**Syllabus & Course Policies**

**Syllabus -** The syllabus is subject to change.

 **Composition 101: Who I Am and How the World Sees Me**

University of Wisconsin – Stevens Point Fall 2017 3 Credits Professor Pat Dyjak

English 101-22 MW 2:00-3:15 pm & English 101-23 MW 3:35-4:50 pm 322 CCC

Detailed Assignment Sheets will be distributed at the start of each essay topic and supersede the syllabus.

*RCWW* = *Reading Critically, Writing Well: A Reader and a Guide*. *10th edition* [text rental]

Read = You need to read and annotate the text assigned.

**Week One:**

Wednesday 9/6 Introduction, policies, handouts

**Week Two:**

Monday 9/11 **Quiz** on Course Policies and Syllabus; Read in *RCWW* Academic Habits of Mind p 1-2 top & 8 – 10 top & 13-19 and A Catalog of Reading Strategies p 507-8,

 and Annotation p 508 -514. Get Essay #1 “Who I Am” Assignment Sheet.

Wednesday 9/13 Read in *RCWW* Autobiography p 20 -31, including Dillard “An American Childhood”

**Week Three:**

Monday 9/18 Read in *RCWW* Jennings “Our Scars Tell the Stories of Our Lives” p143-6

Wednesday 9/20 Read in *RCWW* Summary and Paraphrasing p 518-520, and A Guide to Writing Autobiography p 55-66 and Zevin “Father Shops Best” p 149-154

**Week Four:**

Monday 9/25 **Ex #1 Visual Description Plus due and Ex #2 Long Paragraphs on Topic due**;

 Read Lee “Peeling Bananas” [handout]

Wednesday 9/27 **First Draft due, typed, hard copy in class**

**Week Five:**

Monday 10/2 Second Draft Conferences – Prof’s Office 429 CCC/No Class

Wednesday 10/4 Second Draft Conferences – Prof’s Office 429 CCC/No Class

**Week Six:**

Monday 10/9 **1st Essay due in class with both drafts and revision sheets to me in pocket folder, see**

 **“Format Requirements” on last page of the Course Policies.**

Get Essay #2: “The Social Aspects of the *Image* of the Body” Assignment Sheet and

 “Shame on US” [handout]

Wednesday 10/11 Read *RCWW* Reflection Essays 129-139 including “Black Men and Public Space”

**Week Seven:**

Monday 10/16 **Exercise #1 Due**; Read “Abs and the Adolescent” [handout] and Read *RCWW* Guide to Writing a Reflection Essay 167-171 & “Whose Body Is This?” p 161-165

Wednesday 10/18 Assessing Images in Advertising

**Week Eight:**

Monday 10/23 **Exercise #2 Due;** Read *RCWW* Guide to Writing a Reflection Essay

 171-177 and Tannen “Marked Women” p 192-200

Wednesday 10/25 Grammar

**Week Nine:**

Monday 10/30 **First Draft Due**, typed, in class, hardcopy

Wednesday 11/1 Additional Reading & revision exercises

**Week Ten:**

Monday 11/6 Second Draft Conferences – Prof’s Office/No Class

Wednesday 11/8 Second Draft Conferences – Prof’s Office/No Class

**Week Eleven:**

Monday 11/13 2nd **Essay due in class with both drafts and revision sheets to me in pocket folder**;

 Begin Essay #3: “Language Issues in Social Situations”

Wednesday 11/15 Read *RCWW* “The Flight from Conversation” p 334-9 and “Spanglish”[handout]

**Week Twelve:**

Monday 11/20 **Exercise #1 Due;** Read “Sex, Lies, and Conversation” [handout]

Wednesday 11/22 At home assignment

Thanksgiving

**Week Thirteen:**

Monday 11/27 **Exercise #2 Due;** Read student essay “Vulgar Language in Hockey” [handout]

Wednesday 11/29 Read “The Meanings of a Word” [handout] & Grammar

**Week Fourteen:**

Monday 12/4 **First Draft Due**, typed, in class, hardcopy

Wednesday 12/6 Revision strategies

**Week Fifteen:**

Monday 12/11 Second Draft Conferences – Prof’s Office/No Class

Wednesday 12/13 Second Draft Conferences – Prof’s Office/No Class

I will have extra office hours the last week of classes and exam week.

The final essay, Essay 3, will stand in lieu of a Final Exam. **It is due by Friday, December 22, 2017 by 2:30 pm at my office 429 CCC**. (This is the later of the two exam times of the two sections of Engl 101 I teach.) **There will be a cardboard box outside my office 429 CCC for you to drop off *just* the final essay.**

You may hand in your final essay earlier than the deadline.

The syllabus is subject to change.

**Course Policies**

**Composition 101: Who I Am and How the World Sees Me**

University of Wisconsin – Stevens Point Fall 2017 3 Credits Patricia Dyjak, Ph.D. & M.F.A.

English 101-22 MW 2:00-3:15 pm & English 101-23 MW 3:35-4:50 pm 322 CCC

email: pdyjak@uwsp.edu Office: 429 CCC

Cell: 715/572-0316 texts ok Office Hours: MW 1:00 – 1:50 pm, TR 12:30 – 1:30 pm

 *& by appointment*

**Required Texts:**

Text Rental: Axelrod, Rise B., Cooper, Charles R., and Alison M. Warriner. *Reading Critically, Writing Well: A Reader and a Guide*. **10th edition**. New York, NY: Bedford/St. Martins. 2014.

There will be handouts (football poems, essays, sample student essays, Barbie poems, etc.).

**Materials** Always bring a notebook and pen/pencil to class.

**Required:** You will need two to three folders with pockets.

**Course Description & Objective:**

The objective of this course is to develop your writing skills. **Writing, good writing, is hard work**: it demands clear thinking; logical organization; decisions regarding specific supporting reasons, explanations, and examples from life. All this requires specific details. It also requires a lot of time. We will go through the writing process *slowly* – giving everyone the time *to think* about what they are writing or going to write. You also will begin noticing your own writing process. The time you spend in class will be a fraction of the time you spend on your writing. You should take it for granted that the majority of your writing will occur outside of class. Class time is to guide you and give you pertinent information, help with brainstorming and revision, and address any complications you encounter. This is NOT like writing an essay the night before it’s due; you will need to spend time thinking about your ideas and observations, and how best to express and demonstrate them.

*You know, when you think about writing a book, you think it is overwhelming. But, actually, you break it down into tiny little tasks any moron could do. Annie Dillard*

The process of writing and your becoming aware of how *you* write, will be part of your evolution as a thinking writer. I, and your fellow students, will work with you to improve your skills of critical reading, evaluation of information, inclusion of details and quotes, thesis development, self-evaluation of your writing, revision, and organization. All of this is part of developing your critical thinking skills, applicable to any college class or job. I am available to help you with your writing at any stage of the process.

We will do three essays for this course. Each essay will be worth 100 points; these points are spread out over the component exercises and quizzes and drafts for each essay assignment. Each essay will be worth 33.3 % of your final grade. Essay One will be an Autobiography/Reflection on who you are, within your most comfortable community or some event that you feel reflects who you are. Essay Two will focus on the *image* of bodies in advertising and how the world judges and sees people as bodies. We will look at many stereotypes about weight, muscles, height, beauty, race, ethnicity, etc. Essay Three will consider language issues in social situations, including taboo words, as well as communication issues between groups (men and women; elderly and young), texting, swearing, sports groups, and more.

All drafts and final versions of essays must be typed, hardcopy – do not bring your laptop to class.

**Requirements:**

3 Essay Assignments [each worth 100 points; each worth 33.3% of final grade] with related

Reading & Annotation Quizzes, Take-home assignments, & In-class writing

& Attendance + Participation in class discussion

**Essays:**

Drafts cannot be late; you should consider the draft as the essay and plan to have your ideas in writing by the time it is due. The first/rough drafts must be done on time **in full** when they are due. “In full” means the draft must meet the page number requirement. Students who show up to class with no draft or a one-paragraph draft or a single page, etc. will be given an absence and no points.

Detailed Assignment Sheets will be handed out for each essay. Specific requirements for each essay will be on the Assignment Sheets, and you will be graded with these in mind in conjunction with the English Department’s Criteria for Passing Grades in English 101 which are the following: Critical Thought and Content, Essay Construction, Audience & Style, Sentence Effectiveness, and Process Strategies. Essays are due as indicated on the assignment sheets. Late essays will be down-graded half a letter grade for each day late (ex. B+ to B) unless you first obtain an extension. In order to get an extension you must specifically ask me for one *before* the essay is due. When I grant an extension, I also give a new due date and usually we will meet to look over your essay or draft together. **If you don’t have a new due date in hand, then you don’t have an extension.**

Each essay assignment will be worth 100 points. The points will be, most often (but not always), distributed as follows. Reading and Annotation quizzes may be added and the points re-distributed:

Ex #1 Ex #2 Quizes 1st draft 2nd draft Final Essay

10 10 15 10 5 50

**If** there are **egregious grammatical errors** than I will take 5 points off the final version for each time there are three errors. When I have done this in the past, some people ended up with a negative score. So if I recommend to you to look at specific sections of *Rules for Writers*, or to go to the Writing Lab in the TLC, then do so. We will do some grammar exercises in class.

The exercises often will be expanded versions of in-class writing. They need to be typed. They all feed right into your essays and can be used in your essays.

**Attendance/Participation:**

Your participation in class is important; it is work. Therefore, you must come to class well-prepared. I expect you to have done the assigned readings and writings, looked-up in a dictionary (not spell check) any unfamiliar words, and thought about the assignment. I expect you to annotate the assigned reading; we will go over what this is in class. Some materials are in the book and some are handouts. There will be quizzes, and some of these will be pop quizzes on the reading.

I realize it is not possible to make every class, so everyone gets two (2) free absences. You do not need to bring a note or inform me regarding these absences. Save your absences to use for when you are sick, have car trouble, if you plan not to be here the Monday before or after Thanksgiving, etc. I do not need to hear any excuses. That is why I give you two free absences. The third (3rd) absence – and each subsequent absence -- will lower your grade half a letter-grade for each absence (B to B-). If a student has total of seven (7) absences, s/he will automatically fail the course. I think this is very generous: if you have seven absences then you have missed nearly four weeks of class. Students absent 5 times in the first 3 weeks of class automatically fail.

If you are absent, call a classmate to find out what you have missed. **You are not excused from being prepared for class just because you were absent.** You have the syllabus and assignment sheets; you know what is due when. Being late to class also may count as a partial absence, if lateness is chronic. The UWSP now tracks students who are no longer attending class.

If you are absent or know you will be absent because of religious reasons, please DO inform me. Accommodations will be made regarding due dates and assignments. These absences are generally excused.

**Confusion:**

Do not be afraid of confusion. You are NOT stupid if you get confused in class by concepts, theories, strategies, etc. that you learn in college or university. Learning is a process. Confusion is part of that process. It occurs when you have been challenged by a new idea, perspective, process, or concept. When you get confused, re-read your notes and your guide. Sleep on the confusion. Try again. Come speak to your professors or a tutor.

**Professionalism:**

Give others the courtesy you expect from them. I expect everyone in class to treat each other and me respectfully, both verbally and in writing. We will have strong, very different opinions about a number of topics. It is possible to politely disagree with someone's interpretation by focusing on ideas, arguments, and the text.

I reserve the right to remove a student from the classroom if his/her behavior is inappropriate; I reserve the right to remove a student from the course if I determine that the student’s behavior is egregious.

**Plagiarism:**

Don’t do it. Come speak to me if you are feeling overwhelmed or lacking in ideas. **Students who plagiarize will fail the essay. Students who plagiarize a second time will fail the course.** Plagiarism is using someone else’s words, facts, or ideas and claiming or presenting them as your own.

**Other Writing Resources:**

In addition to working with me, during my office hours or by appointment, you can take advantage of The Writing Lab **[free!!]** in the Tutoring-Learning Center (TLC), in LRC 018 (aka the library basement/Albertson Hall), Mon-Thurs 9:00 am - 8:00 pm, Fri 9:00-1:00, tlctutor@uwsp.edu, 346-3568.

The TLC provides tutorial assistance by your peers who have already taken composition courses, plus received special training. website: http://www.uwsp.edu/tlc/. The tutors at the TLC can assist you in looking critically at your own writing, and can suggest appropriate strategies, exercises, and tools. There are mini-courses and one-on-one tutoring available. Bring a typed draft AND the essay assignment sheet.

**Reasonable Accommodations for Differently Abled Students**

Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, contact the Disability Services at 715-346-3365 or emailing datctr@uwsp.edu or see their website <http://www.uwsp.edu/disability/Pages/default.aspx>. They are in 609 Albertson Hall/library.

Please contact me - if you are comfortable doing this - by phone, email, or in person, if there is any way I can help accommodate your learning needs.

**Cell Phones:**

Cell phones must be turned off during class time and put away in a backpack or bag. Students using their phones during class will get one warning, then they will be removed from the class.

**Format Requirements for Essays**:

1. There are approximately 250 words in a page. You do not include in your word count articles (a, the) or two-letter words. Therefore, the word count you get from your computer/word processing software is not accurate. Quotes from other people/sources do not count.
2. Use one inch margins on all sides. **NOTE:** some forms of MS Word default to 1 ½ inch margins, so you may need to change your preferences/default setting for your margins to 1 inch. Goggle docs often mangles documents. The UWSP has a cloud you can use.
3. Use a Times New Roman font, size 12. Use black ink. Put page numbers at the bottom, center of the page.
4. At the top left on the first page of your essay type, single spaced, 1) my name, 2) your name, 3) your email, 4) the date, and 5) what assignment this is. **After this, change to double spacing**. Do NOT include this information in a header. I don't want it on every page; it takes up space.
5. A title is optional. You should not have a cover page. Double space down from the information listed in Number 4 and type in your title, if you have one, then double space down from there and begin your essay.
6. Proofread your writing before handing it in. Check your grammar and your spelling.
7. Final versions of your essay, plus all drafts, revisions sheets, and questions for conference, go into a **pocket folder** (not a binder, not an accordion file, not a plastic sleeve) with your name, my name, and the class (Engl 101) and the section (22 or 23) on the front to be handed in to me at the start of class on the day the assignment is due.
8. Remove extra spaces between paragraphs. In MS Word, open the “Paragraph” window. There is a little box to check that is “do not add spaces between paragraphs of the same style.”