

# Freshman Composition

## 101-11

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**MWF 1:00-1:50**  
**Fall 2020**

### Log into Canvas

This is a "real time" syllabus that will be regularly updated and reflect our progress throughout the semester. You can easily check it from a mobile device or from any computer.

The syllabus consists of the Reading Schedule and Course Policies. You are responsible for understanding and following the schedule and the course policies, which are in effect from the first day of class. Please read them carefully (more than once and throughout the semester). Please see me if you have any questions about them.

Think of the syllabus as a flexible guide. It will structure our semester, but we will adjust it to fit our needs as the semester progresses. **Not all assignments and quizzes are listed at the beginning of the semester**; some will be added throughout the semester. It may also be necessary to finish some readings the following class period, in which case I will update the syllabus after each class. Again, be sure to check the syllabus regularly.

You do not need to print the syllabus, but if you decide to, be sure to check the online syllabus regularly for new information, added assignments, or reading schedule changes. The print icon above is for print copies.

We will use this website with Canvas, but always check the syllabus first. We will use Canvas to turn in and return some assignments, take some quizzes/exams, post some discussions, and access videos or handouts. I will use the Gradebook function to post scores but not calculate them, You will need to do this, which only requires simple math. The course website will help you do this.

We will use three texts for the course to help you learn about the writing process as well as writing about sports. These texts are not an unnecessary expense but rather helpful resources we will use in class and you will use outside of class to help you become a more effective writer. You will use the grammar handbook, *Rules for Writers*, for this course, English 202, and other courses until you graduate. The following acronyms are used on the Reading Schedule.

TSGW=*The St. Martin's Guide to Writing*

SL=*Sports in Literature*

RW=*Rules for Writers*

Readings and assignments should be finished for the day assigned. For example, chapter 1 from TSGW should be read (completed) by September 4, when we will discuss it. Check each class period to see what book(s) you need to bring.

### SEPTEMBER

MONDAY

WEDNESDAY

FRIDAY

**31 August--No Class**

**7 Labor Day--No Class**

**14 Entire Class: Begin Meeting in 101CCC**

TSGW - Finish Ch 1/Ch 13 - Cueing the Reader. Review these chapters

Sports Poetry Analysis (See Course Notes)  
**\*\*Bring notes & draft to class (Have a clear thesis)**  
**\*\*SL - Discuss poems as time allows**

Essay 1 - Introduction: Evaluation Essay (Movie Review) of movie *The Way Back*

PPT Notes--Course Notes (Discuss in class)  
 Audience Sheet--Course Notes (Preview this)

**2 Course Introduction: Why Write about Sports?**

Pre-semester quiz (Take on Canvas--under Assignments--if you are not in class)

Review Course Website/Syllabus /Canvas

**9 TSGW - Finish Ch 1/Ch 13: Cueing the Reader**

SL--Sports poetry (Read these poems--"In the Pocket" (p 24); "The Sprinters" (p 121); "The Pitcher" (pp 19-20)

Sports Poetry Analysis: Choose ONE poem to analyze; discuss assignment. (See assignment and poems--Course Notes menu)

Planning: See Cluster Diagram, TSGW, 420-21. Try this for the poem you wish to write about

**16 Essay 1 - Planning**

TSGW - Finish Ch 13 (transitions, headings)  
 RW - Ch 14 (Coordination & Subordination). Go over exercises given in class on 9/11

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 Taking notes for a movie

Criteria for an evaluation, p 287, 316

TSGW - Invention Strategy--Scratch Outline, pp 422-23

TSGW - Ch 8, p 320 (Organizing an evaluation)

**Sports Poetry Analysis Due at the beginning of class--print**

**4 Review Course Website/Syllabus /Canvas**

TSGW - Ch 1: Composing Literacy

**11 TSGW - Ch 13/Final Thoughts Chpts 1 & 13**

SL - Sports Poetry Analysis: Select the poem you will write about.

Discuss poems. Bring notes to class--try a cluster diagram (see 9/9)

If you can, perhaps try a rough draft.

RW - Ch 14 (Coordination & Subordination). Understand the concepts and look at the examples

**18 Essay 1 - Planning**

TSGW - Ch 8: Scott Pilgrim review, pp 292-97; Moana (Disney) review, pp 297-300. Also, pp 289-291; 300-301; 305-306.

Discuss these reviews

\*\*Judgment, p 316  
 \*\*Reasons, p 317  
 \*\*Organization, p 320

Review Audience Sheet (Course Notes)

Review quiz/RW

**For Monday**

Have drafts of scratch outline & aud sheet. You might also draft a plot summary for the movie. Use your notes

TSGW - Ch 8: Preview/skim to get a sense of key ideas/strategies

Watch *The Way Back* by 9/19 (Access on Canvas)

Take notes during and after watching the movie. **Do not look up reviews online to avoid plagiarism**

### 21 Essay 1 - Planning

TSGW - Ch 8: Scott Pilgrim review, pp 292-97; Moana (Disney) review, pp 297-300. Also, pp 289-291; 300-301; 305-306.

Discuss these reviews

Discuss *The Way Back* (**Bring** movie notes to class)

**\*\*Bring** your scratch outline, aud sheet, and plot summary--in progress

#### Outside of class

Begin drafting your essay - Intro/Judgment (TSGW - Ch 8, p 322)

Use audience sheet

**\*\*Judgment**, p 316

**\*\*Reasons**, p 317

**\*\*Organization**, p 320

### 28 Essay 1: Peer Review-- Must Attend

TSGW, pp 322-24 (**preview peer review questions**)

1. Copy of Audience Sheet (typed)

2. Copy of completed draft, (typed): 3 pages minimum/3.5 max

3. Bring TSGW & RW

**Electronic or handwritten copies of your audience sheet or draft are NOT acceptable**

### copy

### 23 Essay 1 - Planning

TSGW - Ch 8: Scott Pilgrim review, pp 292-97; Moana (Disney) review, pp 297-300. Also, pp 289-291; 300-301; 305-306.

Discuss these reviews

Discuss *The Way Back* (**Bring** movie notes to class)

**\*\*Bring** to your scratch outline, aud sheet, and plot summary

#### Outside of class

Begin drafting your essay - Intro/Judgment (TSGW - Ch 8, p 322)

Use audiencesheet

**\*\*Judgment**, p 316

**\*\*Reasons**, p 317

**\*\*Organization**, p 320

### 30 Essay 1: Return Peer Review Materials

Discuss assessment with partner

Revision/Editing Chklist (Handout)

Revision

**\*\*Judgment**

Editing

**\*\*RW - Ch 15**

### 25 Essay 1 - Drafting in class. **Bring your laptop to class**

You'll continue your draft in progress.

**You should have 1.5 - 2 pages completed.** Focus on judgment and reasons

**Bring** notes, scratch outline, audience sheet, TSGW (pp 315-20)

RW - Ch 14 (140, ex. c, 141, ex. c)

### 02 October--See Below

for peer review

Review PPT Notes

RW - Ch 15 (Sentence Variety)

## OCTOBER

### MONDAY

28 September--See Above

05 Essay 1: Revision, Editing, Proofreading

Finish discussing *The Way Back* (themes/minor characters)

Revision  
\*\*Organization  
\*\*Audience Sheet

Editing  
\*\*RW - Ch 8 (Active Verbs)/Chpts 14, 15

### WEDNESDAY

30 September--See Above

07 Assign 1: Personal Sports Narratives

TSGW, Ch 2 (12; 15, 38-48).  
Note key pages/strategies

Readings from SL: Preview these personal sports narratives. You will choose ONE of these for Assign 1. We begin looking at these in class

1. "Finding Myself" - 10;
2. "Four-Minute Mile" - 38
3. "In the Swim" - 56

### FRIDAY

02 Essay 1: Revision, Editing, Proofreading

**Bring** a "clean" copies of your essay & aud sheet (**do not write on** your peer review drafts)

**Bring** completed revision chart/scratch outline

Format final copy of review--see PPT slides

TSGW - Scott Pilgrim revision notes: pp 327-28 (Writer at Work)

TSGW: Finish discussing *Moana* review (see Course Notes if using 11th ed) Ch 8/pp 324-327 (Improving the Draft)/315-22

Revision  
\*\*Reasons  
\*\*Plot Summary

Editing  
\*\*RW - Ch 8 (Active Verbs)/Ch 15

09 Assign 1: Discussion SL readings. See study questions on Course Notes page for Assign 1

\*\*Discussion of "In the Swim" & "Finding Myself"

TSGW, Ch 2 (pp 12; 15, 38-48); Ch 11 (pp 420-21 cluster diagram)

\*\*Decide which ONE narrative you will write about

## Proofreading

**Essay 1: Peer Review**

**Materials Due:** Essay Draft + Aud Sheet Draft + Partner's Responses (Notebook Paper).

**Paper clip these** (do not staple)

**12** Assign 1: Discussion SL readings. See study questions on Course Notes page for Assign 1

**\*\*Discussion of "Finding Myself"**

TSGW, Ch 2 (pp 12; 15, 38-48); Ch 11 (pp 420-21. cluster diagram). **Bring** cluster diagram to class in notebook

RW - Ch 23: Pronoun Clarity

**\*\*Begin previewing/reading short stories for Essay 2--see 10/21. You should be reading stories and taking notes on all stories--have an organized system of taking notes for each story**

**19** Assign 1: Revision, Editing, Formatting

Final revisions, editing--**bring laptop to class or hard copy of your draft.** Consult planning work, e.g., completed cluster diagram, discussion notes, Course Notes study questions, TSGW: Ch 2

SL: Personal Sports Narratives - Final Thoughts  
Final questions/thoughts about drafts

Using quotations

**Essay 1 Due:** Scratch Outline + Revision/Editing Chklist + Aud Sheet (Final Copy) + Essay (Final Copy). **Paper clip these** (do not staple)

**14** Assign 1: Drafting

SL - Discussion: "Four-Minute Mile"/Review of all three personal sports narratives (For "Four-Minute Mile," watch the video of the actual race--see Course Notes)

Begin drafting--**bring laptop to class.** As you draft, consult planning work, e.g., cluster diagram, discussion notes, Course Notes study questions, TSGW: Ch 2.

Use of quotations (RW: 37e, 298-300)/grammar review as time allows

Formatting - essay will be pasted into body of an email/using an appropriate subject line

**21** Essay 2: Introduction - Literary Analysis about Sports Fiction

Preview Course Notes:  
Essay 2 - All links

You must read all stories, but you will choose ONE to write about. (You should have already previewed these and even read one or two). If you were absent on our last class meeting before break, then you do not have the two handouts

"The 7-10 Split"--SL  
"Doe Season" (handout)

**16** Assign 1: Drafting

Continue drafting--**bring laptop to class.** As you draft, consult planning work, e.g., completed cluster diagram, discussion notes, Course Notes study questions, TSGW: Ch 2

Use of quotations (RW: 37e, 298-300)

Formatting - essay will be pasted into body of an email/using an appropriate subject line

RW - Ch 32: Commas (32a-e)

**\*\*Begin previewing/reading short stories for Essay 2--see 10/21. You should be reading stories and taking notes on all stories--have an organized system of taking notes for each story**

**23** Essay 2 - Planning

Reading and Writing about Literature (Lecture). We will combine this lecture with preliminary discussion of the stories. TSGW, pp 391-95 (thesis)/All of Ch 10

**\*\*Formal Outline:** RW, pp 13-14;  
TSGW, pp 424-25  
**\*\*Audience Sheet (Course Notes)/Also see "Notes on thesis statement," etc)**

Choose your story for essay 2 by Saturday. Once you choose a story, you cannot change it.

RW - Ch 32: Commas (32a-e)  
Formatting

"56 - 0" (handout)  
"Raymond's Run"--SL  
"Tennis"--SL

\*\*Choose your story for Essay 2 by 10/23. Once you choose a story, you cannot change it. You should be reading stories and taking notes on all stories--have an organized system of taking notes for each story

Planning: TSGW - Ch 10. Note key pages/strategies

Formal Outline: RW pp 13-14;  
TSGW, pp 424-25

**Assign 1 Due** via email (not through Canvas) by 5pm. Essay should be in the body of the email. Do not send as an attachment or Google Docs link

## 26 Essay 2: Planning

**Story Choice Paragraph Due at the beginning of class--hand in hard copy. Only fully online folks use Canvas**

Finish Reading and Writing about Literature (Lecture):  
Theme & Pt of view

Preview focused Freewriting (TSGW p 428) - we'll try this using short story you are writing about. **Bring your laptop or tablet**

\*\*Formal Outline: RW, pp 13-14; TSGW, pp 424-25  
\*\*Audience Sheet (Course Notes)/Also see "Notes on thesis statement," etc)

TSGW, Ch 10: Sample Essays, pp 382 & 386

## 28 Essay 2: Planning

**Quiz - short stories (all 5 are in play). Fully online folks will take the quiz on Canvas after class--not during class**

\*\*Formal Outline: RW, pp 13-14; TSGW, pp 424-25  
\*\*Audience Sheet (Course Notes)/Also see "Notes on thesis statement," etc)

Sample Essays, pp 382 & 386

TSGW, Ch 10 (Introduction, p 400; Thesis, pp 379-80; Well-Supported Argument, pp 380-81; Organization, pp 381-82.)

Review freewriting (10/26)

Begin working on formal sent outline + audience sheet. Audience sheet must be typed. Work on these all of next week

## 30 Essay 2: Discussion of Stories

Use reading notes + all stories (SL + handouts)  
Be prepared to discuss stories/ask questions as a class

We will discuss "The 7-10 Split," then "Raymond's Run"

Continue working on formal sent outline + audience sheet. Audience sheet must be typed. Work on these all of next week

NOVEMBERMONDAY**02** Essay 2: Planning

**Bring** your formal sent outline to class--in progress

Discussion of Stories

Use reading notes + all stories (SL + handouts)

Be prepared to discuss stories/ask questions

A bit more on "Raymond's Run"

We then will discuss "Doe Season"

Continue working on formal outline and audience sheet.

**\*\*You might begin drafting your essay--introduction (including thesis statement)**

**09** Essay 2: Drafting.

Everyone should have at least 2 pages of the draft completed. Draft pages 3 & 4

**\*\*Use Aud Sheet draft--in progress--and completed Formal Sentence Outline. (Revise your formal outline as you draft, like you did for your evaluation essay)**

Briefly discuss "Tennis" and "56-0." We will continue on

WEDNESDAY**04** Official University No-Class Day**11** Essay 2: Peer Review--  
Must Attend

**Folks fully online with conduct peer review virtually with the class and should Zoom into class. Send drafts ahead of class meeting time**

TSGW, pp 401-402 (preview peer review questions)

1. Copy of Audience Sheet (typed)

FRIDAY**06** Essay 2: Planning

Use reading notes + all stories (SL + handouts)

We will finish discussing "Doe Season." Then we will discuss "Tennis" & "56-0" as time allows

Draft 1-2 pgs: **Bring your laptop**

**\*\*Use Aud Sheet draft--in progress--and Formal Sentence Outline. (Revise your formal outline as you draft, like you did for your evaluation essay)**

**\*\*Use Aud Sheet draft--in progress--and completed Formal Sentence Outline. (Revise your formal outline as you draft, like you did for your evaluation essay)**

**Resources for drafting**

TSGW, Ch 10

Thesis: pp 396-97

Support: pp 397-98

Sample Essays: pp 382 & 386)

Consult Reading notes, PowerPt notes, Focused freewriting, Stories

Integrating Quotations: See Power Pt notes; also TSGW, pp 546-51

**13** Essay 2: Return Peer Review Docs to Partner

**Fully online folks will return peer review docs before class begins**

Revision Chklist (handout)

Discuss stories as time allows

Revision (TSGW, Ch 10/Stories: SL + handouts)

**\*\*Conclusion**

**\*\*Audience Sheet**

<p>Friday</p> <p><b>TSGW, Ch 10</b></p> <p>Thesis: pp 396-97 Support: pp 397-98 Sample Essays: pp 382 &amp; 386)</p> <p>Consult Reading notes, PowerPt notes, Focused freewriting, Stories</p> <p>Integrating Quotations: See Power Pt notes; also TSGW, pp 546-51</p>	<p>2. Copy of completed draft, including quotations (typed): 3.5 full pages min - 4.5 pages max</p> <p>Have your formal outline available in case your partner wants to see it.</p> <p>On a separate sheet of paper/doc</p> <ol style="list-style-type: none"> <li>1. You will assess the audience sheet</li> <li>2. You will answer prompts in blue, green, and purple boxes</li> <li>3. You will assess grammar and mechanics</li> </ol> <p>I will review directions in class before you begin</p>	<p>Editing</p> <p>**RW, Ch 12 Modification</p>
<p><b>16</b> Essay 2: Revision, Editing, Proofreading</p> <p>Use a "new" draft of your audience sheet and literary analysis; do not use your peer review drafts</p>	<p><b>18 Due:</b> Turn in Peer Review docs from Essay 2 [aud sheet + draft with responses from partner].</p> <p>Essay 2: Revision, Editing, Proofreading</p>	<p><b>20 Due:</b> Essay 2 + Aud Sheet + Formal Sent Outline + Revision Chklist</p> <p>Assign 2 - Analyzing a Comic Strip: <i>Girls &amp; Sports</i></p> <p>See PPT Slides (Course Notes)</p>
<p>Completed Revision Chklist Formal Outline + Audience Sheet</p> <p>Revision (TSGW, Ch 10/Stories: SL + handouts) **Audience Sheet **Intro/Thesis **Reasons (Support)/Quotations</p>	<p>Use your drafts from Monday of your audience sheet and literary analysis; do not use your peer review drafts</p> <p>Completed Revision Chklist Formal Outline + Audience Sheet</p> <p>Revision (TSGW, Ch 10/Stories: SL + handouts) **Reasons (Support)/Quotations</p>	<p>Choose ONE strip to write about by 11/23. (Rank your choices on the strip sheet, 1-3, to help you decide.) Reading all strips will also help you better understand the comic strip series</p> <p>Begin preliminary research about the comic strip series <i>Girls &amp; Sports</i>: bkgrd info: creators/publication/strip's characters, situations, &amp; issues</p>
<p>Editing RW, Ch 12/All concepts we've studied: Coord/Subord; Wordiness, Commas, Active Verbs</p>	<p>Editing RW, Ch 12/All concepts we've studied: Coord/Subord; Wordiness, Commas, Active Verbs</p> <p>TSGW/Stories: SL + handouts</p>	<p>Question: What sources will you use to research your comic strip?</p>
<p><b>23</b> Assign 2 - Planning</p> <p>See PPT Slides (Course Notes) **Comic strips - definitions</p>	<p><b>25</b> Assign 2 - Planning</p> <p>See PPT Slides (Course Notes) **Comic strips - definitions</p>	<p><b>27</b> Thanksgiving Break - No Class</p>

**You should have choosen ONE strip**

- 1. Take notes/invention docs - TSGW, Ch 11
- 2. Research - bkgrd info: creators/publication/strip's characters, situations, & issues
- 3. Quoting from strips?
- 4. Formatting: use headings/single space essay, TNR 12pt font  
(See Course Notes--Examples of text using headings)

**30 Assign 2 - Planning**

See PPT Slides (Course Notes)  
\*\*Comic strips - definitions

- 1. Take notes/invention docs - TSGW, Ch 11
- 2. Research - bkgrd info: creators/publication/strip's characters, situations, & issues
- 3. Quoting from strips?
- 4. Formatting: use headings/single space essay, TNR 12pt font  
(See Course Notes--Examples of text using headings)

*You should have choosen ONE strip*

- 1. Take notes/invention docs - TSGW, Ch 11
- 2. Research - bkgrd info: creators/publication/strip's characters, situations, & issues
- 3. Quoting from strips?
- 4. Formatting: use headings/single space essay, TNR 12pt font  
(See Course Notes--Examples of text using headings)

*02 December--See Below*

*04 December--See Below*

**DECEMBER**

**MONDAY**

**30 November--See Above**

**WEDNESDAY**

**02 Assign 2 - Planning**

See PPT Slides (Course Notes)  
\*\*Comic strips - definitions

- 1. Take notes/invention docs - TSGW, Ch 11
- 2. Research - bkgrd info: creators/publication/strip's characters, situations, & issues
- 3. Quoting from strips?

**FRIDAY**

**04 Assign 2 - Drafting**

Begin drafting each section of the essay

- Citing sources: RW
- \*\*Websites, parts of websites: pp 450-53
- \*\*Comic Strip?
- \*\*Article from a database: pp 437-40

Quoting from comic strips?

<p><b>07 Assign 2: Drafting--Zoom class through Canvas (No lecture will be posted)</b></p> <p>**Have your comic strip sheet, research notes and comic strip notes, your textbooks, and essay draft--in progress--available and ready to share</p> <p>Continue drafting each section of the essay</p> <p>**Discuss Self-Review Sheet (Handout)</p> <p>Citing sources: RW **Websites, parts of websites: pp 450-53 **Comic Strip? **Article from a database: pp 437-40</p> <p>Quoting from comic strips?</p> <p>As you draft, consult planning work, e.g., research, invention docs, PPT notes</p>	<p><b>4. Formatting: use headings/single space essay, TNR 12pt font (See Course Notes--Examples of text using headings)</b></p> <p><b>09 Assign 2: Revision, Editing, Proofreading</b></p> <p>Revision: Complete Self-Review Sheet (Handout) today or tomorrow or by Sunday at the latest</p> <p>**Strip Analysis: Sports &amp; Culture **Summary/Description **Intro/Evaluation</p> <p>Editing: RW **Ch 15 (Sentence Variety) **Review: Chpts 14, 16, 32 (pp 268-76), 8, 12</p> <p>Proofreading: Essay formatting/print quality/spelling</p>	<p>As you draft, consult planning work, e.g., research, invention docs, PPT notes</p> <p><b>11 Assign 2: Revision, Editing, Proofreading</b></p> <p>Revision: Complete Self-Review Sheet (Handout) today or tomorrow or by Sunday at the latest</p> <p>**Strip Analysis: Sports &amp; Culture **Summary/Description **Intro/Evaluation</p> <p>Editing: RW **Ch 15 (Sentence Variety) **Review: Chpts 14, 16, 32 (pp 268-76), 8, 12</p> <p>Proofreading: Essay formatting/print quality/spelling</p> <hr/> <p>**Course Review **Look at quiz from first day of class **Final shared reading from SL</p> <p><b>Assign 2 + Self-Review Sheet Due: TBA</b> <b>See below</b></p>
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Finals Week: May 14 - 18

Assign 2 + Self-Review Sheet Due: TBA

Course Grades Available on AccessPoint: TBA

## Face Covering Policy

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

## Course Description and Learning Outcomes

The General Education Program Learning Outcomes for Written Communication (Foundation Level) are as follows:

- Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience
- Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback

This section of Freshman English is a writing-intensive course that will focus on sports, mainly in the United States. Like all writing courses, this course is designed to give you experience writing for various purposes, for various audiences, and in different contexts. More than just a knowledge of "good grammar," effective writing requires a range of activities, from invention and planning to drafting and revising, activities that you will practice throughout the semester. All of our assignments, however, will examine ideas about the meaning of sport in our society and how sport shapes our culture and our sense of identity. No one can doubt the central role of sport in our society today, and even throughout the world, so it makes sense to explore why this is the case through reading, thinking, discussing, and writing. Why are we so interested in, obsessed with, and attracted to sport? The appeal of sport has to be more than its entertainment value. Of course, the most notable sports cliché--life is like a game (or is it a game?)--underscores the significance of sports for us.

Through sports journalism, popular culture, and literary analysis, we will try to gain insights into these questions. You will find your own experience with sport--either as spectators, participants, or both--is a key source of your knowledge and understanding about it. In addition to thinking carefully about sport as a subject for writing, you will

- Understand how writing is a way of sharing information, expressing viewpoints, bringing about social change, and connecting people, all essential for an inclusive democracy
- Analyze the relationship between the writer and his and her audience as well as the contexts that shape the writing about sport as well as other types of writing
- Integrate reading, planning, drafting, peer review, editing, revision, and proofreading into the writing process with an emphasis on grammatical correctness as a means of effective communication
- Express an understanding of the ways in which sport is a microcosm of society.

## Text Rental

*The St. Martin's Guide to Writing*. Axelrod and Cooper. 12th ed., Bedford/St. Martin's P, 2019.

*Sports in Literature*. Bruce Emra. 2nd. ed., National Textbook Co., 2000.

## Purchase at Bookstore

*Rules for Writers at the University of Wisconsin-Stevens Point*. Hacker and Sommers. 9th. ed., Bedford/St. Martin's P, 2019.

\*\*You will use this handbook for English 202 and throughout your university education.

## Requirements

During the semester, you will complete weekly and longer-term writing assignments dealing with the topic of sports. Class discussions will be the most informative and helpful if the reading assignments have been carefully thought over and all students participate and share ideas. To prepare for class discussions, it will be helpful to take notes. Note key passages or language that points to central concerns or ideas in the reading assignments. Write out key ideas and concepts along with your thoughts and questions that you have. Throughout the semester you will be required to complete planning assignments and rough drafts. Please be prepared to bring these to class to share with classmates so that we can discuss them and make suggestions for improving them.

During the semester, there will be weekly writing assignments, some quizzes (announced and possibly unannounced), peer review assignments, and three essays. The course grade will be determined mathematically using the percentages below. Please remember that your course grade will be based on the work that you submit, not simply the effort you make or my subjective opinion.

<b>COURSE GRADE</b>	<b>%</b>
Weekly Writing/Quizzes**	15%
Peer Review**	10%
Essay 1 - Movie Review: <i>The Way Back</i>	25%
Essay 2 - Literary Analysis	30%
Assign 1 - Personal Sports Narrative**	10%
Assign 2 - Comic Strip: <i>Girls &amp; Sports</i> **	10%

\*\* Will be determined by point values: A=10; A- =9; B=8.5; C=7.5; D=6.5; F=5-0//5pts: A=5; B- =4; C- =3.5; D- = 3; F=2.5-0

All work must be completed on time. It is your responsibility to keep copies of all of your planning work, assignments, and quizzes. Some assignments may be submitted via email, and email communication will be required throughout the semester.

**Late Assignment Policy:** Assignments due on a given day must be submitted at the beginning of the class period. An assignment that is finished but not printed out and ready to hand in is late. Late assignments will be accepted one day after the original due date (not the next class), but will lose one letter grade or the point equivalent. After that, they will not be accepted. (Assignments due on Friday that are late must be turned in by 5pm.) Assignments due electronically must be received by the day and time specified. Late email assignments will be accepted 24hrs from the original due date. For any special circumstances, please contact me ahead of time. No incompletes will given in the course.

Essays submitted late will lose 1/3 of a letter grade each day they are late, including weekends (e.g., original grade B. Two days late, C+). For any special circumstances, please contact me ahead of time. It may not be possible to make up some quizzes or assignments.

**Peer review:** Peer review days are very important because you will receive specific, targeted feedback about your essays and, in turn, provide feedback for a writing partner. This process will help you become a more effective writer. Peer review days are mandatory. If you miss them, you will lose all peer review points. If you do not have all of the required documents, properly prepared, you will lose all points for peer review and your essay grade may be lowered too.

Depending on logistics, we may have to conduct peer review online, but the process will be the same.

For any special circumstances, please contact me ahead of time. It may not be possible to make up some quizzes or assignments.

## **Attendance**

Regular attendance is your responsibility and is essential for success in the course. As stated in the online UWSP Course Catalog ([UWSP Course Catalog](#) pgs 25-26), you cannot "cut" classes. There are no excused or unexcused absences. You have personal days to use and manage as needed.

Since this is an in-person class, you need to attend class regularly.

If you miss a total of two weeks of class (six class meetings for classes meeting three times a week; four class meetings for classes meeting twice a week), you may fail the course. However, if you have to quarantine, are sick, or have a legitimate family emergency, then we will adjust your absence limit.

Zooming into class **is not a substitute** for being in class (in person). If you are not in class, you will be marked absent.

For the few students who are fully online, you need to attend class synchronously--in real time. Watching recordings **is not a substitute** for real-time participation. The same attendance requirements for in-person students applies to you.

It may be possible to make up missed assignments/quizzes **with my approval**; therefore, it is your responsibility to contact me to determine work that needs to be completed and to follow up with all logistical requirements. However, it may not be possible to make up some assignments or quizzes.

If you are absent, you do not need to email me to explain your absence. If you would like to find out about missed information or assignments, it is best to stop by during office hours or make an appointment to see me. You can also email me, but I may not be able to respond before our next class meeting. **However, you should email about an absence if an assignment is due.**

**After Thanksgiving Break:** For the final two weeks of class, we will switch to fully online class meetings through Zoom at our same class meeting time. You should plan to Zoom in for class. The attendance policy applies for these final two weeks of class.

## **Classroom Etiquette**

During class meetings, we will discuss and debate issues about writing and literature. It is fine to express your views passionately and debate others in class, but do so in a civil, constructive manner.

Please do not use phones and mobile devices during class, even if you believe you are doing so quietly. Not only is this rude, but also it distracts other students as well as your ability to focus on and follow class instruction and discussion. It is English Department policy that students cannot and should not record class lectures and discussion without permission from the instructor. Also, please get drinks of water or use the washroom before or after class, **not during class**, so that our classroom does not become a bus station. Please see me if you need special accommodations.

## **Plagiarism (from the Latin "to Kidnap")/Cheating**

You will be expected to do your own work throughout the course. Intentionally or unintentionally passing off the ideas, words, or sentences of others (e.g., published authors, website authors, other students) as your own is plagiarism, which will result in failing the plagiarized assignment and possibly the course. Please review the University policy regarding plagiarism.

Anyone who is caught cheating during quizzes or exams (e.g., looking at someone else's paper or using a cell phone) will fail the quiz or exam and be reported to the Dean of Students Office. For quizzes and exams taken online, you are on your honor to follow established guidelines: No books, notes, printed or online materials, sharing information with others.

