**UW - Stevens Point at Wausau**

**English 102: Critical Writing, Reading, and Research**

Fall 2018

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| credits: 3 | instructor: Professor Jill Stukenberg  Associate Professor in English |
| section: G004, PRISM 2218  meets: room 300 (north hall computer lab) T/Th 10:35 – 11:50 | email: [**jill.stukenberg@uwc.edu**](mailto:jill.stukenberg@uwc.edu) **or jill.stukenberg@uwsp.edu**  \*this is the best way to contact me. |
| final exam (portfolios due to dropbox): Tuesday, December 18, 12:30 p.m. (just after noon) | office: #305 hours: MWF 10:00 – 10:50 held in computer lab 146. Tuesdays, 1-2 in 305.  Appointments available at other times, and via Skype or phone. |
| prerequisite: English 101 with a C or better, or placement. *Please note that a C- is not a passing grade in 101 or 102.* | office phone: (715) 261-6277  Office voice mail checked Monday – Friday. |

**Why take this course? Here’s what some past students say:**

“102 has taught me more than just paraphrasing and other writing skills. It has taught me what it truly means to be a curious person.”—past Eng 102 student

“Another skill I learned was how to develop my opinion over the course of my research. I think that this is the most valuable skill I learned this semester because I can apply it to many aspects of my life. It will allow me to develop knowledgeable viewpoints.” –past Eng 102 student

**learning outcomes:**

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| After taking 102, students should demonstrate progress in these areas:  1**. Rhetorical knowledge:**  Read and understand the rhetorical features of a variety of scholarly (research-based) texts and write a variety of research-based texts that adapt content, form, and style with attention to audience and purpose.  2**. Critical Thinking, Reading, and Writing:** Identify and analyze perspectives in arguments and write cohesive academic essays supported by appropriate scholarly research.  3. **Processes:** Use multi-stage and recursive writing processes to produce academic writing; give and use writing feedback, and use discipline-specific language to assess the writer’s own writing and processes.  4. **Composing in Electronic Environments:** Understand and choose appropriate reading, writing, and research tools to meet the demands of writing tasks, including composing and researching in electronic environments. Use and adapt to new technologies for writing and research processes  5. **Knowledge of Conventions:** Demonstrate an understanding of the conventions of standard written English including documenting source material ethically in a recognized documentation system  **In addition, this course helps students advance toward general education Written Communication outcomes at UW-Stevens Point:**  · 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. |

**books, materials, requirements:**

* paper and/or printing costs for printing some course materials such as research from electronic sources and drafts of your work for peer review
* storage media for saving your work such as a jump or flash drive. **Save all versions of all drafts, and keep all graded work returned to you; a portfolio will be due at the end of the course.** Back up files with a second drive, rewritable CDs, or email work to yourself, or store online in a (free!) Google docs account.
* Email account. Check your college email.
* This course will use a D2L site for materials, essay submissions, and grades. Documents uploaded need to be in Word, or be saved as rft attachments.
* Students in this course will also be assigned to keep an online blog using Wordpress. The instructor and other students will need to have access to read and comment on this blog, though it is up to individual students if they wish to make their blogs otherwise open to the public and/or identify themselves beyond their first names.
* Recommended: a style guide for MLA citation, or students may use the free Purdue OWL (Online Writing Lab) for up-to-date MLA citation guidelines. <https://owl.english.purdue.edu/owl/section/2/11/>

“[The blogs] kind of served the same purpose as pre-writing… It was helpful writing out my thoughts somewhere. It was also really interesting to see all my other class mates’ ideas. Seeing their feedback was helpful. It’s cool to look back at my first blogs and seeing the beginning of this long journey, and it’s cool to see that I got here. I made it. The first idea became a final portfolio.”—past 102 student.

**major assignments:**

Blog (ongoing entries and comments throughout the semester)

Essay 1: Rhetorical Analysis of Anchor Sources and Research Proposal

Essay 2: Rhetorical Analysis of Scholarly Sources

Midterm Portfolio: Cover Letter and Revised Final Drafts of Essays 1 and 2 **(30% final grade)**

Essay 3: The Three Views Essay and Annotated Bibliography of 15 Sources **(15% final grade)**

Essay 4: The Major Research Paper

Final Portfolio: Cover Letter, 3 Best Blog Posts, and Revised Final Draft of Essay 4. **(35% final course grade)**

The remaining **20% of your final course grade is based on daily activities assigned for preparation for class and practice with skills and in-class participation.** Points will be assigned through D2L for each peer review, including for posting your drafts on time and giving high quality feedback (6-10 points possible for each). Other exploratory writing, preparation, and participation, including blog writing, will be checked on occasion and tracked in instructor’s gradebook with a score reported at midterm and at the end of the semester (30 pts each time). 28 -30 pts = perfect attendance, outstanding participation in class, above and beyond effort and creativity in blog writing and responses to others, all assignments meetings goals; 27 pts = perfect or very good attendance and regular participation in class and all activities prepared with blog writing showing full effort, and meeting goals. 26 pts = solid attendance (no more than 3 absences for the half) and nearly all assignments including blogs completed and meeting goals. (Maybe 1-2 were a little late or a bit short.) 24 pts = solid attendance (no more than three absences for the half) and assignments attempted, if not always meeting goals or complete. 22 pts = 4-5 absences for the half with work attempted. 20 pts = 4-5 absences for the half and missed assignments, or very incomplete assignments not meeting goals. 14 -18 pts. = 4-5 absences for the half and many missing assignments. 0 – 12 pts = as appropriate.

**general expectations:**

* Attendance at every class period is expected. (See grading for participation above.) If you have a necessary anticipated absence or unexpected illness, talk to the instructor to make arrangements for work (if possible), which may require make up for points missed—like attending a writing center session for a missed peer review in the case of illness.
* For almost every class, *something* is due. Assignments take the form of Writer’s Notebook entries (for visual check), blog posts and comments, online peer review comments, and occasional presentations. Check the daily schedule to be prepared for every class—and even to work ahead during weeks when you have other responsibilities too.
* Rough drafts of all papers will be due for small group peer review, with required comments for others. In some cases, peer review takes place online. Word or rtf files will be required. **Submission of drafts to group members is one case in which extensions cannot be easily arranged. In case of emergency, contact (email) your group members and the instructor right away. (See D2L for classmates’ email contacts.)** Participation points may be affected, with make-up with writing center possible in cases of illness or emergency, when arranged with instructor and not habitual.

“I feel that I will be able to take the revising skills acquired from this class with me later on in schooling and then into my career”—past 102 student

* One-on-one conferences with the instructor will be required a few times, sometimes with peer review points for preparation ahead of time. Class will occasionally be cancelled to accommodate these. Then, attendance at the conference is required.
* Essays and Final Portfolio will be submitted through D2L dropbox folders. Follow directions for submitting portfolios to avoid any grade deductions including file type and highlighting changes made on final drafts.
* **Extra credit/make-up credit:** Extra writing center appointments can sometimes be used for make-up of a missed peer review, and up to two times during the semester for extra credit (4 points each time) toward participation grade. Talk with the instructor. An email with a paragraph reflection on the appointment is required.

**a bit of instructor philosophy:**

Students start courses with different writing experiences and abilities, but everyone can improve. I mean that optimistically, as well as in challenge.

**extra help:** students are encouraged to visit the Writing Center (in the library) for free one-on-one help with their essays. Additionally, students are encouraged to take English 099, or, if they are eligible, join TRIO.

**grading and assessment of essays:**

Guidelines listing assignment criteria will be distributed with essays.

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| A          93-100  A-        90-92 | **A work** exceeds assignment criteria and shows very strong command of writing principles of focus, development, organization, and strong critical thinking. Showing an element of going “above and beyond, it reflects deep engagement with subject and essay form, demonstrating insight, wit, originality, outstanding source use. Writer’s work through the writing process is evident; final draft is written with style, and cited and edited to near-perfection. |
| B+       87-89  B          83-86  B-        80-82 | **B work** meets assignment criteria while showing command of underlying concepts and mastery of skills. It is focused, organized, and well developed and shows critical thinking. There may be originality, strong source use and attribution, editing polish and grace of expression—but there is probably not *all* of these things at once. |
| C+       77-79  C         73-76 | **C work** meets all (or all of the major) assignment criteria and is for the most part focused and organized. It may lack some depth or vigor in critical thinking, development, originality, or grace in expression. Sources are credited, but perhaps with some technical problems. Some grammatical or sentence errors present. |
| C- 70- 72  D+       67-69  D         63-66  D-        60-62 | **C- and D work** does not meet expectations at this level, and both are non-passing grades for Eng 102.This work may lack focus, development, or organization, or fail to demonstrate understanding of the assignment or readings and arguments related to assignment. There may be overriding issues with documentation, grammar, style, or voice. |
| F          59 and below | **F work** does not meet expectations at this level in multiple areas. It often shows very little attention to the assignment description, and very little attention to the writing process. Assignments not submitted at all earn 0’s. Works found to be plagiarized earn 0’s. |

**policies:**

* **Extensions:** You may ask for an extension on an essay submission as late as 24 hours in advance, and they usually give you two days’ extra time, without penalty. Extensions are not usually possible for submitting drafts for peer review late. If you must ask for a small leeway for a draft submission, email your group members as well as the instructor since it is their permission you need. No extensions for the final portfolio.
* **Revisions:** You’ll have opportunity to revise papers between peer review and due date, and most again before inclusion in portfolios. Instructor conferences will give you additional feedback on your work. Revision is expected and is part of course grading.
* **Late Work:** Late daily work is not accepted for full credit unless pre-arranged or in some emergencies, including illness. Contact instructor for consideration as soon as possible. Essays that are submitted late will receive comments late which may affect portfolio grades. Late Midterm Portfolios or late Essay 3s will receive a 20% deduction. No late final portfolios can be accepted.
* **Absences:** College policy and state law only excuse absences for participation in required college activity, for pregnancy or childbirth, or in religious exemption. Absence due to illness or emergency still counts as “unexcused.” Email me or contact me as soon as possible so I can help you catch up.
* **Plagiarism (turning in writing that is not yours as if it is yours) will result in a 0 grade, and possibly course failure and referral for campus disciplinary action.**

When it comes to writing with sources, you are responsible for giving credit to other writers for their words, by quoting, and for their ideas, by naming authors. We’ll study the MLA method for doing this and you will be responsible for a good faith effort to credit your sources. Photocopies of sources may be requested at any time. A good faith but faulted effort to credit sources may result in a required revision; but, be careful to note that *very* faulted efforts simply add up to plagiarism, and a 0 grade.

Students must create new work for all classes. It is considered academic dishonesty to re-submit work written for a previous class (even a previous English 102) or to submit a paper to two courses simultaneously without discussing this with the instructors first.

* **Please silence and put away phones.** Discuss legitimate needs with the instructor.
* **Save and back-up your work**. You are responsible for assignments and deadlines, even in the harsh and horrifying circumstance of computer error.

**assessment:** “For the fall semester of the 2018-19 academic year, UW Colleges classes that fulfill outcomes at the Foundation Level of the UWSP [General Education Program](https://www3.uwsp.edu/gep/Pages/default.aspx) (GEP) will be assessed utilizing the GEP assessment portfolio process.  The GEP Foundation Level includes courses that fulfill the Oral Communication (OC), Written Communication (WM), Quantitative Literacy (QL), and Wellness (WLN) [category learning outcomes](https://www3.uwsp.edu/gep/Documents/GEPCategoryLearningOutcomes.pdf).  Courses that do not fulfil the Foundation Level category outcomes will be included in future assessments for the A.A.S. degree program, and the specific schedule for assessment of these courses will be determined during the 2018-19 academic year.”

**ADA:** Students desirous of specific accommodation as may fall under the Americans with Disabilities Act are encouraged to contact advisor [Amy.Seering@uwc.edu](mailto:Amy.Seering@uwc.edu) (715) 261-6237.

**preferred names:** Class rosters normally show the name that appears in PRISM for each student. **Please let me know if you would like to use a name that is different from the one listed in PRISM.** Also, feel free to let me know your specific gender pronouns.

**Confidentiality, reporting, counseling resources:** I take my responsibility to protect your privacy seriously. At the same time, please know that if I learn of anything through a student or from student writing that makes me fear someone is in harm’s way, I may report it. I am required to report sexual violence or discrimination, and students may do so too using the following: [https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx) . If you would like to speak with someone who is not required to report sexual violence or discrimination, the campus counseling resources are a confidential resource for you. Ask in the Solution Center, or ask me to put you in touch with campus counseling resources. You are not alone. Please reach out.

**tentative course schedule:** I’ve detailed readings and assignments for the first weeks, with updates to be distributed as we progress.

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|  | **Tuesday** | **Thursday** |
| Sep. 4-6 | Introduction to course and the Scientific Method. Syllabus distributed. Get your blog set up with blog post #1: Introduce yourself and list some areas of inquiry that interest you. Where on the Internet do you like to go to read, write, watch, surf? Share some links. Send your blog link to Jill’s email. | **Have Read:** 2 student sample final research papers and 1 student’s reflection letter (see D2L). **Due before class time:** blog post #2: What did you see in the student sample papers that matches reading and writing skills you bring with you to this course? What did you see that represents new skills, or what you’d like to learn more? **In-Class:** Commenting on blogs, intro to upcoming reading and overview of 2 col. notes. We’ll read “The Rise of Citizen Journalism” in class (D2L link.) |
| Sep. 11 -13 | **Have Read:** “Citizen Journalism is a Catastrophe” (See D2L link). **Due:** 2 col. notes on article, with your reactions, etc, in right hand column. (Just bring in a notebook.) **In-Class:** Discussion of the article, and using 2 col. notes to write a “souped up” summary, leading to analysis with 5 W’s. Intro Essay 1. | **Have Read:** “Facebook Fueled…” (see D2L link). **Due:** blog post #3: souped up summary (about a paragraph) of full article, leading to (second paragraph) your analysis of the article. What are its strengths and weaknesses as an article? Consider 5 Ws.  **In-class:** Review of and commenting on summaries and analysis, and continued discussion of rhetorical analysis. Conference sign up. |
| Sep. 18 - 20 | **Have Found and Read/Viewed:** an overview article from Opposing Viewpoints database or a TED talk that relates to a topic new to you, and that interests you. (See D2L for links to TED talks.) **Due by class time:** blog #4: one paragraph “souped up” summary leading to some analysis of rhetorical features of the article/TED talk you viewed. (As we practiced last class; include link.) What’s its potential as your topic for this class? (Refer to Essay 1 criteria for a good topic.) **In-Class:** Overview of library databases and finding anchor sources.  Conferences start. (We’ll talk about your blog 4, and topic ideas in general.) | **Due:** blog #5: permalink to an article in the library Ebscohost databases you are considering for an anchor source. Summarize it briefly, reflect on key words you used to find it, possible features to analyze, and how it fits criteria for a good anchor source (See Essay 1 criteria).  **In-Class:** all class and partner practice analyzing rhetorical features of anchor articles. Overview of analytic research questions.  Conferences continue. |
|  | **Tuesday** | **Thursday** |
| Sep. 25 - 27 | **Have Read:** student sample Rhetorical Analysis Essays (see D2L). **Due:** two rough draft statements of your analytic research question, just bring in notebook (See Essay 1 directions.) **In-Class:** review of research questions, and review of paraphrasing and quoting and citaiton. | **In-Class**: all class review of volunteered Essay 1 draft. Review of citation and Works Cited. **Due by noon Friday:** your Essay 1 rough draft posted to D2L discussion group, as assigned (2 pts) |
| Oct. 2 - 4 | **Due by start of class:** Comments to two peers’ essays due, answering peer review questions, on D2L before class (2 pts each; quality counts). **In-Class:** revising Essay 1 (groups volunteer best practices). Intro to Essay 2, and how to read scholarly articles; articles distributed to groups. | **Have Read:** your group’s scholarly article. **Due:** brief summary in your words, in a notebook is fine. (What did the researchers want to know? What did they find out? How?) **In-Class:** Intro to CARS method to read introductions; groups prepare presentations of articles and present. **Due:** **revised Essay 1 submitted to D2L folder by 11:59 pm.**  Include author’s note after Works Cited page at end: What revisions did you make based on peer feedback? What suggestions would you like from the instructor? |

An updated schedule will be distributed for the next weeks. Here’s a preview of some weekly activities and major due dates. (Subject to change.)

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| Oct. 9 - 11 | Reading, analyzing, and finding scholarly sources. |
| Oct. 16 - 18 | Peer reviewing Essay 2 and conferences. **Midterm Portfolios due Sunday, Oct. 21, 11:59 pm.** |
| Oct. 23 - 25 | Evaluating websites and intro to annotated bibliography. |
| Oct. 30 – Nov. 1 | American values reading and forming 3 views. |
| Nov. 6 - 8 | Conferences on ongoing research, and review of annotated bibliographies. |
| Nov. 13 - 15 | Peer Review of Essay 3, and **Essay 3 and annotated bibliographies due.** Intro to the Toulmin model and freewriting toward Essay 4. |
| Nov. 20 | Organizing arguments for Essay 4. **No class Thursday. Happy Thanksgiving!** |
| Nov. 27 - 29 | Writing introductions, drafting Essay 4 and structural revision. |
| Dec. 4 - 6 | Peer review with revised Essay 4, and optional conferences with instructor. |
| Dec. 11 - 13  End of 4th quarter | Final Reflective Essay and proofing Essay 4. |

**Final Portfolios due by Tuesday, December 18, 12:30 p.m. (just after noon)**