

# UW - Stevens Point at Wausau & at Marshfield

## English 90: Academic Reading

Fall 2021

credits: 3 (non-degree)	instructor: Professor or Ms. Jill Stukenberg (Jill) Associate Professor in English (she, her, hers)
section: W01 and M01 meet MTWTh from 2:00 pm to 3:15 pm, starting Thursday Sep. 2 and ending Thursday October 21. (This is an 8-week class.)	email: <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>
<p>Rooms and other help:</p> <p><b>Wausau students:</b> meet in room 220. For help at Wausau: Bob Aspinwall, <a href="mailto:baspinwa@uwsp.edu">baspinwa@uwsp.edu</a></p> <p><b>Main Stevens Point campus students:</b> meet in CAC 211. For help at Main: Stuart Mcdoniel, <a href="mailto:smcdonie@uwsp.edu">smcdonie@uwsp.edu</a></p> <p><b>Marshfield students:</b> meet in room 130 For help at Marshfield: Jacob Weisbrod, <a href="mailto:jweisbro@uwsp.edu">jweisbro@uwsp.edu</a></p>	<p>office hours: TWTh 1:00 pm to 1:50 pm by zoom or in person on the Wausau campus (room 305). Other times available by appointment.</p> <p>To meet with Jill on zoom, email me and then we can meet in my personal zoom room (also linked on Canvas): <a href="https://uwsp.zoom.us/j/8831574589">https://uwsp.zoom.us/j/8831574589</a></p>

### 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.

### book and materials

- **Required course textbook** *A Writer's Guide to Mindful Reading* by Ellen C. Carillo. This is available to students as a free rental text (print edition) and can be accessed as a free pdf online.
- 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), Padlet, 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 highly recommended, brought to class daily.** These are also available on campus in libraries and labs.

## learning outcomes

This course helps students build skills toward 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
- 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
- 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:

- **Padlet/journal.** (20% of course grade). Short entries completed in and out of class; attempt/effort counts most. Students will be shown how to do this on Padlet, but a paper journal option is possible (with scanning required for submission to Jill for checks.) Using a journal gives you a place to practice the skills of the course and will help you write the papers later. Some prompts are announced on the daily schedule, but also some are announced and completed during class. If you miss class, contact the instructor to get caught up. Padlets/journals checked for completion/effort 3 times, for points each time. See course schedule.
- **Discussion posts and quizzes.** (15% of course grade). These are completed on Canvas, as homework or sometimes (quizzes) during class. Accuracy (demonstrating accurate knowledge of readings or practice of skills) counts more here than in exercises, though this is still a place for learning. There will be about 7-9 of these, with the lowest two scores dropped. These do have

due dates but can be completed late (within one week) for half credit. For emergencies or illnesses, contact the instructor right away and it may be possible to arrange for more time for make up, and for full credit.

- **Peer Review/Extra Credit.** (5% of course grade). For full credit, attend our two scheduled in-class “all class reviews” of paper drafts and one scheduled peer review day with your own draft. If you miss one of these days, or want to earn extra credit here, volunteer a paper for all-class review (for credit one time) or attend a writing center session (for credit one time, for make-up for missed reviews more times if needed).
- **3 short essays:** (60% of course grade). Each essay invites you practice the reading skills of this course in a different way, showing your abilities to interpret readings and arguments (Passages Paper), and to synthesize and connect with them (Values Paper), and to reflect on your learning, synthesizing with scholarly sources on college reading (Readings on Readings Paper/Project). Each is about 2 -3 pages (double-spaced). The final one may be completed as a multimodal project (creating a Padlet or website instead of a paper!). Essays have due dates, after which you’ll get a grade and feedback. Late essays do lose points—see section on late assignments below. **Any paper can be revised and resubmitted for a higher grade (one time). Any revised essays due no later than the end date of the course.**

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.

**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 its own grading category, it is directly connected to your success. Students who are in class will complete activities for points, like journals and quizzes, and will better understand the readings (through discussion) and perform better on the essays. Plan to attend every class and plan time for reading out of class (an hour, or more, to prepare for each class). If you miss a class, contact the instructor. We may have done an in-class padlet/journal that you will want to make up. (Activities can change from the planned daily schedule.) Plus, it does show responsibility and initiative to contact the instructor after an absence. You don’t have to say the reason but can simply reassure me that you know what to do to be prepared for the next class.

**extended/multiple absences:** Contact the instructor as soon as possible to discuss any circumstances of extended absences (more than one absence in a row) or multiple absences (if you’ve already had a few)—for example, if you have covid symptoms or need to quarantine and can’t attend class. I will work with students who contact me by arranging extended due dates, if needed, and I can direct you to textbook pages that might help fill in concepts from class or class discussions. I can meet on zoom or by phone to answer questions or demonstrate skills we went over (though I can’t recreate all of the learning of a class discussion). Keep in mind that you will still be responsible for the work of the class, and that in some cases missing too much of a class might be a reason to “withdraw” from a class. (For this 8-week class, that date is Oct. 6, 2021.) Talk with the instructor and your advisor about that option.

**weekly/daily schedule:** Use the daily schedule (and the Canvas overview for each week) to help you see when homework assignments and essays are coming due, and how class activities are connected to those. Canvas will give due dates for discussions, quizzes, and essays, but not for all Padlet/journal activities. If you miss a class, use the schedule to know what assignments to complete for the next class.

**late work, extensions:** Assignments submitted on Canvas (discussion posts, quizzes, essays) have set due dates, though half credit can be earned for late submission (within one week), and full credit may be awarded in the case of emergency or illness or pre-arrangement. (Talk to the instructor.) Extensions are possible for essays if you talk to the instructor in advance too, or in the case of emergency or arrangement after illness. Extensions do not come with a late penalty. No work can be accepted after the end of the eight-week course unless with prior arrangement with the instructor.

**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.

#### **Covid mitigation and classroom etiquette:**

- This Fall, 2021, we will follow all university policies related to mitigating Covid, including wearing masks as required by university policy and sitting in the same regular “assigned” seats. (Moving seats is possible if you talk with me, though). See links in Canvas and on the University’s covid page for most recently updated policies: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>
- Please silence, put away, and do not check or use phones during class. If you are using your phone for part of a class activity, try to let the instructor or fellow group members know.
- 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 while others are talking. In a DE room, even if you are not on a mic, others might be trying to listen to what’s being said.
- 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 am here to support you!

## course schedule:

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

Week	Activities
1	Introductions to the course and each other.
2	<b>No Class Labor Day.</b> Skills: Annotating, Skimming, and intro to Rhetorical Reading and two-column notes.
3	Practice with Says and Does, guessing strategies for vocabulary; Mapping and Intro to Passages Paper.
4	Unpacking quotes and summarizing larger arguments. All class review. <b>Passages Paper due.</b>
5	Practice with Rhetorical Reading and paraphrase; reading for tone, and Intro to Values Paper.
6	Writing to synthesize, and all class review. <b>Values Paper due.</b>
7	Practice paraphrasing, previewing, and reading scholarly sources. Believing and Doubting freewriting to develop Readings on Readings Paper/Project ideas.
8	Identifying arguments, and synthesizing reflections. <b>Peer Review of Readings on Readings Paper/Project, and last paper/project, and any other essay revisions, due.</b>