

ENGL 98: Introduction to College Writing

University of Wisconsin Stevens Point at Marshfield Fall 2021

Credit Hours: 3 credits

Section: M01 TThF 9:00 – 9:50 am Room 126

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Course Description

Introduction to College Writing is 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.

Objectives

After taking ENGL 98, students will achieve proficiency in these areas:

1. **Academic Writing:** Organize a cohesive academic essay that develops and supports a thesis with specific, relevant evidence from nonfiction course readings
2. **Critical Reading:** Identify, analyze, and evaluate the main point(s), key supporting points, and supporting evidence in assigned nonfiction texts
3. **Research Skills:** Begin to understand the features of texts that demonstrate the credibility of sources used for writing
4. **Rhetorical Knowledge:** Write a variety of different kinds of texts that achieve the purpose of each specific writing task and situation
5. **Processes:** Generate multiple drafts of academic texts by adapting writing process strategies according to the requirements of each assignment
6. **Composing in Electronic Environments:** Demonstrate basic proficiency in using technology for composing an academic text and for college-level learning
7. **Knowledge of Conventions:** Make progress toward following academic writing conventions based on the context, purpose, and level of formality of a college writing assignment

Course Materials

This course has no physical textbook. All course materials are available through the course Canvas website.

Grading Scale

<u>Assignment</u>	<u>Points</u>	<u>Total Points</u>	<u>Final Grade</u>
Essay Drafts (4@50)	200	934-1000	A
Writing Assignments	200	900-933	A-
Peer Activities	100	867-899	B+
Midterm Portfolio	250	834-866	B
Final Portfolio	<u>250</u>	800-833	B-
	1000	767-799	C+
		734-766	C
		700-733	C-
		667-699	D+
		600-666	D
		< 600	F

Course Completion

In order to receive a passing grade for the course all assignments must be turned in, but turning in all assignments does not guarantee a passing grade. Note that a grade of C or better is required for advancement to ENGL 101. Students who earn a grade of C- or worse will not be advanced to ENGL 101.

Attendance and Late Work

If you know you will be absent on a given day, you must notify the instructor in advance. In the event of a last-minute emergency, be sure to notify your instructor **before class meets** if you will be unable to attend. At the instructor's discretion, late work will receive a penalty. Should you be unable to complete the course, please formally withdraw by the drop date, **Friday, November 5**. I cannot drop you from the course, and if you do not withdraw I will have to give you a performance grade (i.e., an F).

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](#) 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.

- Please monitor your own health each day using [this screening tool](#). 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.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form.

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;

- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Tutoring-Learning Center (TLC)

The Tutoring-Learning Center promotes and supports the academic environment by providing free, confidential, student-centered academic support. The TLC offers one-on-one and drop-in tutoring services via Zoom, and one-on-one academic coaching appointments. For additional information please visit the [website](#) or contact Marie Janz, Academic Success Associate, email mjanz@uwsp.edu or phone 715-898-6036.

ENGL 98 Reading and Assignment Schedule

Note: Assignments are due on the dates listed

All course readings are available through the class Canvas website

"Text" refers to The Word on College Reading and Writing (available in Canvas – Course Resources)

This schedule is tentative and subject to revision

Week One

9/2 Introduction and Orientation

9/3 Text: "Building Strong Reading Skills" 1-4; Fahey, "The Herd Outsider's Guide to the Brony Phenomenon"

Week Two

9/7 Text: "Building Strong Reading Skills" 5-9

9/9 Cheema, "Breaking Barriers and Making Headlines"

9/10 Text: "Writing about Texts" 1-4; Essay One handout

Week Three

9/14 Gay, "To Scratch, Claw, or Grope Clumsily or Frantically"

9/16 Text: "Determining Your Audience and Purpose" 1-3

9/17 Prewriting Strategies for Essay One due; Text: "Drafting – Writing a First Draft"

Week Four

9/21 Text: "Drafting – Writing Paragraphs"

9/23 Essay One Draft Due; Text: "Revising – Higher vs. Lower Order Concerns" and "Giving And Receiving Feedback"

9/24 Conferences on Essay One

Week Five

9/28 Rosen, "Stop coddling campus crybabies"; Ladd, "There Is No Free Speech Crisis On Campus"

9/30 Herbst and Stone, "The New Censorship on Campus"; Text: "Writing About Texts – Word Choice"

10/1 McMurtrie, "A Free-Speech Divide"; Essay Two handout

Week Six

10/5 Text: "Writing about Texts – Summarizing a Text" and "Critiquing a Text"

10/7 Text: "Drafting – Paraphrasing" and "Quoting"

10/8 Text: "Using Sources Correctly – Crediting and Citing Your Sources"

Week Seven

10/12 Text: "Writing about Texts – Drawing Conclusions, Synthesizing, and Reflecting"

10/14 Essay Two Draft Due

10/15 Conferences on Essay Two

Week Eight

10/19 "Midterm Portfolio" handout

10/21 "Student Sample Midterm Portfolio"

10/22 Midterm Portfolio Due; Lipman, “The Great Reopening”

Week Nine

10/26 Lund et al., “The future of work after COVID-19”

10/28 Roe, “What the Post-COVID-19 Workplace Will Look Like”; PwC, “What’s next for America’s workforce post-COVID-19”

10/29 Essay Three handout; Choose an article for Essay Three

Week Ten

11/2 Text: “Drafting – Writing Summaries”

11/4 Text: “Drafting – Writing Introductions”

11/5 Text: “Drafting – The Paragraph Body: Supporting Your Ideas”

Week Eleven

11/9 Text: “Drafting – Writing Conclusions”

11/11 Essay Three Draft Due

11/12 Conferences on Essay Three

Week Twelve

11/16 Mann, “How Microbes Write History”

11/18 Ruiz, “4 ways that young people are thriving despite the trauma of 2020”

11/19 Mason, “How the Covid shock has radicalised generation Z”; Veltheim, “Pandemic’s impact on the young: Generation Z and growing up in the middle of COVID-19”; Essay Four handout

Week Thirteen

11/23 Workshop: Developing Topics for Essay Four

11/25 NO CLASS – THANKSGIVING HOLIDAY

11/26 NO CLASS – THANKSGIVING HOLIDAY

Week Fourteen

11/30 Workshop: Drafting Essay Four

12/2 Essay Four Draft Due

12/3 Conferences on Essay Four

Week Fifteen

12/7 “Final Portfolio” Handout

12/9 “Student Sample Final Portfolio” Handout

12/10 Final Portfolio Due