

**ENGLISH 150 – Advanced Freshman English**  
Fall 2022

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Office Hours: W 12-2PM, TH 11AM-12PM, both on Zoom and in person

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## **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 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 also to your success in college and beyond.

## **TEXTS**

You are not required to purchase from the University Bookstore. 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: Mike Palmquist. *Joining the Conversation: A Guide for Writers. 2020 APA Update.*

Purchase:

Diana Hacker and Nancy Sommers. *Rules for Writers* (10<sup>th</sup> edition).

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

## **TECHNOLOGY**

**This class will utilize Canvas for distributing reading materials, participating in discussion boards, and submitting assignments. Office hours will be conducted simultaneously in person and on 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](#).

You can get training on Canvas through the [Self-enrolled/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](#).

## **TECH SUPPORT**

### **UWSP Technology Support**

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

## **CLASS COMMUNICATIONS**

Your UWSP email account is the university's standard method of communication with you, **and you should check it daily**. If there are any changes to our schedule, I will contact you by email.

**If you have a question about the course or about an assignment 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.

## **INSTRUCTOR RESPONSE TIMES**

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.**

I will respond to student emails within 24 hours of receiving them, except on weekends. If you contact me during the weekend, I will respond within 48 hours. If you haven't heard from me within the above time frames, please re-send your message.

## **COURSE POLICIES**

### **COVID-19 MITIGATION**

This course will follow the most current COVID-19 policies established by the University of Wisconsin-Stevens Point.

#### *General Guidelines*

- Monitor your own health daily.
- **If you have [COVID symptoms](#), do not come to class.** E-mail me, contact Student Health Services (715-346-4646), and take an [at-home COVID test](#) and/or register for a [PCR test](#).
- If you test positive for COVID-19, you should self-isolate and mask according to [CDC guidelines](#).
- If you test positive, you should [notify close contacts and the Portage County Health Department](#).
- If you are exposed to someone who has tested positive for COVID-19, you should follow the [Wisconsin Department of Health Services guidelines for quarantine, testing, and masking](#).
- Masks are encouraged, particularly as transmission rates rise.
- Practice good hand hygiene to help prevent spread.
- COVID-19 related absences will not be penalized, and you will be given opportunities to make up missed in-class work. However, you will still be expected to keep up with course readings and assignments.

### **ABSENCE AND LATENESS POLICY**

You will be given **three “free” absences for the semester**, which will not impact your grade. You will still be responsible for completing all assignments and readings due during such absences, and you will need to contact a classmate for lecture notes. **Absences beyond those three will negatively impact your participation grade** (see page 9 for grading criteria).

That said, some of us may need to miss more than three classes due to testing positive for COVID or having to quarantine. **If you find yourself in this situation, or if you have other extenuating circumstances that result in more than three absences (ex: family crises, physical/mental health crises, other personal crises), reach out to me.** I am willing to excuse such absences if you are in regular communication with me. You will still be responsible for completing all assignments and readings as outlined on the syllabus, and you will need to get notes from a classmate.

Finally, please arrive to class on time. If you know that you will need to arrive late or leave early, let me know in advance. Failure to notify me that you will be late will result in a tardy, barring extraordinary circumstances. **Three tardies will be considered an absence. If you are more than twenty minutes tardy to class, you will be marked absent.**

## **RELIGIOUS HOLY DAYS**

By UWSP policy, you must notify me of a pending absence due to a religious holy day within the first three weeks of class. If you must miss a class, an examination, a work assignment, or a project to observe a religious holy day, I will give you an opportunity to complete the missed work. Such absences will be excused.

## **PRIVACY OF STUDENT RECORDS AND THE USE OF AUDIO RECORDED LECTURES**

Lecture materials and recordings for this course 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 who has an approved accommodation that includes recording. Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of the authorized sharing of personal notes with designated students with disabilities. Students are otherwise 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 governing student academic and non-academic misconduct.

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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

The Disability Resource Center and the Assistive Technology Lab are in CCC 108. The DRC can be contacted by phone at (715) 346-3365 or via email at [drc@uwsp.edu](mailto:drc@uwsp.edu). The Assistive Technology Lab can be contacted by phone at (715)346-4980 or by via email at [assisttech@uwsp.edu](mailto:assisttech@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. In this course, we will exclusively use MLA citation.** 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, ask me.** Other forms of academic dishonesty, such as purchasing work, copying the work of classmates, etc., will also result in a major 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 the [statement on communal rights and responsibilities](#) in the University Handbook. **If you feel unsafe in any class discussion, speak to me immediately so that we can resolve the problem.**

## PERSONAL EMERGENCIES

Any student facing challenges that affect their academic performance should contact the [Dean of Students](#) for support. Such challenges may include but are not limited to the following: mental or physical health crises, addiction, family crises, food insecurity, housing insecurity, financial insecurity, incidents of hate/bias, interpersonal violence, or sexual assault/harassment. If you feel comfortable, you may also notify me of your situation. In such cases, I can provide flexibility on assignment deadlines and attendance, offer an incomplete in the course, or approve withdrawal from the course.

Be advised that **I am a mandatory reporter. I can promise privacy, but not confidentiality.** I must inform the university if a student shares that they've experienced or witnessed certain events: sexual assault/harassment, incidents of hate/bias, violent crime, thoughts of or attempts to self-harm, or abuse/neglect of minors. Think carefully about whether you would like to make a report to the university before disclosing such information 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.

Finally, 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, contact me.

## **GRADING AND REQUIREMENTS**

**Reading:** For most class meetings, there will be assigned readings with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, *before class* is necessary preparation for you to be able to participate fully in, and benefit from, the class meeting. You should also take some notes on your observations and reactions. I may call on individual students orally, have you write briefly about the reading early in class, or give a brief reading quiz as a way to check preparation and begin discussion.

**Participation:** You should attend class regularly and participate to the best of your ability. Class activities will include discussion and workshops. See page 9 for grading criteria.

**Informal writing assignments:** You will have small informal, low stakes writing assignments throughout the semester. These are designed to help you reflect on readings, explore ideas, and examine what you have learned. Prompts for these assignments will be posted on Canvas.

**Research summaries and logs:** To learn how to summarize, paraphrase, quote, and cite sources correctly, you will need to write one-page summaries of a couple of your sources. You will also need to compose research logs that document your research process and gather citation information for sources you plan to use.

**Formal assignments:** Formal writing assignments will include an annotated bibliography, a rhetorical analysis, and a multimodal composition. Details about these assignments, including grading criteria and deadlines, will be posted on Canvas and discussed in class. This class teaches writing as process rather than as product, meaning that there are multiple steps you'll need to complete for each project as you work your way toward a revised draft. It is crucial that you complete all the steps in order.

You will typically create various pieces of pre-writing, such as brainstorm, outlines, rough drafts, etc. **Rough drafts must be peer reviewed, and you must meet with me one-on-one to develop a revision plan. I will not accept your revised draft if you do not go through these steps.**

**Peer review: Peer reviews will be graded assignments.** The quality of your feedback to classmates will determine your grade. Minimal comments, vague comments, unhelpful comments, or rude comments will result in a poor score. Offer your classmates thorough, constructive, and encouraging advice about how to improve their writing.

**Peer reviews cannot be made up.** If you fail to submit a rough draft, you will not be assigned peer reviews. If you submit your rough draft more than a few days late, I cannot guarantee you'll be assigned peer reviews. **You cannot complete missing peer reviews once revised drafts have been submitted. Any of the above situations will result in a zero for the assignment.**

**Optional Revisions:** You may complete a second round of revision of the annotated bibliography and/or the rhetorical analysis. The original grade and your optional revision grade will be averaged to determine your final score for that project. Details about revision expectations and deadlines will be provided on Canvas.

**Your grades will be determined using the following rubric:**

Annotated Bibliography	20%
Rhetorical Analysis	20%
Multimodal Composition	20%
Research Summaries and Logs	15%
Informal writing assignments	5%
Peer Review	10%
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

	<b>Ideal</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Attendance	Is present for the entirety of each class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 85% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 15% of the time, or less often but without explanation.
Preparation	Always gives evidence of preparation when called on.	Gives evidence of preparation when called on at least 85% of the time.	Gives evidence of being unprepared more than 15% of the time.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Attends to something other than class activities (e.g. texting, Facebook, studying for another class).
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.
Classroom Community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect.

### Extra Credit Opportunities

I will keep an eye out for relevant events that you may attend for extra credit points. If you opt to attend an event, you will need to write a one-page, double-spaced response that you email to me. Each response is worth two points applied toward your informal writing assignments.

## **SUBMISSION REQUIREMENTS, LATE WORK, FALLING BEHIND:**

### Acceptable Submission Formats

All written work for the class **must be submitted as either a Word document or a PDF**. Canvas cannot read files from other word processing software, and URLs for Google Docs are not always accessible. **You may also upload photos of handwritten work in JPG, PNG, or HEIC format. You'll need to upload either a shareable link or a downloaded version of your multimodal composition.**

### Late Work and Extensions

**Late assignments will lose a full letter grade for each calendar day—not each class day—they are late. An assignment turned in five days late is thus only worth half credit.**

**Extensions are negotiable if you anticipate needing more time. To request an extension, email me at least two calendar days before the assignment is due. We will set a new due date that must fit into the syllabus (i.e., the deadline 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.**

**Exceptions to the 48-hour policy can be made if you are dealing with unexpected or extraordinary circumstances, such as a family crisis, mental or physical health crisis, etc. In such cases, you still must email me ASAP to request an extension.**

**All extension requests must be submitted in writing.**

### Expiration Dates for Missing Work

**An assignment “expires” four weeks after its due date. Peer reviews are an exception to this policy; they expire 24 hours before the revised draft of the essay under review is due. If you miss an assignment, you can earn at least half credit if you submit it prior to its expiration date.**

**After an assignment’s expiration date has passed, I will no longer accept it and you’ll receive a zero. This policy prohibits students from piling work up indefinitely and provides them a clearer sense of their standing in the course.**

### Falling Behind

**If you have any trouble keeping up with assignments or readings, let me know as early as possible. Be proactive in informing me when difficulties arise. It is your responsibility to understand when you need to ask for an extension, request an incomplete, or drop the course.**

## OTHER USEFUL INFORMATION

The [Tutoring-Learning Center](#), located in CCC 234, 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.

The TLC offers both synchronous and asynchronous tutoring through their [Online Writing Lab](#). I strongly encourage you to use their services. Email [tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu) to set up an appointment.

## COURSE SCHEDULE

\*Subject to change at instructor's discretion

DATE	COURSE CONTENT AND READINGS
WED, 9/7	Introduction to the Course
FRI, 9/9	<b>DIAGNOSTIC ESSAY DUE</b> Writing as Conversation Read ch. 1 of <i>Joining the Conversation</i>
MON, 9/12	<b>INFORMAL WRITING #1 DUE</b> Reading to Write/Active Reading Read ch. 3 of <i>Joining the Conversation</i> Read ch. 1 of <i>Automating Inequality</i> ( <b>content warning for discussion of sexual assault and physical abuse</b> )
WED, 9/14	Unit I: Mapping a Controversy Read ch. 2 of <i>Automating Inequality</i>
FRI, 9/16	Identifying Controversies for Research Read ch. 2 and pgs. 465-471 of <i>Joining the Conversation</i>
MON, 9/19	<b>BRAINSTORM DUE</b> Narrowing Topics Read ch. 3 of <i>Automating Inequality</i> ( <b>content warning for addiction and mental health crises</b> )
WED, 9/21	Developing Research Questions Read ch. 4 of <i>Automating Inequality</i> ( <b>content warning for discussion of child abuse/neglect</b> )
FRI, 9/23	<b>TOPIC PROPOSAL DUE</b> Read ch. 5 of <i>Automating Inequality</i>

MON, 9/26	Finding and Evaluating Sources Read ch. 4 and pgs. 465-478 of <i>Joining the Conversation</i> Finish <i>Automating Inequality</i>
WED, 9/28	<b>LIBRARY INSTRUCTION DAY</b>
FRI, 9/30	<b>RESEARCH LOG #1 DUE</b> Summarizing and Using Sources Ethically Read Ch. 15 and pgs. 646-661 of <i>Joining the Conversation</i> Bookmark MLA section of <i>Rules for Writers</i>
MON, 10/3	<b>RESEARCH SUMMARY #1 DUE</b> Writing Workshop: Annotated Bibliographies Read "Annotated Bibliographies" (PDF on Canvas)
WED, 10/5	<b>RESEARCH LOGS #2 AND #3 DUE</b> Example Annotated Bibliographies
FRI, 10/7	De-Brief about Research Summaries
MON, 10/10	<b>LAB DAY FOR ANNOTATED BIBLIOGRAPHIES</b>
WED, 10/12	<b>ROUGH DRAFT OF ANNOTATED BIBLIOGRAPHY DUE</b> Peer Review Procedures and Revision Read pgs. 104-110 and ch. 22 of <i>Joining the Conversation</i>
FRI, 10/14	<b>NO CLASS: INDIVIDUAL CONFERENCES</b>
MON, 10/17	<b>PEER REVIEWS DUE</b> <b>NO CLASS: INDIVIDUAL CONFERENCES</b>
WED, 10/19	<b>NO CLASS: INDIVIDUAL CONFERENCES</b>
FRI, 10/21	<b>REVISED ANNOTATED BIBLIOGRAPHY DUE</b> Unit II: Rhetorical Analysis Read PDF from <i>Practical Argument</i> about Rhetorical Analysis
MON, 10/24	<b>RESEARCH LOG #4 DUE</b> Arguments Based on Credibility Read "Situated and Constructed Ethos" PDF on Canvas
WED, 10/26	Arguments Based on Emotion, Values, and Belief Read "Pathos" PDF on Canvas

FRI, 10/28	<b>INFORMAL WRITING #2 DUE</b> Arguments Based on Reasoning Read “Logos and Warrants” PDF on Canvas
MON, 10/31	<b>RESEARCH SUMMARY #2 DUE</b> Arguments Based on Reasoning Read “Logical Fallacies” PDF on Canvas
WED, 11/2	Example Rhetorical Analyses
FRI, 11/4	De-Brief about Research Summaries Outlining Rhetorical Analyses Read chs. 16 - 17 of <i>Joining the Conversation</i>
MON, 11/7	<b>LAB DAY FOR RHETORICAL ANALYSES OUTLINES DUE</b> Read ch. 18 of <i>Joining the Conversation</i>
WED, 11/9	<b>ROUGH DRAFT OF RHETORICAL ANALYSIS DUE</b> Revision Workshop
FRI, 11/11	<b>NO CLASS: INDIVIDUAL CONFERENCES</b>
MON, 11/14	<b>PEER REVIEWS DUE NO CLASS: INDIVIDUAL CONFERENCES</b>
WED, 11/16	<b>NO CLASS: INDIVIDUAL CONFERENCES</b>
FRI, 11/18	<b>REVISED RHETORICAL ANALYSIS DUE</b> Unit III: Multi-Modal Composition - Infographics Read pgs. 603-610 of <i>Joining the Conversation</i> Watch “Introduction to Infographics” (Canvas)
MON, 11/21	Choosing Your Audience and Visualizing Your Data Read “Infographic Best Practices” and “InfoGraphic Designs: Overview, Examples, and Best Practices” (Canvas)
WED, 11/23	Infographic Design: Color, Fonts, Space, Images
FRI, 11/25	<b>NO CLASS, HOLIDAY BREAK</b>
MON, 11/28	<b>INFOGRAPHIC QUESTION MATRIX DUE</b> Example Infographics

WED, 11/30	<b>LAB DAY: INFOGRAPHIC WIREFRAMES</b>
FRI, 12/2	<b>INFOGRAPHIC WIREFRAMES DUE LAB DAY: BUILDING INFOGRAPHICS</b>
MON, 12/5	<b>LAB DAY: BUILDING INFOGRAPHICS</b>
WED, 12/7	<b>ROUGH DRAFT OF INFOGRAPHIC DUE NO CLASS: INDIVIDUAL CONFERENCES</b>
FRI, 12/9	<b>PEER REVIEWS DUE NO CLASS: INDIVIDUAL CONFERENCES</b>
MON, 12/12	<b>NO CLASS: INDIVIDUAL CONFERENCES</b>
WED, 12/14	<b>REVISED INFOGRAPHIC DUE</b> Infographic Presentations
<b>FINALS WEEK</b>  <b>All items due by 10AM on 12/16/22</b>	Optional Revisions of Bibliography and/or Rhetorical Analysis Due