

SPECIFIC LEARNING OUTCOMES FOR OUR COURSE:

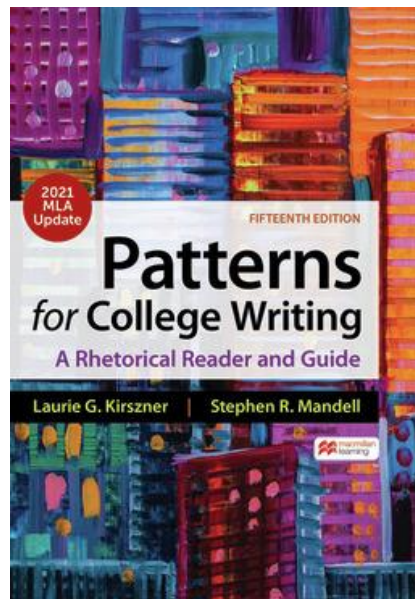
By the end of this course, you should be able to

- 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;
- 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;
- 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;
- understand that sources have different levels of credibility that should inform how students use those sources in their writing; and
- select and use information from sources using paraphrase, quotation, and/or summary in a manner that avoids plagiarism.

REQUIRED TEXTS AND MATERIALS:

Rental:

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide* (15th edn.). Boston: Bedford/St. Martin's, 2021.



MY CLASSROOM PHILOSOPHY:

One of the reasons I was drawn to language as a field of study is that it combines the *universality* and *diversity* of the human experience. Language, it could be argued, is what makes us human. Therefore, 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, a strength, and a benefit.

We will use materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your contributions are encouraged and appreciated—after all, language is something we all share and bring with us. Please let me know ways to improve the effectiveness of the course for you personally or for other students.

I ask of you at all times to be respectful and thoughtful toward others; aggressive and disruptive behavior will not be tolerated. Our classroom will be a place where all involved can feel brave enough to exchange ideas. As a class we will work together to understand and appreciate a variety of viewpoints.

NOTE: 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.

CLASSROOM PROTOCOL:

Please consider *every* piece of writing you do for this class to be “public property.” Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a writing community. Remember that you will be expected to share your writing with others, so think carefully before writing about things that you may not be prepared to subject to public scrutiny, or things about which you feel so strongly that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but instead that you adopt positions responsibly, considering the possible effect on others.

We will spend some of our class time in group work, discussions, and workshops. Part of our classes will also include oral reports and lecture. Regardless of the class format, you are expected to be prepared, to listen, to contribute, and to participate in an appropriate fashion.

LEARNING RESOURCES:***Tutoring-Learning Center (“TLC”):***

The Tutoring-Learning Center, or TLC, is located in CCC 234 on the Stevens Point campus, as well as in the Marshfield and Wausau campus libraries. The TLC offers appointment-based and walk-in assistance in the Writing Lab; this is also a great resource for other classes. Information can be found at <https://www3.uwsp.edu/tlc/Pages/default.aspx>

LATE WORK AND PROBLEM SOLVING:

If you cannot turn in an assignment by the deadline, please notify me *by email* as soon as you can (preferably before the due date) to discuss an extension. Deadlines exist for a reason, but we all know that **things happen**.

I encourage you to communicate with me **when things do happen**: reach out before or after class, during office hours, over email, or by appointment any time we are both available. Please discuss concerns with me at the earliest possible time—while we both have options. I am generous with students who consult with me while issues are concerns, rather than crises.

It's important for us both to recognize and understand when too much time has passed to recover an assignment, or even a semester.

Of course, if an emergency situation does arise, please let me know when you are able.

ASSIGNMENTS AND ASSESSMENT:

Over the course of the semester, there will be three major writing projects assigned, each of which will be subject to multiple drafts. In addition, there will be other, shorter writing assignments, including freewrites and more structured pieces.

Writing projects:

1. *Memoir*. An essay in which you will narrate a memory and explore its significance in the present day.
2. *Profile*. An examination of a place with the goal of offering a critically informed and carefully constructed perspective of the profile subject.
3. *Evaluation*. An essay in which you will summarize and judge the effectiveness of a popular culture text, using specific criteria to do so.

Final exam:

The final exam for this course will be due during UWSP Finals Week and will be a reflective essay in which you will examine your work during the semester.

Brief assignments:

These assignments will be given out throughout the semester.

Reading assignments:

You will be assigned readings that are to be completed before class.

Attendance and participation:

Much of your learning will take place in our class, so you should attend on a regular basis. What, exactly, does this mean in the age of COVID-19? For this class, “attendance” means being in the classroom **when it is possible for you to do so**.

Two and a half years into a pandemic, these continue to be unprecedented times. We're trying to hold a "normal" class while our lives have changed in many ways.

I will take attendance with a sign-in sheet after the first week. Two important rules:

- 1. PLEASE FOLLOW ALL UNIVERSITY GUIDELINES WITH REGARD TO COVID-19.**
- 2. PLEASE DO NOT COME TO CLASS IF YOU ARE ILL.**

Aside from illness or other significant event (family emergency, etc.), you will have **2 freebie absences**. You can take them without notifying me. If you miss more than 2 classes (again, aside from significant life events such as illness/family emergency), each missed class lowers your attendance grade (e.g. 3 missed classes = A-; 4 = B+; 5 = B; etc.).

Note: At times we will cancel regular classes so we can hold conferences or workshops. If you cannot attend a conference/workshop, please contact me to reschedule.

Grading:

Writing projects:	
Memoir	25%
Profile	25%
Evaluation	25%
Final exam	5%
Brief assignments	10%
<u>Attendance/participation</u>	<u>10%</u>
 TOTAL	 100%

Grading scale:

93-100% = A	87-89% = B+	77-79% = C+	67-69% = D+	0-59% = F
90-92% = A-	83-86% = B	73-76% = C	60-66% = D	
	80-82% = B-	70-72% = C-		

UNIVERSITY POLICIES:

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.

Commitment 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.

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 ENGL 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.

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.

EMERGENCY MANAGEMENT:

In the event of a medical emergency call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See www.uwsp.edu/emergency/Pages/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 200 yards away from building. Notify instructor or emergency response personnel of any missing individuals.

Active Shooter – RUN. 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/emergency/Pages/emergency-procedures for details on all emergency response at UW-Stevens Point.

DAILY SCHEDULE (Note: subject to change):

<u>Date</u>	<u>Prepare before class</u>	<u>In-class activities</u>
Week 1		
T/W/R 9/6,7,8		Introduction to class and syllabus Self-analysis
Week 2		
M/T 9/12,13	Read Intro., pp 1-9 Read Ch. 1, pp 11-28	Discussion of intro; writing self-analysis Critical reading
W/R 9/14,15	Read Ch. 2, pp 29-48	Invention; introduction to <i>WP1: Memoir</i> ; idea generation
Week 3		
M/T 9/19,20	Read Ch. 3, pp 49-62 *Topic proposals due F 9/23	Organization
W/R 9/21,22		**NO CLASSES 9/21, 22**
Week 4		
M/T 9/26,27	Read Ch. 6, pp 97-126 (including pieces by Díaz, Smith-Yackel)	Narration and the memoir
W/R 9/28,29	Read Ch. 4, pp 65-80 *Submit first draft of WP1 (paper copy) W/R	Drafting, MLA style; preparation for conferences
Week 5		
M/T 10/3,4	No regular class this week	Conferences
W/R 10/5,6		Conferences
Week 6		
M/T 10/10,11	Read Ch. 7, pp 149-166	Introduction to <i>WP2: Profile</i> Discussion of description/profile genre
W/R 10/12,13	Ch. 7 texts to be assigned *Final draft of WP1 due F 10/14	More Ch. 7; idea generation
Week 7		
M/T 10/17,18	*Topic proposals due M/T	Techniques of observation and description
W/R 10/19,20		Field trip assignment on description
Week 8		
M/T 10/24,25		Complete description assignment
W/R 10/26,27	Read Ch. 5, pp 81-96	Editing and proofreading
Week 9		
M/T 10/31,11/1		Editing and proofreading, cont./drafting
W/R 11/2,3	*Submit first draft of WP2 (paper copies) W/R	Preparation for peer workshops

<u>Date</u>	<u>Prepare before class</u>	<u>In-class activities</u>
Week 10		
M/T 11/7,8 W/R 11/9,10	No regular class this week	Peer response workshops Peer response workshops
Week 11		
M/T 11/14,15 W/R 11/16,17	Read Ch. 8, pp 201-255 *Final draft of WP2 due F 11/18	Introduction to <i>WP3: Evaluation</i> ; discussion of exemplification; idea generation
Week 12		
M/T 11/21,22 W/R 11/23,24	*Topic proposals due M/T	Discussion of selected texts **NO CLASSES 11/23, 24**
Week 13		
M/T 11/28,29 W/R 11/30, 12/1		Focused discussion on evaluation criteria Small-group work on criteria, structure
Week 14		
M/T 12/5,6 W/R 12/7,8	*First draft of WP3 due M/T	Peer response workshops in class Peer response workshops in class
Week 15		
M/T 12/12,13 W/R 12/14,15		In-class drafting Wrap-up of semester *Final draft of WP3 due F 12/16
Finals week		
M 12/19, 2:30 p.m. (Sec. 12)		
T 12/20, 12:15 p.m. (Sec. 19)		
W 12/21, 7:00 p.m. (Sec. 14)		