

ENGLISH 150 – Advanced Freshman English

Fall 2020

Professor:	Lauren Gantz
Google Voice:	(715)544-8999
Email:	lgantz@uwsp.edu
Office:	CCC 428
Zoom Office Hours:	M 10AM-12PM, T 12PM-2PM, by appointment
Optional Synchronous Sessions:	TH 11:00-12:15PM

COURSE DESCRIPTION

English 150 is part of the Foundation Level of the General Education Program at UWSP, providing a foundation for all the reading and writing students will do in college—and beyond. Because it is impossible to prepare specifically for every kind of task that may lie in a person's future, our emphasis is on expanding your “toolkit” of skills and strategies that can be used in a variety of situations. This course will give you a better sense of what may be expected of you in college writing assignments and help you develop the flexibility and confidence to adapt to the varied writing tasks you will undertake in the future.

English 150 develops students' ability to read and think carefully, critically, and clearly. This course focuses on writing that communicates ideas/information, writing that persuades, and using sources properly. By the time you finish the course you should be able to:

- Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience.
- Compose an articulate, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information that are suitable to the topic, purpose, genre, and audience.
- Critique your own and others' writing to provide effective and useful feedback to improve communication skills.

Beyond these goals, I will also encourage you to grow in other ways. In particular, I will ask you to understand writing as a collaborative and ongoing process—one that involves multiple phases of brainstorming, feedback, and revision—rather than an isolated and finite task. I will also ask you to become aware of your own habits of thinking and writing, and to develop your own set of best practices for writing. This kind of self-knowledge will be important not only to your success in this class, but to your success in college and beyond.

TEXTS

You are not required to purchase from the University Store. Used copies, photocopies, digital copies, and library copies are perfectly acceptable, provided that you read the same assigned sections of text as everyone else. If purchasing our required books will cause you insurmountable financial difficulty, please reach out to me so that I can get you access to our readings.

Rental: Laurie G. Kirszner and Stephen R. Mandell. *Practical Argument: A Text and Anthology* (3rd edition for UWSP).

Purchase:

Diana Hacker and Nancy Sommers. *Rules for Writers* (9th edition).

Virginia Eubanks. *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*.

COURSE STRUCTURE AND TECHNOLOGY

This class will be delivered entirely online through the course management system Canvas and the videoconferencing platform Zoom. If you have not activated your UWSP e-mail account, please visit the [Manage Your Account](#) page to do so. You will use your UWSP account to login to the course from the [Canvas Login Page](#), and you will use it to activate your [UWSP Zoom account](#).

If you would like, you can get training on Canvas through the [Self-enrolling/paced Canvas training course](#). Zoom also offers [live trainings](#) every day, as well as [video tutorials](#).

View this website to see [minimum recommended computer and internet configurations for Canvas](#). View this website to see [minimum recommended computer and internet configurations for Zoom](#).

You will also need access to the following tools to participate in this course. If you do not have access to these items, please let me know ASAP.

- Webcam (optional)
- Microphone for Zoom meetings
- Laptop or desktop computer (some Canvas features aren't accessible on tablets or mobile devices)
- A stable internet connection (don't rely on cellular)
- A scanner, smartphone, or digital camera for digitizing/photographing
- handwritten documents for upload to Canvas

TECH SUPPORT

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
- IT Service Desk Phone: 715-346-4357 (HELP)
- IT Service Desk Email: techhelp@uwsp.edu

Canvas Support


Click on the  button in the global (left) navigation menu and note the options that appear:

Table 1: Canvas Support Options

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides .

All options are available 24/7; however, if you opt for “ask your instructor a question,” I may not be available immediately.

Zoom Support

Zoom operates a [24/7 Support Center](#) with video tutorials and a virtual assistant.

EMAIL AND INSTRUCTOR RESPONSE TIMES

Your UWSP email account is the university's standard method of communication with you, and you should check it daily. I will use email to communicate with you at least twice a week about course materials, assignments, and upcoming deadlines.

If you want to reach me, it is best to do so by email, as I do not always see Canvas messages in a timely fashion. **Be advised that I only read and respond to email messages between 7AM-7PM Monday through Friday.** Please contact me during those hours, unless it's an emergency.

I will respond to student emails within 24 hours of receiving them, except on weekends. If you haven't heard from me within that time frame, please re-send your message.

If you have a question about the course that isn't confidential or personal in nature, please post it in the Course Q & A Discussion forum. I will post answers there so that all students can view them. Students are encouraged to respond to each other's questions, too.

STUDENT EXPECTATIONS AND NETIQUETTE

In this course you will be expected to complete the following types of tasks.

- communicate via email
- complete internet and library database searches
- download course materials from the LMS
- read documents online
- view online videos
- participate in online discussions
- complete peer reviews in Canvas
- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions (optional)

You will also be expected to abide by basic netiquette. Netiquette is a set of rules for behaving properly online. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or ☹ can be helpful to convey your tone but do not overdo or overuse them.

- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Share tips with other students.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.
- Use proper salutations and sign-offs in email messages.
- If using virtual backgrounds in Zoom, make sure they’re appropriate.
- If not using virtual backgrounds in Zoom, make sure that there is nothing in your environment that is inappropriate or would make others uncomfortable.
- Dress appropriately if you plan to be on camera during a Zoom meeting (in other words, please wear clothing that would be okay for going out in public).
- Mute your microphone when you are not speaking in Zoom.
- If you live with others, be respectful of their privacy and consider disabling your camera if they are home during a Zoom session.

COURSE POLICIES

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu.

STATEMENT ON ACADEMIC HONESTY

Some of the assignments in this class will require the use of sources. When you use sources, you must cite them. MLA citation style is preferable but use any format with which you are familiar. The use of an unacknowledged source will result, *at minimum*, in your being required to redo the assignment for reduced credit. Depending on the nature and extent of the misuse, such behavior may result in a zero for the assignment or an F for the course. If you are unsure how to cite a source properly, please ask me. Other forms of academic dishonesty, such as purchasing work, copying the work of classmates, etc., will also result in a major course penalty, including possible failure of the course. A report may also be submitted to the Dean of Students. For more information about UWSP’s policies regarding academic misconduct, see the

[Academic Integrity Brochure](#).

SAFE SPACE POLICY

We're all required to be respectful of each other's identities and opinions. There will be zero tolerance for slurs, derogatory language, harassment, belittlement of ideas, or belittlement of others' work. If you need clarification, please refer to [UWSP's Community Rights and Responsibilities Handbook](#). As a general rule, use common sense and treat others as you wish to be treated. If you feel unsafe in any class discussion, please speak to me immediately so that we can resolve the problem.

PERSONAL EMERGENCIES

Any student facing challenges that may affect their academic performance is encouraged to contact the [Dean of Students](#) for support. Such challenges may include but are not limited to: mental or physical health crises, family crises, food insecurity, housing insecurity, financial insecurity, incidents of hate/bias, interpersonal violence, or sexual assault/harassment. Furthermore, please notify me if you feel comfortable doing so. That will enable me to provide any resources that I possess, including flexibility on assignment deadlines, taking an incomplete in the course, or withdrawing from the course.

Be advised: **I am a mandatory reporter.** If you disclose to me that you have been a victim of sexual assault/harassment, hate/bias, or any crime, **I am required to inform the university.** Likewise, if you disclose to me that you are experiencing thoughts of self-harm, or have engaged in self-harm, **I must inform the university.** Think carefully about whether or not you would like to make a report before disclosing to me, or to any UWSP employee. If you do not want to report, but still want to let me know that you're dealing with a personal issue, you should speak in generalized terms.

If you've experienced any of the aforementioned issues, please check out the Campus and Community Resources page on Canvas. I've compiled a list of organizations and agencies you can turn to for help—both on-campus and off.

ASSESSMENT

UWSP regularly assesses the General Education Program (including this course) to ensure that we are providing you with the best education we can. As part of this effort, samples of student work may be shared, anonymously, with a small group of faculty members. If you have any questions about the assessment process or concerns about how your work may be used, please come talk with me.

GRADING AND ASSIGNMENTS

Reading: Each week, there will be assigned readings with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, is necessary preparation for you to be able to participate fully in, and benefit from, the class. You should also take some notes on your observations and reactions.

Participation: You should visit our Canvas page regularly (ideally several times a week) and complete all required discussion forum posts. Attendance at our optional synchronous meetings will earn you extra participation credit. See pages 8-9 for criteria.

Informal writing assignments: You will have a number of informal, low-stakes writing assignments throughout the semester. These are designed to help you reflect on readings, explore ideas, generate material for papers, give each other feedback, and reflect on what you have learned. Prompts for these assignments will be posted on Canvas.

Formal assignments: Formal writing assignments will include an annotated bibliography, a rhetorical analysis essay, and a multimodal composition. Details about these assignments, including grading criteria, will be posted on Canvas and discussed in short video lectures. Each assignment will involve several steps, including items like brainstorming, topic proposals, outlines, rough drafts, and final drafts—all of which will be submitted to Canvas. The assignment sheet will list all required documents and how much each item in that unit is worth.

Peer review: All formal assignments must go through the peer review process—I **will not accept projects that haven't been peer reviewed.** Peer reviews will be completed on Canvas. If you do not have a completed draft by the deadline, you will need to contact me about finding a partner. **You will receive a grade for your peer review based on the quality of your feedback.** Minimal comments, unconstructive comments, and harsh comments will not receive full credit. Take your time and offer your classmates thorough, thoughtful advice about how to improve their work.

Revision: You will have the opportunity to revise two of your three formal assignments at the end of the semester. Your original grade and your revision grade will be averaged in order to determine your final score for that project. Details about revision expectations and deadlines will be included on the assignment sheets for each project.

Your grades will be determined using the following rubric:

Annotated Bibliography	20%
Rhetorical Analysis	25%
Multimodal Composition	25%
Research Summaries and informal writing assignments	20%
Participation	10%

There will be no midterm or final exam in this class. I will be using the plus/minus system for final grades. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000 through 83.999.

A = 93-100 A- = 90-92 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 74-76
C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63 F = 0-60

Criteria for Participation

Table 2: Criteria for Participation

	Ideal	Satisfactory	Unsatisfactory
Completion	Submits responses to all required discussion forums, or (rarely) misses one for a compelling reason, which is shared with the instructor promptly.	Posts in required discussion forums consistently (at least 85% of the time). Occasional missing posts are mostly for a valid reason.	Misses more than 15% of the required discussion posts, or less often but without explanation.
Preparation	Always gives evidence of having done the required readings or pre-writing work needed for discussion posts.	Gives evidence of preparation for discussion posts at least 85% of the time.	Gives evidence of waiting until the last minute to post or failing to complete pre-writing work more than 15% of the time.
Quality of Contributions	Makes comments that stand out for the level of careful thought they demonstrate about the material and the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions, are irrelevant, or otherwise tend to derail the conversation.
Class Community	Improves the conversation in a significant way. (E.g. helps draw others out, asks good questions, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, treats other students or their ideas with disrespect.)

Extra Credit Opportunities

Attending optional synchronous Zoom sessions and/or replying to more than one classmate's discussion post will earn you one extra credit point each, applied toward either your informal writing grades or your participation grade. I will also keep an eye out

for relevant events on campus or online that you may attend for additional extra credit points.

SUBMISSION REQUIREMENTS, LATE WORK, FALLING BEHIND:

In order to pass the course, you must complete every assignment. **Late assignments will lose a letter grade for each calendar day they are late.** Extensions are negotiable if, knowing your own academic schedule and obligations, you anticipate needing more time for an assignment. **To request an extension, you must contact me at least two calendar days before the assignment is due.** Together we will arrive on a later due date that must fit into the syllabus (i.e., the new due date must precede any other due dates for the unit). I will hold you to that new due date and deduct points if you miss it. **Do not e-mail me the night before something is due to ask for an extension; I will refuse. Plan ahead.**

You must build in time for possible technological failure ("my computer crashed") or contingency ("I left my flash drive with my paper on it at home"). **Late work is late, regardless of circumstance.**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. Make sure that you are proactive in informing me when difficulties arise during the semester so that I can help you find a solution. That said, it is your responsibility to understand when you need to consider dropping the course or requesting an incomplete.

OTHER USEFUL INFORMATION

The [Tutoring-Learning Center](#), located in the basement of the library (Room 018), can provide help with writing and many other skills you will need to succeed in college. Their regular hours are Monday – Thursday 9:00am – 8:00pm, Friday 9:00AM – 1:00PM. Appointments are recommended but not required. Phone 715-346-3568 or email tlctutor@uwsp.edu.

The TLC now offers an [Online Writing Lab](#) in addition to face-to-face tutoring. I strongly encourage you to use their services.

COURSE SCHEDULE

**Subject to change at instructor's discretion*

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
WEEK 1 Sept. 2 - 5	<ul style="list-style-type: none"> • Read/view all items in the “Start Here” module on Canvas • Read/view all items in the “Learning Outcomes and Student Expectations” module 	<ul style="list-style-type: none"> • Introduce Yourself Post • Pre-Course Survey • Submit any questions you have about the syllabus or course to the General Q & A board
WEEK 2 Sept. 8 - 12	<ul style="list-style-type: none"> • Read Intro and chs. 1-2 of <i>Automating Inequality</i> (content warning for ch. 1 – abuse and sexual assault) • Read the following selections from <i>Practical Argument</i>: <ul style="list-style-type: none"> ○ Pgs. 3-14 ○ Pgs. 24-27 ○ Pgs. 62-63 ○ Pgs. 254-58 • Read the assignment sheet/rubric for the Annotated Bibliography • Watch the following video lectures: <ul style="list-style-type: none"> ○ Introducing <i>Automating Inequality</i> and Active Reading ○ Explanation of Annotated Bibliography Assignment ○ Pre-Writing Strategies 	<ul style="list-style-type: none"> • Discussion board post about <i>Automating Inequality</i> • Pre-Writing for your research topic
WEEK 3 Sept. 14 - 19	<ul style="list-style-type: none"> • Read chs. 3-4 of <i>Automating Inequality</i> • Read pgs. 288-295 of <i>Practical Argument</i> 	<ul style="list-style-type: none"> • Discussion board post about <i>Automating Inequality</i> • Topic proposal for research • Research Log #1

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
	<ul style="list-style-type: none"> • Check the list of acceptable publications for research • Watch the following video lectures: <ul style="list-style-type: none"> ○ Evaluating sources for reliability ○ Distinguishing informal from argumentative sources ○ Library Instruction Video 	
<p>WEEK 4 Sept. 21 - 26</p>	<ul style="list-style-type: none"> • Read ch. 5 of <i>Automating Inequality</i> • Read the following selections from <i>Practical Argument</i>: <ul style="list-style-type: none"> ○ Pgs. 329-44 ○ Pgs. 369-74 • Skim pgs. 345-67 of <i>Practical Argument</i> • Read Research Summary #1 assignment sheet/rubric • Look at example research summaries • Watch the following video lectures: <ul style="list-style-type: none"> ○ Explanation of Research Summary #1 ○ How to Summarize an argument ○ How to Avoid Plagiarism 	<ul style="list-style-type: none"> • Discussion Board post about <i>Automating Inequality</i> • Research Summary #1 • Research Logs #2 and #3

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
	<ul style="list-style-type: none"> ○ Successful vs. Unsuccessful summaries 	
WEEK 5 Sept. 28 - Oct. 3	<ul style="list-style-type: none"> • Read Conclusion and Afterword of <i>Automating Inequality</i> • Read “Annotated Bibliographies” PDF • Look at example Annotated Bibliographies • Watch the following video lectures: <ul style="list-style-type: none"> ○ De-Brief about Research Summary #1 ○ Formatting an Annotated Bibliography ○ Successful vs. Unsuccessful Bibliographies 	<ul style="list-style-type: none"> • Discussion board post about <i>Automating Inequality</i> • Submit Rough Draft of Annotated Bibliography
WEEK 6 Oct. 5 - 10	<ul style="list-style-type: none"> • Watch the following video lectures: <ul style="list-style-type: none"> ○ Peer Review Procedures 	<ul style="list-style-type: none"> • Complete peer review for Annotated bibliography
WEEK 7 Oct. 12 - 17	<ul style="list-style-type: none"> • Read peer and instructor feedback on Annotated Bibliography rough draft • Watch the following video lecture: <ul style="list-style-type: none"> ○ De-Briefing about Annotated Bibliography rough drafts 	<ul style="list-style-type: none"> • Submit revised draft of Annotated Bibliography
WEEK 8 Oct. 19 - 24	<ul style="list-style-type: none"> • Read the following selections from <i>Practical Argument</i>: <ul style="list-style-type: none"> ○ Pgs. 99-107 	<ul style="list-style-type: none"> • Discussion board post about Ethos • Research Log #4

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
	<ul style="list-style-type: none"> ○ Supplement pgs. 14-24 ● Read the assignment sheet/rubric for Rhetorical Analysis Essay ● Watch the following video lectures: <ul style="list-style-type: none"> ○ Explanation of Rhetorical Analysis Essay ○ What is Rhetoric? ○ What is Ethos? 	
WEEK 9 Oct. 26 - 31	<ul style="list-style-type: none"> ● Read the following selections from <i>Practical Argument</i> <ul style="list-style-type: none"> ○ Supplement pgs. 2-13 ○ Pgs. 123-46 ○ Supplement pgs. 25-44 ● Read assignment sheet/rubric for Research Summary #2 ● Look at examples of Research Summary #2 ● Watch the following video lectures: <ul style="list-style-type: none"> ○ What is Pathos? ○ What is Logos? ○ Finding intended audience ○ Explanation of Research Summary #2 	<ul style="list-style-type: none"> ● Discussion board post on pathos and logos ● Research Summary #2
WEEK 10 Nov. 2 - 7	<ul style="list-style-type: none"> ● Look at example Rhetorical Analysis essays ● Watch the following video lectures: 	<ul style="list-style-type: none"> ● Outline of Rhetorical Analysis Essay ● Rough Draft of Rhetorical Analysis Essay

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
	<ul style="list-style-type: none"> ○ De-Brief about Research Summary #2 ○ The Importance of Outlining ○ Successful vs. Unsuccessful Rhetorical Analyses 	
WEEK 11 Nov. 9 - 14	<ul style="list-style-type: none"> • Read pgs. 273-279 in <i>Practical Argument</i> • Watch the following video lectures: <ul style="list-style-type: none"> ○ Revision vs. Proofreading 	<ul style="list-style-type: none"> • Complete peer review for Rhetorical Analysis essay
WEEK 12 Nov. 16 - 21	<ul style="list-style-type: none"> • Read instructor and peer feedback on Rhetorical Analysis Essay • Read assignment sheet/rubric for multimodal project • Read assignment sheet on Revisions • Watch the “Introduction to Infographics” video on Canvas • Watch the following video lectures: <ul style="list-style-type: none"> ○ De-Brief on Rhetorical Analysis Rough Drafts ○ Explanation of Infographic Assignment 	<ul style="list-style-type: none"> • Revised draft of Rhetorical Analysis
WEEK 13 Nov. 23 - 25 Thanksgiving Week	<ul style="list-style-type: none"> • Read the following links and PDFs on Canvas: <ul style="list-style-type: none"> ○ Infographic Best Practices 	<ul style="list-style-type: none"> • Infographic Question Matrix

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
	<ul style="list-style-type: none"> ○ Infographic Designs ○ Infographics Seminar Handout • Look at example Infographic Question Matrices • Watch the following video lectures: <ul style="list-style-type: none"> ○ Choosing your audience and purpose ○ Visualizing Your Data 	
WEEK 14 Nov. 30 – Dec. 5	<ul style="list-style-type: none"> • Look at example wireframes and Infographics • Watch the following video lectures: <ul style="list-style-type: none"> ○ Building wireframes and using space wisely ○ Using Color ○ Using Images and Icons ○ Selecting Fonts ○ Using/Citing Sources ○ Successful vs. Unsuccessful Infographics 	<ul style="list-style-type: none"> • Infographic Wireframe • Rough Draft of Infographic
WEEK 15 Dec. 7 - 12	<ul style="list-style-type: none"> • Watch the video debrief about the Infographic Rough Drafts • Read Instructor feedback on Infographic rough drafts 	<ul style="list-style-type: none"> • Complete peer review of Infographics

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
FINALS WEEK Dec. 14 - 19	<ul style="list-style-type: none">• Read peer feedback on infographic rough drafts	<ul style="list-style-type: none">• Submit final draft of infographic• Submit revisions of prior work