

## Advanced Composition

Spring 2021

Dr. Patricia Gott

Office: Virtual Email: pgott@uwsp.edu

Office Hours: NOTE—THESE ARE ZOOM OFFICE HOURS

--Tuesdays: 3:30-4:15

--Wednesdays: 1-1:50

--Other times by appointment

**Course Description and Purpose:** **Welcome to English 150**, a writing course that builds on the connections between reading, analysis, research, and writing. The assignments are designed to involve you in an imaginative, mindful, and reflective writing process which will enhance your critical thinking skills. These are important skills for success, not only in your college coursework, but also in the work world beyond the classroom—whatever your major.

**OFFICIAL UWSP FACE COVERING POLICY:** (Note—We are an online course, but I am posting this in case we do meet in small group conferences. **FACE COVERINGS NEED TO BE WORN FOR ANY IN-PERSON CONTACT**). 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.

**Required Texts and Supplies:** All texts **EXCEPT FOR the FRANKL MEMOIR** are available at the DUC bookstore.

--Frankl, Viktor. *Man's Search for Meaning*. Available Online in CANVAS (or obtain a cheap copy at Amazon).

--Hacker. *Rules for Writers*. Ninth ed. **PURCHASE TEXT**.

--Harjo, Joy. *Crazy Brave*. **PURCHASE TEXT**.

--Kirshner and Mandell. *Practical Argument*. Third Edition. **TEXT RENTAL**.

--Paper, either notebook or loose leaf, a pen with **BLACK OR BLUE INK** and a **FOLDER to keep handouts and your drafts together**. Also, an electronic device to write your drafts.

**Course Methods:** During the semester, you will:

- Participate in discussion, small group activities, and peer reviews
- Read and analyze the context, rhetoric, and reliability of research materials
- Develop research plans and keep informed on current issues as you explore issues pertaining to your general topic
- Write a series of reflective and position-oriented essays that both articulate your own position and contribute to your understanding of the various topics we discuss.

**Course Objectives:** When you leave this course, you should have learned to:

- Engage with a variety of primary and secondary sources through personal response
- Increase your knowledge of current global issues through research

- Gain a greater understanding of forms of argumentation and employing them as writing strategies
- Develop skills in locating, reading, or observing, and synthesizing (integrating) source material into your own writing
- Refine your techniques of revising and editing prose to help provide greater clarity and precision in your writing.

These mesh with the university Learning Outcomes for Written Communication:

*You will a) 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 and b) apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.*

**Grading:**

|  |      |
|--|------|
| Essay #1   | 25%  |
| Essay #2   | 25%  |
| Ann. Bib./Assmt #3                                 | 25%  |
| In class written responses/<br>group participation | 10%  |
| <u>Research Presentation/</u>                      |      |
| <u>Final Reflection</u>                            | 5%   |
| <u>Total</u>                                       | 100% |

Because this is a course that focuses on the writing process in its many manifestations, you will have ample opportunity to revise and develop or edit your work. Such development requires effort and an understanding of and involvement with your own writing process; because of this, revision is NECESSARY for you to receive a passing grade on each assignment.

**GRADE RANGE:** Evaluation will be based primarily on your progress as a writer, and involves the criteria of focus, audience awareness, development, organization, style, grammar, mechanics and appropriate documentation. The grade of C represents average but satisfactory development of the above criteria, a B represents above average development, and an A representing superior development and effort towards the criteria above. Work that represents below average development will receive a D. Work that is not submitted will receive an F. **Note: Incompletes can be given only in the case of a medical emergency.**

**SCALE:** A = 94-100 %    A- = 90-93%    B+ = 87-89%  
 B = 83-86%    B- = 80-82%    C+ = 77-79% C = 73-76%    C- = 70-72%    D+ = 67-69%  
 D = 63-66%    D- = 60-62%    F = 0-59%

**Paper Descriptions:** Over the course of the semester, you will write three developed and revised papers this semester, including a memoir/personal narrative OR critique of a non-fiction text, an annotated bibliography on an argument-based topic, and a reaction paper/critical analysis essay. You will also complete a reflection on your writing process at the end of the term.

**Short Responses (sometimes known as free writes):** Written responses are an opportunity to express your reactions to the assigned materials and make connections between the readings and other information you come across in our class as well as your own experiences. They also help in the beginning stages of the argument process. These responses will be completed BEFORE CLASS in response to a prompt related to a specific question from that day's reading, although occasionally the

prompt will be open-ended. **MAKE SURE YOU READ THE ASSIGNED MATERIAL BEFORE CLASS, and IF THE WRITING IS DUE THAT DAY, YOU FINISH THAT AS WELL.** They allow me and your classmates to see that you have read the assigned material and have thought about it in some depth. You should aim to write at least about a page in length. Include a title in your response.

**Late Assignment Policy:** All work is due the day indicated on the syllabus or before the next class period UNLESS illness or a family emergency intervenes. Unless I indicate otherwise, final drafts of papers will be docked a half of a letter grade each class if they are not handed by the following week they are due and in most cases, I will not accept late assignments two weeks beyond the due date except in the case of illness or other emergency. If you know ahead of time that you will need an extension on a paper, please try to contact me at least 48 hours for approval before the paper is due—do not wait until the last minute. Please submit all work on Canvas.

**Email Policy/Format:** You will be using email regularly this semester as it is the best way to reach me and are a good way to reach classmates. You will be expected to use proper grammar, sentence structure, spelling, and punctuation in your emails, in addition to respectful and appropriate language. Please use your UWSP account for all correspondence related to this class.

**Canvas:** Canvas is the course management software program UWSP uses to create online classrooms. You'll find our online classroom for the semester on Canvas. You can access Canvas by going to the UWSP homepage, finding the "Log-ins" drop-down menu in the top right corner of the screen and hovering over it. When the menu appears, click on Canvas. You'll turn in your intermediate drafts, final drafts, and postings to me via Assignments, I'll post supplementary materials for you to read and view, we'll occasionally have electronic discussions, and you'll find updated scores and grades there.

**Technology Use in class:** Use of cell phones, except for specific class purposes, IS PROHIBITED and cell phones and other electronic devices should be put away AND turned off during class. Computers should only be used for course assignments and please shut down other tabs and webpages if you do need to use a pc while in the synchronous portion of our class.

**Recording Policy:** 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 a report to the Dean of Students.

**Attendance:** Given the extraordinary nature of the COVID-19 pandemic, requiring students to be physically present in a face-to-face class is inappropriate. Requiring participation in a synchronous online class can also be problematic. Therefore, for the duration of this health crisis, instructors may not establish an attendance policy that directly connects class attendance to a student's grade without providing online, asynchronous alternatives that can substitute for attendance. Grading policies that include attendance are acceptable if they define "attendance" to include participation in online asynchronous activities as an alternative.

**Timeliness:** Please turn work in on time. All work is due on the evening of the day it is assigned. For Final Drafts, late papers may be penalized one letter grade per class period there are late. Also, the work

we do in class is carefully scaffolded and sequenced to ensure you get the most out of the assignments. If you fall behind the sequencing, it can be difficult to get caught up. **USE CANVAS TO SUBMIT ALL YOUR ASSIGNMENTS.**

*If you have trouble turning in a major writing assessment on time, please inform me at least 24 hours before the due date/time and we will work something out together.*

**Lateness policy:** Please attempt to arrive to class on time and stay through the entire hour so you don't miss participation points as well as information about assignments including due dates, etc. Students who leave early (more than a minute or two) for other commitments may lose participation points.

**Participation AND professionalism:** Participation means more than regular attendance, it means that you have read and engaged with the material, and you first participate fully in small groups and second as much in the full class discussion, whether on Zoom or in discussion boards, fully and mindfully. When we talk as a class, the time is meant to be a daily discussion of issues related to language and culture, a discussion which will come from your personal experience as well as the assigned readings from the text. It's important to respect both your peers and your instructor by staying on task. Remember that we're here to learn something AND help one another; mindful, active participation helps us achieve these goals. Also, we will not avoid controversial topics in this class, and as such, we may be talking about some topics that may be uncomfortable for some in here. Instead, we will ask ourselves and each other why certain topics offend us or make us uncomfortable. And we will always be respectful and mindful of other people's opinions and feelings.

**Conferences:** I will encourage you to sign up for **at least one Zoom conference** during the semester to meet with me one on one. This gives you the opportunity to meet with me individually to improve your writing and allows you to ask

**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 profoundly 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 will 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.

\*For an extended discussion of plagiarism, see the UWSP Handbook, Chapter 14 available: <https://www.uwsp.edu/dos/Documents/UWSP14-Final2019.pdf> (Sec. 1,3 are most helpful).

**Resources:** The Writing Lab consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process; including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing.

**Writing Lab are currently being held virtually via Zoom**  
**Meetings by appointment or short notice times available**  
**All services in the Writing Lab are free**

If you have questions or would like to make an appointment, please contact the TLC via email ([tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu)) or phone (715-346-3568).

**Students with learning differences** may want to visit UWSP's DATC (Disability and Assistive Technology Center ([715-346-3365](tel:715-346-3365) or email [datctr@uwsp.edu](mailto:datctr@uwsp.edu)) to work with that office.

**Welcome to English 150! Let's get to work and start reading and writing!**

|  | Tuesday   | Thursday   |
|--|---|--|
|  | Intro to 150/Syllabus and Guidelines Discussed<br>Class intros  | Intro to 150/Why Attention to Writing is so Full of<br>Success in College, and I would argue, Life, too<br>Fiji Article assigned for Tuesday   |
|  | Discuss Fiji articles in groups/brainstorming<br><b>Due: Read Fiji articles (ON Canvas)</b>   | <u>Essay 1 Assigned</u> /discussed in class (See RW and<br>guidelines for papers)<br><br>Read Pg. RW 55-56 "Writing about Texts"<br><br><b>READ: Jarvis, "Sanctuary" and Southgate, "My<br/>(On CANVAS) Group Discussion/Bring 3 ?s or c</b> |
|  | Discuss Crazy Brave pg 1-53, discuss memoir and biography /<br>overview of Rules for Writers<br><b>Due: Read Harjo <i>Crazy Brave</i> pages 1-53</b>  | Group brainstorming, bring your response to the<br>class to discuss with group<br><br>Due: Read <i>Crazy Brave</i> pages 54-132  |
|  | Brainstorm some points with your partner for a Discovery Draft in<br>class<br><b>Due: Finish CB, Read RW Ch. 1, pp. 1-17</b>  | Peer Review/ Watch clips from film <i>Reel Injun</i> (see<br>before next Tuesday's class and brainstorm 3 q<br>about it to discuss with your group<br><br><b>Due: Essay 1 Draft 1</b>  |
|  | Discuss Reel Injun and your reaction to it in groups with 3<br>questions, comments<br>Look over PA Ch. 10-11: Citing Sources and Using Sources<br>Responsibly<br><b>Due: Watch Reel Injun &amp; think of 3 Q's or comments to discuss<br/>with group</b>  | MLA Overview and why we document with pos<br>exercises/See Rules for Writers Ch. 56 and pg.<br>possible plagiarism scenarios<br><br><b>Due: Essay 1 Draft 2</b>  |
|  | Topic brainstorming/Summary Writing: Pull up and <b>bring in a 2-3<br/>page article</b> (your choice, but it should discuss some aspect of a<br>current social, cultural or political issue) from an online newspaper<br>(exs: <i>New York Times</i> , <i>The Guardian</i> , <i>Milwaukee Journal Sentinel</i> ,<br>etc.) <b>Have the weblink available</b> . Also <b>provide a short summary of<br/>it</b> available to share with your group in small group breakout. <b>After<br/>class, type up your summary and submit to Canvas with the<br/>weblink.</b> | Introduction to Library Sources and Databases -<br>DAY with Prof. Liao. She will meet with us virtu<br><br>Watch <i>Three Identical Strangers</i> (Finish out of<br>Canvas)  |

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|--|---|--|
|  | <p>RW pp. 397-401 “Summarizing and Paraphrasing without Plagiarizing”</p>   |  |
|  | <p><b>Due: Final Draft Essay 1</b><br/> <b>Read <i>Man’s Search for Meaning</i>, 7-22 (Available in Canvas)</b></p>   | <p>Group Brainstorming</p> <p>Annotated Bibliography Assignment Handout, s<br/> 401 for example</p> <p><b>Read <i>Man’s Search for Meaning</i> p 23-73</b></p>                               |
|  | <p><b>Finish <i>Man’s Search for Meaning</i></b><br/> <b>Due: Response on Canvas</b></p>  | <p><b>Peer Review: First Draft of research topic—Br<br/> Prior Knowledge/Bring to class to share</b></p> <p>Critique sample papers/Bad, fallacious argume</p>                                |
|  | <p>SPRING BREAK—NO CLASS!! HAVE A SAFE AND RELAXING BREAK!</p>  | <p>SPRING BREAK—NO CLASS!! HAVE A SAFE AND<br/> BREAK!!</p>  |
|  | <p><b>**NO CLASS**/Annotated Bibs conferences/Sign up for Zoom<br/> conference ahead of time (DUE: <b>*Post 2 summaries/evals 24<br/> hours ahead of time to Discussion Boards for response</b></b></p> | <p><b>**NO CLASS**/Annotated Bibs conferences/Sig<br/> Zoom conference ahead of time (DUE: <b>*Post 2<br/> summaries/evals 24 hours ahead of time to Di<br/> Boards for response</b></b></p> |
|  | <p><b>Due: Read the <i>Immortal Life of Henrietta Lacks</i> Ch. 2-8<br/> Canvas</b></p>   | <p><b>Due: Finish <i>The Immortal Life of Henrietta Lacks</i> Ch. 1<br/> In class Response</b></p>   |
|  | <p>Logical Fallacies Discussed: <b>Read PA Ch. 5 (147-163)</b></p>  | <p>Analyzing Multiple Perspectives handout /Grou</p>   |
|  | <p>Presentation Outline Discussed/See Examples online and in RW/<br/> <b>Due: Final Draft Annotated Bibliographies</b></p>  | <p>Final Project Mini Peer Review PA Argument Es<br/> Discuss: Topic and Essays TBD (To Be Decided_</p>  |
|  | <p><b>Due: Post drafts of final papers to discussion boards. Can be very<br/> short, but bring something in</b></p>   | <p><b>Conferences over your final project/Use Dood<br/> sign up</b></p>  |
|  | <p><b>Conferences over your final project/Use Doodle poll to sign up</b></p>  | <p><b>Conferences over your final project/Use Dood<br/> sing up</b></p>  |
|  | <p>One last class to discuss Final Reflections</p>  | <p>Final Papers Due by 4 pm to Canvas!!</p> <p>*Make sure to also submit your outline AND W<br/> PAGE</p>  |