

Freshman Composition

101-19

TTH 12:30-1:45

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*

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 8, when we will discuss it. Check each class period to see what book(s) you need to bring.

SEPTEMBER

TUESDAY

THURSDAY

01 No Class**08 TSGW - Ch 1: Composing Literacy; Ch 13: Cueing the Reader**

Course Website/Syllabus Review

15 Essay 1 - Planning

TSGW, Chpts 2, 14 (Note key ideas/strategies)

Review Audience Sheet/PPt Slides--Course Notes

Planning: Choose topic (TSGW, pp 37-38)

Drafting: TSGW, pp 37-44/scratch outline (TSGW, p 422-23)

Bring to class in notebook: Topic list (with notes).
If ready, begin scratch outline

RW, Ch 14: Coord/Subord (Just preview this chapter/Concept: What is Coordination? Subordination?)

22 Essay 1 - Planning/Drafting

TSGW: "An American Childhood," p 22. Discuss this (Ps 1-2, 13; the chase, Ps 3-15; final Ps 20-21)

RW, Ch 14, p141, ex. c (9/17)

You should have two pages completed. Today you will work on reviewing these two pages and

03 Course Introduction: Reading, Discussing, Writing

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

Course Website/Syllabus Review

10 TSGW - Finish Ch 13/Final Thoughts, Chpts 1 & 13

Essay 1 - Introduction: Personal Narrative - Life with the Coronavirus

**PowerPt Slides (Course Notes)

TSGW, Chpts 2, 14 (470-77; 480-89)

Choose topic (TSGW, pp 37-38) and scratch outline (TSGW, p 422-23)

Preview Course Notes links for Essay 1

17 Essay 1 - Planning

TSGW, Chpt 2: Sample essays: "Calling Home," p 18;

"An American Childhood," p 22. Discuss these

Bring to class:

**Topic list + notes (You should have a topic)

**Rough draft of scratch outline (TSGW, p 422-23)

**Rough draft of audience sheet--Course Notes

RW, Ch 14: Coord/Subord. Discuss examples given in class (9/15)

Begin drafting your essay, TSGW, pp 37-44; Chpt 14

24 Essay 1 - Drafting

You should have three to four pages completed.

Today you will work on finishing your draft and then reviewing it. Complete your **audience sheet** too. **Bring your laptop** to class to work on your draft in the classroom.

Review PPT Slides

then continuing with your draft, pages 3-4. **Bring your laptop** to class to work on your draft in the classroom.

You can also work on drafting your **audience sheet**.

Bring

**scratch outline

**TSGW, Chpts 2 (sample essays) & 14

**RW, Ch 14

29 Essay 1 - Peer Review--Must Attend. All students will meet in person: Tues cohort (D101); TH cohort (D102)

(See peer review policy on the syllabus)

Bring all books--TSGW, pp 48-49 (preview peer review questions)/scratch outline

Bring

1. Copy of Audience Sheet (typed)
2. Copy of completed draft (typed), minimum 3.5 full pages/max 4.5 full pages

Electronic (laptop) or handwritten copies of your audience sheet or draft are NOT acceptable for peer review

Review Ppt slides

Bring

**scratch outline

**TSGW, Chpts 2 (sample essays, pp 38-44) & 14 (pp 480-489)

**RW, Ch 14

01 October - See Below

OCTOBER

TUESDAY

THURSDAY

29 September - See Above

01 Essay 1 - Revision, Editing

Bring "clean drafts" (**not** peer review drafts) to class of your essay + audience sheet so that you can write on these. **Bring** scratch outline

Review quiz/RW

Revision Chart (Handout)
TSGW, pp 46-49 (Improving the Draft)/38-44.

Chpt 14: 470-77; 480-85

06 Essay 1 - Revision, Editing, Proofreading

Bring drafts from TH (10/1) or latest copies
Bring scratch outline & completed revision chart

Discuss Coates narrative (Losing My Innocence):
 TSGW, pp 26-28

Ch 14: 470-77; 480-85

Revision (TSGW, p 49-51: Writer at Work)

**Resolution/Significance

**Vivid Description

**Conflict/Feelings, Thoughts

Editing

**RW, Chpts 14 & 16

Essay 1: Peer Review Docs Due (Aud Sheet + Draft + Responses on notebook paper). **Paper clip these** (do not staple). **Tues folks turn in today; TH folks turn in on TH.**

13 Essay 2 - Planning

Criteria for an evaluation, p 287, 316

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

Also, Ch 8, p 320 (Organizing an evaluation)

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

RW - Ch 15 (Sentence Variety)/Chpts 14 & 16

For Thursday

Discuss audience sheet--revision

Revision

**Resolution/Significance

Editing

**RW, Ch 16 (Wordiness)/Ch 14

08 Due: Essay 1 (final copy) + Aud Sheet (final copy) + Scratch Outline + Revision Chart. **Paper clip** (do not staple) essay and then all docs together. **TH folks turn in today (along with peer review docs); Tues folks turn in on Tues**

Essay 2 - Introduction: Evaluation Essay (Movie Review) of movie *The Way Back*

**PPT Notes

Audience Sheet--Course Notes

Watch *The Way Back* by 9/14 (Access on Canvas)
 Take notes during and after watching the movie.
 Do not look up reviews online to avoid plagiarism

TSGW - Ch 8: Note key pages/strategies

15 Essay 2 - Planning

Finish discussing *Moana* review (TSGW), pars 5, 6, 7, 8

RW - Ch 15 (Sentence Variety)/Chpts 14 & 16

Discuss movie--have/use movie notes

**Refer to your scratch outline, aud sheet, and plot summary

For Tuesday

**Finish scratch outline and audience sheet drafts

**Begin drafting your essay using your scratch outline and audience sheet

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

20 Essay 2 - Drafting in class. Bring your laptop

Continue discussion of movie: *The Way Back*

**Themes--Sport as a microcosm of life

**Jack Cunningham (Ben Affleck)

**Other characters/actors

Continue draft in progress. Focus on judgment and reasons. See 10/15

TSGW, Ch 8: pp 314-22

Bring notes, scratch outline, audience sheet, books

RW - Chpts 14, 15, 16

27 Essay 2: Peer Review--Must Attend. All students will meet in person: Tues cohort (D101); TH cohort (D102). Fully online students will Zoom in and peer review virtually with the class

See the email I sent (10/25)

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

22 Essay 2 - Drafting in class. Bring your laptop

Continue draft in progress--**should have 1.5 pgs completed.** Focus on judgment and reasons.

Bring notes, scratch outline, audience sheet, books

TSGW, Ch 8: pp 314-22

Continue discussion of movie as time allows: *The Way Back*

**Other sports (dramas) movies to compare to *The Way Back*

(build on our list from Tues)

**Themes--Sport as a microcosm of life

**Jack Cunningham (Ben Affleck)

**Other characters/actors

**Sound

RW - Chpts 14, 15, 16

Essay 3: You should begin previewing stories (handouts). When you start reading, take notes on all stories--have an organized system of taking notes for each story. See 11/5

29 Essay 2: Revision, Editing, Proofreading

Bring a "clean" copy of your aud sheet and draft to class for revision and editing (You can also bring your peer review docs)

Formatting the review into columns (See PPT Notes)

Revision/Editing Chklist (Handout)

TSGW - Ch 8/pp 324-327

Continue discussion of movie as time allows: *The Way Back*

3. Bring TSGW & RW

**You can also bring your scratch outline with you

Electronic or handwritten copies of your audience sheet or draft are NOT acceptable for peer review

Discuss assessment with partner if/as time allows after peer review is finished. Online students can use chat function

**Other sports (dramas) movies to compare to *The Way Back*

(build on our list from Tues)

**Themes--Sport as a microcosm of life

**Jack Cunningham (Ben Affleck)

**Other characters/actors

**Sound

Revision

**Judgment

Editing

**RW - Ch 8 (Active Verbs)

Essay 3: You should be reading stories and taking notes on all stories--have an organized system of taking notes for each story. See 11/5

NOVEMBER

TUESDAY

03 Essay 2: Revision, Editing, Proofreading

TSGW, *What College Rankings Really Tell Us* (pp 307-10)

Bring a "clean" copy of your aud sheet and draft (laptop and/or hard copies) to class for revision and editing

Also, bring your peer review docs, completed revision/editing chklist

Revision (TSGW, Ch 8)

**Reasons

**Plot Summary

**Organization

**Audience Sheet

Editing

**RW - Ch 8 (Active Verbs)/14, 15, 16

Proofreading

THURSDAY

05 Peer Review Materials Essay 2 Due: Essay Draft + Aud Sheet Draft + Partner's Responses (Notebook Paper)

TH folks turn in on today. Tues folks turn in Tues with rest of Essay 2 docs. Fully online folks submit through Canvas by 5pm**

Essay 2: Final Considerations (**Bring your drafts**, on your laptop and/or hard copies)

Editing

**RW - Ch 8 (Active Verbs)/14, 15, 16

Revision (TSGW, Ch 8)

**Plot Summary

**Organization

Proofreading

Essay 3: Introduction - Literary Analysis

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). These

10 Essay 2 Due: Scratch Outline + Revision/Editing Chklist + Aud Sheet (Final Copy) + Essay (Final Copy)

Essay 3 - Planning

Story Choice Paragraph Due (In-person folks will submit in class, today and TH. Fully online folks will submit through Canvas before class by 12:30pm--see Canvas)

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)

Once you choose a story, you cannot change it.

four stories are **handouts--bring these to class during the next weeks**

"Babylon Revisited"

"Brokeback Mountain"

"56 - 0"

"Slinkers"

**Choose your story for Essay 3 by 10/10. 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

12 Essay 3: Planning

Quiz - short stories (all 4 are in play) (See Canvas)

Try Focused Freewriting (TSGW p 428) - use short story you are writing about.

**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)

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

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

17 Essay 3: Discussion of Stories

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

We will discuss "Babylon Revisited" & "Slinkers"

Continue working on formal outline and audience sheet. Both of these must be typed

24 Essay 3: Planning

Discussion of stories

Begin drafting in class: **Bring your laptop**

**Use Aud Sheet draft--in progress--and completed Formal Sentence Outline. (Revise your formal outline as you draft)

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

19 Essay 3: Discussion of Stories

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

We will discuss "56-0" and "Brokeback Mountain"

Continue working on formal outline and audience sheet. Both of these must be typed

26 *Thanksgiving - No Class***DECEMBER****TUESDAY****01** Essay 3: Drafting

**Use Aud Sheet draft--in progress--and completed Formal Sentence Outline. (Revise your formal outline as you draft)

TSGW, Ch 10

Thesis: pp 396-97
Support: pp 397-98
Sample Essays: pp 382 & 386)

Consult Reading notes, PowerPt notes, Focused freewriting, Stories

THURSDAY**03** Essay 3: Peer Review--Must Participate using email

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

You will email your partner:

1. Copy of Audience Sheet (typed)
2. Copy of formal sentence outline (typed)
3. Copy of completed draft, including quotations (typed): 3.5 pages min - 4.5 pages max

**I will pair you up, and you will email your

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

08 Essay 3: Return Peer Review Materials to Partner

**Return your partner's audience sheet, essay, and outline today

Revision Chklist (handout)

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

**Conclusion

**Audience Sheet

Editing

**RW, Ch 12 Modification

partner these three documents--by 11am today. Answer the questions in TSGW (pgs above), the Blue, Green, and Purple boxes--3 questions each box (9 questions total).

**You will assess your partner's essay using 1.) the Comment function in Word (under Review) and 2.) the Highlight function (under Home).

You should assess the audience sheet and essay (see parameters above). You **do not need to mark up the outline, but use it to assess the essay. You can make some quick notes on it if you wish.

**Return to your partner on Tues, Dec 8

10 Essay 3: Revision, Editing, Proofreading

Use a "new" draft of your audience sheet and literary analysis; do not use your peer review drafts

Completed Revision Chklist

Formal Outline + Audience Sheet

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

**Intro/Thesis

**Reasons (Support)/Quotations

Editing

**RW, Ch 12/All concepts we've studied:

Coord/Subord; Wordiness, Commas, Active Verbs

Due: Turn in Peer Review docs from Essay 3 [aud sheet + draft with responses from partner]. Upload both docs on Canvas. Turn in your aud sheet and draft that your partner assessed.

Finals Week: May 14 - May 18

Office Hrs during Finals Week: TBA

Essay 3 Due: TBA

Course Grades posted online: 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.

The General Education Program--Written Communication

Introductory writing classes provide an essential foundation of communication skills on which students can build throughout the rest of their university careers and beyond. They develop students' skills in analyzing audience, structuring written documents, and understanding and applying the conventions of effective writing. Subsequent writing courses build upon these skills by helping students learn to locate sources, critically analyze information, and synthesize their ideas with those of others to write well-supported academic arguments. They also provide an essential starting point for the more specialized writing students will be expected to do in the future within their fields of study.

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

Course Description and Learning Outcomes

Freshman Composition 101 is a writing-intensive course that will 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 will return to the questions of why and how we write, which are important questions to think about as you choose topics, develop ideas, and reflect on what you write. In addition to thinking carefully about each writing subject, we will examine the relationship between the writer and his/her subject as well as the issues outside of the classroom that shape the writer's thinking and connect him/her to communities and society. You will also participate in peer editing sessions in which you will evaluate the essays of others as a way of helping your classmates and of improving your own evaluative skills. Integrating computer technology into the study of writing, in the form of planning and drafting, editing, or research, will also be an important goal of the course. Along with these goals, you will need to develop your own writing goals as a means of assessing your progress throughout the semester.

- 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

Text Rental

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

Purchase at Bookstore

Rules for Writers. 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.

| COURSE GRADE | % |
|---|-----|
| Weekly Writing/Quizzes** | 15% |
| Peer Review | 10% |
| Essay 1 - Personal Narrative | 20% |
| Essay 2 - Evaluation (Movie Review: <i>The Way Back</i>) | 25% |
| Essay 3 - Literary Analysis | 30% |

** Will be determined by point values: A=10; A- =9; B=8; C=7; D=6; F=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, 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.

For any special circumstances, please contact me ahead of time. It may not be possible to make up a missed peer review class.

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 a cohort class, you need to meet when your in-person (choir) class meets. This means you will meet once a week in person. You will Zoom in when you are not in person, but this is **not a substitute** for meeting in person.

When you do Zoom in, you should do so in real time during our class meeting time. Watching recordings is **not a substitute** for real-time participation.

If you miss a total of four in-person classes, 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 requirements.

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.

