

Freshman Composition

101-9

MWF 1:00-1:50
Spring 2020

This is a "real time" syllabus that, unlike a print syllabus, will be 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 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 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 January 27, when we will discuss it. Check each class period to see what book(s) you need to bring.

JANUARY

MONDAY

20 *MLK Day*

27 TSGW - Ch 1:
Composing Literacy

****Essay 1: Game Story -**
Continue planning: Choose a game you will go see and set up interviews with players and coaches--See Course Notes

WEDNESDAY

22 Course Introduction: Why Write about Sports?

Pre-semester quiz

29 TSGW - Finish Ch 1;
Ch 13: Cueing the Reader

****Essay 1: Game Story -** Continue planning: Choose a game you will go see and set up interviews with players and coaches--See Course Notes

FRIDAY

24 Review Course Website

For Essay 1: Game Story - **You must see your game and complete interviews by 2/17**

Essay 1: Game Story - Preview
Course Notes - Taking Notes, Interviews

Sample game notes--Will be passed around; available during office hours

Sample game story (handout):
Discuss headline & lead

31 Guest Speaker: Larry Morgan--Taking notes for a game story/interviews

Sample game story (handout)

Bring to class in your notebook:
3-4 sample interview questions for both a coach **and** for a player (6-8 questions total)

FEBRUARY

MONDAY

03 TSGW - Finish Chpts 1 & 13; Final Thoughts

Bring to class in your notebook: 3-4 sample interview questions for both a coach **and** for a player (6-8 questions total)

Discuss sample game stories (handout)--1/24 (bball) & 1/31 (hockey)

I'll give you two additional sample game stories (email & handout--both football). Highlight and annotate these for Friday/Monday

Sports poetry--SL (Read these poems--"In the Pocket" (p. 24); "The Sprinters" (p. 121); "Baseball" (p. 199-201)

Sports Poetry Assignment: Choose one poem to analyze. Details given in class. Card--Handout

****Essay 1: Game Story -** Continue planning this week: Choose a game you will go see and set up interviews with players and coaches--See Course Notes

10 Essay 1: Game Story - Planning

Description exercise in class (Course Notes)

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

As time allows

****Discuss sample game stories**
****TSGW: Chpts 2, 14**

WEDNESDAY

05 Sports Poetry Assignment

Continue discussion of sports poetry (SL)
Bring completed draft in your notebook (not on your card) to class

For integrating quotations, see
<http://www.robertsirabian.com/notes/101/Assign1.Quotes.php>

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

Essay 1 - Introduction: Writing a Game Story
(**PowerPoint Slides)

Preview the following

1.) Course Notes:
Essay 1 - All links

2.) Planning: TSGW - Ch 2:
12-17; Ch 14: 470-77; 480-89. We will refer to these chapters during the next weeks.

*****Find two complete print sports sections (not just one or two game stories) from a local and national WEEKEND/MONDAY newspaper: by 2/21. Do not use online newspapers; do not use *The Pointer***

12 Essay 1: Game Story - Planning

Finish description exercise (2/10). Bring your revised paragraph.

RW, Ch 14 (coord/subord, 14 C, p 139-140, ex. a, b, c)
TSGW, Chpts 2, 14

Discuss: scratch outline (TSGW, 422-23) and audience sheet (Course Notes)
****Sample(s) in class**

Organizing a game story:
<http://www.robertsirabian.com/notes/101/organizingSportingReport.php>

Discuss sample game stories

FRIDAY

07 Essay 1: Game Story - Planning

Sports Poetry Assignment Card Due

Finish Game Story PPT slides (2/5)
Look at TSGW: Chpts 2,14 (see 2/5)

Look at Audience Sheet (Course Notes)

Discuss sample game stories--
have these annotated or study annotations already on the sample. (You now have four samples.)

14 Essay 1: Game Story - Planning

Discuss Articles - SL:
[See questions on Course Notes link - In your notebook, write out responses to these questions, **not those at the end of each selection in SL]**

Answer all questions.
Have these read for today; find them in the table of contents

1. "Ace Teenage Sportscribe"
2. "Johnson is Everywhere"
3. "Great Day for Baseball in the 90s"
4. "This Skater Chooses to Come Home, of All Things"

Make connections to TSGW, Chpts 2, 14

In-class grp assign - card

Outside of class

Continue drafting of game story + audience sheet
Draft info that offers readers transition into the game summary: possibly quotations, background info, key stats. You can start on the game summary if you wish.

If your scratch outline isn't finished or incorrectly formatted, finish for Wed

sport sections, class notes, etc

TSGW: Chapters 2, 14

MARCH

MONDAY

02 Essay 1: Game Story - Peer Review--Must Attend

TSGW: 48 - 49/See Course Policies on Peer Review

Bring to class:

1. Typed, print (hard) copy of Audience Sheet
2. Typed, print (double spaced, 12pt, pg #s - not columns) copy of completed game story. Minimum 3 full pages/Max. 4 1/4 full pages. Drafts must have quotations

****You cannot use an electronic version of your draft or audience sheet for peer review**

Please bring TSGW/RW, sample game stories, scratch outline

09 Essay 1: Game Story - Peer review materials Due (aud sheet draft + game story draft + notebook paper--responses: paper clip)

Loose ends/ Final thoughts - game story

(**Begin previewing/reading stories for Essay 2--see 3/25)

Assign 1: TSGW, Ch 2 (12; 15, 41-47)

Readings from SL: Preview these. You will choose ONE of these for Assign 1

WEDNESDAY

04 Essay 1: Game Story - Return Peer Review Materials

SL: Ripken feature, questions 1 & 3/Johnson, question 2 (Course Notes)

Formatting - Columns

Revision checklist (handout)

Revision

**Stats

**Quotations

Editing

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

11 Essay 1: Game Story - Due: Game story + Audience sheet + Scratch Outline +Revision chklst. Paper clip game story and all docs.

Assign 1: Discussion SL readings (3/11), See study questions on Course Notes page for Assign 1

**Discussion of "Finding Myself" & "Why I Play the Game"

TSGW, Ch 2

FRIDAY

06 Essay 1: Game Story - Revision, Editing, Proofreading

****Bring** draft formatted in columns and audience sheet draft (not peer review copies) + revision checklist

Revision

**Audience Sheet

**Lead

**Game Summary

Bring: TSGW, Chpts 2, 14/Sample Game stories/Local sports section

Editing

**RW, Ch 32: Commas (32a & b)/Chpts 14 & 16

Proofreading

**Spell check

**Formatting

13 SL Readings: Answer Study Questions in your notebook (See Course Notes). Be prepared to discuss. See 3/11

(**Continue previewing/reading stories for Essay 2--see 3/25)

Discussion of "Four-Minute Mile"

TSGW, Ch 2

RW, Ch 8: Active Verbs

Due: Game notes due + interview questions and responses; turn in photocopies or print copies if typed (NOT your original notes & questions). Staple or paper clip--no loose pages

17 Essay 1: Game Story - Planning

Discuss Essays - SL
(Continue from 2/14):
[See Course Notes - Write out responses to questions in you notebook]

Have these read for today; continuing working in groups with assigned cards (2/14)

1. "Ace Teenage Sportscribe"
2. "Johnson is Everywhere"
3. "Great Day for Baseball in the 90s"
4. "You Don't Imitate Michael Jordan"

Make connections to TSGW, Chpts 2, 14

In-class grp assign - card due

Outside of class
Scratch outline of your game story (TSGW, 422-23). Continue working on the scratch outline your game story: headline, lead, and game summary--length and structure--and add other info. Also, continue drafting audience sheet

24 Essay 1: Game Story - Drafting in class (Bring your laptop)

Bring completed scratch outline + sample game stories + game/interview notes + draft of audience sheet (and local sports section)

Drafting game story in class/audience sheet (Course Notes)
Draft Headline and Lead

TSGW: Chapters 2, 14 as needed

19 Essay 1: Game Story - Planning

History of Sports Journalism: Lecture in class

Outside class

Drafting scratch outline (see TSGW, 490-91): start with headline, lead, and game summary. Then add quotations, stats, bkgrd

Begin drafting audience sheet (Course Notes)

- **Use your game and interview notes
- **See Course Notes - Organizing a Game Story
- **TSGW, Chpts 14

Be ready for drafting **next week**

26 Essay 1: Game Story - Drafting in class (Bring your laptop)

Bring completed scratch outline + sample game stories + game/interview notes + draft of audience sheet (and local sports section)

**Sample game story: Ovechkin - we'll discuss this. Have it annotated

Drafting game story in class/audience sheet (Course Notes)
Begin/continue drafting game summary

TSGW: Chapters 2, 14 as needed

Outside of class

Continue drafting of game story + audience sheet
Complete the game summary portion of your game story

Outside of class (Once you have seen your game)

Scratch outline of your game story (TSGW, 422-23). If you have seen your game, begin outlining; your headline, lead, and game summary--length and structure. Also, begin drafting audience sheet

21 Essay 1: Game Story - Planning

Quiz on the History of Sports Journalism

Analysis of newspaper sports sections--**bring entire sports section (two) to class** (see 2/5--you don't need to highlight/annotate these)

Audience sheet--Course Notes. You will use your local sport section for your audience sheet.

Sample game stories--if time allows we'll look at game summary in Pack/Falcons and Celtics/Sonics games stories

Outside class

Continue working on scratch outline and drafting audience sheet, using your local sports section

Be ready for drafting **next week**

28 Meet in Computer Lab 323 CCC (Bring your own laptop, but if you don't have one you can use one from the lab--there are about 8-10)

Essay 1: Game Story - Drafting
Review your game summary and finish the final parts of your game story

Bring your draft of game story + audience sheet (sports sections) in progress. You'll work on these in the lab, so be able to access these in the lab

Bring scratch outline, game/interview notes, all books,

1. "Finding Myself" - 10;
2. "Four-Minute Mile" - 38
3. "Why I Play the Game" - 78

16 Spring Break

23 Meet in Computer Lab TBA

Assign 1: Draft Narrative Response in class

Bring all books, notes, everything you need to draft

Assign 1: Bring draft to class

SL: Discussion of narratives (Bring your notes: Course Notes/Class discussion)
TSGW: Ch 2, p 15

"In the Swim" (As time allows; not a choice for Assign 1)

30 Essay 2: Planning

****You should have your story choice finalized****

You should be reading stories and taking notes--have an organized system of taking notes for each story

RW 20 - 21 (formal outline); TSGW, 492-94
Course Notes (Audience Sheet/Other notes)

18 Spring Break

25 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.

- "The 7-10 Split"--SL
- "Doe Season" (handout)
- "56 - 0" (handout)
- "Raymond's Run"--SL
- "The Thrill of the Grass"--SL

****Choose your story by 3/30. Once you choose a story, you cannot change it.**

You should be reading stories and taking notes--have an organized system of taking notes for each story

Preview Course Notes:
Essay 1 - All links

Planning: TSGW - Ch 10

RW 20 - 21 (formal outline); TSGW, 492-94

01 APRIL

See Below

20 Spring Break

27 Assign 1 Due via email by 5pm

Essay 2 - Planning

You should be reading stories and taking notes--have an organized system of taking notes for each story

Reading and Writing about Literature (Lecture). We will combine this lecture with preliminary discussion of the stories. TSGW, 456-461/All of Ch 10

RW 20 - 21 (formal outline); TSGW, 492-94
Course Notes (Audience Sheet/Other notes)

****Choose your story by 3/30. Once you choose a story, you cannot change it.**

03 APRIL

See Below

APRIL

MONDAY

30 MARCH
See Above

WEDNESDAY

01 Meet in Computer Lab TBA (Bring your laptop if you wish)

Story Choice Paragraph Due (Typed Paragraph)

Essay 2: Planning

In-class Focused Freewriting (TSGW 496) - use short story you are writing about. Freewriting Assessment Chart (handout)

RW 20 - 21 (formal outline); TSGW, 492-94
TSGW, Ch 10 (Sample Essays, pg 447 & 450)

Course Notes (Audience Sheet/Other notes)

FRIDAY

03 Essay 2: Planning

Quiz - short stories (all 5 are in play)

Review freewriting (4/1) assessment chart. **Bring** freewriting sample (print out or electronic copy) + chart

Aud Sheet (Course Notes)

TSGW, Ch 10 (Introduction, 465;

06 Essay 2: Discussion of Stories

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

Continue working on outline and audience sheet

13 Meet in Computer Lab TBA

Essay 2: Drafting. Everyone should have at least 2 pages of the draft completed.

Draft 1-2 pgs
**** Bring** Aud Sheet draft and completed Formal Sentence Outline
****Bring** Reading notes, PowerPt notes, Focused freewriting/Chart, Stories

TSGW, Ch 10 (Sample Essays, pg 447 & 450)

Integrating Quotations: See Power Pt notes; also TSGW 644-49

20 Essay 2: Revision, Editing, Proofreading

Bring "clean" copies (print) of your draft and audience sheet (not peer review copies)

Bring completed Revision Chklist
Bring all books
Formal Outline

Revision
****Intro/Thesis**
****Reasons/Quotations**

08 Essay 2: Discussion of Stories

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

Continue working on outline and audience sheet
****You** might have your intro/thesis completed by Friday to get a head start

15 Essay 2: Peer Review--Must Attend

Bring all books--TSGW, pp 466-67 (**preview peer review questions**)

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

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

22 Due from Essay 2: Turn in Peer Review docs [aud sheet + draft + responses from partner (notebook paper)]

Essay 2: Revision, Editing, Proofreading/Final Thoughts

Bring "clean" copies (print) of your draft and audience sheet (not peer review copies) Can be draft from 4/20.

****Audience Sheet**

Assign 2 - Analyzing a Comic Strip: *Girls & Sports*

Assign Groups/Preview PPT Slides

Collaboration & Writing (TSGW, Ch 31)

Thesis, 461-62)
RW 20 - 21 (formal outline);
TSGW, 492-94

Begin working on formal outline + audience sheet

10 Meet in Computer Lab TBA

Essay 2: Drafting

Draft 1-2 pgs. You might have your intro/thesis completed to get a head start

**** Bring** Aud Sheet draft--in progress--and completed Formal Sentence Outline

TSGW, Ch 10 (Sample Essays, pg 447 & 450)
Reading notes, PowerPt notes, Focused freewriting, Stories

Integrating Quotations: See Power Pt notes; also TSGW 644-49

17 Essay 2: Return Peer Review Materials to Partner

Bring all books

Revision Chklist (handout)

Revision
****Conclusion**

Editing
****RW, Ch 12 Modification**

24 Due Essay 2 + Aud Sheet + Formal Outline + Revision Chklist (paper clip)

Assign 2 - Analyzing a Comic Strip: *Girls & Sports*

Introduction: PPT Slides

Collaboration & Writing (TSGW, Ch 31)

Begin planning, research

Update planning schedule

Editing
RW, Ch 12/All concepts
we've studied

27 Assign 2 - Planning

Comic strips - definitions
Collaboration & Writing
(TSGW, Ch 31)

1. Take notes/invention docs
- TSGW, Ch 11
2. Research - bkgrd:
creators/publication/strip's
characters, situations, &
issues
3. Quoting from strips?
4. Formatting:
headings/single space
4. Update planning schedule
- Meet outside class

Planning schedule for completing essay (handout)

Choose strip by Friday (Rank your choices 1-3)

29 Assign 2 - Drafting

Continue planning (see 4/27)
Begin drafting in class - bring laptops to class
Update planning schedule - Meet outside class
Citing sources/Quoting from comic strips

01 May
Look Below

MAY

MONDAY

27 April
Look Above

04 Assign 2: Peer Review-
-Must Attend

Each group brings TWO
print, typed copies of their
draft: 1 1/2 pages, single
spaced. Put names on the
draft.

No handwritten or electronic
versions of the draft

Bring your comic strip sheet
+ books: TSGW + RW
Bring your planning
schedules

****We will discuss
revision/editing/proofreading
during our finals week
meeting**

WEDNESDAY

29 April
Look Above

**06 Revision and Editing Day - Assign 2. You might visit the Writing
Lab**

We will meet during our final exam period, in our usual classroom,
from 8:45-10am, on Monday

For Wednesday's class, bring the following:

Bring all books

Assign 2: Revision, Editing, Proofreading

Bring all books
Bring comic strip sheet
Bring "clean draft" of comic strip essay for revision/editing
Bring peer review copy

Revision
****Strip Analysis: Sports & Culture**
****Summary/Description**

Editing
****RW, Ch 15 Sentence Variety**
****Review: Chpts 14, 16, 32 (pp 294-303), 8**
(Also, review for grammar competition during our final class meeting)

FRIDAY

01 Assign 2 - Drafting

Continue planning (see 4/27)
Begin drafting in class bring
laptops to class
Update planning schedule - Meet
outside class
Citing sources/Quoting from
comic strips

**08 No Class: Revision and
Editing Day - Assign 2. You
might visit the Writing Lab**

We will meet during our final
exam period, in our usual
classroom,
from 8:45-10am, on Monday

For Wednesday's class, bring the
following:

Bring all books

Assign 2: Revision, Editing,
Proofreading

Bring all books
Bring comic strip sheet
Bring "clean draft" of comic strip
essay for revision/editing
Bring peer review copy

Revision
****Strip Analysis: Sports &**

	<p>Proofreading: Essay formatting/print quality/spelling</p> <p>Update planning schedule</p> <p>-----</p> <p>**Course Evaluations **Course Review **Bring updated drafts of assign 2 **Organize assignments I've returned and bring to class **Bring quiz from first day of class **Grammar "competition" -- for extra points!</p> <p>Assign 2: One essay each group. Submit via email as Word doc attachment - TBA. Turn in peer review materials + planning schedules during our final class on 5/11--paper clip these</p>	<p>Culture **Summary/Description</p> <p>Editing **RW, Ch 15 Sentence Variety **Review: Chpts 14, 16, 32 (pp 294-303), 8 (Also, review for grammar competition during our final class meeting)</p> <p>Proofreading: Essay formatting/print quality/spelling</p> <p>Update planning schedule</p> <p>-----</p> <p>**Course Evaluations **Course Review **Bring updated drafts of assign 2 **Organize assignments I've returned and bring to class **Bring quiz from first day of class **Grammar "competition" -- for extra points!</p> <p>Assign 2: One essay each group. Submit via email as Word doc attachment - TBA. Turn in peer review materials + planning schedules during our final class on 5/11--paper clip these</p>
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Finals Week: May 11 - 15

Office Hrs during Finals Week: See website home page and all page footers

Final Class Meeting: May 13, Wednesday, 2:45--4:00pm, in our usual classroom

Assign 2: 1.) Each group turns in one essay via email. 2.) Each group turns in 2 planning schedules + 2 sets peer review materials during our final class

Course Grades posted online: TBA

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.

COURSE GRADE	%
Weekly Writing/Quizzes**	15%
Peer Review	10%
Essay 1 - Game Story	30%
Essay 2 - Literary Analysis	30%
Assign 1	05%
Assign 2	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.

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.

If you miss a total of two weeks of class (six days for classes meeting three times a week; four days for classes meeting twice a week), you may fail the course. You may be able to make up missed assignments/quizzes with my approval; therefore, it is your responsibility to determine work that needs to be completed and to follow up with all logistical requirements. It may not be possible, however, 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, it is best to stop by during office hours or make an appointment to see me. You can email me about missed information, but I may not be able to respond before our next class meeting.

However, if an assignment is due or there is a quiz, then you do need to email me before or the day of the assignment due date or quiz. And you must have a legitimate reason for your absence. **You cannot just expect to be able to turn in a missed assignment or make up a quiz.**

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 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.