

English 250--Intermediate Writing

What does it mean to be a writer?

What questions do you want to answer?

Spring 2018

Class: Monday/Wednesday 9:35 - 10:50 CCC 207

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Office hours: 11:00-1:00 Tuesday and Wednesday, or by appointment, frequently, and whenever the lights are on ☺



Course Description:

In English 250, we'll practice and play with writing and with words. In essence, this is a time to experiment and to grow as much as you can, to figure out who you are as a writer, to learn what works for you and what you sound like, and to develop writing processes of generating ideas, analyzing and evaluating your own work, looking at models for ideas and structures, cut it all apart and putting it back together again, asking for feedback and critique from outside and fresh eyes, and then polishing and proofreading. Really, this playful practice is the only way to grow as a writer.

Since you're here, I assume you want to grow as a writer and so you'll have lots of control over the forms and structures you compose in. Struggling with what to compose and for whom, how to get people to listen to what you have to say, and then actually figuring out what you have to say, is the work of being an adult writer.

You'll organize your writing around an essential question of your choice, something you care passionately about, something you probably already know something about, but something that you also want to learn more about. Something that you have opinions about that the world needs to hear. What question about the world do you want to investigate?

By the end of the course, I hope that you've learned that your energies are best spent in the prewriting and revision stages of writing rather than the revision and editing stages. I hope that you'll look forward to getting feedback on your work because that will help you see it differently and therefore make it better. I hope that you'll find new appreciation and joy in writing that will buoy you through tough times and come in handy in your career. You are a writer.

General Education Investigation Level Learning Outcomes:

- Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).
- Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own

Major Learning Outcomes:

1. **Writing process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing
 - a. Analyze professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer
 - b. Develop strategies to generate and organize ideas
 - c. Differentiate between beneficial and detrimental feedback to your written work and decide which best suits your purpose
 - d. Analyze the application of specific revision and proofreading strategies for use in your own writing
 - e. Produce pieces that eliminate problems of written language conventions that undermine your ability to communicate effectively with your audience.
 - f. Apply an authentic research process which asks important questions and synthesizes information from various reliable print and electronic sources and which properly cites sources using MLA guidelines
2. **Write professional and polished pieces that you are proud of:** Compose thoughtful, effective, and complete pieces of writing that achieve their purposes, organized around one essential question
 - a. Specifically determine the audience, purpose, and message for your piece, and then craft content and structures to most effectively fit
 - b. Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - c. Develop thorough, concise, and insightful content that engages a reader
 - d. Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.
 - e. Develop appropriate and effective tone and voice that are both individual to you and manipulated to achieve your purpose in each piece
3. **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

Course Materials:

1. Purchase Textbook: Jack Rawlins and Stephen Metzger. *The Writer's Way*, Eighth Edition.
2. A physical notebook and folder dedicated to this course.
3. Frequent access to D2L

Major Assessments:

1	<p>Writing process: Develop and apply a recursive and individual writing process that allows you to play with your own writing</p>	<p>Mastercraft Analysis D2L Discussions: Participate in D2L discussion dissecting professional essays for structure, content, and language</p> <p>D2L Postings: Reflect on course readings before class</p> <p>Genre Study: Analyze how one specific genre works, using concrete examples to form and support your conclusions</p> <p>Draft Completion:</p> <ul style="list-style-type: none"> A. Turn in all drafts on time B. Make significant and purposeful revisions throughout the drafting process <p>Research Process: Collect valid sources, determine helpful information, synthesize notes and content in order to determine new conclusions or insights</p> <p>Out of Class Writer's Notebook: Write in a notebook for 15+ minutes a week</p>	40%
2	<p>Write professional and polished pieces that you are proud of: Compose thoughtful, effective, and complete pieces of writing that achieve their purposes, organized around an essential question</p>	<p>Narrative Memoir: Write a memoir that reflects on a story or cohesive set of stories that reflects on your essential question.</p> <p>Self-Selected Genre: Write in a genre of your choosing about a topic that reflects on your essential question.</p> <p>Argumentative genre, with Research: Write an piece in a self-selected genre using research to support your reflection on your essential question</p> <p>Self-Selected Genre: Write in a genre of your choosing about a topic that reflects on your essential question.</p>	50%
3	<p>Reflection: Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas</p>	<p>Mid-Term Reflection: Analyze your progress and process and a writer</p> <p>End-of-Semester Introduction to the Multi-Genre Narrative: Order and sequence your multi-genre narrative and write a introduction to your topic and each piece.</p>	10%

Grading:

1. **Writing process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing

Mastercraft analysis D2L Discussions: Once a week, I'll ask you to reflect on a professional piece in order to analyze how it works and what strategies you can steal from it. You'll analyze what the author is doing in the piece, judge how effective those strategies are, and then try out the strategies you find effective. We'll do this in a D2L discussion space so that you can see each other's thinking and steal from them, too.

D2L Discussions will be graded entirely on completion. If your discussions are complete, on time and thoroughly respond to the provided prompts your postings will receive full credit. If your postings are late, they will lose 25% of the available points.

D2L Postings: You'll often read sections from our textbook or other course readings in order to build foundational skills, get background about how writing works, and look carefully at examples of the kinds of pieces we'll be writing. Each time that there is an assigned reading for class you have an accompanying D2L posting/upload due by the beginning of the period so that you can bring a considered understanding of the day's reading to each class, so that we can begin with discussion and application; D2L dropbox folders, complete with directions, will become available throughout the semester with specific prompts. As you post, keep a running document to which you add each subsequent posting, with the most recent posting at the top of the document; do please back up this document!

D2L Postings Basic Requirements:

1. After each assigned reading, complete a posting following the directions/prompts outlined in the D2L dropbox.
 - a. Upload your response by the beginning of each class.
 - b. Add new responses to the beginning of the document (i.e. reverse chronological order)
2. At the time that this compilation is due, you should do two additional things:
 - a. Complete any posting or prompt which you missed along the way
 - b. Add a final reflection considering what you have learned from the course readings and how they impact your overall writing. You will find more detailed prompts for this reflection in the dropbox instructions.

D2L Postings will be graded entirely on completion. If your posts are complete, on time and thoroughly respond to the provided prompts your postings will receive full credit. If your postings are late, they will lose 25% of the available points. If your compilation is complete and includes the reflection, you will receive full credit.

Draft completion: Each piece of writing we compose for class will require multiple drafts and revisions. You'll often start a draft, complete peer feedback and make a revision plan, or practice a skill or strategy in class, and then take that work back to your draft to improve your writing product and skill. I'll be looking for you to implement your peers' feedback, my feedback, and the work we do in class to make your final product as effective as it can be. Looking at your draft progression is one way that I assess your writing process.

You'll turn drafts in electronically with notes about areas where you're struggling and what you think you're doing well. I'll give feedback and constructive comments so that you can continue to revise. Note that you will not receive a letter grade until your portfolio is submitting at middle and end of the semester.

Exemplary (10)	Effective (9)	Evident (8-7)	Unacceptable (6)
<p>Multiple major revisions</p> <ul style="list-style-type: none"> ● Add more content to the vomit first draft, and/or deletes unnecessary bits ● Examines multiple ways to structure ideas ● Responses to peer and teaching feedback ● Specifically references and applies strategies and structures from the genre study, mastercraft discussion, and class instruction 	<p>Two major revisions</p> <ul style="list-style-type: none"> ● Adds some more content to the vomit first draft, and/or deletes unnecessary bits ● Moves pieces around, and ● Responds to peer and teacher feedback. ● Specifically references and applies strategies and structures from the genre study 	<p>Two major revisions:</p> <ul style="list-style-type: none"> ● Adds some more content to the vomit first draft, and/or deletes unnecessary bits ● Moves pieces around, and ● Responds to peer and teacher feedback. 	<p>Adds some more content to the vomit first draft to get to a final draft.</p>

Genre Study: Before each of the major writing pieces that you compose, you'll conduct a genre study, where you find two professional examples of the specific genre or kind of writing you're doing, looking for examples that are as close to your intent as possible. Then, you'll analyze those examples, looking at their content, structure, language, and format, so that you can mimic those elements as closely as possible. You'll then revise your initial drafts based on the genre study, and I'll give you feedback on your piece referencing your genre study.

Exemplary (10)	Effective (9)	Evident (8-7)	Unacceptable (6)
<p>Thoroughly examined at least two examples of the specific genre in which the author intends to write.</p> <p>Examples are clearly tied to both the genre and the topic the author has chosen.</p> <p>Study insightfully covers ideas, organization, voice, word choices or jargon, sentence structures or Lexile of the genre, and format and how these things informs the author's choices.</p> <p>The synthesizing comment clearly articulates the major features of the studied genre as well as how the author will apply the info gained into their own writing.</p>	<p>Completely examined at least two examples of the specific genre in which the author intends to write.</p> <p>Examples are tied to both the genre and the topic(s) the author has chosen.</p> <p>Written study thoroughly covers ideas, organization, voice, word choices or jargon, sentence structures or Lexile of the genre, and format and how these things informs the author's choices.</p> <p>The synthesizing comment describes the major features of the genre and how the author will apply the info gained into their own writing.</p>	<p>Partially examined at least two examples of the specific genre in which the author intends to write.</p> <p>Examples tie to the genre OR the topics the author has chosen.</p> <p>Written study generally covers ideas, organization, voice, word choices or jargon, sentence structures or Lexile of the genre, and format and how these things informs the author's choices.</p> <p>The synthesizing comment vaguely describes the genre's features and/or how the author will apply the info gained.</p>	<p>Minimally examined examples of the specific genre in which the author intends to write or the study is missing.</p> <p>Examples do not accurately tie to author choices.</p> <p>Written study is missing either ideas, organization, voice, word choices or jargon, sentence structures or Lexile of the genre, and format and how these things informs the author's choices.</p> <p>The synthesizing comment does not describe the major features of the genre and/or spends little time developing how the author will apply the info gained.</p>

Research: For your third piece in class, you'll conduct some research in order to inform your writing. You'll consult a variety of sources, organize your notes and ideas in a structure of your choice, and synthesize your notes into new findings. You'll use MLA formatting and endnotes in order to organize your research in your finished piece.

Exemplary (10)	Effective (9)	Evident (8-7)	Unacceptable (6)
<p>Electronic notes, endnotes in text and notes page demonstrate the ability to sort and organize <i>complete and accurate</i> information appropriate to research.</p>	<p>Electronic notes, endnotes in text and notes page demonstrate the ability to sort information appropriate to the research.</p>	<p>Electronic notes, endnotes in text and notes page reflect too few details and incomplete descriptions.</p>	<p>Electronic notes, endnotes in text and notes page reflect minimal or incomplete details.</p>
<p>The quality/quantity of the notes demonstrates a thorough and insightful understanding of the topic being researched</p> <ul style="list-style-type: none"> ● Essential questions clearly define info on each card ● Questions are asked of multiple sources to help ensure accuracy of info. ● Summary and paraphrase notes are in "own words" ● Material quoted only when essential/author says it better than notetaker could ● Page numbers are indicated when applicable ● The author has used a variety of highly credible sources and meets all print/electronic requirements ● MLA citations are thorough and accurate 	<p>The quality/quantity of the notes demonstrates a complete and logical understanding of the topic being researched</p> <ul style="list-style-type: none"> ● Organization generally good ● Questions generally asked of multiple sources to help ensure accuracy of info. ● Summary/Paraphrase notes are generally in "own words" ● Quoted material is used appropriately, though some quoted material might have been better paraphrased ● Page numbers are indicated when applicable ● Author used a variety of credible sources and meets all print/electronic assignment requirements ● MLA citations are thorough/accurate, though minor errors may be present 	<p>The quality/quantity of the notes demonstrates a cursory and logical understanding of the topic being researched</p> <ul style="list-style-type: none"> ● Organization sometimes haphazard ● Questions sometimes over-reliant on a single source ● Summary notes contain some "own words" and some of the source's words ● Quoted material would probably be better summarized/paraphrased ● Page numbers may be missing for print sources ● Author used a variety of sources, though credibility may be questionable; some print/electronic assignment requirements ● MLA citations contain repeated error patterns 	<p>The quality/quantity of the notes are weakly developed and do <u>not</u> demonstrate a clear understanding of the topic being researched</p> <ul style="list-style-type: none"> ● Information is disorganized ● Questions are asked of only single sources raising doubts as to the accuracy of info. ● Notes rely mainly on wording from the original source vs. summarizing and/or paraphrasing ● Quotes are factual details the notetaker could easily have put in his/her own words ● Needed pg. numbers missing ● Author has relied on only a few sources of questionable credibility and/or has not met print/electronic requirements of the assignment ● MLA citations contain numerous errors/divergent from form

Endnotes & Notes Page	Endnotes & Notes Page	Endnotes & Notes Page	Endnotes & Notes Page
<ul style="list-style-type: none"> • Endnoting is used flawlessly throughout the writing to source all outside information • Notes page is free of formatting errors • Citation info for individual notes is thorough + accurate 	<ul style="list-style-type: none"> • Endnoting is used correctly with minimal errors and indicates all outside information • Notes page contains minimal errors in formatting. • Citation info for individual notes is thorough + accurate 	<ul style="list-style-type: none"> • Endnoting contains errors and/or sometimes neglects necessary citation • Notes page contains errors in formatting • Citation info for individual notes is incomplete and/or contains errors 	<ul style="list-style-type: none"> • Endnoting contains numerous errors/is divergent from format/is missing • Notes page contains numerous formatting errors • Citation info for individual notes is so divergent from form it's difficult to follow and/or contains numerous errors

Writer's Notebook: Each week, you'll spend a few minutes just practicing getting words on paper and observing the world. You can write in one chunk, or divide the writing up into smaller sections. You can write about whatever you want, really, but I'll also send you an optional prompt by email on Friday afternoons. You can use it or not use it, totally up to you. Really, the goal is just to *write*, to discover your own style, to collect "seed" ideas that might be turned into something larger later. At the end of the semester, we'll conference about your writer's notebook and you'll self-assess.

Tried lots of forms; Wrote 15+ minutes every week							Stuck to one form Never wrote		
10	9	8	7	6	5	4	3	2	1

2. Write professional and polished pieces that you are proud of: Compose thoughtful, effective, and complete pieces of writing that achieve their purposes, organized around one essential question

Multi-Genre Portfolio: You will compose four complete pieces over the semester, one narrative memoir, and three more in genres of your choice. Choose different genres for each piece. You can choose the topics of each piece, with the caveat that all the pieces must tie together to investigate, explore, or try to answer one unifying essential question. What do you wonder about the world or what issues do you want to examine?

Mid-term Portfolio:

Memoir

Self-Selected Genre(s) 1+ -- One or more genres of your choice totaling at least 1000 words

Mid-Term Reflection

End of Semester Portfolio

Memoir

Self-Selected Genre(s) 1+ -- One or more genres of your choice totaling at least 1000 words

Research Informed Self-Selected Genre(s) 2+, --One or more genres of your choice totaling at least 1000 words, informed by research

Self-Selected Genre(s) 3+ -- One or more genres of your choice totaling at least 1000 words

Introduction to Portfolio

Exemplary (10)	Effective (9)	Evident (8-7)	Unacceptable (6)
Piece mimics and conforms to the elements of the genre study, while incorporating the author's unique voice and style. Effective, professional writing.	Piece mimics and conforms to the elements of the genre study. Effective writing.	Piece mimics and conforms to some of the elements of the genre study. Writing needs polish.	Piece is uninformed by the elements of the genre study. Writing is rough.

3. Reflection: Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

Mid-Term Reflection:

Part 1: At mid-term, you'll turn in a mini-portfolio, with your first two pieces and the reflection below. You have the opportunity to go back and revise the first piece again, if you choose, for the portfolio. If you make changes to your first piece, the memoir, please indicate those changes using the comment function in your document so that I can easily see them.

Part 2: Then, you will compose a short narrative reflection (1-2 pages) where you examine and evaluate your own writing, detailing what you learned so far in the course, what skills you found particularly challenging and how you overcame them, what you still need to work on to improve your writing, what the writing process looks like for you, how you are now a better writer, and how you've found meaning in this process to better understand your writing and its power, and how you might apply all of that in the future, with specific evidence from your drafts, your final pieces and your writer's notebook.

Exemplary (10)	Effective (9)	Evident (8-7)	Unacceptable (6)
<p>Reflection examines and evaluates the writer's performance, growth, strengths, and weaknesses in the course, using specific and insightful details from the revised essays, and in-class notebook, D2L postings, and D2L discussions to support and explain.</p> <p>Discusses their personalization of the writing process and their goals for their writing growth in the future.</p>	<p>Reflection examines and evaluates the writer's performance, growth, strengths, and weaknesses in the course, using details from the revised essay, other essays, and their writer's notebook to support and explain.</p> <p>Discusses their personalization of the writing process</p>	<p>Reflection examines the writer's growth or performance, strengths or weaknesses, using mentions of class content as activities to support and explain.</p> <p>Mentions their application of the writing process.</p>	<p>Reflection provides a broad overview of the strengths or weaknesses of the writer as a whole.</p> <p>Does not consider their writing process.</p>

End of Semester Final Portfolio and Introduction to Multi-Genre Narrative:

Part 1: At end of term, you will do a final revision to every piece to prepare it for your final portfolio. You'll apply what you've learned throughout the course and implement teacher, peer, and self feedback from the previous final draft to make this/these piece(s) true reflections of your skill as a writer. In addition, perhaps you'll tweak some pieces in order to make them as a collection more fully tell a story, lead your reader through a experience, or be comprehensive in some way. Please indicate all changes to you make previous pieces using the comment function in your document.

Part 2: Then, you will decide upon the best final order for all of your multi-genre pieces. Having thoroughly reviewed and ordered each piece, will will compose an introduction to the overall narrative exploring your essential question. The introduction first reflects on your development as a writer over the semester, then introduces and reflects upon your theme, introduces each piece and makes explicit the reasons for the choices you've made in each writing this semester. Expect more detailed prompts as we get closer. You'll put these two parts together into one document as your final portfolio.

End of Semester:

Exemplary (10)	Effective (9)	Evident (8-7)	Unacceptable (6)
<p>The writer has clearly written around a unified theme for the duration of the semester. Pieces are clearly connected through both the thematic treatments of each piece/ genre as well as through the organizational arrangement the author has chosen. The author has revised appropriately to help improve the cohesion of the compiled writing and has edited as appropriate to maximize the effectiveness of the writing.</p>	<p>The writer has written around a unified theme for the duration of the semester. Pieces are connected through both the thematic treatments of each piece/genre as well as through the organizational arrangement the author has chosen. The author has revised to help improve the cohesion of the compiled writing and has edited as appropriate to maximize the effectiveness of the writing.</p>	<p>The writer has written around a theme for the duration of the semester, though additional attention might help strengthen its concentration. Pieces may be connected through thematic treatments of each piece/genre and/or the organization the author has chosen, though changes might improve connections further. The author has made minimal revisions to improve cohesion and may have edited ineffectively; additional revision and/or editing would improve the piece.</p>	<p>The writer has only written loosely around a theme or may have pieces that seem disconnected from the rest of the narrative. The treatment of pieces may seem confusing or the organization haphazard. The author may have attempted minimal revision or editing, but issues of clarity or problems with spelling, usage and mechanics interfere with understanding the completed narrative.</p>

Class Policies:

Attendance: Please come to class and participate fully. I do hope that you'll find that frequent attendance is necessary for effective learning. Please do contact me ahead of time when you are going to be absent; I worry about you. Physically coming to class but being unprepared or engaging in activities not conducive to learning (such as texting, sleeping, being disruptive to other students, etc) may result in a absence for the day. If you miss a class, please do check the class presentation on D2L, email me, visit my office hours, or make an appointment to discuss what you've missed.

If you are absent more than 10% of the time (5 periods or more), I may lower your overall letter grade a half of a grade (B to a B-). If you are absent more than 25% (12 periods or more) of the time, I may lower your overall letter grade a full grade (B to a C). If you are absent more than half the time (22 periods or more), you will not be able to pass the class.

Classroom and D2L Discussion: Some of the issues we will discuss in class may be controversial, so intense and highly charged exchanges may occur and should be expected and welcomed since they help us anticipate and respond to others' views in our writing. However, I trust that you will not let disagreement become disrespect and that you will remain respectful in your language, behavior, and actions at all times. It is perfectly okay to disagree on issues and to voice disagreement as long as you remember that individual perceptions are shaped by individual experiences and backgrounds and the differences must be approached with respected and tolerant attitudes.

Timeliness: Please turn work in on time. All work is due before class on the due date. The work we do in class is carefully scaffolded and sequenced in order to ensure your learning. When you do not come to class with a draft of an essay or when you do not turn a final essay in on time, you are really cheating yourself out of the learning sequence. If you have trouble turning in an assessment on time, please come talk to me and we'll work something out together.

Plagiarism: Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism--a very serious offense. Writers generally borrow from others in two ways:

- 1) Paraphrasing, quoting directly, or using a combination of paraphrasing and direct quotation. Please use the MLA citation guidelines to properly cite the types of borrowing outlined above. We'll discuss the MLA guidelines in class.
- 2) Deliberately placing your name on someone else's written work--using file papers, copying and pasting from the internet without citation, letting friends or hired professionals write your papers, etc. This type of "borrowing" will be treated in accordance with the University policy on Academic Misconduct. See the UWSP Handbook, Chapter 14 available at <http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>.

Electronic Devices and Video: Electronic devices are distracting and their use while others are speaking is impolite; unless you are asked to use them for a class activity, turn off cell phones and put them out of sight. Laptops are not allowed unless you have an Accommodations Request requiring use for a disability; if you use a tablet for note taking, please sit in the front row. Violating the device policy will result in an absence for the day.

To respect the privacy of those in class, students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will

be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to learn the classroom and possibly being reported to the Dean of Students.

Email: I will do my best to respond to emails within 24 hours (or within 48 hours on the weekends) except in the following circumstances: you are asking for information that can be found on the syllabus, you are asking me to cover an entire class period via email because you have missed a class, or the tone of your email is rude or disrespectful.

D2L: Desire2Learn (D2L) is the web-based software program UWSP uses to create class homepages. You can access D2L by going to your MyPoint page, clicking the “Academic” tab and selecting “Desire2Learn” on the right of the page. You’ll turn in your final drafts to me via D2L, I’ll post class materials in the content section, we’ll occasionally have electronic discussions, and you’ll find updated scores and grades there.

If you’re struggling: Hey, I care about you. Come talk to me. We’ll work together to find a solution.

Available University Resources :

- **Tutoring Learning Center (TLC):** In addition to meeting with me and engaging in peer feedback in class, you can also get help on your papers from the in the basement of the University Library, room 018, x3568.
- **UWSP’s Office of Disability Services:** Students with learning differences can visit the Office of Disability Services on the 6th floor of the University Library, room 609, x 3365 to work with that office to develop a Request for Accommodation Form or a referral to Assistive Technology.

Emergency Procedures:

- In the event of a medical emergency call 9-1-1 or use Red Emergency Phone outside room 227]. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, stay in place]. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet in the parking lot F-W across the street. Notify instructor or emergency command personnel of any missing individuals.
- Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

Course Schedule:

Please complete all writing, reading, and other assignments before you come to class on the due date.

Week	Monday	Wednesday
1	<p>January 22</p> <p>First Day of Class!</p>	<p>January 24</p> <p>Reading Due: Chapter 1, "Learning to Write," <i>Writer's Way</i></p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p>
2	<p>January 29</p> <p>Writing Due: Essential Question Reading Due: Chapter 4, "Choosing Topics and Getting Started," <i>Writer's Way</i> Reading Due: Mastercraft Reading 1</p>	<p>January 31</p> <p>Reading Due: Chapter 12, "Personal Writing," <i>Writer's Way</i> Writing Due: Memoir First Draft</p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p>
3	<p>February 5</p> <p>Reading Due: Chapter 2, "What Makes Writing Effective," <i>Writer's Way</i> Reading Due: Memoir Genre Study</p>	<p>February 7</p> <p>Reading Due: Chapter 7, "Organization: Mapping, Outlining, and Abstracting," <i>Writer's Way</i> Writing Due: Memoir Intermediate Draft</p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p>
4	<p>February 12</p> <p>Reading Due: Mastercraft Reading 2</p>	<p>February 14</p> <p>Reading Due: Chapter 6, "Style and Tone," <i>Writer's Way</i> Writing Due: Memoir Final Draft</p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p>
5	<p>February 19</p> <p>Reading Due: Mastercraft Reading 3</p>	<p>February 21</p> <p>Reading Due: Chapter 5, "Thesis, Purpose, and Audience," <i>Writer's Way</i> Writing Due: Self-Selected Genre 1 First Draft</p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p>
6	<p>February 26</p>	<p>February 28</p>

	Reading Due: Self-Selected 1 Genre Study	Reading Due: Chapter 8, "The Spirit of Revising," <i>Writer's Way</i> Writing Due: Self-Selected Genre 1 Intermediate Draft Reminder: Writer's Notebook for 15+ minutes per week
7	March 5 Reading Due: Mastercraft Reading 4	March 7 Reading Due: Chapter 9, "Beginning, Ending, and Titling," <i>Writer's Way</i> Writing Due: Self-Selected Genre 1 Final Draft Writing Due: Mid-Term Portfolio and Reflection Due Reminder: Writer's Notebook for 15+ minutes per week
8	March 12 Reading Due: Mastercraft Reading 5	March 14 Reading Due: Chapter 16, "Research," AND/OR Chapter 17, "Using Sources," <i>Writer's Way</i> Writing Due: Research Check Reminder: Writer's Notebook for 15+ minutes per week
9	March 19 Reading Due: Mastercraft Reading 6	March 21 Reading Due: Chapter 13, "Writing to Inform," OR Chapter 14, "Writing an Argument: Thinking it Through," <i>Writer's Way</i> Writing Due: Self-Selected Genre 2, with Research First Draft Reminder: Writer's Notebook for 15+ minutes per week
10	Spring Break	
11	April 2 Reading Due: Self-Selected Genre 2, with Research Genre Study	April 4 Reading Due: Chapter 15, "Writing an Argument: Selling the Case," <i>Writer's Way</i> Writing Due: Self-Selected Genre 2, with Research Intermediate Draft Reminder: Writer's Notebook for 15+ minutes per week
12	April 9	April 11

	Reading Due: Mastercraft Reading 7	Reading Due: Chapter 11, "Editing," <i>Writer's Way</i> Writing Due: Final Draft Self-Selected Genre 2, with research Reminder: Writer's Notebook for 15+ minutes per week
13	April 16 Reading Due: Mastercraft Reading 8	April 18 Reading: Reread Chapter 8, "The Spirit of Revising," <i>Writer's Way</i> Writing Due: Self-Selected Genre 3 First Draft Reminder: Physical Writer's Notebook for 15+ minutes per week
14	April 23 Reading Due: Self-Selected Genre 3 Genre Study	April 25 Reading Due: Posting Compilation Writing Due: Self-Selected Genre 3 Intermediate Draft Reminder: Writer's Notebook for 15+ minutes per week
15	April 30 Reading Due: Mastercraft Reading 9	May 2 Writing Due: Self-Selected Genre 3 Final Draft Reminder: Writer's Notebook for 15+ minutes per week
16	May 7 Reading Due: Mastercraft Reading 10	May 9 Reminder: Writer's Notebook for 15+ minutes per week
Final Exam: Portfolio Introduction and Revision Work-time Thursday, May 17 10:00-12:00		