

## UW - Stevens Point at Wausau

### English 90: Academic Reading

Fall 2020

<b>credits:</b> 3 (non-degree)	<b>instructor:</b> Professor or Ms. Jill Stukenberg (Jill) Associate Professor in English (she, her, hers)
<b>section:</b> WO2 meets: TR 2:00 – 3:15 pm in room 180 (and virtually after Thanksgiving). Zoom session open and recording during class for remote attendees in real time or to view later. (Please talk to instructor for this option.)	<b>email:</b> <a href="mailto:jstukenb@uwsp.edu">jstukenb@uwsp.edu</a> <b>This is the best way to contact me. Don't hesitate to email with any questions!</b>
<b>Final exam period</b> (no test but final portfolio due): Monday, Dec. 14, 10:15 – 12:15.	<b>office hours:</b> Drop-in hours on zoom Tuesdays 1 – 2 and MTW 3:30 – 4:00, or other times by appointment. See Canvas for office hours link.
<b>Prerequisites:</b> None. Students may have been advised or required to take this course based on placement.	<b>office phone:</b> (715) 261-6277 (voicemail available! Please leave a message.)

### course description

An introduction to independent academic reading at a college level. Emphasizes strategies for increasing comprehension, varying reading rate, and developing critical reading skills. Focuses on assignments and activities that help students achieve the learning outcomes for first-year composition and other difficult reading-intensive courses that require students to write about nonfiction reading. Does not count toward a degree.

### for Fall 2020:

Because of the spread of Covid-19 in our community, here is some more information about this course this semester.

- What does “in person” mean? “In person” is the main mode for which this class has been designed. Students will meet in a large lecture hall classroom, using assigned seating so social distancing and contact tracing can be supported, wearing face coverings. After Thanksgiving, Nov. 25 (and possibly before due to quarantine or any change in university policy or notice from the health department), students will meet virtually for class via zoom, logging on at their scheduled time of 2 – 3:15 on Tuesdays and Thursdays.
- The instructor will also connect to zoom during in-person Tuesday and Thursday 2 – 3:15 class meetings. This is an option for students who need it, for one or multiple classes. (For example, if you have a COVID symptom, you should attend this way only.) It's even possible if you must attend this way the whole semester. Students on zoom will be able to complete activities with the group, hear the instructor's explanations, and see some demonstrations live. Unfortunately, I don't know if the quality

of the zoom connection will allow students to see other classmates or participate as actively in discussion. This is something we are trying for the first time.

- Recordings from class will be stored on Canvas. If you cannot attend during the meeting time, either in person or online, your grade is not directly penalized and it will be possible to complete the activities on your own. All activities and deadlines will be described on the daily schedule in Canvas. I will also try to keep the zoom recordings short—recording only relevant parts of class and not in-class discussion (which asynchronous online students will complete online with extra discussion reply assignments.) But please be advised that this may be the hardest way to take the class. It may be more difficult to stay on track, feel connected, and check your understanding. I do understand if you must do this for some meetings, or even for the whole semester (in some circumstances). Please email me to let me know, and email often to stay connected.

### Notes from the university for students coming to class in person:

- **Face Coverings:** At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center (<https://www.uwsp.edu/datc/Pages/default.aspx>) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.
- **Other Guidance:** · Please monitor your own health each day using this screening tool. (<https://www.uwsp.edu/coronavirus/Pages/DailySymptomScreening.aspx>)

If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).

- As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

### book and materials

- Required course textbook *Stamped: Racism, Antiracism, and You* by Jason Reynolds and Ibram X. Kendi. Annotation (writing in the book) will be assigned and actively discussed in this class.
- Additional free articles from the internet or college library, linked online. On occasion the instructor will assign printing an article so we can practice annotation or other reading strategies. Printing is available in the library on campus and students begin with some money on their accounts for printing.
- Expect to read and compose in google docs, Microsoft Word (students have free Word accounts through office 365), our Canvas course space, and in emails. Access and use of all of these is free, and some of the platforms will save and store versions of your work for free. But in addition, **all students are encouraged to buy and use back-up storage media, such as a jump for flash drive.**
- Laptop/computer (a device on which you can compose and save work): **Students meeting in person are asked to bring a laptop or device on which they can freewrite/compose**

**electronically to class each day.** While zoom sessions can be attended by phone (even land line) a computer and internet are needed to complete many Canvas activities out of class. Ask in the Solution Center if you need to check out a laptop for the semester.

## learning outcomes

After taking the course, each student should be able to do the following college learning tasks:

- Set and make progress toward achieving individual college reading goals
- Develop effective personal learning strategies to prepare for English 202 and other reading-intensive and writing-intensive college courses
- Adapt to a variety of college reading situations, using reading and learning strategies that are appropriate for the genre, purpose, and requirements of a specific reading assignment
- Take efficient notes from college reading assignments; annotate and mark a text effectively
- Vary reading rate according to the purpose and difficulty level of a college reading assignment
- Use context clues to understand the meaning of a word or phrase in a specific context
- Distinguish between important ideas and less relevant information in a nonfiction text
- Identify, understand, analyze, and evaluate an author's thesis or overall main point
- Identify, understand, and analyze a) main points of paragraphs and sections, b) key supporting points, and c) supporting evidence in a chapter or other short nonfiction text
- Identify the thesis and key supporting points in a full-length book; connect the main point of an individual chapter and related supporting points back to the overall main point of a nonfiction book; trace the development of important ideas over several different chapters
- Use critical reading strategies to distinguish between fact and opinion, clearly stated and implied ideas, and denotative and connotative meaning; determine the audience purpose, tone, and point of view of a text; and analyze an author's assumptions
- Distinguish between literal and figurative meaning; identify and interpret basic metaphors, symbols, and other types of figurative language
- Form a basic interpretation and support it with specific evidence from a short text
- Adapt reading strategies according to the requirements of a related writing assignment
- Synthesize key ideas from two or more readings on a related topic or from multiple chapters of a full-length book
- Accurately summarize and quote key ideas from class discussion texts without plagiarizing; make progress toward accurately paraphrasing main points and key ideas
- Take a position on an author's ideas and support that position with examples, quotations, or other specific evidence from the text
- Write a college essay that analyzes key ideas from a reading assignment in connection to the reader's own thinking (rather than simply summarizing or reporting on the author's ideas)
- Effectively discuss complex ideas from texts in small and large group discussions

## grading:

Grades will be calculated as follows:

- Exercises (on Canvas, often done in class, attempt/effort counts most): 15%
- Discussions or quizzes on Canvas (includes replies to others when not in class): 15%
- Critical Reading Guides (2): 20%
- Midterm Reading Portfolio: 20%
- Final Reading Portfolio: 30%

Because this is a non-degree credit course, your final grade will not be included in your college grade point average (GPA). However, you will receive a course grade, and it could affect your financial aid status or potentially influence the outcome of any appeals that you might make to the campus if you are suspended. Under certain circumstances, a failing grade in the reading course could also affect your ability to enroll in a composition course.

This is a reading course and you will be responsible for completing some kind of activity (post, quiz, freewriting, or annotating) to demonstrate your knowledge of the reading and practice the reading strategies we'll be studying. The exercises and discussion posts are places to try your best, show effort, and practice. Exercises are seen by the instructor or a small group and earn points for completion/effort. Discussion posts (and replies to others if required) earn points when submitted on time and when demonstrating working knowledge of the strategy being practiced and reading content.

You'll make use of the exercises and discussion posts again when putting together your midterm and final portfolios. You'll select some of your best exercises and discussion posts and submit them again, with written reflection essays about your learning. The final portfolio will also include your revised critical reading guide #2.

**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=60-66; F=0-59

## Policies and tips for doing well:

**attendance:** While attendance is not directly part of grading this semester, it is going to be connected to your success. Make a plan for how you will do the work of this class, including attending scheduled meetings (even if by zoom) or your plan for viewing recordings if you cannot attend.

**daily schedule:** Use the daily schedule to help you navigate this course. I recommend printing it so you can see it and cross off activities. The Canvas calendar will give matching deadlines, but the daily schedule helps you to connect class activities to assignments.

**late work, extensions:** Assignments submitted on Canvas (exercises, discussion posts, quizzes) have set due dates, though half credit can be earned for late submission (within one week), and full credit in the case of emergency or pre-arrangement. (Talk to the instructor.) Extensions are possible on the midterm portfolio, but not on the final portfolio.

**extra credit:** Extra credit will be available for attending a (virtual) session of the Central Wisconsin Book Festival, in late September. You can also earn points toward your daily grade (up to three times in the semester) by having a writing center appointment with writing-in-process for this class (critical reading guides or portfolio cover letters).

## The writing lab:

The Writing Lab consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process; including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing.

- **Writing Lab are currently being held virtually via Zoom**
- **By appointment or short notice times available**

- You are able to send us your paper for revision via [an online form \(found here\)](#)
- All services in the Writing Lab are free

If you have questions or would like to make an appointment, please contact the TLC via email ([tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu)) or phone (715-346-3568).

**plagiarism and academic integrity:** Students must turn in work that is their own and work individually on assignments and quizzes unless otherwise okayed by the instructor. When information from a source is used, proper credit must be given. Dishonesty in academic work can have serious repercussions in college. See the student handbook.

**classroom etiquette (for in person and virtual zoom classrooms):**

- **Please silence, put away, and do not check or use phones, or access social media or outside messaging, during class.** If you are using your phone for part of a class activity, try to let the instructor know.
- When using laptops for in-class work, please close unrelated tabs. Please close laptops when not in use for an in-class activity.
- Come on time. (But do come in, or log on, even if you are late!)
- Please don't talk (or virtually chat) with others while the instructor is talking. You can raise your hand (even virtually on zoom) or wait for the end of an explanation for your questions.
- In virtual sessions, having a web cam and turning it on is highly encouraged—and I don't mind if you're sitting on a bed or have a baby in your lap or haven't done your make-up. 😊 Yet, having a camera on is not required. I know some students don't have the fastest internet speed to support a web cam. I do appreciate an email to let me know if you never plan to use or turn on a camera.
- Learn your instructor's and classmates' names and use them in small and large groups. (You may call me "Jill" or "Professor Stukenberg.")
- Share news and announcements about campus and area events! We're creating a community in our class.

## Students with Disabilities

The University has a legal responsibility to provide accommodations and program access as mandated by Section 54 and the Americans with Disabilities Act (ADA). The university's philosophy is to not only provide what is mandated but also convey its genuine concern for one's total well-being. If accommodations are needed, please contact the instructor as well as the Disability and Assistive Technology Center (DATC), located on the Stevens Point campus. Students can also pick up an application for accommodations packet in the Solution Center.

DATC contact information:

(715) 346-3365 (Voice)

(715) 346-3362 (TDD only)

or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu)

**Preferred Names:** Class rosters and Canvas normally show the name that appears in accessPoint for each student. Please notify the instructor if you would like to use a name that is different from the one listed, and if you'd like help requesting a change in the name that is officially listed. I invite all students to let me know their gender pronouns (and make sure Canvas lists them correctly) and I encourage anyone to tell me if I ever make a mistake in pronouncing or using your name or pronouns. I will strive to get it right, but please let me know if I don't.

**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. Ask in the Solution Center, or ask me to put you in touch with campus counseling resources, or see Canvas where I will post contact information. You are not alone. Please reach out.

**Keep in touch with the instructor:** Email me to let me know how you are doing! If you attend regularly but have to miss a meeting, email me to let me know your plans and any questions. (I won't ask why you have to miss.) If you are doing most of the work on your own and not attending class, email every once in a while to check in.

## I am here to support you!

tentative course schedule:

**Please see the daily schedule in Canvas for specific assignments and due dates. This is only a general overview.**

Sept. 1 - 3	<b>No class Sep. 1.</b> Intro to course, syllabus.
Sept 8 - 10	Introduction to pre-reading strategies and course text.
Sept 15 - 17	Annotating strategies with course text and Walters essay.
Sept 22 - 24	Strategies related to tone, mapping, predicting.
Sept. 29 – Oct. 1	Words in context strategies, with text and Jeffers essay.
Oct 6 - 8	Critical Reading guide #1 presentations, with strategies for notetaking and summarizing introduced.
Oct. 13 - 15	Looking for arguments and reading for purpose. Critical reading guides #1 continued.
Oct. 20 - 22	Freewriting for midterm portfolios. Critical reading guides #1 continued.
Oct. 27 - 29	<b>Midterm Portfolios due.</b> Strategies for considering publication context and connecting to what you know.
Nov. 3 - 5	Intro to critical reading guide #2 and finishing the book.
Nov. 10 - 12	Groups work on selected extra essays, as we finish the book.
Nov. 17 - 19	Drafting, reviewing, and submitting critical reading guides.
Nov. 24 – 26	Responses to other groups' critical reading guides. <b>No Class on Thanksgiving.</b>
Dec. 1 – 3	<b>Class meets online (on zoom) only.</b> “Why Read” Reflection, and prep for final portfolio
Dec. 8 - 10	<b>Class meets online (on zoom) only.</b> Writing final portfolio reflection letters.

Final Exam Period (see online schedule of exams): **Final Portfolio due to Canvas by the end of the exam period scheduled for your section.**