

UW - Stevens Point at Wausau
English 98: Introduction to College Writing
Fall 2019

credits: 3 (non-degree)	instructor: Professor or Ms. Jill Stukenberg (Jill) Associate Professor in English (she, her, hers)
section: WO2C, 82016 meets: T/Th/F 10 – 10:50 a.m. in room 300. Final exam period (final portfolio due): Weds, Dec. 18, 12:30 – 2:30 pm	email: jstukenb@uwsp.edu
section: WO3C, 82017 meets: M/W/F 12 – 12:50 pm in room 300. Final exam period (final portfolio due): Mon., Dec.16, 10:15 – 12:15 pm	office: #305 hours: 11 -12 on Wednesdays and Fridays. Appointments available at other times, and via Skype or phone.
Prerequisites: None. Students may have been advised or placed into this course. Completion with a C or better (not C-) is required to enroll in Eng 101. Many students benefit from taking ENG 099 (one-on-one tutorial) at the same time as Eng 098.	office phone: (715) 261-6277 Office voice mail checked Monday – Friday. Skype ID: Jill Stukenberg

course description

A composition course focusing on the conventions of academic writing, the composing process, critical thinking, and critical reading. Emphasis will be on reading and writing activities designed to prepare students for successful transition to college-level writing. Does not count toward a degree.

Attribute for Stukenberg’s sections Fall 2019: Critical Thinking.

book and materials

- The course textbook *The Word on College Reading and Writing* by Monique Babin, Carol Burnell, Susan Pesznecker, Nicole Rosevear, and Jaime Wood is available for free online and you will find the link under the “syllabus” heading in our course Canvas space. You’ll access additional assigned readings for free online, linked through Canvas. On some occasions, the instructor will assign you to print some of the readings for practice annotating on the page and to print some of your drafts for conferences and editing activities. **So, there is not a textbook to purchase but there will be some (relatively low) printing costs for you in this course.**
- Technology: one of the goals of the course is to give students practice in composing and editing in various electronic environments. Expect to read and compose in google docs, 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.**

learning outcomes

Critical Reading and Thinking

- Read, understand, and begin to evaluate different kinds of texts (emphasis on nonfiction), identifying rhetorical features, main points and supporting details, purpose, and tone
- Use reading to develop one’s own thinking
- Synthesize points from at least two readings.

- Draw on reading to compose thesis-based essays, selecting and organizing appropriate supporting details

Audience/Rhetorical Strategies

- begin to understand writing as human interaction between writers and readers
- adapt content, form, and style to various audiences, purposes, and situations, with emphasis on common college-level academic writing tasks

Writing Process

- Use writing as a tool for thinking
- Use the recursive writing process to develop multiple drafts
- Use reflection to self-assess one's own writing, thinking, and learning processes
- Work collaboratively to give and receive writing feedback

Conventions/Mechanics:

By revised and edited final essays:

- make appropriate usage choices based on assignment, and demonstrate ability to write in structurally sound sentences, adhering to conventions of standard written English for reader understanding.
- use formatting and documentation (i.e., a Works Cited page) as appropriate within academic writing
- understand and avoid plagiarism, especially when learning to distinguish between writer's own thoughts and others'.

Information Literacy:

- Begin to identify the different features of published and unpublished, print and electronic sources
- Begin to evaluate sources for credibility within academic contexts
- Use Internet search engines, library resources, word processing software to compose, share, edit, and save texts.

In addition, this course helps students advance toward general education Written Communication outcomes at UW-Stevens Point:

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

Fall 2019 sections of Stukenberg's Eng 98 meet the Critical Thinking outcome:

“With diligent effort on their part, students will:

Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).

And be able to do one or more of the following:

- 2a. Identify reasoning (argumentation, decision-making, or problem-solving) as they apply it to general or discipline-specific questions or issues.
- 2b. Analyze reasoning (argumentation, decision-making, or problem-solving) as they apply it to general or discipline-specific questions or issues.
- 2c. Evaluate reasoning (argumentation, decision-making, or problem-solving) as they apply it to general or discipline-specific questions or issues.
- 2d. Construct reasoning (argumentation, decision-making, or problem-solving) as they apply it to general or discipline-specific questions or issues.”

what to expect in this course and how to do well:

In some college courses, instructors give lectures while students listen and then devote hours outside of class (2-3 hours per credit hour recommended) to reviewing those notes as well as independent study of their textbooks.

This class is different. In class, students participate actively by freewriting, working in pairs and groups, discussing, and sharing drafts of their work in progress. Outside of class, students will be assigned specific reading, notetaking, and writing activities that strengthen skills, build toward the major essays, and prepare students to participate in the next class.

Attendance, participation, and out of class reading and assignment completion are crucial to success. **Plan to attend every class, and expect to spend 1-3 hours outside of class in preparation for each class. Additional time will be required when writing and revising major essays.**

Other components of Eng 98:

- One-on-one conferences with the instructor 2-3 times during the semester, with some regular class meetings cancelled for those conferences. (You may meet more often if you like!)
- The freedom (and challenge!) to revise your essays before they are submitted for grading as part a midterm and final portfolio, with the final portfolio weighted the most. (We do not have exams, but the portfolios demonstrate your learning and skill development.)
- Students will be asked to share completed homework with peers in small groups, and to bring printed rough drafts of essays to class to share with peers, giving and receiving feedback. Students will be asked to volunteer to share their work with the whole class for modeling and feedback.
- A final grade of C or better is necessary to move on to Eng 101.

major essays: With summaries and cover letters, students will write at least 17 pages for assessment.

Essay 1: Love This

2 pgs. Brainstorm and freewrite to discover a unique topic and write with focus and detail to persuade your audience of college-level peers to love something like you do. Receive feedback from peers, and from the instructor in a one-on-one conference to help you revise for the midterm portfolio.

Essay 2: Interview Synthesis

2-3 pgs. After studying models and practicing reading and notetaking techniques, conduct your own interview with two people who disagree on a topic. Organize an essay with a thesis, and select details from the interviews, practicing quotation and paraphrase, to inform readers about how/to what extent/and exactly why your interviewees disagree, and whether any future compromise or understanding seems possible or not. Use a Works Cited page. Receive peer review feedback and written feedback from the instructor to revise for your midterm portfolio.

Midterm Portfolio:

Revise and edit essays 1 and 2 and submit them along with some selected in-class and process writing, and a 1-2 page reflective letter.

Essay 3: Rhetorical Analysis

3-4 pgs. Analyze and evaluate the argument, evidence, and style of an article of your choice from a set provided by the instructor. Learn distinguishing features of articles, practice critical reading and thinking, practice conventions of academic writing including writing with a thesis, organized and developed paragraphs, and citing your sources. Peer review this essay with classmates and conference with the instructor.

Essay 4: Position Essay and Proposal for Writing or Communication Action

3-4 pgs. Analyze and synthesize ideas from two or more of our course readings (and your own experiences—optional) to show your own final thinking about college life. You might write about how specifically college courses and programs help students develop, or how colleges might do better, or how high schools or students themselves adopt new approaches. The essay should be specific and focused, cite sources from some of the provided readings from the semester, and conclude with a plan for action for future writing or communication.

Final Portfolio:

Revise and edit essays 3 and 4 and submit them along with some selected in-class and process writing, and a 2 page reflective letter.

grading

20% Class participation, preparation, and attendance. Includes daily assignments, some submitted online and some checked visually in class. Each third of the semester, a points score for attendance is assigned, as follows: 15/15 for 0 – 2 absences with absences explained; 12/15 for 3 absences; 10/15 for 4 absences; 5/15 for 5-6 absences, and 0/15 for 7 or more absences during the period. Each new “third” of the semester, this count starts fresh. Absences are excused entirely as stated by state law, and only as stated by state law, for religious observation, pregnancy, and school-required travel. (In those cases, speak with instructor in advance.)

80% Portfolios. The midterm portfolio will be weighted 30% of the total course grade and the final portfolio weighted 50% of the total course grade, **unless* the student chooses to substantially revise essays from the midterm portfolio for submission in the final portfolio and ask to count the final portfolio for 80% of the course grade. Discuss this with the instructor in advance.

how to submit work: the daily assignment schedule and assignment descriptions in Canvas will give details about whether assignments are brought to class, submitted to the discussion board, or otherwise uploaded to Canvas. Essays should be submitted as Word documents (not google docs links.) Please do not email work to me unless asked.

extra help: students are encouraged to visit the Writing Center (in the library) for free one-on-one help with their essays. Additionally, students are encouraged to take English 99, or, if they are eligible, to get help from the TRIO staff, or other tutors. Students may make appointments with me during my office hours or at other times. Email or speak with me after class to make an appointment!

grading scale for essays:

A	93-100	“A” essays exceed assignment criteria and show command of writing principles of focus, development, organization. There is a clear and narrowed thesis statement that shows independent critical thinking about the subject. The body of the paper develops the thesis in focused paragraphs, incorporating supporting evidence from assigned readings, course discussions, and personal experience and outside sources when relevant. “A” essays show “above and beyond” elements: a unique insight showing engaged thinking; a well-crafted intro matched to purposeful title and conclusion; development that shows consideration for other views; an appropriate and engaging tone. Work through multiple drafts is almost always very evident in “A” papers. Editing for grammar, spelling, word choice and format are also evident.
A-	90-92	
B+	87-89	“B” essays meet assignment criteria while showing deliberate use of focus, organization, and/or development. There is a clear thesis statement and distinct paragraphs that develop that thesis with use of outside sources or experiences as assigned. There may be originality of thought, thorough development, logical
B	83-86	
B-	80-82	

		organization and appeal to audience with tone and style—but not all of these things, or not to an “above and beyond” degree. “B” work shows work through processes and multiple drafts, and attention to editing, though some error may be present.
C+ C	77-79 73-76	“C” essays meet all assignment criteria and are for the most part focused, organized and developed, though one or more of these elements is still at the “developing” for work at this level, at this point in the semester. C work often shows some use of processes; it may even reflect multiple drafts, yet it may lack depth or vigor in critical thinking, development, or organization. Often multiple grammatical or sentence-level errors are present. Students with C grades on essays at midterm can often successfully revise for higher grades by semester end. Students with C grades at the end of the semester are advised to take Eng 99 with Eng 101 next semester.
C- D+ D	70-72 67-69 63-66	C- and D work does not meet expectations for work at this level, at this point in the semester. To a significant degree, it lacks focus, development, and/or organization, or fails to demonstrate understanding of the assignment, readings, arguments related to assignment, or audience. Or the essay may contain too many errors for readability, showing insufficient progress at this point in the semester. In many cases, more work through processes and multiple drafts is/was needed. With good effort and often with help from the instructor or writing center, students with C- or D grades at midterm can often revise successfully for passing essays by semester end. A C- or D average at the end of the semester means the student will not be eligible for Eng 101 and should retake Eng 98.
F and below	62	F work does not meet expectations at this level in multiple areas. It often shows very little attention to the assignment description, work through the writing process, or effort. Assignments not submitted at all earn 0’s. Works found to be plagiarized may earn 0’s.

policies:

attendance: Attendance is expected. If you have an illness or emergency, contact me as soon as you are able, by phone or email. Students with many absences (even in the case of legitimate but prolonged illness or emergency) should not expect to pass because you will most likely be missing too much instruction and practice in class and in most cases should withdraw by the withdrawal date. (Also see grading for participation and attendance, above).

Deadlines and extensions: It’s better to try an assignment than not do it at all, even if you’re not sure if you’re doing it correctly. Assignments are *tries*, and giving it a try will count for more than not trying. For peer review, it is not usually possible to give an extension. (Students should bring whatever length of an essay start they have, or at least attend to give feedback to others for partial credit and the learning experience.) **When an essay or midterm portfolio is due to the instructor, extensions of a day or two, without penalty, are possible when arranged in advance. Please just ask!** (Not possible for the final portfolio, though.)

make-up: homework is usually not accepted late unless in the case of prior arrangement or emergency (including illness). The reason is because homework assignments are planned and sequenced to be of most use to you when completed for a specific class day. But please talk to the instructor about emergencies or, as long as it is not too often, extensions on specific assignments when you are otherwise overloaded or have other reasons to need some consideration. I want to help you do well. When necessary, peer review can even be made up for partial or full credit with writing center appointments.

plagiarism: All work in this class must be your own. Instances of plagiarism (turning in writing that is not yours as if it yours) may result in a required re-write or a 0 grade. Multiple instances or egregious instances (such as turning in a whole paper purchased online) may result in course failure and referral to academic actions.

When it comes to writing with sources, I understand that you may not yet know how or when to give credit to your sources. In fact, these are things we will be learning in this class. As you learn, however, you will be responsible for a good faith effort. Ask when you do not know.

classroom etiquette:

- **Please silence, put away, and do not check or use phones, or access social media or outside messaging, during class.** If necessary, step into the hall.
- We will be in a computer lab with computers in front of us. Please do not surf during class discussions or instructor explanations. ☹️ (Resist!)
- Come on time.
- Please don't whisper or talk while others are talking.
- 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.

ADA: Students desirous of specific accommodation as may fall under the Americans with Disabilities Act are encouraged to contact advisor Amy.Seering@uwc.edu (715) 261-6237.

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 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.

tentative course schedule:

Week	Activities
1	No class Monday—Labor Day. Introduction to course, Canvas. Online journal set up, freewriting; critical reading using context clues for vocabulary. Introduction to Essay 1.
2	Annotating and reading for main claims and supporting details; reading for implied meaning; brainstorming for Essay 1 and narrowing main ideas.
3	Essay structure with thesis statements, body paragraphs, and writing engaging introductions and conclusions. Introduction to peer review and peer review.
4	Editing tools for complete sentence checks; conferences with instructor with Essay 1.
5	Two-column notes for critical reading, and introduction to synthesis and Essay 2. Brainstorming and freewriting for Essay 2 and interview questions. Keeping an open mind as a habit of critical thinking. First third attendance grade assessed at end of the week.
6	Introduction to quotation and paraphrase; freewriting to discover thesis statements, and outlining Essay 2.
7	Peer Review of Essay 2 and instructor feedback; the MLA Works Cited page, and revising paragraphs for topic sentences.
8	Brainstorming and drafting the midterm portfolio cover letter, editing by listening, and Midterm Portfolio due. Overview and reflection on critical thinking video.
9	Introduction to rhetorical analysis, and practice with identifying texts features, structures, and styles. Building analytic thesis statement. Introduction to Essay 3.
10	Writing summaries, and brainstorming for Essay 3 second attendance period assessed.
11	Building analytic paragraphs with summary, quotation and paraphrase as evidence; peer review of Essay 3 and instructor conferences
12	Critical thinking assessment, thesis statements workshop and Introduction to Essay 4 and final portfolio.
13	Brainstorming for writing purposes/audiences/media. No class for Thanksgiving break Thursday and Friday.
14	Re-reading articles and small group discussion to develop positions and action plans. Peer Review of Essay 4.
15	Beliefs about Writing quiz II and reflection writing for final portfolio. Last day of classes Thursday Dec. 12. Final third attendance grade assessed.

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

