**Syllabus**

The syllabus is subject to change.

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

University of Wisconsin – Stevens Point Spring 2109 3 Credits Professor Pat Dyjak

Engl 101-05 MW 11:00 am – 12:15 pm 232 CCC & Engl 101-08 MW 12:30 – 1:45 pm 206 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*. ***11th edition***[text rental]

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

**Week One:**

Wednesday 1/23 Introduction, policies, writing questionnaire. Get “A Cure for Disconnection” [handout].

**Week Two:**

Monday 1/28 **Quiz** on Syllabus & Course Policies; Read in *RCWW* “Academic Habits of Mind” p 1-2 & 10 – 15 (skip Activities) and Read “A Catalog of Reading Strategies” p 16-17 and *skim* pages 18-23. Get Essay Assignment Sheet #1: Loneliness Today.

Wednesday 1/30 Read (meaning read and annotate) first half of “A Cure for Disconnection” [handout] pages 45 to 48, just before the sub-heading “Who? Everyone.” Include the section “Take the Fight to Loneliness” on page 46. Also read in *RCWW* “Summarizing” p 24-5

**Week Three:**

Monday 2/4 **Exercise #1 due.** Read (meaning read and annotate) second half of “A Cure for Disconnection” [handout] pages 48 under the sub-heading “Who? Everyone.” to p. 50, plus page 81 and “7 Types of Loneliness” on page 49.

Wednesday 2/6 **Exercise #2 due.** Read “A Guide to Writing Reflection Essays” in RCWW p 175-181 and read “Loneliness” a student essay [handout]

**Week Four:**

Monday 2/11 **First Draft due, typed, hard copy in class.**

Wednesday 2/13 **1st Essay due in class with both drafts and revision sheets to me in pocket folder, see**

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

Get Essay #2 “Important Place/A Place That Reflects Who I Am” Assignment Sheet.

**Week Five:**

Monday 2/18 Read in *RCWW* p 88 – 9 “Observation”andMarina Keegan “Stability in Motion” p 154-9 and “A Guide to Writing Observational Essays” p129 -136

Wednesday 2/20 **Ex #1 Significance of the Place,** andRead in *RCWW* Leslie Jamison “The Immortal Horizon” p 97- 101,

**Week Six:**

Monday 2/25 **Ex #2 Supporting Visual Details and Example**, and Read in *RCWW* Brian Cable “The Last Stop” p 122 – 8. Look over in *RCWW* A Peer Review Guide on p 137 -9; Grammar

Wednesday 2/27 **First Draft due, typed, hard copy in class**

**Week Seven:**

Monday 3/4 Second Draft Conferences – Prof’s Office 429 CCC/No Class

Wednesday 3/6 Second Draft Conferences – Prof’s Office 429 CCC/No Class

continued

**Week Eight:**

Monday 3/11 **Essay #2 due in class with all drafts and revision sheets, and Questions for**

**Conference, to me in pocket folder, see “Format Requirements” on last page of the**

**Syllabus & Course Policies.** Get Essay #3: “The Social Aspects of the *Image* of the

Body” Assignment Sheet and “Shame on US” [handout]

Wednesday 3/13 Read in *RCWW* “Reflection” including Brent Staples “Black Men and

Public Space” p 141-6, and Read “Abs and the Adolescent” [handout]

**Spring Break Week of March 18 through March 22, 2019 – No Classes**

**Week Nine:**

Monday 3/25 Read in *RCWW* “Guide to Writing a Reflection Essay” 175 - 8 &

Katherine Haines “Whose Body Is This?” p 161-165

Wednesday 3/27 **Exercise #1 Due**; Assessing Images in Advertising in-class activity

**Week Ten:**

Monday 4/1 **Exercise #2 Due;** Read in *RCWW* Guide to Writing a Reflection Essay 179-181 and

read Deborah Tannen “Marked Women” [handout]

Wednesday 4/3 **First Draft Due**, typed, in class, hardcopy

**Week Eleven:**

Monday 4/8 Second Draft Conferences – Prof’s Office 429 CCC/No Class

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

**Week Twelve:**

Monday 4/15 **Essay #3 due in class with all drafts and revision sheets, and Questions for**

**Conference, to me in pocket folder, see “Format Requirements” on last page of the**

**Syllabus & Course Policies.** Begin Essay #4: “Language Issues in Social Situations”

Wednesday 4/17Read in *RCWW* Sherry Turkle “The Flight from Conversation” p 334-9. [See Reflection

Essay Guide, p 175 - 8 if needed.]

**Week Thirteen:**

Monday 4/22 Read “Sex, Lies, and Conversation” [handout]

Wednesday 4/27 **Exercise #1 Due;** Read “Spanglish” and student essay “Ultimate Swearing”[handouts]

**Week Fourteen:**

Monday 4/29 **Exercise #2 Due;** Grammar

Wednesday 5/1 **First Draft Due**, typed, in class, hardcopy

**Week Fifteen:**

Monday 5/6 Second Draft Conferences – Prof’s Office/No Class

Wednesday 5/8 Second Draft Conferences – Prof’s Office/No Class

Thursday May 16, 2019 Final Exam: **Essay #4 due** by 10:00 am: see below.

I will have extra office hours exam week. The final essay, Essay 4, will stand in lieu of a Final Exam. **It is due Thursday, May 16 by 10:00 am at my office 429 CCC**. There will be a cardboard box outside my office 429 CCC for you to drop off ***just*** the final version of the essay.You may hand in your final essay earlier than the deadline. The syllabus is subject to change.

**Syllabus - Course Policies**

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

University of Wisconsin – Stevens Point Spring 2109 3 Credits Professor Pat Dyjak

Engl 101-05 MW 11:00 am – 12:15 pm 232 CCC & Engl 101-08 MW 12:30 – 1:45 pm 206 CCC

email: [pdyjak@uwsp.edu](mailto:pdyjak@uwsp.edu) Office: 429 CCC

Cell: 715/572-0316 text is fine. Office Hours: MW 2:00 – 3:00\* pm, TR 11:00 - Noon

*& by appointment*

*\*except when faculty mtg 1/30, 2/13, 3/13, 4/10, 5/8*

**Required Texts:**

Text Rental: Axelrod, Rise B., Cooper, Charles R., and Alison M. Warriner. *Reading Critically, Writing Well: A Reader and a Guide*. **11th edition**. New York, NY: Bedford/St. Martins. 2017.

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 four essays for this course. Each essay will be worth 100 points; these points are spread out over the component exercises and quizzes and drafts and final versions of the essay for each essay assignment. Essay One Assignment will be worth 15% of your grade; Essay Two Assignment will be worth 25%, and Essays Three and Four Assignments will be worth 30% each. Essay One will consider the article “A Cure for Disconnection” and involve your observations on loneliness in the world today. Essay Two will be an observation of a place that reflects who you are. Essay Three 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 Four 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, video games, and more.

All drafts and final versions of essays must be typed, hardcopy.

**Requirements:**

4 Essay Assignments with related Reading & Annotation Quizzes, Ex #1 and Ex #2, & In-class writing, etc. and first draft, second draft, and final version of the essay.

Essay Assignment #1 – 15% of final grade

Essay Assignment #2 – 25% “

Essay Assignment #3 – 30% “

Essay Assignment #4 – 30% “

& 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 broken down into 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 Annotation 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 in Albertson Hall/Library, 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.

continued

**Attendance/Participation,** continued

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 Spring Break. 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 with respect, 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 ALB 018 (aka the library basement/Albertson Hall), Mon-Thurs 9:00 am - 8:00 pm, Fri 9:00-1:00, [tlctutor@uwsp.edu](mailto: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.

Continued

**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](mailto: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 by email, in person, or by phone, if there is any way I can help accommodate your learning needs. Disability Services does NOT always notify professors, so students must be sure to do this, if applicable.

**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**: SAVE this for future reference.

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. [This is to accommodate my vision problems.]
4. At the top left on the first page of your essay type, single spaced, 1) my name, 2) your name, 3) the date, 4) what assignment this is, and 5) the class number and section. **After this, change to double spaced**. 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 (5 or 8) 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.”