

Engl 101-31
Academic Reading and Writing
(GEP: WC)

(This syllabus is subject to change.)

Instructor: Tomoko Kuribayashi, Ph.D.

Class Location: Online (Canvas)

Class Time: Asynchronous

Office Location: Online (Canvas)

Office Hours: Mondays 630-700 pm (Central Time) and by appointment

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Course Description

You have no doubt been writing for many years. What has been your experience as a writer? How do you feel about writing in general? Do you look forward to writing tasks or do you dread them? What do you like to write or write about the most, and the least? Do you think you write well? What is good writing, anyway? With those questions in mind, this English course, which is the first of a sequence of two three-credit writing courses (the second one will be Engl 202), will share with you a variety of reading and writing skills that will help you with college-level writing assignments.

This course will ask you to produce three essays, each preceded by readings and group discussions that relate to the type of writing you are being asked to create. The first essay will be “description,” the second will be “process,” and the third will be “cause and effect.”

Throughout the semester you will be part of various small groups, who will discuss assigned readings, collaborate on exercises and brainstorm for essay topics. When your essay draft is due, you will share it with two to four other students, who will share their drafts with you in return, and exchange peer reviews with them. A formal part of your final grade, about 6 % (or 60 points out of 1000), will be based on your participation in the feedback process.

Intended Objectives

By the end of the semester, you will have developed the ability to read carefully, explore ideas thoroughly, and articulate your thoughts clearly, both orally and in writing. You will be able to distinguish among different types of writing as well as able to create different types of writing,

using clear and expressive language. You will have studied various techniques used by experienced or professional writers, and be able to use some of them in your own writing. You will have learned how to critique other students' drafts in order to help them improve their essays while they do the same for you. You will be able to look at your own writing critically and come up with strategies to make your writing better. Most importantly, you will feel more comfortable and confident, as well as competent, as a writer with a bright future.

GEP Learning Outcomes (Written Communication)

Upon completing this requirement, students will be able to

1. Compose an articulate, grammatically correct, and organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience; and
2. Critique their own and others' writing to provide effective and useful feedback to improve their communication.

Textbooks

Laurie G. Kirszner and Stephen R. Mandell. *Patterns for College Writing* Fifteenth Edition. Bedford/St. Martin's. (Text Rental)

Diana Hacker. *Rules for Writers*. Tenth Edition. Bedford/St. Martin's. (Purchase)* .

*This is the newest edition available. I am not requiring that you purchase this handbook for our course, but you may need it for Engl 202 later. You can certainly look for a less expensive used copy, but you would want to purchase the eighth edition or newer, which complies with the updated (2016) MLA format. This handbook or another good handbook will come in handy when you have questions related to grammar or general writing practices.

Assignments and Final Grade Break-Down

- | | |
|---------------------------------------|------------------------|
| 1. First Essay (600-900 words) Unit | 280 out of 1000 points |
| 2. Second Essay (750-1050 words) Unit | 340 points |
| 3. Third Essay (900-1200 words) Unit | 380 points |

A: 950-1000 points

A-: 900-949 points

B+: 850-899 points

B: 800-849 points

B-: 750-799 points

C+: 700-749 points

C: 650-699 points

C-: 600-649 points

D+: 550-599 points

D: 500-549 points

D-: 450-499 points

F: 0-449 points

Responsibilities and Assessment Info

Timely and active participation is crucial to your success in this online course. You will be asked to participate in online (on Canvas) group discussions based on readings from the rental textbook. You will also be asked to share your plans for your essays on Canvas. There will be frequent deadlines for your participation in such online activities, and because of the way that group discussions and other activities on Canvas are organized, submitting late work will not be possible in most cases. These online activities/assignments carry points, so missing them can affect your final grade, and more importantly, not participating in them can have negative impact on the quality of your own essays since you will have missed out on chances to examine writing techniques/strategies and test out your ideas for the upcoming essay assignment. At this point, four to six group discussions are envisioned for each of the three essay cycles.

You will be occasionally asked to submit a short piece of writing on Canvas. Such writing may be on an assigned reading or on your essay plans. Like online group discussions, these writing assignments carry points, so you will want to submit them on time.

You will be asked to submit the draft and revision of each essay assignment on Canvas. The draft will not carry any points, but you need to submit the draft on time to be able to participate in peer review activities, which carry official points.

At this point, **peer reviews of drafts are planned for each essay assignment.** When reviewing your group members' drafts, critique both the writing and content of the essay, and give concrete suggestions. There may also be feedback sheets specifically designed for each essay assignment, which you will be asked to fill in and give to the author.

Essay drafts and revisions must be typed (word-processed), double-spaced with one-inch margins. Each page should have about 300 words. Page numbers should appear at the upper right corner, typically preceded by the author's last name. Proofread carefully to avoid spelling and typographical errors. No handwritten papers (either drafts or revisions) will be accepted.

In general, **submitting late work is not acceptable** and in many cases not even possible. If you anticipate difficulty with any of the deadlines, please notify the instructor. Where justifiable reasons exist, the instructor can try to help you make up at least some of the missed work.

Since timely participation in online discussions and on-time online submissions of writing are crucial, **the instructor will make every effort to give ample notice about assignment deadlines**, most commonly by making available Canvas instructions for the upcoming week's assignments by Friday of the preceding week. Many of the deadlines will fall on Tuesdays and

Thursdays, but there will be other due dates, which will be announced in advance to facilitate your study schedule.

You are much encouraged to seek feedback from one of the campus tutors. You can have a tutor review your essay draft before you share it with your group members or after the group conference takes place. If you go to a tutor after the peer-review process, you should improve your essay based on the peer reviews before going to the tutor. The best time to go to a tutor is before you exchange drafts with your group or between the peer reviews and the submission of the revision for grading. Going to a tutor after an essay has been graded is not likely to be as effective because the instructor will have given you a fair amount of written feedback on the graded essay. UWSP's tutoring-learning center is currently located in CCC 234. Check for more information at <https://www3.uwsp.edu/tlc/Pages/default.aspx>

All major written assignments should be revised at least once (to be called First Revisions). If an essay/paper remains at the draft stage, there will be no letter grade assigned to the essay/paper.

You may have an opportunity to revise one of the essays one more time (to be called Optional Second Revision) to improve the grade on that assignment. Certain conditions may have to be met before you can revise an already graded essay for a better grade. For example, you may be asked to seek tutor help with the essay in question or with another essay. Or you may be given the option to revise an essay without seeking tutor help if the first revision has received a B+ or better grade. On occasion, it is possible that you may be asked to submit revision plans instead of or in addition to seeking tutor help.

At this point I intend for **the revision (first revision) of the third essay (“cause and effect”) to serve as the final exam.** You will be asked to submit the revision on the official exam date, Monday, December 19.

I may wish to use any of your essays as sample essays in my future courses, using the files uploaded to Canvas. They will be used without your name on them, but if you would rather not have them employed that way, please let me know before the next semester begins.

All lecture materials and recordings for this course are protected intellectual property. Students may access the materials and recordings only for their personal use related to their participation in this course. Copying or sharing the lecture materials and recordings outside of class, including posting them on internet sites and selling them to commercial entities would constitute illegal copyright infringement and a violation of the university's policies.

For information on more general, campus-wide regulations, **please go to the UWSP Student Conduct Process page** at <https://www3.uwsp.edu/dos/Pages/Student-Conduct.aspx>. Information especially relevant to this course is presented in Chapter 14, on Academic Misconduct.

Tentative Schedule

9/6	T	Introduction/ Syllabus Review/Self-Review on Canvas (extra credit)
9/8	R	Discussion of Chapter on Description in Rental (10 points)
9/13	T	Discussion of First Reading (10 points)
9/15	R	Discussion of Second Reading (10 points)
9/20	T	Discussion of Third Reading (10 points)
9/22	R	Discussion of Sample Student Essays (10 points)
9/27	T	Submission (Possible Discussion) of First Essay Plans (10 points)
9/29	R	First Essay Draft Due & Explanation of Feedback Process and Other Relevant Issues
10/4	T	Group Conference on First Essay Drafts (20 points for peer reviews)
10/6	R	TBA
10/11	T	Revision of First Essay Due (200 points) & Explanation of the Second Essay Assignment
10/13	R	Discussion of First Reading (10 points)
10/18	T	Discussion of Second Reading (10 points)
10/20	R	Discussion of Third Reading (10 points)
10/25	T	Discussion of Sample Student Essays (10 points)

- 10/27 R Submission (Possible Discussion) of Second Essay Plans (10 points)
- 11/1 T Second Essay Draft Due
- 11/3 R Group Conference on Second Essay Drafts (20 points for peer reviews)
- 11/8 T TBA
- 11/10 R Second Essay Revision Due (270 points) & Discussion of the Third Essay Assignment
- 11/15 T Discussion of First Reading (10 points)
- 11/17 R Discussion of Second Reading (10 points)
- 11/22 T Discussion of Third Reading (10 points)
- << Thanksgiving Break >>
- 11/29 T Discussion of Sample Student Essays (10 points)
- 12/1 R Submission (Possible Discussion) of Third Essay Plans (10 points)
- 12/6 T TBA
- 12/8 R Third Essay Draft Due
- 12/13 T Group Conference on Third Essay Drafts (20 points for peer reviews)
- 12/15 R TBA
- 12/19 M Third Essay Revision (310 points) Due at 10 am.**