet in Computer Lab: TBA</p> <p>Essay 1: Game Story: Drafting</p> <p>Have complete/almost completed, typed drafts of game story + audience sheet. You'll work on these in the lab, so be able to access these in the lab</p> <p>Bring scratch outline & of course, game/interview notes</p> <p>TSGW: Review chapters 2, 14/Peer Review, pp 44-45</p> <p>RW, Ch 16: Wordiness</p>	<p>16 Essay 1: Game Story: Peer Review--Must Attend</p> <p>TSGW: 44-45--Preview PR questions/See Course Policies on Peer Review</p> <p>Bring to class:</p> <ol style="list-style-type: none"> 1. Typed, print (hard) copy of Audience Sheet 2. Typed, print (double spaced, 12pt, pg #s - not columns) (hard) copy of completed game story. Minimum 3 full pages/Max. 4 1/4 full pages. Drafts must have quotations <p>**You cannot use an electronic version of your draft or audience sheet for peer review</p> <p>Please bring TSGW/RW, sample game stories, scratch outline</p>	<p>18 Essay 1: Game Story: Return Peer Review Materials</p> <p>Formatting - Columns</p> <p>Revision checklist (handout)</p> <p>Revision (TSGW, Chpts 2, 14)</p> <p>**Conclusion/Stats--if time allows</p> <p>Editing</p> <p>RW, Ch 32: Commas (pp 268-71)</p> <p>Due: Game notes due + interview questions and responses; turn in photocopies or print copies if typed (NOT your original notes & questions). Staple or paper clip--no loose pages</p>
<p>21 Essay 1: Game Story: Revision, Editing, Proofreading</p> <p>**Bring draft formatted in columns and audience sheet draft (not peer review copies) + revision checklist</p> <p>Due: scratch outline</p> <p>Revision</p> <p>**Lead/Game</p>	<p>23 Due: Essay 1: Game story--Peer review materials Due (aud sheet draft + gs draft + notebook paper--responses: paper clip)</p> <p>(**Begin previewing/reading stories for Essay 2--see 11/4)</p> <p>-----</p> <p>Game Story (Essay 1)</p> <p>**Bring draft formatted in columns and audience sheet (not peer review copies) + revision checklist--from</p>	<p>25 Due: Essay 1: Game story + Audience sheet + Revision chklst Due: paper clip</p> <p>Assign 1: Narrative Response Assignment</p> <p>TSGW, Ch 2 (12; 15, 41-48)</p> <p>Readings from SL (Answer Study Questions in your notebook. See Course Notes). Be prepared to discuss these.</p>

<p>Analysis about Sports Fiction (PowerPoint Slides)</p> <p>Preview Course Notes: Essay 3 - All links</p> <p>You must read all stories, but you will choose one to write about. Preview these</p> <p>"The 7-10 Split"--SL "Doe Season" (handout) "56 - 0" (handout) "Raymond's Run"--SL "The Thrill of the Grass"--SL</p> <p>(You should be reading stories and taking notes--have an organized system of taking notes for each story)</p> <p>Preview Course Notes: Essay 1 - All links</p> <p>Planning: TSGW - Ch 10</p> <p>RW 13-14 (formal outline); TSGW, 424-26</p>	<p>11 Essay 2: Planning</p> <p>Quiz - short stories (all 5 are in play).</p> <p>Review freewriting (11/12) assessment chart. Bring freewriting sample (print out or electronic copy) + chart</p> <p>Aud Sheet (Course Notes)</p> <p>TSGW, Ch 10 (Introduction, 400/sample essays; Thesis, 396-97)</p> <p>RW 13-14 (formal outline); TSGW, 424-26</p>	<p>In-class Focused Freewriting (TSGW 428) - use short story you are writing about</p> <p>Freewriting Assessment Chart (handout)</p> <p>RW 13-14 (formal outline); TSGW, 424-26</p> <p>TSGW, Ch 10 (Sample Essays, pg 382 & 386)</p>
<p>11 Essay 2: Planning</p> <p>Quiz - short stories (all 5 are in play).</p> <p>Review freewriting (11/12) assessment chart. Bring freewriting sample (print out or electronic copy) + chart</p> <p>Aud Sheet (Course Notes)</p> <p>TSGW, Ch 10 (Introduction, 400/sample essays; Thesis, 396-97)</p> <p>RW 13-14 (formal outline); TSGW, 424-26</p>	<p>13 Essay 2: Planning</p> <p>Aud Sheet (Course Notes)</p> <p>TSGW, Ch 10 (Introduction, 400/sample essays; Thesis, 396-97)</p> <p>RW/TSGw formal outline Bring your formal sentence outline to class--should be mostly completed</p> <p>Draft Introduction--if time allows</p>	<p>15 Essay 2: Planning</p> <p>Discuss all stories--SL + handouts</p> <p>Bring formal sentence outline + audience sheet</p>
<p>18 Essay 2: Planning</p> <p>Discuss all stories--SL + handouts</p> <p>Bring formal sentence outline +</p>	<p>20 Essay 2: Planning & Drafting</p> <p>Finish discussion of stories--SL + handouts</p> <p>Drafting: Bring laptop to classBring</p>	<p>22 Meet in Computer Lab TBA</p> <p>Essay 2: Drafting</p> <p>Draft 1-2 pgs.</p>

<p>**RW, Ch 12 Modification</p> <p>Essay 2: Revision & Editing</p> <p>Revision Chklist</p> <p>Bring "clean" copy of your draft (not peer review copy)</p> <p>Bring all books</p> <p>**Audience Sheet **Formal Outline</p> <p>Revision **Reasons/Topic Sentences **Quotations</p>	<p>Revision **Intro/Thesis **Conclusion</p> <p>Editing **RW, Ch 12 Modification/Review</p> <p>Final look at stories (SL) if needed -----</p> <p>Assign 2 - Analyzing a Comic Strip: <i>Girls & Sports</i> 1. Assign Groups/Preview Slides</p> <p>Collaboration & Writing (TSGW, Ch 27)</p> <p>**Decide on a strip **Planning doc(s): TSGW, Ch 11 **Planning schedule for completing essay (handout)</p>	<p>creators/publication/strip's characters, situations, & issues/Quoting from strips? 3. Planning: Invention docs? TWGW, Ch 11 4. Set up Planning Schedule</p> <p>Begin drafting over weekend?</p>
<p>09 Assign 2: Drafting</p> <p>Bring Notes and Planning Docs/TSGW & RW (See 12/7)</p> <p>Review/Revise Planning (Invention) Docs & Planning Schedule</p> <p>Research on strip: bkgrd--creators/strip's characters, situations, & issues/Quoting from strips?</p> <p>Begin/Continue drafting</p>	<p>11 Assign 2: Peer Review--Must Attend</p> <p>Each group brings TWO print, typed copies of their draft: 1 1/2 pages, double spaced. Put names on the draft.</p> <p>No handwritten or electronic versions of the draft</p> <p>Bring your comic strip sheet + books. Bring your planning schedules</p>	<p>13 Assign 2: Revision, Editing</p> <p>Peer Review Due: Turn in 2 peer review drafts + question sheets with responses (paper clip)</p> <p>Bring all books</p> <p>Revision **Content/Organization</p> <p>Editing **Review Chpts 14, 32, 33, 8, 12</p> <p>-----</p> <p>Assign 2 due date--See Blue Box Below</p> <p>**Course Evaluations **Bring quiz from first day of class **Grammar "competition" -- for extra points!</p>

Finals Week: Dec 16 - Dec 20

Office Hrs during Finals Week: See website home page and all page footers

Assign 2 Due: TBA

What's Due: TBA

Course Grades posted online: TBA

The General Education Program--Written Communication

Introductory writing classes provide an essential foundation of communication skills on which students can build throughout the rest of their university careers and beyond. They develop students' skills in analyzing audience, structuring written documents, and understanding and applying the conventions of effective writing. Subsequent writing courses build upon these skills by helping students learn to locate sources, critically analyze information, and synthesize their ideas with those of others to write well-supported academic arguments. They also provide an essential starting point for the more specialized writing students will be expected to do in the future within their fields of study.

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

Course Description and Learning Outcomes

This section of Freshman English is a writing-intensive course that will focus on sports, mainly in the United States. Like all writing courses, this course is designed to give you experience writing for various purposes, for various audiences, and in different contexts. More than just a knowledge of "good grammar," effective writing requires a range of activities, from invention and planning to drafting and revising, activities that you will practice throughout the semester. All of our assignments, however, will examine ideas about the meaning of sport in our society and how sport shapes our culture and our sense of identity. No one can doubt the central role of sport in our society today, and even throughout the world, so it makes sense to explore why this is the case through reading, thinking, discussing, and writing. Why are we so interested in, obsessed with, and attracted to sport? The appeal of sport has to be more than its entertainment value. Of course, the most notable sports cliché--life is like a game (or is it a game?)--underscores the significance of sports for us.

Through sports journalism, popular culture, and literary analysis, we will try to gain insights into these questions. You will find your own experience with sport--either as spectators, participants, or both--is a key source of your knowledge and understanding about it. In addition to thinking carefully about sport as a subject for writing, you will

- Understand how writing is a way of sharing information, expressing viewpoints, bringing about social change, and connecting people, all essential for an inclusive democracy
- Analyze the relationship between the writer and his and her audience as well as the contexts that shape the writing about sport as well as other types of writing
- Integrate reading, planning, drafting, peer review, editing, revision, and proofreading into the writing process with a focus on grammatical correctness to achieve effective written communication
- Express an understanding of the ways in which sport is a microcosm of society.

Text Rental

The St. Martin's Guide to Writing. Axelrod and Cooper. 12th ed., Bedford/St. Martin's P, 2019.

Sports in Literature. Bruce Emra. 2nd. ed., National Textbook Co., 2000.

Purchase at Bookstore

Rules for Writers. Hacker and Sommers. 9th. ed., Bedford/St. Martin's P, 2019.

**You will use this handbook for English 202 and throughout your university education.

Requirements

During the semester, you will complete weekly and longer-term writing assignments dealing with the topic of sports. Class discussions will be the most informative and helpful if the reading assignments have been carefully thought over and all students participate and share ideas. To prepare for class discussions, it will be helpful to take notes. Note key passages or language that points to central concerns or ideas in the reading assignments. Write out key ideas and concepts along with your thoughts and questions that you have. Throughout the semester you will be required to complete planning assignments and rough drafts. Please be prepared to bring these to class to share with classmates so that we can discuss them and make suggestions for improving them.

During the semester, there will be weekly writing assignments, some quizzes (announced and possibly unannounced), peer review assignments, and three essays. The course grade will be determined mathematically using the percentages below. Please remember that your course grade will be based on the work that you submit, not simply the effort you make or my subjective opinion.

COURSE GRADE	%
Weekly Writing/Quizzes**	15%
Peer Review	10%
Essay 1 - Game Story	30%
Essay 2 - Literary Analysis	30%
Assign 1	05%
Assign 2	10%

** Will be determined by point values: A=10; A- =9; B=8; C=7; D=6; F=5-0

Course Grades: A 4.0 A- 3.7 B+ 3.3 B 3.0 B- 2.7 C+ 2.3 C 2.0 C- 1.7 D+ 1.3 D 1.0 D- 0.7 F 0.0

See the course Grade Sheet for information about how to calculate grades

All work must be completed on time. It is your responsibility to keep copies of all of your planning work, assignments, and quizzes. Some assignments may be submitted via email, and email communication will be required throughout the semester.

Late Assignment Policy: Assignments due on a given day must be submitted at the beginning of the class period. An assignment that is finished but not printed out and ready to hand in is late. Late assignments will be accepted one day after the original due date (not the next class), but will lose one letter grade or the point equivalent. After that, they will not be accepted. (Assignments due on Friday that are late must be turned in by 5pm.) Assignments due electronically must be received by the day and time specified. Late email assignments will be accepted 24hrs from the original due date. For any special circumstances, please contact me ahead of time. No incompletes will given in the course.

Essays submitted late will lose 1/3 of a letter grade each day they are late, including weekends (e.g., original grade B. Two days late, C+). For any special circumstances, please contact me ahead of time. It may not be possible to make up some quizzes or assignments.

Peer review: Peer review days are very important because you will receive specific, targeted feedback about your essays and, in turn, provide feedback for a writing partner. This process will help you become a more effective writer. Peer review days are mandatory. If you miss them, you will lose all peer review points. If you do not have all of the required documents, properly prepared, you will lose all points for peer review and your essay grade may be lowered too.

For any special circumstances, please contact me ahead of time. It may not be possible to make up some quizzes or

assignments.

Attendance

Regular attendance is your responsibility and is essential for success in the course. As stated in the online UWSP Course Catalog ([UWSP Course Catalog](#)), you cannot "cut" classes. There are no excused or unexcused absences. You have personal days to use and manage as needed.

If you miss a total of two weeks of class (six class meetings since we meet three times a week), you may fail the course. You may be able to make up missed assignments/quizzes with my approval; therefore, it is your responsibility to determine work that needs to be completed and to follow up with all logistical requirements. It may not be possible, however, to make up some assignments or quizzes.

If you are absent, you do not need to email me to explain your absence. If you would like to find out about missed information, it is best to stop by during office hours or make an appointment to see me. You can email me about missed information, but I may not be able to respond before our next class meeting.

However, if an assignment is due or there is a quiz, then you do need to email me before or the day of the assignment due date or quiz. And you must have a legitimate reason for your absence. **You cannot just expect to be able to turn in a missed assignment or make up a quiz.**

Classroom Etiquette

During class meetings, we will discuss and debate issues about writing and literature. It is fine to express your views passionately and debate others in class, but do so in a civil, constructive manner.

Please do not use phones and mobile devices during class, even if you believe you are doing so quietly. Not only is this rude, but also it distracts other students as well as your ability to focus on and follow class instruction and discussion. It is English Department policy that students cannot and should not record class lectures and discussion without permission from the instructor. Also, please get drinks of water or use the washroom before or after class, **not during class**, so that our classroom does not become a bus station. Please see me if you need special accommodations.

Plagiarism (from the Latin "to Kidnap")/Cheating

You will be expected to do your own work throughout the course. Intentionally or unintentionally passing off the ideas, words, or sentences of others (e.g., published authors, website authors, other students) as your own is plagiarism, which will result in failing the plagiarized assignment and possibly the course. Please review the University policy regarding plagiarism.

Anyone caught cheating during quizzes or exams (e.g., looking at someone else's paper or using a cell phone) will fail the quiz or exam and be reported to the Dean of Students Office.