

UW - Stevens Point
English 150: Accelerated Reading, Writing, and Research
Fall 2023

credits: 3 Prerequisites: placement into Eng 150.	instructor: Professor Jill Stukenberg. You may call me “Jill” or “Professor Stukenberg.” I use the pronouns <i>she/her/hers</i> .
section 08 and H08: meets T/Th 12:30 pm to 1:45 pm; Collins Classroom Center 233.	email: jstukenb@uwsp.edu *this is the best way to contact me.
Final exam period: Monday, Dec. 18, 2:45 – 4:45 pm	office hours: Tuesdays 2-3 and Thursdays from 10 - 11, in Jill’s CCC office #422. I am on the Wausau campus on MWF, with office hours there Mondays and Fridays 2-3. I can meet by zoom during those hours or at other times. Just email to ask. If we agree to meet on zoom, we’ll use this room: https://uwsp.zoom.us/j/8831574589

course description

Research and writing using appropriate rhetorical strategies with potential for accelerated reading, writing, and research.

required book and materials

- *Joining the Conversation: A Guide for Writers*, 4th Edition. Mike Palmquist. Bedford/St. Martin’s, 2020. This is a (free!) rental text through UWSP.
- Email account. Check your college email.
- This course will use a Canvas site for materials, essay submissions, and grades. Essays and some assignments need to be uploaded in Word format, or as rtf files. (All students can get a free version of Word through UWSP.) Students will also be asked to print drafts for peer review. See the UWSP IT page for information about software discounts and where to find printing on campus: <https://www3.uwsp.edu/infotech/Pages/Purchasing/default.aspx>
- **Recommended:** laptop for in-class writing and activities. Please bring it every day, or talk with the instructor about using a notebook for journaling assignments and partnering with others for hands-on computer research days.

learning outcomes

Written Composition Learning Outcomes (GEP):

1. 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.
2. Apply your understanding of elements that shape successful writing to critique and improve your own and others’ writing through effective and useful feedback.

UW-Stevens Point English Department Composition Sequence Learning Outcomes

To meet these requirements the courses below have the following specific learning outcomes:

	<u>English 150: Accelerated Reading, Writing, and Research</u> By the end of the course, students will be able to:
Reading	<ul style="list-style-type: none"> • Apply critical thinking to analyzing arguments in both scholarly and popular sources with emphasis on persuasive strategies • Describe the audience, purpose, and genre of a piece of writing, and evaluate author's choices within that situation and genre
Writing	<ul style="list-style-type: none"> • Use persuasive strategies and evidence to write effective arguments, adapting content, form, and style to various audiences, purposes, genres, and situations • Use techniques to effectively edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre
Process	<ul style="list-style-type: none"> • Independently select and use effective and appropriate research, writing, and note-taking strategies • Self-assess individual writing and research strengths and weaknesses to develop effective strategies that can be transferred • Conduct research as a process of inquiry by posing a question, reviewing sources, and synthesizing information to arrive at a claim • 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
Information Literacy/Research	<ul style="list-style-type: none"> • Use library resources and internet searches effectively to locate potential sources, including scholarly ones • Assess the relevance, reliability, authority, and bias of potential sources • Use sources purposefully and ethically in their writing • Recognize and use discipline-specific guidelines to document sources

major assignments and projects

Project 1: Text/Rhetorical Analysis, with author's note. Critically read a text (podcast episode or feature length web article) that interests you, incorporating additional sources selected independently to form and support an overall analysis. Introduction to argument making and argument analysis, information literacy on the web and in popular media; introduction to incorporating sources using MLA (APA okay if discussed with instructor) and use of the drafting, peer review, and revising process. Feedback provided for revision for midterm portfolio, which receives the final grade.

Project 2: Response to a Peer's Text Analysis, with author's note. Dig deeper into critical reading and analysis by reading/listening to a peer's selected Essay 1 text, and writing a response to their analysis. Different readers can view and interpret nuances of the same text in different ways, and can learn from that enjoyable exchange. Use a conference with the instructor to gain feedback on this essay, and revise it for the midterm portfolio, which receives the final grade. You may also benefit as you revise your Essay 1 from a peer's deeper reading and response to your Essay 1 analysis.

Midterm Portfolio: Include selected examples from your google journal. Include revised, final drafts of Essays 1 and 2 with new changes highlighted, and reflective letter (1-2 pages) **30% course grade assigned.**

Project 3: From Inquiry to Communication in a Genre, with author's note. Start by forming an open question, and learn to conduct research in the library databases, including with scholarly sources, to arrive at multiple different answers. Create an annotated bibliography of your findings. Explore different genres for communication for presenting arguments or analyses. Drawing on your research, create a final communication aimed at a specific audience for a specific purpose, within a recognized genre. Feedback provided for revision for final portfolio, which receives the final grade

Project 4: Personal Response to Contemporary Knowledge-Making and Writing Tools, with author's note. Draw on your own experiences using resources like Wikipedia, search engines, and A.I. writing generators, as well as some distributed class readings, to form a specific and focused argument the role or use of these resources by students or within society. Refine and edit your writing to be clear, interesting, and impactful. Use a conference with the instructor to gain feedback on this essay, and revise it for the final portfolio, which receives the final grade.

Final Portfolio: Include selected examples from your google journal from the second half. Include revised final drafts of materials from Project 3 and 4, with new changes highlighted (as appropriate) and reflective cover letter (2-3 pages) including analysis of how the skills of this class will apply to your future as a college student and in your career and life. **40% course grade**

other grading components:

The remaining 30% of your grade comes from:

draft deadlines/Conferences/Peer Review participation (15% course grade, about 80 points, but total points may change)

To help students develop process-related learning outcomes of this course, students earn points for

- Posting complete drafts (Word docs) and author's notes on time to share with other students in peer review;
- attending conferences with the instructor to discuss their drafts; and
- giving meaningful feedback to other students on their drafts. I do understand students will be learning to give feedback and improving as they go.
- It's possible to make up for illness or earn extra credit in this category with volunteered drafts submitted early or writing center appointments.

daily work (15%, about 80 points, but total points may change)

- In class and some out of class writing in a google journal (Checked for 30 points two time, near midterm and at semester end. This informal writing is graded on effort—entries completed as assigned—and not correctness. Additionally, you'll select entries for your portfolios)
- Discussion board posts completed before class, sometimes including uploading copies of notes or links to sources. Often 5 points each time.
- Quizzes. Just a few.
- It's possible to earn extra credit in this category (5 points, one time) by volunteering an essay early for all-class review. You get great early feedback that way too, and help your classmates.

See the daily schedule for due dates for peer reviews and discussion board posts. Google journal writing done in class, and not always announced on the daily schedule.

How to do well in this class:

- **Attend class.** This class has been designed to use discussion and collaboration as methods of learning. It is also a class where you will get to know other students, and where your

- presence and your voice will contribute to everyone's learning. If this doesn't sound like your cup of tea, you may prefer an online version of this class instead.
- **Use the daily schedule** to know what reading or assignments to complete before class, for a preview of activities, and for a heads-up about bigger due dates on the horizon.
 - **Absences:**
What to do if you miss a class?
 - If you must miss class (for example, if you are ill), send me an email. You are not required to explain private details, but at least let me know your plan to catch up and when you will return. I do care about you and wonder where you are if you aren't in class!
 - To get caught up: 1) look at the daily schedule to see what we did, anything you should make up, and what to do next, 2) email if you think you would benefit from a zoom or in-person conference. 3) You may email to ask if there was an in-class journal you can still make up.
 - Especially in cases of illness, I will work with you to help you get caught up! But please know that in cases of extended illness it is sometimes the better plan to withdraw from a course. Let me know if you need to talk about that.
 - In general, it is not a good practice to miss college classes for work, vacation, or haircuts. 😊
 - **Turn in work on time.** Assignments and reading due at the start of a class period are designed that way so learning in class can build on that work. Bringing complete essays for peer review days is an important (and helpful!) step of the writing process and is worth a lot of points. Turning in work on time also means you get feedback from the instructor with enough time to revise for the portfolios—where the grade counts the most.
 - **Late Work:**
What happens with missed deadlines?
 - Daily assignments due “by the start of class time” are only worth half credit if completed late and must be turned in by the end of the essay/project unit—unless prior arrangement was made or in the case of illness or emergency. (Email me.)
 - **If you don't have a draft for peer review, you should still come to class.** You will lose some of the points, but not all of them, and you'll learn from seeing and giving feedback to others. In the case of illness or emergency, contact the instructor to discuss how to use a writing center appointment for make-up.
 - **Extra Credit:** Using the writing center is one way to earn extra credit in this class—and get even more feedback to make your portfolios stronger. See Canvas.
 - **Keep your eye on the prize: Portfolios!**
 - Because good writing requires multiple drafts, the use of feedback, and time, this class uses a portfolio system. You'll earn points, and get feedback from students and the instructor, on early drafts of your essays and have time to revise using that feedback to submit essays again in a midterm and final portfolio. The midterm and final portfolios make up the biggest part of your overall final grade.
 - **It is very important to turn portfolios in on time.** Late midterm portfolios will receive a 10% late deduction for each 48 hours late (unless you arranged for an extension). No late final portfolios can be accepted. In the case of illness or emergency at the very end of the semester for a student who was otherwise on track to pass the class, an “I” or

“incomplete” grade may be possible, allowing a student to finish the class late. Contact the instructor for more information.

- **Ask for an extension if you need one:** You may ask for an extension when something is due to the instructor (not for peer review). Ask at least 24 hours in advance, and extensions usually give you two days’ extra time, without penalty. (No extensions possible for the final portfolio.)
- **Make sure all writing is your own work.** Plagiarism (turning in writing that is not yours as if it is yours, including if generated by A.I.) may result in a 0 grade, and possibly course failure and referral for campus disciplinary action.

Students must demonstrate their own learning, which in this class includes their own original thinking and writing.

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. The UW System handbook outlines more information about student rights and further actions for academic misconduct.

When it comes to working with tech tools, from spell checkers to citation makers to A.I. writing generators like ChatGPT: If you have a question about an ethical way to use a tool, please discuss it with me. I’m interested in these evolving tools and their uses (and limitations) too. But note that our default will also be that submitting A.I.-generated writing as your own will be considered academic dishonesty.

- **Save and back up your work.** You are responsible for assignments and deadlines, even in the harsh and horrifying circumstance of computer error.

Reach out if you need help!

Academic Help: the campus Writing Center is here to help students. You’re here to learn, so don’t stress if you don’t know how to do something *yet* or if you need help—or if you’d like to push yourself. Learn more: [Writing Center - Tutoring-Learning Center \(TLC\) | UWSP](#)

Mental Health Counseling: Free and confidential mental health counseling is available on campus. You are not alone. Please reach out. [Home - Counseling Center | UWSP](#)

grading and assessment of essays:

Guidelines listing assignment criteria will be distributed with essays. See Canvas portfolio assignments for rubrics. Grading scale: A 93-100; A- 90-92; B+ 87-89, B 83-86, B- 80-82; C+ 77-79, C 73-76, C- 70 – 72; D+ 67-69; D 63 – 66; F 62 and below.

Disability Resource Center: The DRC can help students with accommodations to facilitate their learning. Visit room 108 in the Collins Classroom Center (current location of the DRC), or the website: <https://www.uwsp.edu/disability-resource-center/>

Names and pronouns: Please let me know if you use a different name than the one listed on the roster or in Canvas (and let me know if you’d like help making a change there). I invite you to tell me the pronouns to use when referring to you in front of others in class and hope you’ll tell me if I mispronounce or misspell your name or use an incorrect pronoun. I do care that I get it right.

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 crime on campus, and students may do so too using the following: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx> . If you would like to speak with someone who is not required to report, the campus counseling resources are a confidential resource for you.

tentative course schedule: See the daily schedule on Canvas to be prepared for all classes. The below schedule shows a broad outline of major topics and deadlines for the semester.

Sept 5 - 7	No Class Labor Day. Intro to the course, google journal, and Smash, Boom, Best group project.
Sept. 12 - 14	Intro to Rhetorical Analysis, and web credibility. Searching for texts to analyze.
Sept. 19 - 21	Analyzing audience, purpose, and genre, and taking notes for analysis. Web credibility continued.
Sept. 26 - 28	The works cited page and working with sources; finding sources for Essay 1.
Oct. 3 - 5	All-class review of volunteered Essay 1, and peer review of Essay 1.
Oct. 10 - 12	Essay 2 and responding to a peer's analysis; Conferences start.
Oct. 17 - 19	Peer Review of Essay 2 and conferences with instructor. Midterm Portfolios due.
Oct. 24 - 26	Introduction to library databases, scholarly sources, and finding topics for inquiry.
Oct. 31 - Nov. 2	Topic proposal for project 3 due; building an annotated bibliography.
Nov. 7 - 9	Peer review of annotated bibliographies. Overview of project types for Essay 3.
Nov. 14 - 16	Reading examples in genres, and brainstorming for project 3 genres.
Nov. 21	Peer Review of Essay 3. (No Class Thursday. Happy Thanksgiving!)
Nov. 28 - 30	Essay 3 final project due, and discussion of Wikipedia and other tech tools.
Dec. 5 - 7	Peer review of Project 4 and conferences with instructor.
Dec. 12 - 14	Sentence lab, and final portfolio reflective letter writing. Last day of class is Thursday, Dec. 14.

Final Exam period: Hold our scheduled final exam period in your calendar and plan to attend for any scheduled activities. More information TBA.