

English 250--Intermediate Writing

What does it mean to be a writer?

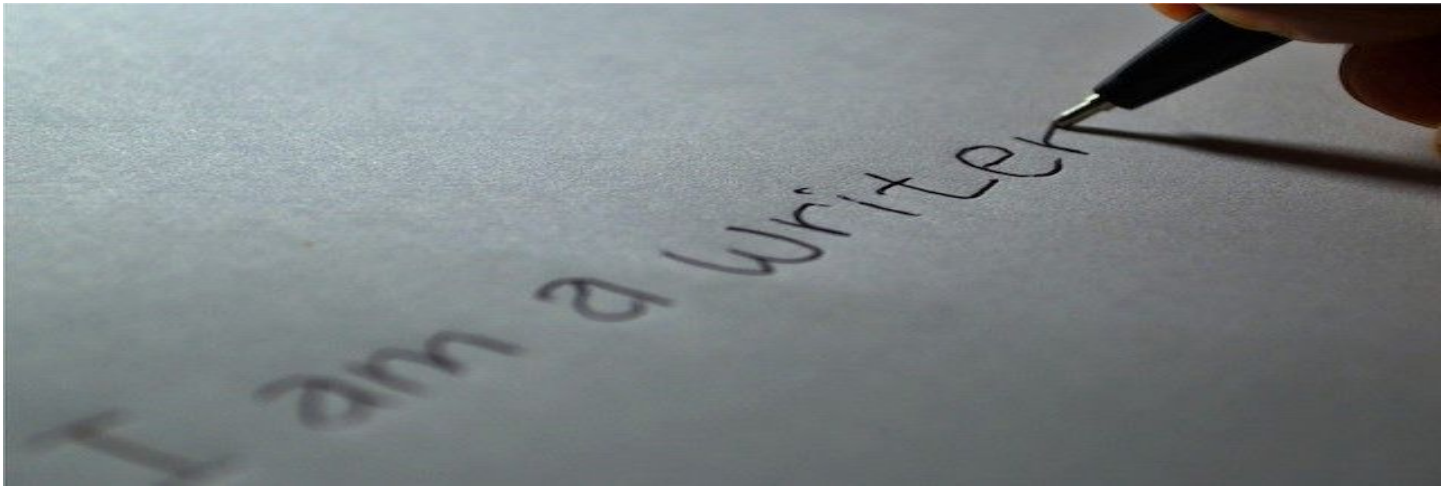
What questions do you want to answer?

Spring 2019

Class: Monday/Wednesday 9:30 - 10:45 CCC 238

Instructor Info: Ms. Erica Ringelspaugh | CCC 434 | 346-4533 | eringels@uwsp.edu

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:

- **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
- **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
- **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 Canvas

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>Canvas Postings: Reflect on course readings before class</p> <p>Mastercraft Analysis Canvas Discussions: Participate in Canvas discussion dissecting professional pieces for structure, content, and language</p> <p>Genre Study: Analyze how one specific genre works, using concrete examples to form and support your conclusions</p> <p>Revision: Make significant and purposeful revisions throughout the drafting process</p> <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: Gather and keep ideas and inspiration for future writing</p>	30%
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>Self-Selected 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>	60%
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>Beginning of Semester Reflection and Introduction Screencast: Analyze your current writing strengths and areas for growth and set goals for the course</p> <p>Mid-Term Reflection Screencast: Analyze your progress and process as a writer</p> <p>End-of-Semester Reflection Screencast: Analyze your progress and process as 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%

Mastercraft Analysis Canvas Discussions

Learning Goals:

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

About 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 Canvas discussion space so that you can see each other's thinking and steal from them, too.

Canvas 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.

Canvas Writer's Notebook Postings about Readings

Learning Goals:

- **Writing process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing
 - Develop strategies to generate and organize ideas

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 Canvas assignment 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. 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:

After each assigned reading, complete a posting following the directions/prompts outlined in the D2L dropbox.

1. Upload your response by the beginning of each class.
2. Add new responses to the beginning of the document (i.e. reverse chronological order)

Canvas 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.

Genre Study

Learning Goals:

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

While writing each of your major writing pieces, 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. When I give you feedback on your writing, I'll reference your Genre Study.

Exemplary (10)	Effective (9)	Evident (8)	Developing (7)	Unacceptable (6)
Examples are clearly tied to both the genre and the topic the author has chosen.	Examples are tied to both the genre and the topic the author has chosen.	Examples are tied to both the genre and the topic the author as chosen.	Examples tie to the genre OR the topic the author has chosen.	Examples unrelated to author choices.
Insightful, detailed analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.	Thorough analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre	Clear analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.	Broad or vague analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.	Written study is missing either ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.
Inferences audience expectations from the genre patterns.	Details patterns that define genre and specific examples of those patterns.	Notes patterns that define the genre.	References general structures that appear in the genre.	Notes things that happen in writing generally.
Specifically comments on how these things informs the author's choices.	Thoughtfully comments how these things informs the author's choices.	Generally comments how these things informs the author's choices.	Genre study is unconnected to the author's choices.	Genre study is unconnected to the author's choices.

Draft Completion

Learning Goals:

- **Writing process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing
 - Develop strategies to generate and organize ideas
 - Differentiate between beneficial and detrimental feedback to your written work and decide which best suits your purpose
 - Analyze the application of specific revision and proofreading strategies for use in your own writing

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. In class, I'll ask you to reflect on the feedback I left you, and then, we'll briefly conference about that feedback so you can ask questions, we can brainstorm or try out ideas together, and you can feel confident about the direction you're heading. Note that you will not receive official scores until your portfolio is submitting at middle and end of the semester.

Exemplary (10)	Effective (9)	Evident (8)	Developing (7)	Unacceptable (6)
Multiple major revisions <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 ● Change sentence structures for effect ● Takes risks 	Multiple major revisions <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 ● Change sentence structures for effect 	One major revisions: <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. 	Adds some more content to the vomit first draft to get to a final draft.	The vomit first draft is also the final draft.

Out of Class Writer's Notebook

Learning Goals:

- **Writing process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing
 - Develop strategies to generate and organize ideas
 - Differentiate between beneficial and detrimental feedback to your written work and decide which best suits your purpose
 - Analyze the application of specific revision and proofreading strategies for use in your own writing

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 post a prompt on Canvas every Friday afternoon. 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

Research

Learning Goals:

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

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)	Acceptable (7)	Unacceptable (6)
<p>The quality/quantity of the notes demonstrate thorough and insightful understanding of the topic</p> <ul style="list-style-type: none"> ● Questions are asked of multiple sources to help see bias and gain a varied perspective. ● Thoughtful quotes, keywords, paraphrases, and comments move the research forward ● Page numbers are indicated ● The author has used a large, purposeful variety of highly credible sources ● MLA citations are thorough and accurate 	<p>The quality/quantity of the notes demonstrate complete, careful, and well-rounded understanding of the topic</p> <ul style="list-style-type: none"> ● Questions asked of multiple sources to help ensure accuracy. ● Pertinent quotes, paraphrases and comments make conclusions. ● Page numbers are indicated ● Author used a purposeful variety of credible sources ● MLA citations are thorough and accurate 	<p>The quality/quantity of the notes demonstrate a logical understanding of the topic.</p> <ul style="list-style-type: none"> ● Questions generally asked of multiple sources to help ensure accuracy ● Appropriate quotes, paraphrases, and comments explore the topic ● Page numbers included ● Author uses a variety of credible sources. ● MLA citations contain few errors. 	<p>The quality/quantity of the notes demonstrate cursory understanding of the topic</p> <ul style="list-style-type: none"> ● Questions over-reliant on a single source ● Perfunctory quotes and paraphrases lack meaning ● Page numbers sometimes missing ● Author used a variety of sources, though credibility may be questionable ● MLA citations contain repeated error patterns 	<p>The quality/quantity of the notes is weakly developed and does <u>not</u> demonstrate understanding of the topic</p> <ul style="list-style-type: none"> ● Questions are asked of only single sources raising doubts as to the accuracy of info. ● Questionable quotes and paraphrases seem random or haphazard ● Pg. numbers missing ● Author has relied on only a few sources of questionable credibility ● MLA citations contain numerous errors
<p>Endnotes & Notes Page</p> <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 	<p>Endnotes & Notes Page</p> <ul style="list-style-type: none"> ● Endnoting is used correctly with minimal errors and indicates all outside information ● Notes page is free of formatting errors. 	<p>Endnotes and Notes Page</p> <ul style="list-style-type: none"> ● Endnoting is use correctly with minimal errors and indicated all outside information. ● Notes page contains few formatting.errors. 	<p>Endnotes & Notes Page</p> <ul style="list-style-type: none"> ● Endnoting contains errors and/or sometimes neglects necessary citation ● Notes page contains multiple errors in formatting 	<p>Endnotes & Notes Page</p> <ul style="list-style-type: none"> ● Endnoting contains numerous errors/is divergent from format/is missing ● Notes page contains numerous formatting errors

Multi-Genre Portfolio

Learning Goals:

- **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
 - Specifically determine the audience, purpose, and message for your piece, and then craft content and structures to most effectively fit
 - Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - Develop thorough, concise, and insightful content that engages a reader
 - Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.
 - Develop appropriate and effective tone and voice that are both individual to you and manipulated to achieve your purpose in each piece

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 1 -- One or more genres of your choice totaling at least 1000 words

Midterm Portfolio Reflection Screencast

End of Semester Portfolio

Memoir

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

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

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

Introduction to Portfolio

End-of-Semester Portfolio Reflection Screencast

Exemplary (10)	Effective (9)	Evident (8)	Acceptable (7)	Unacceptable (6)
Piece mimics and conforms to the elements of the genre study, while incorporating the author's unique voice and style. Professional writing.	Piece mimics and conforms to the elements of the genre study. Effective writing.	Piece mimics and conforms to the most important elements of the genre study. Inconsistent 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.

Reflection

Learning Goals:

- **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

Beginning of Semester Reflection and Introduction: Right away as the semester begins, you'll make a screencast of yourself analyzing or reflecting on two previous pieces of writing you've composed for other courses, professionally, on your own time, or for work. You'll look at what you feel you do well, what you feel you need to work on, and what you want to learn in our semester together.

Beginning of Semester Reflection is graded entirely on completion. You did it, you're good.

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 make another screencast 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 it's power, and how you might apply all of that in the future, with specific evidence from your essays.

Exemplary (10)	Effective (9)	Evident(8)	Acceptable (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 essays and in-class notebook, and Canvas 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 and their in-class 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>	<p>Lists topics from the syllabus or textbook. Makes broad statements of learning with no specifics or insight.</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: Now, again, you'll make a screencast of your portfolio, talking through and reflecting on at least two pieces in detail, determining your strengths, discussing areas for continued growth, deciding if you met your goals for the semester.

Exemplary (10)	Effective (9)	Evident(8)	Acceptable (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 essays and in-class notebook, and Canvas 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 and their in-class 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>	<p>Lists topics from the syllabus or textbook. Makes broad statements of learning with no specifics or insight.</p> <p>Does not consider their writing process.</p>

Part 3: Finally, 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 parts together as your final portfolio.

End of Semester:

Exemplary (10)	Effective (9)	Evident (8)	Acceptable (7)	Unacceptable (6)
<p>The writer has clearly written around a unified theme.</p> <p>Writer uses sequencing of pieces to tell a story or lead the reader through an experience.</p> <p>The author has thoughtfully revised to help improve the cohesion of the compiled writing and has edited as appropriate to maximize its effectiveness</p>	<p>The writer has written around a unified theme.</p> <p>Writer uses the sequencing of pieces to engage the reader in the topic.</p> <p>The author has revised to help improve the cohesion of the compiled writing and has edited as appropriate to maximize its effectiveness.</p>	<p>The writer has written around a theme.</p> <p>Writer uses the sequencing of pieces to help create background knowledge for the reader.</p> <p>The author has revised to improve each piece individually.</p>	<p>The writer has written around a theme.</p> <p>Writer uses the sequencing of the pieces to discuss the topic.</p> <p>The author has proofread or made minimal edits to improve each piece individually.</p>	<p>The writer has pieces that seem disconnected from the rest of the narrative.</p> <p>Writer organizes the pieces haphazardly confusingly or chronologically, as written.</p> <p>Each piece the same as the previous final draft.</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 Canvas, 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 (3 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% (7 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 (15 periods or more), you will not be able to pass the class.

Classroom and Canvas 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, *if you are proactive in arranging alternate due dates when complications arise*, I am likely to help you work through these situations without penalty.

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.

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

Preferred/Chosen Name & Gender Pronouns: Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity or expression. Students will be asked to indicate the name and gender pronouns that they use for themselves. A student’s chosen name and pronouns are to be respected at all times in the classroom.

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	January 21	January 23 First Day of Class! Reminder: Writer's Notebook for 15+ minutes per week
In class		Welcome to our Community of Writers!
2	January 28 Reflection Due: Beginning of Semester Screencast Reading Due: <i>Writer's Way</i> Chapter 1, "Learning to Write," and/or Chapter 4, "Choosing Topics and Getting Started"	January 30 Choice Due: Essential Question Reading Due: Mastercraft Reading 1 Reminder: Writer's Notebook for 15+ minutes per week
In class		
3	February 4 Writing Due: Memoir First Draft Reading Due: <i>Writer's Way</i> Chapter 2, "What Makes Writing Effective," and/or Chapter 12, "Personal Writing"	February 6 Reading Due: Memoir Genre Study Reminder: Writer's Notebook for 15+ minutes per week
In class	Meet with Topic Group	Meet with Genre Group
4	February 11 Writing Due: Memoir Second Draft Reading Due: <i>Writer's Way</i> Chapter 8, "The Spirit of Revising"	February 13 Reading Due: Mastercraft Reading 2 Writing Due: Ringelspaugh Feedback Reflection Form Reminder: Writer's Notebook for 15+ minutes per week
In class	Meet with Skill Development Groups	Conferences with Ringelspaugh

5	February 18 Writing Due: Memoir Third Draft Reading Due: <i>Writer's Way</i> Chapter 5, "Thesis, Purpose, and Audience"	February 20 Writing Due: Memoir Final Draft Reading Due: Mastercraft Reading 3 Reminder: Writer's Notebook for 15+ minutes per week
In class	Meet with Genre Group	
6	February 25 Writing Due: Self-Selected Genre 1 First Draft Reading Due: <i>Writer's Way</i> Chapter 7, "Organization: Mapping, Outlining, and Abstracting"	February 27 Reading Due: Self-Selected 1 Genre Study Reminder: Writer's Notebook for 15+ minutes per week
In class	Meet with Topic Group	Meet with Genre Group
7	March 4 Writing Due: Self-Selected Genre 1 Second Draft Reading Due: <i>Writer's Way</i> Chapter 6, "Style and Tone,"	March 6 Reading Due: Mastercraft Reading 4 Writing Due: Ringelspaugh Feedback Reflection Form Reminder: Writer's Notebook for 15+ minutes per week
In class	Meet with Skill Development Groups	Conferences with Ringelspaugh
8	March 11 Writing Due: Self-Selected Genre 1 Third Draft Reading Due: <i>Writer's Way</i> Chapter 16, "Research"	March 13 Writing Due: Self-Selected Genre 1 Final Draft Writing Due: Mid-Term Portfolio and Reflection Due Reading Due: Mastercraft Reading 5 Reminder: Writer's Notebook for 15+ minutes per week
In class	Meet with Genre Group	
9	Spring Break	
10	March 25	March 27

	<p>Writing Due: Research Check Reading Due: <i>Writer's Way</i>, Chapter 17, "Using Sources"</p>	<p>Writing Due: Research Check Reading Due: Mastercraft Reading 6</p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p>
In class	Conferences with Ringelspaugh	Conferences with Ringelspaugh
11	<p>April 1</p> <p>Writing Due: Self-Selected Genre 2, with Research First Draft Reading Due: <i>Writer's Way</i> Chapter 13, "Writing to Inform," and/or Chapter 14, "Writing an Argument: Thinking it Through"</p>	<p>April 3</p> <p>Reading Due: Self-Selected Genre 2, with Research Genre Study</p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p>
In class	Meet with Topic Group	Meet with Genre Group
12	<p>April 8</p> <p>Writing Due: Self-Selected Genre 2, with Research Second Draft Reading Due: <i>Writer's Way</i> Chapter 15, "Writing an Argument: Selling the Case"</p>	<p>April 10</p> <p>Reading Due: Mastercraft Reading 7 Writing Due: Ringelspaugh Feedback Reflection Form</p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p>
In class	Meet with Skill Development Groups	Conferences with Ringelspaugh
13	<p>April 15</p> <p>Writing Due: Self-Selected Genre 2, with Research Third Draft Reading Due: <i>Writer's Way</i>, Chapter 11, "Editing"</p>	<p>April 17</p> <p>Reading Due: Mastercraft Reading 8 Writing Due: Self-Selected Genre 2, with research Final Draft</p> <p>Reminder: Physical Writer's Notebook for 15+ minutes per week</p>
In class	Meet with Genre Group	
14	April 22	April 24

	<p>Writing Due: Self-Selected Genre 3 First Draft Reading Due: <i>Writer's Way</i>, Chapter 9, "Beginning, Ending, and Titling"</p>	<p>Reading Due: Self-Selected Genre 3 Genre Study Reminder: Writer's Notebook for 15+ minutes per week</p>
In class	Meet with Topic Group	Meet with Genre Group
15	<p>April 29</p> <p>Writing Due: Self-Selected Genre 3 Second Draft</p>	<p>May 1</p> <p>Reading Due: Mastercraft Reading 9 Writing Due: Ringelspaugh Feedback Reflection Form Reminder: Writer's Notebook for 15+ minutes per week</p>
In class	Meet with Skill Development Groups	Conferences with Ringelspaugh
16	<p>May 6</p> <p>Writing Due: Self-Selected Genre 3 Third Draft Writing Due: Out of Class Writer's Notebook</p>	<p>May 8</p> <p>Reading Due: Mastercraft Reading 10 Writing Due: Self-Selected Genre 3 Final Draft Reminder: Writer's Notebook for 15+ minutes per week</p>
In class	<p>Meet with Genre Group Conferences with Ringelspaugh</p>	Conferences with Ringelspaugh
<p>Final Exam: Portfolio and Revision Work-time Monday, May 13 12:30-2:30</p>		