

ENGLISH 150 – Accelerated Reading, Writing, and Research
Fall 2023

ABOUT YOUR INSTRUCTOR

<p>Professor: Lauren Gantz, PhD</p> <p>Please call me: Doctor or Professor Gantz (pronouns: she/her/hers)</p> <p>Ask me about: Being an English major, minoring in Women’s and Gender Studies, or completing the Native American and Indigenous Studies certificate. Tips for first-generation students. Campus and community resources for student success. Doing academic research. Anything to do with this class.</p>	<p>Email: lgantz@uwsp.edu</p> <p>Phone: (715)544-8999</p> <p>Where to find me: Collins Classroom Center 428</p> <p>Student Hours (Zoom and in person):</p> <p>Tues.: 12:30-2:00PM Wed.: 10-11AM Thurs.: 12:30-2:00PM</p> <p><i>If the above times don’t work for you, please contact me to make an appointment.</i></p>
--	--

LAND ACKNOWLEDGEMENT

We recognize the University of Wisconsin-Stevens Point occupies lands of the Ho-Chunk and Menominee people. Please take a moment to acknowledge and honor the ancestral Ho-Chunk and Menominee land and the sacred land of all indigenous peoples.

ABOUT THE COURSE

English 150 is part of the Foundation Level of the General Education Program at UWSP, providing a basis for all the reading and writing students will do in college—and beyond. In this class, you’ll expand your “toolkit” of skills and strategies that can be adapted to a variety of writing tasks. You’ll learn what may be expected of you in college writing assignments and become familiar with the research tools the UWSP library has to offer.

Together, we’ll focus on reading and thinking carefully, critically, and clearly. Your writing assignments will teach you to communicate ideas/information, persuade a specific audience, and use sources properly.

We'll also cover the benefits of viewing writing as a collaborative and ongoing process—one that involves multiple phases of brainstorming, feedback, and revision—rather than a one-and-done task. Over the course of the semester, you'll learn to identify your own habits of thinking and writing and develop your own set of best practices that can help you succeed in college and beyond.

According to the GEP, by the time you finish the course you should be able to do the following:

- Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience.
- Compose an articulate, 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.
- Critique your own and others' writing to provide effective and useful feedback to improve communication skills.

TEXTS

You aren't required to purchase from the University Bookstore. Used copies, photocopies, digital copies, and library copies are perfectly acceptable, provided that you read the same assigned sections of text as everyone else. If purchasing our required books will cause you insurmountable financial difficulty, please reach out to me so that I can get you access to our readings.

Rental: Mike Palmquist. *Joining the Conversation: A Guide for Writers*. 2020 APA Update.

Purchase:

Diana Hacker and Nancy Sommers. *Rules for Writers* (10th edition).

Virginia Eubanks. *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*.

CANVAS AND ZOOM

We'll use Canvas extensively throughout the semester, and there may be times when we need to meet virtually on Zoom. If you haven't activated your UWSP e-mail account, you can visit the [Manage Your Account](#) page to do so. You need an active account to access our the course from the [Canvas Login Page](#) and use your [UWSP Zoom account](#).

You can get training on Canvas through the [Self-enrolled/paced Canvas training course](#). Zoom also offers [live trainings](#) every day, as well as [video tutorials](#).

TECH SUPPORT

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#)
- IT Service Desk Phone: 715-346-4357 (HELP)
- IT Service Desk Email: techhelp@uwsp.edu

CLASS COMMUNICATIONS

If there are any changes to our schedule, I'll contact everyone through their UWSP email addresses and make announcements on Canvas. Be sure to check both regularly so you don't miss anything important.

If you have questions about the course or an assignment, you can post it in the Course Q & A discussion forum on Canvas. Just be careful not to post anything overly personal or confidential. I'll check that board regularly and post responses, as many students often have the same questions. You're welcome to respond to each other on that board, too. You can email me with personal or confidential questions.

INSTRUCTOR RESPONSE TIMES

If you want to reach me, it's best to do so by email. I see those more quickly than messages sent through Canvas.

To maintain my own work-life balance, I only read and respond to email messages between 7AM and 6PM Monday through Friday. You're welcome to contact me outside of those hours if an emergency arises, but I won't be able to respond right away.

During the work week, I typically reply to messages within 24 hours of receiving them. If folks contact me on the weekend, I reply no later than Monday morning. If you contacted me but haven't received a response within the above time frames, please re-send your message. I promise I'm not ignoring folks!

HOW I WILL EVALUATE YOUR PROGRESS

Reading: For most class meetings, there will be assigned readings with specific suggestions of things to look for or to think about as you read. Doing the reading before class will help you to participate fully in, and benefit from, our discussions. Readings will also help you to complete assignments successfully.

Participation: Our class will involve a lot of discussion, hands-on research, and in-class writing exercises. Attending class regularly and participating to the best of your ability will help you to get more out of the course and better prepare you for major assignments. See pages 5-6 for the criteria I use to grade participation.

Informal writing assignments: At key points in the semester, I'll ask you to complete small, low stakes writing assignments. These will help you process your own thinking and reflect on what you've learned. They'll also help me check in with you about your ideas and questions.

Research summaries and logs: Learning how to find, evaluate, summarize, paraphrase, quote, and cite sources will serve you well in many of your courses. To help you build those skills, I'll ask you to complete logs documenting your research process and brief summaries of a couple of your sources.

Major assignments: Major assignments will include an annotated bibliography, a rhetorical analysis, and a multimodal composition. Each assignment is designed to help you build a different set of skills, including research and documentation (bibliography), critical thinking (rhetorical analysis), and persuasion (multimodal composition). I'll post details about assignments, including rubrics and deadlines, on Canvas. We'll also go over each assignment during class time.

Since we'll approach writing as a process, each of the major assignments will be made up of multiple, smaller steps that are designed to help you produce your best work. These steps will include pre-writing, outlining, rough drafts, and revised drafts. I'll ask you to complete these steps in order and will give you a grade and feedback on each one.

Revision and Peer Review: To help you produce your best work, each assignment will involve a revision process. After you submit your rough draft, you'll receive feedback from your classmates in the form of peer review. You'll also receive feedback from me in the form of a one-on-one conference about your work. Using that feedback, you'll revise your assignment and submit an updated draft.

Since many of us are not taught how to do peer review well, we'll spend some time talking about what makes for constructive feedback and what kinds of issues we should prioritize during the revision process. These discussions will help you identify areas for improvement in your own work. I'll grade the feedback that you give to your classmates to help you improve your peer review skills. The rubric for peer review can be found on Canvas.

Optional Revisions: If you wish, you can complete a second round of revision on the annotated bibliography and/or the rhetorical analysis. The original grade and your optional revision grade will be averaged to determine your final score for that project. Details about revision expectations and deadlines will be provided on Canvas.

GRADE BREAK-DOWN

Annotated Bibliography	20%
Rhetorical Analysis	20%

Multimodal Composition	20%
Research Summaries and Logs	15%
Informal writing assignments	5%
Peer Review	10%
Participation	10%

There will be no midterm or final exam in this class. I will be using the plus/minus system for final grades. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus, a B- will be inclusive of all scores of 80.000 through 83.999.

A = 93-100 A- = 90-92 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 74-76
 C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63 F = 0-60

GRADING CRITERIA FOR PARTICIPATION

	Ideal	Satisfactory	Unsatisfactory
Attendance	Is present for the entirety of each class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 85% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 15% of the time, or less often but without explanation.
Preparation	Always gives evidence of preparation when called on.	Gives evidence of preparation when called on at least 85% of the time.	Gives evidence of being unprepared more than 15% of the time.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Attends to something other than class activities (e.g. texting, Facebook, studying for another class).
Quality of Contributions	Makes comments that stand out for the level of careful thought they demonstrate about the material and the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions, are irrelevant, or otherwise tend to derail the conversation.

Classroom Community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect.
---------------------	---	--	--

Extra Credit Opportunities

I will keep an eye out for relevant events that you may attend for extra credit points. If you opt to attend an event, you will need to write a one-page, double-spaced response that you email to me. Each response is worth two points applied toward your research logs and summaries.

SUBMITTING WORK

SUBMISSION FORMATS

Please note that Canvas can only read certain kinds of file formats and use them when you submit your work:

- Written documents: PDF and Word
- Slide shows: PDF and PowerPoint
- Images: JPEG, PNG, GIF, TIFF

In cases when you need to submit a URL, please make sure that the link you've provided is publicly accessible (i.e., will not require your classmates or myself to request permission to view it).

DEADLINES

I offer students a 48-hour grace period on all assignments. If you submit your work no more than two days after its stated due date, you'll receive full credit. If you anticipate needing more than that to finish your work, you can email me to request an extension. Together, we'll set a new deadline that will keep you on track.

After the grace period is up, I deduct 5% for each calendar day an assignment is late. The maximum I will deduct is 50%, so you can earn at least half credit for late work. Late deductions are negotiable if you're dealing with extenuating circumstances and communicate that to me.

All assignments have an expiration date, after which I will no longer accept them, and you can no longer receive credit for them. Peer reviews expire 24 hours before the revised draft of the project under review is due, as that is the latest point at which your

feedback will be useful to your classmates. All other assignments expire one month after their original due date. These expiration dates are meant to keep you moving forward through the course and to keep my grading workload manageable.

STUDENT RESOURCES

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability and verification from the [Disability Resource Center](#) and wish to discuss academic accommodations, please contact me as soon as possible so that I can best meet your needs.

The Disability Resource Center and the Assistive Technology Lab are in CCC 108. The DRC can be contacted by phone at (715) 346-3365 or via email at drc@uwsp.edu. The Assistive Technology Lab can be contacted by phone at (715)346-4980 or by via email at assisttech@uwsp.edu.

TUTORING

The [Tutoring-Learning Center Writing Lab](#), located in CCC 234, can provide help with a variety of writing tasks and with reading skills. They also offer asynchronous tutoring through their [Online Writing Lab](#).

The [TLC Study Hub](#), located in CCC 336, provides academic coaching to assist students with study and test-taking skills, time management, and online learning.

Regular hours are Monday – Thursday 9:00am – 7:00pm, Friday 9:00AM – 1:00PM. They do offer some drop-in appointments. You can also make appointments through [Navigate](#), by emailing tlctutor@uwsp.edu, or by calling 715-346-3568.

PERSONAL CHALLENGES

If you are facing personal challenges that negatively impact your academic performance, you can contact the [Dean of Students](#) for support. Such challenges may include but are not limited to the following: mental or physical health crises, addiction, family crises, food insecurity, housing insecurity, financial insecurity, incidents of hate/bias, interpersonal violence, or sexual assault/harassment. If you feel comfortable, you may also notify me of your situation.

Be advised that **I am a mandatory reporter. I can promise privacy, but not confidentiality.** I must inform the university if a student shares that they've experienced or witnessed certain events: sexual assault/harassment, incidents of hate/bias, violent crime, thoughts of or attempts to self-harm, thoughts of or attempts to harm others, or abuse/neglect of minors. If you do not want me to inform the university, but still want me

to know that you're dealing with a personal issue, you should speak in generalized terms.

Finally, please check out the Campus and Community Resources page on Canvas. I've compiled a list of organizations and agencies you can turn to for help.

COURSE POLICIES

ATTENDANCE

Although attendance is a factor in your participation grade, only students who accrue excessive absences—meaning they miss more than 15% of our meetings—will lose significant points. Regular attendance is one of the biggest predictors of student success in college, so I use absences as an early warning system to identify folks who need additional support. You can check “roll call attendance” in the Canvas gradebook to track your own absences.

You do not need to ask my permission to miss class, nor do you need to provide “proof” of the reason you were absent (ex: doctor's notes, obituaries, etc.). However, if you know you will be late to class or need to leave early, please alert me in advance so that we can minimize disruptions. When you miss class, you are still responsible for assignments and readings due on that date, and you should contact a classmate to get notes from discussion.

In certain cases, missing class is an appropriate safety measure. If you are sick—particularly if you have COVID-like symptoms—please protect your classmates' health and minimize your recovery time by staying home. During severe weather events, use your best judgment to determine whether it's safe for you to travel to campus. I don't expect folks to risk life and limb to come to my class.

Life is unpredictable and some of us may need to miss more than 15% of classes due to issues such as chronic medical conditions, family or child-care obligations, athletic events, etc. If you find yourself in this situation, please reach out to me. I'm happy to work with folks and make exceptions as needed.

RELIGIOUS HOLY DAYS

By UWSP policy, absences due to observance of religious holy days are excused and you will be allowed to make up any work you missed. If you'll need to be absent for a religious holy day, let me know within the first three weeks of class.

SAFE SPACE POLICY

To foster open and meaningful discussions, we'll all need to be respectful of each

other's identities and opinions. Slurs, derogatory language, harassment, and belittlement of others' ideas and work are harmful to classroom community and should be avoided. If you need clarification, please refer to the [statement on communal rights and responsibilities](#) in the University Handbook.

If you feel unsafe in any class discussion, please alert me to the situation so that I can address it appropriately.

STATEMENT ON ACADEMIC HONESTY

Most of the assignments in this class will require you to use sources, and we'll go over best practices for documenting your research. If you're ever uncertain of how to cite, quote, or paraphrase a source, you can ask me for help. Should you use a source without properly acknowledging it, I will show you how to correct the error and give you an opportunity to resubmit the assignment for full credit. In more severe cases—such as repeatedly plagiarizing despite correction, purchasing essays, copying and pasting whole sources, or copying the work of classmates—I will require you to redo the entire assignment(s) in question.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, you should prepare all writing assignments yourself. Developing strong competencies in those areas will prepare you for the rest of your college career and the workplace. Please do not submit AI-generated work, which I will treat as plagiarism. If I detect that you've used an AI platform like ChatGPT, I will require you to redo the assignment in question.

Should you refuse to redo plagiarized or AI-generated assignments, you will receive a zero for that project and potentially an F in the course. Depending on the severity of the situation, I may also need to submit a report to the Dean of Students. For more information about UWSP's policies regarding academic misconduct, see the [Academic Integrity Brochure](#).

RECORDING AND SHARING COURSE MATERIALS

Lecture materials and recordings for this course are protected intellectual property at UW-Stevens Point. You can use the course materials and take notes to help you complete the class requirements. However, UWSP policy does not allow you to record lectures unless you have an approved accommodation from the Disability Resource Center. While you can share your notes with classmates, UWSP policy prohibits you from selling course materials and notes or sharing them with individuals/entities outside of this class. Be mindful that violating such policies is considered copyright infringement and may lead to charges of academic and/or non-academic misconduct. If you have questions about this policy, feel free to ask me.

ASSESSMENT

UWSP regularly assesses the General Education Program (including this course) to ensure that we are providing you with the best education we can. As part of this effort, samples of student work may be shared, anonymously, with a small group of faculty members. If you have any questions about the assessment process or concerns about how your work may be used, you can contact me.

COURSE SCHEDULE

**Subject to change at instructor's discretion*

DATE	COURSE CONTENT AND READINGS
WED, 9/6	Introduction to the Course and Self-Introductions
FRI, 9/8	DIAGNOSTIC ESSAY DUE Writing as Conversation Reading to Write/Active Reading Read ch. 1 of <i>Joining the Conversation</i> Read ch. 3 of <i>Joining the Conversation</i>
MON, 9/11	INFORMAL WRITING #1 DUE Unit I: Mapping a Controversy Read ch. 1 of <i>Automating Inequality</i> (content warning for discussion of sexual assault and physical abuse)
WED, 9/13	Identifying Controversies for Research Read ch. 2 and pgs. 465-471 of <i>Joining the Conversation</i> Read ch. 2 of <i>Automating Inequality</i>
FRI, 9/15	Identifying Controversies for Research Read ch. 3 of <i>Automating Inequality</i> (content warning for addiction and mental health crises)
MON, 9/18	BRAINSTORM DUE Narrowing Topics Read ch. 4 of <i>Automating Inequality</i> (content warning for discussion of child abuse/neglect)
WED, 9/20	Developing Research Questions Read ch. 5 of <i>Automating Inequality</i>
FRI, 9/22	TOPIC PROPOSAL DUE Finding and Evaluating Sources Read ch. 4 and pgs. 465-478 of <i>Joining the Conversation</i> Finish <i>Automating Inequality</i>

MON, 9/25	LIBRARY INSTRUCTION DAY
WED, 9/27	LAB DAY FOR ADDITIONAL RESEARCH RESEARCH LOG #1 DUE
FRI, 9/29	NO CLASS – PROFESSOR GANTZ OUT OF TOWN Continue looking for sources
MON, 10/2	RESEARCH LOGS #2 AND #3 DUE Summarizing and Using Sources Ethically Read Ch. 15 and pgs. 646-661 of <i>Joining the Conversation</i> Bookmark MLA section of <i>Rules for Writers</i>
WED, 10/4	RESEARCH SUMMARY #1 DUE Writing workshop: Statements of Scope Read “Annotated Bibliographies” (PDF on Canvas)
FRI, 10/6	Example Annotated Bibliographies De-Brief about Research Summaries
MON, 10/9	LAB DAY FOR ANNOTATED BIBLIOGRAPHIES
WED, 10/11	NO CLASS: WRITING DAY – COMPLETE BIBLIOGRAPHIES
FRI, 10/13	ROUGH DRAFT OF ANNOTATED BIBLIOGRAPHY DUE Peer Review Procedures and Revision Read pgs. 104-110 and ch. 22 of <i>Joining the Conversation</i>
MON, 10/16	PEER REVIEWS DUE NO CLASS: INDIVIDUAL CONFERENCES
WED, 10/18	NO CLASS: INDIVIDUAL CONFERENCES
FRI, 10/20	REVISED ANNOTATED BIBLIOGRAPHY DUE Unit II: Rhetorical Analysis Read PDF from <i>Practical Argument</i> about Rhetorical Analysis Workshop: Finding a Source’s Intended Audience
MON, 10/23	RESEARCH LOG #4 DUE Arguments Based on Credibility Read “Situated and Constructed Ethos” PDF on Canvas
WED, 10/25	Arguments Based on Emotion, Values, and Beliefs Read “Pathos” PDF on Canvas
FRI, 10/27	Arguments Based on Reasoning

	Read “Logos and Warrants” PDF on Canvas
MON, 10/30	INFORMAL WRITING #2 DUE Logical Fallacies Read “Logical Fallacies” PDF on Canvas
WED, 11/1	RESEARCH SUMMARY #2 DUE Example Rhetorical Analyses
FRI, 11/3	Outlining Rhetorical Analyses Read chs. 16-17 of <i>Joining the Conversation</i>
MON, 11/6	OUTLINES DUE De-brief about Research Summary #2
WED, 11/8	LAB DAY FOR RHETORICAL ANALYSES Read ch. 18 of <i>Joining the Conversation</i>
FRI, 11/10	NO CLASS: WRITING DAY – COMPLETE ESSAYS
MON, 11/13	ROUGH DRAFT OF RHETORICAL ANALYSIS DUE Revision Workshop
WED, 11/15	PEER REVIEWS DUE NO CLASS: INDIVIDUAL CONFERENCES
FRI, 11/17	NO CLASS: INDIVIDUAL CONFERENCES
MON, 11/20	REVISED DRAFT OF RHETORICAL ANALYSIS DUE Unit III: Multimodal Composition – Infographics Read pgs. 603-610 of <i>Joining the Conversation</i> Watch “Introduction to Infographics” (Canvas) Writing Workshop: Choosing Your Audience and Purpose
WED, 11/22	Visualizing Your Data Read “Infographic Best Practices” and “InfoGraphic Designs: Overview, Examples, and Best Practices” (Canvas)
FRI, 11/24	NO CLASS, HOLIDAY BREAK
MON, 11/27	Infographic Design: Color, Fonts, Images, Spacing
WED, 11/29	INFOGRAPHIC QUESTION MATRIX DUE Example Infographics

FRI, 12/1	LAB DAY: INFOGRAPHIC WIREFRAMES
MON, 12/4	INFOGRAPHIC WIREFRAMES DUE LAB DAY: BUILDING INFOGRAPHICS
WED, 12/6	LAB DAY: BUILDING INFOGRAPHICS
FRI, 12/8	ROUGH DRAFT OF INFOGRAPHIC DUE Peer Review Procedures for Infographics
MON, 12/11	PEER REVIEWS DUE NO CLASS: INDIVIDUAL CONFERENCES
WED, 12/13	NO CLASS: INDIVIDUAL CONFERENCES
FRI, 12/15	NO CLASS: WORK DAY – FINISH REVISING INFOGRAPHICS AND COMPLETE OPTIONAL REVISIONS
FINALS WEEK All items due by 12:15PM on 12/19/23	REVISED DRAFT OF INFOGRAPHIC DUE Optional Revisions of Bibliography and/or Rhetorical Analysis Due