

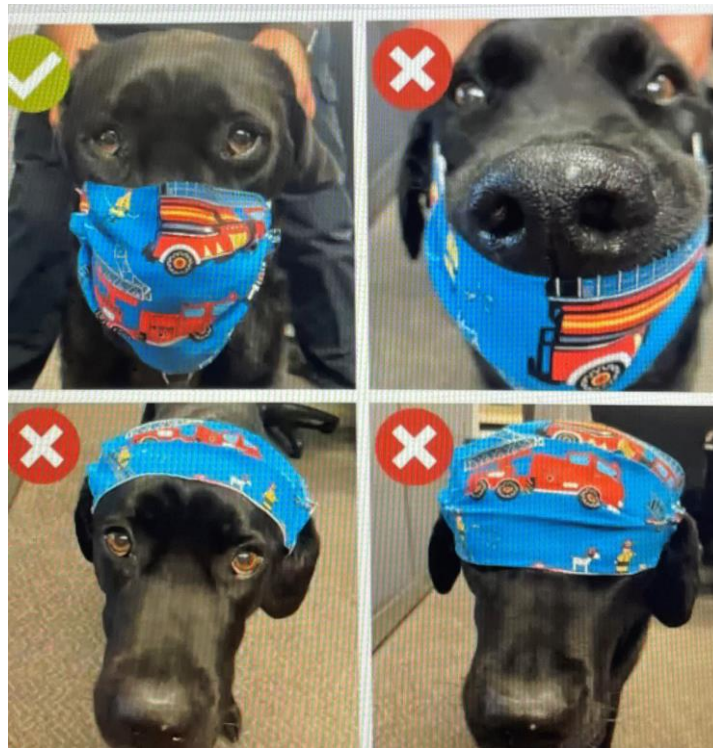
University of Wisconsin-Stevens Point
English 101 – Fall 2021

Credit Hours: 3
Sec. 15 – 8-9:15 a.m. MW, CCC 233
Sec. 16 – 9:30-10:45 a.m. MW, CCC 233

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Office hours by
appointment via Zoom

Per UW-Stevens Point Chancellor Thomas Gibson’s order of August 30, 2021, 12:01 a.m., all students, employees, and visitors to any UW-Stevens Point campus or facility are required to wear face coverings when inside campus buildings. This Order will expire September 30, 2021, unless extended, terminated, or otherwise modified based on changing conditions related the COVID-19 Delta (or other) variants, including but not limited to changes in CDC guidance, state and local public health conditions, and campus safety.”

Student requests for exceptions to this order should be made to the Disability and Assistive Technology Center (DATC) and will be evaluated on an individualized basis utilizing the interactive reasonable accommodations process. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.



Objective/Aim and Scope:

What to expect in UWSP English courses that contribute toward the Written Composition GEP learning outcomes:

Written Composition Learning Outcomes (GEP):

- 1. 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.**
- 2. Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.**

To meet these requirements the courses below have the following specific learning outcomes:

English 101 (and 150):

The purpose of this course is to introduce students to college-level reading and writing in academic contexts. Students will write organized, cohesive, thesis-based texts supported by appropriate evidence; use reflection to build on previous writing experiences and to transfer skills to future writing contexts; unlearn common misconceptions about writing; and develop their overall skills as college learners.

By the end of the course, students will be able to:

Critical Reading and Thinking:

- critically read, analyze, and discuss a variety of texts for meanings stated and implied, patterns of organization, and effectiveness of supporting evidence**
- apply the above skills in order to compose coherent, thesis-based texts**

Audience/Rhetorical Strategies:

- understand writing as human interaction between writers and readers**
- adapt content, form, and style to various audiences, purposes, and situations**

Process:

- Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies**

Conventions/Mechanics:

- Recognize and use techniques to address problems in mechanics, grammar, and usage that impede readers' understanding.**
- Learn what constitutes academic dishonesty and begin using appropriate formatting, and documentation for outside sources**

Information Literacy:

- Understand that sources have different levels of credibility that should inform how students use those sources in their writing**

- **Begin to evaluate sources for appropriate use as evidence**

We are all operating in an unusual environment since the spring of 2020 and the advent of the Covid pandemic. The pandemic remains with us, and in that regard, all of our work will be submitted on our Canvas website. Class will consist of individual work and peer review on your laptop, limited discussion, and lecture.

Also, in an effort to keep everyone as healthy as possible, all handouts will be available on our Canvas website. They will NOT be printed and distributed in class.

ALL peer review work will consist of:

- (1) you posting your work on our Canvas website,**
- (2) reviewing your peers' work,**
- (3) posting feedback about their work to them in Canvas,**
- (4) then looking at the feedback you receive on your work, and finally,**
- (5) incorporating needed changes/revisions to your work before you post on Canvas for evaluation.**

ALL IN-CLASS WORK WILL BE DONE ON YOUR OWN LAPTOP, SO YOU NEED TO BRING IT TO EVERY CLASS!!!

English 101 is a writing course that focuses on developing your ability to clearly express thoughts and ideas in writing, as well as using and documenting sources you may use in your essays. The focus of our course will be the personal essay. Throughout the semester, we will read and discuss published personal essays, from narratives to descriptive essays to argumentative essays, and we will be crafting our own essays.

Some points to remember about writing courses: we should remember that developing skill in writing is an ongoing project, one developed through practice, patience, and time, and that the portfolio system—where writers design and select their own writing projects, topics, goals, and approaches—gives them both freedom in, and responsibility to, the writing process and products. I believe that by determining your own purpose, form, subject, voice, and audience for your writing projects, you will be better able to approach future writing tasks with confidence.

You must check/use your campus e-mail on a regular basis as I will use this means to communicate with you regarding announcements and any changes in class schedule/assignments not announced in class. E-mail is the best way to contact me outside of class (email address at top of this syllabus).

Internet communications: Canvas e-mail

Be sure to activate your UWSP account and check your email daily. I will pass along information of interest to the whole class, including class cancellations, via Canvas email.

I will post your grades, the course syllabus, assignments, and other items on our Canvas website. All assignments will be submitted via our Canvas website.

Materials:

1. Purchase: *Rules for Writers*, 9th ed., Hacker, Bedford/St. Martin's (**RW**)
2. Rental: *Patterns for College Writing*, 15^h ed., Kirsznner, Mandell, Bedford/St. Martin's (**PCW**)
3. All assignments and other materials needed will be posted on the Canvas website
4. Flash drive for your work
5. Recommended: Unabridged dictionary, thesaurus

Requirements:

You may earn a total of 1,000 points for the semester:

- 800 – Four essays (200 points each)
- 100 – Reading Quizzes (10 @ 10 points each)
- 100 – Final Exam-Take-home Essay

Four Formal Essays – Total points: 800 (200 points each)

No late submissions! No do-overs! All work MUST be double-spaced! I will not accept handwritten or single-spaced work!

Essays will include Personal Narrative, Definition, Argument, and Description/Informative. No essays on the topics of drinking age, marijuana legalization, gun control, athletes being paid to participate in sports, or abortion. Brainstorm with your small groups and others to come up with fresh topics and ideas!

When you turn in your final essays you should submit the following to Canvas in ONE file! Do not submit each of the following as a separate file:

1. **Final essay (labeled as FINAL) with Works Cited (no Works Cited required for the Personal Narrative; otherwise, no Works Cited means a loss of 15 points)**
2. **Checklist of errors (Essays 2, 3, and 4 only) [loss of 5 points if not included]**
3. **Reflective Statement (-25 points if not included) with word count listed**
4. **In lieu of a formal outline, a list of the following: (1) your thesis, (2) your main points [complete sentences], (3) your conclusion, and (4) the word count of your essay [no sheet means a loss of 5 points].**
5. **List of students from your small group who did not provide feedback for each essay via Canvas. (-5 points if not included)**

Students who do not give proper feedback for the essays of classmates they were to respond to on Canvas will lose 5 points per essay posted from their essay grade. For example, if you have three students in your group in addition to yourself, and you do not provide feedback on the essays of two members of your group, your essay score will be reduced by 10 points (5 for each of the essays).

Each individual essay should be **1,250** words of writing (use Microsoft Word's Word Count to determine). Essays are to be typed and double-spaced. The word count number does not include any cover page, which is not necessary, nor any Works Cited page).

For each formal essay, you will also write a 500-word Reflective Statement that addresses specific questions relating to the process you used in creating the essay, as

well as any problems or challenges you faced. (See list of questions later in this Syllabus to spur your thinking when you write the Reflective Statement.) You must list the word count on your Reflective Statement.

You do not receive extra points for it, but if you do not include a Reflective Statement with each of your four essays, your total score on that essay will be reduced by 25 points. No late submissions!

This class is operated in a “revised” workshop format, taking into consideration the Covid protocols we need to follow. The majority of our time will be spent reading and critiquing the work of others. You will be assigned to a small group, but you will do your critiquing online rather than face-to-face. **So, this means you must come to class prepared with your writing to discuss it with your peer review partners online. If you do not, you will be charged with an absence. (See guidelines for proper Peer Review work later in this Syllabus.)**

Critiquing workshops are most effective when each student brings a draft of at least two pages to receive substantive feedback. Students who do not come prepared with copies of their two pages posted in Canvas for their group members will be marked absent.

The feedback you provide to your classmates must be substantive, meaningful comments, not just “I like it,” “good job,” or similarly superficial comments. Insufficient feedback includes only listing such things as “good job” or “interesting topic.” You must provide substantive feedback to help the writer.

I understand how this first go can be confusing, so if there are things that are not clear, you must contact me before any work is due.

Remember, critique the CONTENT FIRST, then if you have time give feedback on the mechanics (grammar, spelling, punctuation, etc.)!!! I hope this helps clear up any questions you may have, but let me know if you have other questions.

Quizzes (10 @ 10 points each: 100 points): While I do not teach from *Rules for Writers* per se, I expect you to complete the readings assigned from this text. Should I see in your essays that discussion by me is called for regarding any aspect of your writing, I will discuss further. Otherwise, you need to read the assigned materials in *Rules for Writers*. Open-book reading quizzes will be completed **online in class** to keep you on task.

Since quizzes are open-book, it is mandatory for you to check our schedule in the Syllabus and make sure you bring your *Rules for Writers* text to class on quiz days. It is critical that you are familiar with the material for each quiz before you take the quiz so you do not waste time searching the book for the answers. You will have the class session to complete each quiz.

Final Exam (100 points): Our final exam will be a take-home essay which you will submit to Canvas no later than 11:59 p.m. on Monday, Dec. 13. This will be worth 100 points of your total grade, and should be **500 words (two full pages)** in length, typed double-spaced.

Final Exam Period: Per the UWSP Catalog, if you have more than three exams scheduled on our exam date or if you have other problems with the scheduled time and date, see me to work out an alternative solution.

Citizenship: Citizenship is something like participation but entails a bit more; it means being a good student; arriving to class on time and prepared; participating in large and small group discussions actively, attentively, and effectively; refraining from distracting or obnoxious behavior in class; ensuring that cell phones are turned off; bringing copies of our work on workshop days; and consistently engaging and investing in the work of the course and in your own development as a writer, reader, and thinker. (See additional information at the end of this syllabus.)

I will not tolerate class disruption, rude or offensive comments, or any other behavior that affects the learning of another student. I reserve the right to remove any student who disrupts the class, and will take the proper measures to enforce academic discipline. Also, please do not consistently arrive late or leave early. This also disrupts the class.

Also, do not get ready to leave class until class is finished for the day. It is disrespectful and rude to be zipping up coats and backpacks when someone is still speaking. Trust me, I will let you out of class.

Cell phones **MUST BE TURNED OFF OR SILENT** during class. A ringing cell phone constitutes class disruption. I will only allow cell phones to be answered in cases of extreme emergency, and you must notify me before class if you might be receiving a call.

Assistance: If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

Online writing resources: UW Colleges Online Writing Lab:
<http://uwc.edu/students/academic-support/owl/online-writing-lab>; Purdue University Online Writing Lab: <https://owl.english.purdue.edu/>

Writing Assignments: All papers should be typed in 11 point Times New Roman or Arial, double-spaced with standard one-inch margins. Put your name, my name, English 101, assignment, and date at the top left of the paper. Center and capitalize your title if you create a title. Keep your last name and page number in the upper left of each page. **Become familiar with the Word Count feature in Microsoft Word so you know how many words you have at any given point in your writing AND put the total number of words written at the top of your page.**

SAVE YOUR WORK ON A FLASH DRIVE!!! Too many times, documents are lost when a computer crashes, but the day is not lost if you have saved your work on a jump drive.

No essays on the topics of drinking age, marijuana legalization, gun control, athletes being paid to participate in sports, birth control, smoking, or abortion. Brainstorm online with your small groups and others to come up with fresh topics and ideas!

We use MLA style in our writing. Your text *Rules for Writers 9th edition* thoroughly discusses the various aspect of preparing work according to MLA style. Do NOT use

citation software. You should know how to cite at least the following: book, journal article, website, database, newspaper, magazine article!

Please note that MLA has updated its rules in June 2021, and our *Rules for Writers* edition does not reflect any of these changes. I will be discussing the changes that will affect your use of proper MLA style.

Grammar, Punctuation, and Usage: You are expected to follow the dictates of correct grammar, punctuation, and usage for all your work. You are expected to demonstrate your ability to follow standard punctuation, spelling, word choice, usage, grammar, and mechanics. I will help you pinpoint areas for improvement individually through my comments on your papers. Use these suggestions to improve your writing. Use your *Rules for Writers* as a reference resource and to review. We will incorporate sections of the reference texts in our study as needed.

Grades:

You may earn a total of 1,000 points for the semester:

- 800 – Four essays (200 points each)
- 100 – Quizzes (10 @ 10 points each)
- 100 – Final Exam-Take-home Essay

Each writing assignment will be graded on **both** content and mechanics, so how you say something is just as important as what you say. Each essay grade will be comprised of the average of a content and a mechanics grade, i.e., if the content merited an A and the mechanics merited a C, the essay grade would be a B.

Semester grades are equal to the following percentages/points:

- A 93-100% (930-1000 points)
- A- 90-92 (900-929 points)
- B+ 87-89 (870-899 points)
- B 83-86 (830-869 points)
- B- 80-82 (800-829 points)
- C+ 77-79 (770-799 points)
- C 73-76 (730-769 points)
- C- 70-72 (700-729 points)
- D+ 67-69 (670-699 points)
- D 63-66 (630-669 points)
- D- 60-62 (600-629 points)
- F 59 and below (599 points and below)

POINT EQUIVALENTS

10-point assignment

- A 9/3-10
- A- 9-9.2
- B+ 8.7-8.9
- B 8.3-8.6

B-	8-8.2
C+	7.7-7.9
C	7.3-7.6
C-	7-7.2
D+	6.7-6.9
D	6.3-6.6
D-	6.0-6.2
F	5.9 and below

100-point assignment

A	93-100
A-	90-92
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	59 and below

200-point assignment

A	186-200 points
A-	180-185
B+	174-179
B	166-173
B-	160-165
C+	154-159
C	146-153
C-	140-145
D+	134-139
D	126-133
D-	120-125
F	119 & below

Grade Point Equivalents

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
F	0

I reserve the right to assign borderline grades as I deem appropriate.

A Note on Grades: An “A” grade is not a gift you get at the end of the semester for always coming to class and participating and completing your work on time. For that, you earn a “C.” Beyond that, your work must be more than average—it must be good to earn a “B” and excellent to earn an “A.” Please also remember that you are not your grades—you are a person, not a letter. Good people can get average grades and vice versa.

Policies and Procedures:

Attendance: Should you find you need to be absent due to short-term quarantine, isolation, or illness, you need to contact me immediately. I will then work with you so you can meet course learning outcomes and be assessed for your learning. This assistance may include any or all of the following: extending an assignment deadline, offering a make-up quiz, providing alternate reading assignments, or holding you harmless for participation.

Since many of the activities in this class are interactive and occur during class, attendance is crucial. I do not differentiate between excused and unexcused absences. Students should plan to attend every class meeting. **Students missing 20% of the course meetings, or six class meetings over the semester, will receive a failing grade, regardless of the grade average achieved in essays and other work.** Further, missing 3-5 class periods will result in a half-grade deduction from your final grade for every absence beyond two.

Policy on Late Work: I ask that out of consideration you contact me via email **at least 24 hours prior to the due date** of the work to let me know the mitigating circumstances preventing the work from being in on time and to make arrangements and agreements for when the work will be turned in. If you do not contact me before the class at which the work is due and/or you do not attend class on a date that work is due, you will receive an F for the assignment.

Participation: All students are expected and required to participate actively in class. Students who fail to come to class prepared and/or misuse provided workshop time will be asked to leave and charged with an absence.

Academic Dishonesty: Academic dishonesty is also known as plagiarism. Plagiarism is the use of another person’s language/words or ideas without proper citation. If you use more than four or five words in a row from another source, you should put quotation marks around them. If you borrow an idea from a published source, you need to use parenthetical documentation to give proper credit to that source. Any quote, paraphrase, or indirect quote must be cited appropriately.

Please be aware that I will not hesitate to check on sources that seem incorrectly documented. The consequences of plagiarism are a failing grade on the paper/assignment, possibly a failing grade for the course, and reporting of the incident to the appropriate university office for further action. We will talk in class about how to properly quote, paraphrase and cite your sources. If I discover you have plagiarized in this class, you will be treated in accordance with the University Policy on Academic Misconduct. See the *University Handbook*, Chapter 5, “Policies Pertaining to Classroom Activities,” Section 5, 14.03.

Policy Policy:

Ideally, this syllabus would cover every contingency of every possibility that might arise in the course of the semester. Of course, reality dictates that will not be the case. Thus, I reserve the right to make changes to this syllabus as the need arises.

Routine and Philosophy: This class operates under a workshop format, which values peer response and reader feedback as key principles of generating good writing. You should be prepared to participate fully in the revising and refining stages of the writing process as a collaborative contributor to the work of your classmates.

Readings: When any readings are listed for a class date, that means that the reading(s) should be read **prior to that class time** so we can discuss or write about the material, or take the quiz on the date that the reading is listed in the Syllabus. We typically will not discuss material from the reference materials unless you have a question about some aspect of the reading; however, our quizzes will keep you on task with the reading in *Rules for Writers*.

In-class writing: Periodically, we may have in-class writings that will reflect on the readings from *Patterns for College Writing*, or on some other topic. These writings will be graded on a pass/fail basis and can help/hurt your overall grade if your total points fall between two letter grades.

Final Exam:

Final Take-home Essays due Monday, Dec. 13, by 11:59 p.m.

Academic Calendar:

Last day to drop a 16-week course without a grade – Sept. 14

Last day to drop a 16-week course – Nov. 5

Thanksgiving Break begins 6 p.m. Nov. 24; classes resume Nov. 29

Evaluation Criteria

An adequate essay will attain the grade of "C" if it demonstrates the following:

- 1) Knowledge of a draft-and-revise writing process that incorporates ideas from in-class writing, peer commentary, and Instructor commentary into a longer essay.
- 2) The ability to use the academic essay format with an arguable thesis, focused and well-organized paragraphs, supporting examples, and an intellectual conclusion.
- 3) Knowledge of how to describe, analyze, and use evidence from primary, secondary, and outside texts to build an argument sufficient to creating an essay that meets the assignment parameters (words required) syllabus.

"A" papers will demonstrate:

All of the above and have significantly more complex ideas, examples that are analyzed more thoroughly, and sentences that are interesting as well as correct.

"B" papers contain:

A mixture of the particulars describing "A" and "C"

"D" and "F" papers:

Papers that do not demonstrate most of the above or which are hampered by a high degree of sentence, mechanical, and grammatical errors will be graded in the "D-F" range.

As the semester evolves, you should become more astute readers, and more highly skilled writers of academic prose. As such, I expect your writing skills and your analytical skills to progress from one major project to the next. I will assist you in identifying your writing strengths, as well as the aspects of your writing that will negatively impact your grade in this and other classes.

Your grade on a particular writing assignment might be higher, lower, or comparable to a previous assignment, depending on the degree of progress you demonstrate. Overall, I expect you, your writing, theses, and analyses to reflect careful thought and execution. No student is expected to completely resolve every aspect of their writing that evinces a lesser strength, but you *are* expected to focus on the issues I identify and demonstrate *progress* in resolving them. All the criteria listed above apply to all course work.

The goal of all our writing in this class will be to improve upon the skills you already possess. You should bring to this class a developed, basic understanding of how to write an effective five-paragraph essay using proper grammar, spelling, and punctuation.

I am not looking for the best writer. I am, however, looking for improvement and awareness in your writing. Points will be given for quality, clarity, and accuracy. Points will be deducted for **repeated** mistakes, including but not limited to spelling, grammatical, word choice, content, and stylistic errors. **I correct every final essay that is turned in, and you will work with your peers, therefore giving you a chance to improve your writing. Take heed of the comments from me and your peers, integrate them into your writing, and you will become a better writer.**

GENERAL EVALUATION RUBRIC FOR PAPERS

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a "grading rubric." Note that this is the standard expected of good pre-college students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Source: Adapted from an Internet post by Patrick Rael (prael@polar.Bowdoin.EDU).

GRADING CLASS CITIZENSHIP AND ATTENDANCE

An "A" student.....

Speaks up frequently with fresh and insightful comments

Actively listens

Takes a leadership role in group work and peer workshops

Demonstrates exceptional speaking and/or writing in in-class and online assignments

A "B" student.....

Speaks up frequently

Actively listens

Participates fully in group work and peer workshops

Demonstrates above average speaking and/or writing in in-class and online assignments

A "C" student.....

Speaks up occasionally

Actively listens

Contributes somewhat to group work and peer workshops

Demonstrates average speaking and/or writing in in-class and online assignments

A "D" student.....

Speaks up rarely or never

Usually listens

Takes a passive role in group work and peer workshops

Demonstrates below average speaking and/or writing in in-class and online

assignments

An “F” student.....

Speaks up rarely or never, or speaks in a derogatory or disruptive manner

Usually doesn't listen; may sleep, put head down, read or write material for another class, text message on cell phone, IM on laptop

Usually doesn't participate in group work or peer workshops

Does not complete in-class and/or online speaking and/or writing assignments

Reflective Statements

Each of your three individual essays must include a reflective statement of 500 words, which is a means of exploring how you went about writing your papers. Its focus is your writing itself, both your draft and the processes that produced it, and its aim is critical understanding, usually for the purpose of revision. It gives you the opportunity to think about what's working or not working in the draft, what thinking and writing processes went into producing it, and what possibilities you saw for revising it. However, it isn't the place to be too general.

Don't tell me that you started with a catchy introduction because it's important to grab the reader's attention. We already know that. To write an effective reflective statement, pick out a question from each section of the list below, look at specific aspects of your paper, explore your past thinking against your present thinking, and support your analysis with adequate details. **Do not attempt to answer all of the questions listed.**

1. Process questions, which address the specific writing strategies you used to complete this paper:
 - What was the biggest problem I faced in writing this paper, and how successful was I in solving that problem? Provide specific examples from your paper.
 - What were my favorite sentence or word-level revisions that added some fire or spark to my writing? Provide specific examples from your paper.
2. Subject-related questions, which address how the subject of your paper caused you to wallow in complexity:
 - What passages in the paper show my independent thinking about the subject, my unresolved problems or mixed feelings about it? Provide specific examples from your paper.
 - What were the major content problems I had with this paper, and how successful was I in solving them?
 - What did writing about this subject teach me?
3. Rhetoric-related questions, which discuss the audience you imagined and how it influenced your writing:
 - What do I want readers to take away from reading my paper?
 - What do readers expect from this kind of paper? Did I fulfill those expectations?
 - How would I describe my voice in this paper? Is this voice appropriate? Is it similar to my everyday voice or to the voices I have used in other kinds of writing?
4. Self-assessment questions, which address the most significant strengths and weaknesses in the essay:
 - What are my most significant strengths and weaknesses? Do I think others will also see these as important strengths or weaknesses? Why or why not?
 - If I had more time, what specific ideas and plans would I have for revision?
5. Peer Critique question, which addresses your responses to those exercises:
 - How did you revise your final paper based on your peer critique?
 - Did you find that your peers gave useful feedback? Did they provide feedback that you found useless?

The number of words you write for Reflective Statements is not included in the word requirements for each major essay. Write in complete sentences and in paragraph form. **Failure to turn in your reflective statement will result in an automatic 25-point deduction from your grade for that particular essay.** This exercise will honestly, at least subconsciously, help you think about your writing process.

Responding to Draft Essays

Before/while you read the paper:

- Find out what the writer is intending to do in the paper (purpose) and what the intended audience is.
- Find out what the writer wants from a reader at this stage.
- Read (or listen) to the entire draft before commenting.

What to include in your critique:

- Praise what works well in the draft; point to specific passages.
- Comment on large issues first (Does the draft respond to the assignment? Are important and interesting ideas presented? Is the main point clear and interesting? Is there a clear focus? Is the draft effectively organized? Is the sequence of points logical? Are ideas adequately developed? If appropriate, is the draft convincing in its argument? Is evidence used properly?). Go on to smaller issues later (awkward or confusing sentences, style, grammar, word choice, proofreading).
- Time is limited (for your response and for the author's revision), so concentrate on the most important ways the draft could be improved.
- Comment on whether the introduction clearly announces the topic and suggests the approach that will be taken; on whether ideas are clear and understandable.
- Be specific in your response (explain where you get stuck, what you don't understand) and in your suggestions for revision. And as much as you can, explain why you're making particular suggestions.
- Try describing what you see (or hear) in the paper--what you see as the main point, what you see as the organizational pattern.
- Identify what's missing, what needs to be explained more fully. Also identify what can be cut.

How to criticize appropriately:

- Be honest (but polite and constructive) in your response
- Don't argue with the author or with other respondents.

Peer Review Critique Questions for Group Work:

1. What is one thing the writer does well in this essay?
2. What is the one big thing the writer needs to work on with this essay?
3. What is the writer's main point? Phrase it briefly in your own words.
4. Is the main point an arguable assertion? Could someone argue an opposing or contrasting point of view? What would that contrasting point be?
5. Does the essay offer insights that go beyond the obvious and offer original observations? How so? Did you learn something new from reading the essay? What? Why not?
6. Does the introduction lead up to the thesis in a smooth, informative way? If not, what do you suggest the writer do?

7. Is the thesis placed in a clear manner in the introduction?
8. Does each paragraph begin with a topic sentence? Do the topic sentences correctly describe the main points of the paragraphs?
9. Does each of the topic sentences tie back to the thesis?
10. Are the paragraphs proportionately balanced? Are there any really short paragraphs that could be developed more? Long paragraphs that could be broken or shortened?
11. Does each paragraph develop one main idea? What are the main ideas of each of the paragraphs? Write them out briefly (5 words or less each). (Use a separate sheet of paper if necessary.) If any paragraph is particularly difficult to pin down, perhaps the focus is off.
12. Does the writer offer evidence for the points he or she makes in each paragraph? If so, is the evidence convincing?
13. Does the conclusion briefly summarize in a fresh way the writer's main argument and then end on a memorable note (such as a quotation, thought, image, or call to action)? What is that memorable impression that the conclusion leaves?
14. Are quotations integrated smoothly? Do they flow with the grammar of the sentence? Are authors named in signal phrases or source titles put in parentheses after the quotations?
15. Is there a Works Cited page reflecting each author quoted in the body of the essay?
16. Are the entries of the Works Cited page in correct MLA format? Are they alphabetized? Does each entry have all the necessary citation information? Does the Works Cited section appear on its own page?
17. Is the essay itself formatted correctly (one-inch margins, 11 font Times New Roman/Arial text, double-spacing, correct personal details on first page, header with last name and page number)?
18. Does the essay have a creative title that describes the purpose/point of the paper in a catchy, clear way?
19. Are there grammar and spelling errors in the essay?
20. If you were writing this essay, what would you do differently? Why?