ENGL 99: Writing Studio (sections M01, M02, M03)
Fall 2023

Instructor: Jeff Verona   **Email: jverona@uwsp.edu**
Instructor's office phone: 715-389-6535   **Location:** Rm 622 (upstairs in the science building)

Office Hours: MW 10:00 – 11:00   ThF 11:00 – 12:00

Course Description: A small group and individualized instruction course that helps students develop college-level writing and critical reading skills. Emphasizes writing process strategies. Taken concurrently with a composition course or another writing-intensive class. Does not count toward a degree.

How this Writing Studio works:
- No new major essay assignments are given in this class, though you are expected to make progress on reading and writing assignments for your other courses between our tutorial meetings. The purpose of this class is to provide you with support for reading and writing assignments for your other writing courses, working toward their learning outcomes.
- This course is for 1 non-degree credit. It is graded pass/fail (S/U) and is based on **your attendance and participation in all sessions** (approximately one a week). Participation means arriving prepared for sessions with progress made on reading and writing assignments since the last session and involves reflective self-assessment writing about your ongoing development as a writer and learning. At the end of each session, record your progress and a plan for the next session in your log (in Canvas).
- **If you must miss a session** (for example, due to illness), ask the instructor if you can attend one of the other sessions or see other make-up options on the next page. If the instructor is ill or must cancel, or if the campus is closed for weather or other emergencies you'll be asked to schedule a make-up meeting or activity. (Cancellation notices will be posted to Canvas and your UWSP student email.)
- **Bring** the reading or writing assignments and directions for your other classes to our Writing Studio meetings. Bring anything else you need to work on your writing, like texts, paper or laptop if you have one, or a portable drive for saving work.
- **This course uses the studio model.** This means that you'll be asked to work with the other members in your section, sometimes sharing your writing, and giving them feedback on their writing. The purpose of the class is that you make progress overall as a writer, and reading and giving feedback to others (as well as hearing more than one point of view of what you can do next with your own drafts) is the best way to progress as a writer.
- **Sometimes you will also work individually, or just with the instructor.**
- **This course has a Canvas site.** You will post your assignments and logs to this site, and it contains additional course resources.

Dates: We'll meet weekly all semester (come to your scheduled time), starting September 5 and ending December 15. We do not meet during finals week, and there is no final exam.

Learning Outcomes: After successfully completing English 99, each student should demonstrate the ability to do the following college learning tasks:

- Set and achieve personal goals for academic reading and writing; make clear progress toward achieving related learning outcomes for at least one other writing-intensive course
- Independently revise and edit writing in response to feedback from instructors, peers, and (when available) tutors
- Identify the basic features of academic writing; use appropriate vocabulary to discuss college-level writing with instructors and classmates
- Plan, draft, revise, edit, and proofread a college essay that successfully develops a thesis or clear main point, using evidence that is appropriate for the requirements of another writing-intensive course
- Organize a paragraph around a topic sentence that a) clearly states the main point of the paragraph and b) develops and supports the overall main point of an essay.
- Write structurally sound sentences in a revised and edited essay
- Make progress toward adapting content, form, and style to the audience, purpose, and requirements of a first-year college writing assignment
- Make progress toward using appropriate syntax, grammar, usage, punctuation, and word choice in formal college writing assignments
- Use signal phrases and MLA documentation (or another academic citation style) to cite course texts and sources at a level that is appropriate for the writing-intensive course(s) taken concurrently

Grading

Students who attend all required tutorial sessions and actively participate in tutorial activities receive a satisfactory (S) grade. "Participation" means preparation between sessions, active participation with group members, and some self-evaluation writing. Students who do not complete these requirements will receive a failing (U) grade. Because this is a **non-degree credit course**, your final course grade will not be included in your college grade point average (GPA). However, grades in non-degree credit courses count toward determining whether you are making satisfactory academic progress and can affect financial aid status. If you decide to stop attending, withdraw from the course before the W date.

Some make-up options for a missed session: The following options are intended for use 1 or 2 times, if needed because of illness, emergency, etc, and cannot become replacement for regular attendance in your scheduled section. Make-ups should be arranged and completed within a week or so of the missed session.

- Attend one of the instructor's other ENGL 99 sessions that week or the next week.
- Have a writing conference with a writing center or other tutor or attend a tutoring center workshop (if topic is relevant to your current work). Write a reflection on the session or workshop and post it to your Canvas log.

Questions and extra help: If you have questions about your progress in this class you can email me or see me in office hours. However, I am not available for extra help with your writing assignments (outside of tutoring sessions) in my office hours or by email. Please see your instructor for your English class or make appointments with writing center or other tutors.

Required Materials

To receive full credit for each studio session, bring the following materials to every class period:

- One or more pieces of writing or prewriting that you would like to discuss and/or work on (printed copies or electronic copies saved to a laptop or tablet)
- Previously completed prewriting and drafts for your current writing project(s)
- The assignment instructions for your current writing project(s)
- Required readings or research sources you need for successfully completing your current writing project(s)
- A pen and paper for note taking

Studio Workshop Activities
Class activities will be different each week, depending on the time of the semester and class members' current writing projects for other courses. In the writing studio, you can expect to do most of the following activities over the course of the semester:

Analysis of Writing and Feedback
- Discuss your in-progress and completed writing projects with other writers
- Analyze and discuss the writing that classmates bring to the studio
- Give and receive peer feedback
- Discuss your work one-on-one with the instructor and receive individualized feedback
- Discuss and respond to feedback that you have received from other instructors

Reflection and Self-Assessment
- Complete informal oral and written reflection activities
- Set and discuss writing goals and report on progress toward achieving those goals
- Evaluate and discuss on your own processes as a writer
- Analyze the effectiveness of your project drafts in relation to their audience and purpose
- Use self-assessment to revise and edit your writing
- Reflect on how to apply learning from a previous writing project to a subsequent writing project
- Analyze and evaluate your progress as a writer over the course of the semester, including completing formal self-assessment activities after midterms and before finals week

Writing Process Work
- Plan for a writing project and engage in prewriting activities
- Work on individual and small group writing process activities
- Occasionally work on reading and research activities as part of a writing project

Discussion Activities Based on Writing Projects
- Discuss strategies for successfully completing the writing projects that class members bring to the studio
- Discuss how to adapt writing process and strategies based on assignment instructions, requirements, and instructor expectations for work in other courses
- Use writing that the class brings to the studio to discuss the conventions of academic writing, including the varying conventions for different courses and disciplines
- Identify and discuss evidence in texts to support a source-based writing project

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 Support
TLC Locations:
- **Marshfield: Marshfield Campus Library**

Contact Information:
- **Marshfield: roleary@uwsp.edu; 715-898-6036**

The Tutoring-Learning Center (TLC) is the UWSP academic support center. The TLC offers individual, drop-in tutoring in math, writing, and STEM, Student Success Workshops, and credited courses. We also offer Academic Coaching as an opportunity to work on skills such as goal-setting, motivation, note-taking, test-taking, time-management, study skills, etc.