

**UW - Stevens Point at Wausau & Marshfield**  
**English 101: Academic Reading and Writing**  
**Fall 2022**

credits: 3	instructor: Jill Stukenberg (you may call me “Jill” or “Professor Stukenberg.” I use <i>she/her/hers</i> ) Associate Professor of English
section W -01: meets MWF 9:00 – 9:50 am, Wausau 241. Final exam period: Wednesday, Dec. 21, 4:45 pm.	email: <a href="mailto:jstukenb@uwsp.edu">jstukenb@uwsp.edu</a> *this is the best way to contact me.
section W -02 and M -03 (Point to Point): MWF 12:00 – 12:50 in Wausau room 240 and Marshfield room 468. Final exam period: Tuesday, Dec. 20, 4:45 pm.	office hours: WF 10 -11 and T 2-3 at Wausau (#305) and some Mondays 1-2 at Marshfield (#443). Appointments available at other times, and via zoom. Jill’s zoom room: <a href="https://uwsp.zoom.us/j/8831574589">https://uwsp.zoom.us/j/8831574589</a>
Prerequisites: ENG 101 has a prerequisite of placement into Eng 101 or C or better in ENG 098.	Recommendation: Many students benefit from taking ENG 099 (one-on-one tutorial) and/or PSL 104 Applied Academic Literacies at the same time as Eng101.

**course description**

Critical reading, logical thinking, and effective writing. Write frequently in and out of class, using specific rhetorical strategies for a variety of purposes and audiences.

**required book and materials**

- *The Norton Field Guide to Writing, with readings*, 6<sup>th</sup> Edition. Bullock, Bertsch, and Goggin. WW Norton and Company, 2022. This is a (free!) rental text through UWSP.
- Email account. Check your college email.
- This course will use a Canvas site for materials, essay submissions, and grades. Essays and some assignments need to be uploaded in Word format, or as rtf files. (All students can get a free version of Word through the college. Ask in the Solution Center.) Computers available in the library and campus computer labs.
- **Recommended:** laptop for in-class writing. But a notebook will also work!

**learning outcomes**

**UW-Stevens Point English Department Composition Sequence Learning Outcomes**  
**(adopted April 13, 2022)**

**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:

	<b><i>Eng 101: Academic Reading and Writing</i></b> By the end of the course, students will be able to:
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Critically read, analyze, and discuss a variety of texts for meanings stated and implied, purpose, patterns of organization, and effectiveness of supporting evidence</li> <li>• Describe the rhetorical situation/context of a piece of writing, and evaluate author's choices within that situation and genre</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Apply critical reading skills in order to compose coherent, thesis-based texts</li> <li>• Adapt content, form, and style to various audiences, purposes, and situations</li> <li>• Use techniques to edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre</li> </ul>
<b>Process</b>	<ul style="list-style-type: none"> <li>• Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.</li> <li>• Self-assess individual writing strengths and weaknesses to develop effective strategies that can be transferred</li> <li>• Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions</li> </ul>
<b>Information Literacy/Research</b>	<ul style="list-style-type: none"> <li>• Understand that sources have different levels of credibility that should inform how students use those sources in their writing</li> <li>• Select and use information from sources using paraphrase, quotation, and/or summary in a manner that avoids plagiarism</li> </ul>

**major assignments and projects**

Project 1: Examine the genres of memoir and profile writing and consider questions of how context and media influence our personal communication styles, in person and on social media. Read, reflect, discuss with others. Introduction to writing to discover, reflective writing, recursive writing, thesis-based writing, and use of some techniques like scene, dialogue, interview, summary, reflection. Results in **Essay 1: Memoir/Profile of Communication** (2-3 pages). Readings assigned. Feedback provided for revision for midterm portfolio, where final essay is graded.

Project 2: Practice critical reading through summary and analysis writing of articles of different genres. Identify and analyze evidence, author, purpose. Use quotation and paraphrase. Results in **Essay 2: Wikipedia Entry Analysis Essay**, 3-4 pages. Feedback provided for revision for midterm portfolio, where final essay is graded.

**Midterm Portfolio:** Include selected examples from your google journal. Include revised, final drafts of Essays 1 and 2 with new changes highlighted, and reflective letter (1-2 pages) **30% course grade assigned.**

Project 3: Practice analysis of source credibility with a group lab, and draw on sources and multiple genres and modes of writing to produce **Essay 3: Exploratory Essay**, examining some question of relevance to your future. Feedback provided for revision for Project 4 and for the final portfolio.

Essay 4: Remix your Essay 3 argument topic to produce a persuasive argument to a specific audience within meaningful genre/medium for that audience. **Results in Project 4: Argument within a Genre; and reflection.** Feedback provided for revision for final portfolio, where final essay is graded.

**Final Portfolio:** Include selected examples from your google journal. Include revised final drafts of materials from Project 3 and 4, with new changes highlighted (as appropriate) and reflective cover letter (2-3 pages) including analysis of how the skills of this class will apply to your future as a college student and in your career and life. **35% course grade**

**other grading components:**

The remaining **35%** of your grade comes from:

draft deadlines/Conferences/Peer Review participation (15% course grade, about 70 – 80 points, but total points may change)

To help students develop process-related learning outcomes of this course, students earn points for

- Posting complete drafts (Word docs) on time to share with other students in peer review;
- attending conferences with the instructor to discuss their drafts; and
- giving meaningful feedback to other students on their drafts. I do understand students will be learning to give feedback and improving as they go.
- It's possible to make up for illness or earn extra credit with volunteered drafts submitted early or writing center or DUO appointments.

daily work (20%, about 100 – 110 points, but total points may change)

- In class writing in a google journal (Checked for 25 points two time, near midterm and at semester end. This informal writing is graded on effort—entries completed as assigned—and not correctness. Additionally, you'll select entries for your portfolios)
- Discussion board posts completed before class, sometimes including uploading copies of notes. Often 5 points each time.
- Quizzes. Just a few.
- Final Exam group responses to final projects. Students will earn points during our final exam meeting period when groups view and write analyses of each other's final projects.
- A few extra credit opportunities may be possible within this category. See daily schedule and Canvas announcements.

See the daily schedule for due dates for peer reviews and discussion board posts. Google journal writing done in class, and not always announced on the daily schedule.

**How to do well in this class:**

- **Attend class (as long as you are well).** This class has been designed to use discussion and collaboration as methods of learning. When you miss class you are not just missing content you could get someone's notes on, but you are missing a learning experience that can't easily be recreated. If you can't attend regularly, you should drop this class and ask your advisor to help you find an all-online version instead.
- **Use the daily schedule** (under the syllabus tab on Canvas) so you know what reading or assignments to complete before class, for a preview of activities, and sometimes for a heads-up on writing that will be completed in class, sometimes for points.
- **Absences:**  
**What to do if you miss a class?**

- If you must miss class (for example, if you are ill), send me an email. You are not required to explain private details, but at least let me know your plan to catch up.
  - To get caught up: 1) look at the daily schedule to see what we did, anything you should make up, and what to do next, 2) email if you think you would benefit from a zoom or in-person conference.
  - Especially in cases of illness, I will work with you to help you get caught up! But please know that in cases of extended illness it is sometimes the better plan to withdraw from a course. Let me know if you need to talk about that.
  - In general, it is not a good plan to miss college classes for work, vacation, or haircuts. 😊
- **Turn in work on time.** Assignments and reading due at the start of a class period are designed that way so learning in class can build on that work. Bringing essays for peer review days is an important (and helpful!) step of the writing process, and is worth a lot of points. Turning in work on time also means you get feedback from the instructor with enough time to revise for the portfolios—where the grade counts the most.
- **Late Work:**  
**What happens with missed deadlines?**
  - Daily assignments due “by the start of class time” are only worth half credit if completed late and must be turned in by the end of the essay unit—unless prior arrangement was made or in the case of illness or emergency. (Email me.)
  - **A late essay draft for peer review means you miss the Canvas “swap” and so will lose points for participating in the review and miss getting a review.** Especially in the case of illness or emergency, contact the instructor to discuss how to use a writing center appointment for make-up.
- **Extra Credit:** See some opportunities discussed in the above “other components of your grade section.” Using the writing center is a one way to earn extra credit in this class—and get even more feedback to make your portfolios stronger.
- **Keep your eye on the prize: Portfolios!**
  - Because good writing requires multiple drafts, the use of feedback, and time, this class uses a portfolio system. You’ll earn points, and get feedback from students and the instructor, on early drafts of your essays and have time to revise using that feedback to submit essays again in a midterm and final portfolio. The midterm and final portfolios make up the biggest part of your overall final grade.
  - **It is very important to turn portfolios in on time.** Late midterm portfolios will receive a 10% late deduction for each 48 hours late (unless you have an extension or prior arrangement due to illness or emergency). No late final portfolios can be accepted. In the case of illness or emergency at the very end of the semester for a student who was otherwise on track to pass the class, an “I” or “incomplete” grade may be possible, allowing a student to finish the class late. Contact the instructor for more information.
- **Ask for an extension if you need one:** You may ask for an extension when something is due to the instructor (not for peer review). Ask at least 24 hours in advance, and extensions usually give you two days’ extra time, without penalty. (No extensions possible for the final portfolio.)
- **Make sure all writing is your own work.** Plagiarism (turning in writing that is not yours as if it is yours) may result in a 0 grade, and possibly course failure and referral for campus disciplinary action.

When it comes to writing with sources, you are responsible for giving credit to other writers for their words, by quoting, and for their ideas, by naming authors. We'll study the MLA method for doing this and you will be responsible for a good faith effort to credit your sources. Photocopies of sources may be requested at any time. A good faith but faulted effort to credit sources may result in a required revision; but be careful to note that *very* faulted efforts may be judged as plagiarism and result in a 0 grade.

Students must create new work for all classes. It is considered academic dishonesty to re-submit work written for a previous class (even a previous English 101) or to submit a paper to two courses simultaneously without discussing this with the instructors first.

- **Save and back-up your work.** You are responsible for assignments and deadlines, even in the harsh and horrifying circumstance of computer error.

### Reach out if you need help!

Academic Help: the campus Writing Center and DUO program (on the branch campuses) are here to help students as they develop their college-level reading and writing abilities. You're here to learn! So don't stress if you don't know how to do something yet or if you need help—or if you'd like to push yourself more. That's the whole journey.

Mental Health Counseling: Free and confidential mental health counseling is available on our branch campuses and the main campus. You are not alone. Please reach out.

### grading and assessment of essays:

Guidelines listing assignment criteria will be distributed with essays.

A A-	93-100 90-92	<b>A work</b> exceeds assignment criteria and shows very strong command of writing principles of focus, development, organization, and strong critical thinking. Showing an element of going “above and beyond, it reflects deep engagement with subject and essay form, demonstrating critical thinking, originality, and outstanding source use. Writer’s work through the writing process is evident; final draft is written with style, attention to voice and detail, and cited and edited to near-perfection.
B+ B B-	87-89 83-86 80-82	<b>B work</b> meets assignment criteria while showing command of underlying concepts and mastery of skills. It is focused, organized, and well developed and shows critical thinking. There may be originality, strong source use and attribution, editing polish and clarity of expression—but there is probably not <i>all</i> of these things at once.
C+ C	77-79 73-76	<b>C work</b> meets all (or all of the major) assignment criteria and is for the most part focused and organized. It may lack some depth or vigor in critical thinking, as well as development, originality, and clarity in expression. Sources are credited, but perhaps with some technical problems. Some grammatical or sentence errors interfere with meaning.
C- D+ D	70- 72 67-69 63-66	<b>C- and D work</b> does not meet expectations at this level. This work may lack focus, development, or organization, or fail to demonstrate understanding of the assignment or readings and arguments related to assignment. There may be overriding issues with documentation, grammar, style, or voice that are distracting for meaning and affect overall credibility for the audience.
F below	62 and below	<b>F work</b> does not meet expectations at this level in multiple areas. It often does not meet the assignment description and did not engage with a multi-draft writing process. Assignments not submitted at all earn 0’s. Works found to be plagiarized earn 0’s.

**ADA:** Students desirous of specific accommodation as may fall under the Americans with Disabilities Act are encouraged to contact the disabilities resource center at UWSP main, or to inquire in the Solution Center on their branch campus.

**Names and pronouns:** Please let me know if you use a different name than the one listed on the roster, or in Canvas, or if you use a name on zoom that I might not be able to match with the one on my roster. If you want, I can help you figure out how to request changes to names on class rosters and Canvas. Please let me know if I mispronounce or misspell your name, or use an incorrect pronoun for you. I do care that I get it right.

**Confidentiality, reporting, counseling resources:** I take my responsibility to protect your privacy seriously. At the same time, please know that if I learn of anything through a student or from student writing that makes me fear someone is in harm's way, I may report it. I am required to report sexual violence or discrimination, and crime on campus, and students may do so too using the following: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx> . If you would like to speak with someone who is not required to report, the campus counseling resources are a confidential resource for you. Ask in the Solution Center or ask me to put you in touch with campus counseling resources. You are not alone. Please reach out.

**tentative course schedule:** See the daily schedule on Canvas to be prepared for all classes. The below schedule shows a broad outline of major topics and deadlines for the semester.

Sept. 7 and 9	<b>No Class Labor Day.</b> Intro to the course, google journal, and implicit vs. explicit messages and meanings.
Sept. 12 - 16	Notetaking for critical reading, and intro to Essay 1.
Sept. 19 - 23	Using scene, dialogue, and reflection to draft Essay 1.
Sept. 26 - 30	<b>Peer Review of Essay 1, and revise and resubmit Essay 1 to instructor for feedback.</b>
Oct. 3 - 7	Critical reading and summary writing; and intro to working with sources.
Oct. 10 - 14	Writing a thesis and organizing a textual analysis.
Oct. 17 - 21	<b>Peer Review of Essay 2 and conferences with instructor.</b>
Oct. 24 - 28	Reflection letter writing and <b>Midterm Portfolio due.</b>
Oct. 31 – Nov. 4	Introduction to evaluating sources with the CRAP test, the library database, and partnered lab activity begins.
Nov. 7 - 11	<b>Peer review of collaborative lab reports,</b> and writing creative pieces begins.
Nov. 14 - 18	Writing in creative genres, and <b>peer review of creative piece.</b>
Nov. 21 and 23	<b>Revised Project 3 pieces due to instructor for feedback. (No Class Friday. Happy Thanksgiving!)</b>
Nov. 28 – Dec. 2	Reading genre remixes.
Dec. 5 - 9	Peer review of Project 4 and conferences with instructor.
Dec. 10 and 14	Final portfolio reflective letter writing, and <b>Final Portfolio due. Last day of class is Wednesday, Dec. 14.</b>

**Final Exam period:** attend your scheduled final exam period (Dec. 20 or 21) for a final in class activity and sharing of final Project 4.