

**English 150: Advanced Composition****Fall 2021****Dr. Patricia Gott**

Office: 318 CCC

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**\*\*Office Hours: ALL OFFICE HOURS HELD BY ZOOM**

--Tuesdays: 3:30-4:15

--Wednesdays: 1-1:50

--Thursdays 12:50-1:50

--Other times by appointment

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

**\*\*OFFICIAL UWSP FACE COVERING POLICY: FACE COVERINGS NEED TO BE WORN FOR ANY IN-PERSON CONTACT).** At all UW-Stevens Point campus locations, the wearing of **FACE COVERINGS is MANDATORY IN ALL BUILDINGS**, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

**Required Texts and Supplies:** **All texts available at the DUC bookstore. Feel free to search the Brown and Harjo texts on the library page to see if you can check them out through the UW system.**

--Brown, Lisa. *The Phantom Twin*. **PURCHASE TEXT.**

---Graff, Birkenstein, Durst. *They Say, I Say: With Readings*. 5<sup>th</sup> Ed. **PURCHASE TEXT.**

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

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

--Paper, a pen, a folder, and an electronic device to do write your drafts.

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

**Recording Policy:** Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in a report to the Dean of Students.

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

--Participate in discussion, small group activities, and peer reviews

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

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

- Engage with a variety of primary and secondary sources through personal response
- Increase your knowledge of current global issues through research
- Gain a greater understanding of forms of argumentation and employing them as writing strategies
- Develop skills in locating, reading, or observing, and synthesizing (integrating) source material into your own writing
- Refine your techniques of revising and editing prose to help provide greater clarity and precision in your writing.

These mesh with the university Learning Outcomes for Written Communication:

*You will a) compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience and b) apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.*

**Grading:**

<i>Paper #1</i>	<i>25%</i>
<i>Ann. Bib./Assmt. #2</i>	<i>25%</i>
<i>Paper #3</i>	<i>30%</i>
<i>In class written responses/ group participation</i>	<i>10%</i>
<i>Research Presentation/ Final Reflection</i>	<i>10%</i>
<i>Total</i>	<i>100%</i>

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

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

**SCALE:** A = 94-100 %    A- = 90-93%    B+ = 87-89%

B = 83-86%    B- = 80-82%    C+ = 77-79% C = 73-76%    C- = 70-72%    D+ = 67-69%

D = 63-66%    D- = 60-62%    F = 0-59%

**Paper Descriptions:** Over the course of the semester, you will write three developed and revised papers this semester, including a memoir/personal narrative OR critique of a non-fiction text, an annotated bibliography (a collection of sources that will likely feed into lead argument essay and research presentations), and a short argument-based essay on a topic of your choice approved by me. You will either present your findings in argument-based discussion at the end of the semester OR complete a reflection on your writing process at the end of the term. (THIS DEPENDS ON THE STATE OF COVID DELTA).

**Short Responses to the readings:** Written responses are an opportunity to express your reactions to the assigned materials and make connections between the readings and other information you come across in our class as well as your own experiences. They also help in the beginning stages of the argument process. Most responses will be completed BEFORE OR DIRECTLY AFTER CLASS in response to a prompt related to a specific question from that day's reading, although occasionally the prompt will be open-ended. **MAKE SURE YOU READ THE ASSIGNED MATERIAL BEFORE CLASS, and IF THE WRITING IS DUE THAT DAY, YOU FINISH THAT AS WELL.** They allow me to see that you have read the assigned material and have thought about it in some depth. You should aim to write at least about a double-spaced page in length. Include a title in your response. I WILL ASK YOU TO SUBMIT THESE ON CANVAS AND LATER TO POST TO DISCUSSION BOARDS.

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

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

**\*\*\*\*Attendance:** Given the extraordinary nature of the COVID-19 pandemic, the attendance policy which I usually adhere to (you are allowed three absences before your grade is affected) may need to be modified depending on how campus and our class fares as far as illness. Please make every attempt to come to class prepared and ready to work—you will get far more out of the course, and it will provide you with the maximum amount of interaction with peers that the synchronous portion can provide. While I am recording the course in case a student(s) become seriously ill, I do not send out recordings each class, so again, you will need to attend regularly to receive all pertinent information and notes, etc. Class participation points are also dependent on being present regularly. I will explain all of this more fully as we work together.

**\*\*\*\*LATE PAPER POLICY:** Please try your best to turn work in on time. All work is due on the evening of the day it is assigned. For Final Drafts, late papers may be penalized one third of a full letter grade per class period there are late i.e. (B to B0=-). Also, the work we do in class is carefully scaffolded and sequenced to ensure you get the most out of the assignments. If you fall behind the sequencing, it can be difficult to get caught up. **USE CANVAS TO SUBMIT ALL YOUR ASSIGNMENTS.**

**\*\*EXTENSION POLICY:** *If you have trouble turning in a major writing assignment on time due to illness or other pressing issues, please inform me at least 24 hours before the due date/time and we will work something out together.*

**Lateness policy:** Please attempt to arrive to class on time and stay through the entire hour so you don't miss participation points as well as information about assignments including due dates, etc.

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

**Conferences:** I will encourage you to sign up for **at least one Zoom conference** during the semester to meet with me one on one. This gives you the opportunity to meet with me individually to improve your writing and allows you to ask questions about the revising and research process. Missing a scheduled conference without rescheduling it counts as one absence.

**Plagiarism:** Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism--a profoundly serious offense. Writers generally borrow from others in two ways:

1. Paraphrasing, quoting directly, or using a combination of paraphrasing and direct quotation. Please use the MLA citation guidelines to properly cite the types of borrowing outlined above. We will discuss the MLA guidelines in class.
2. Deliberately placing your name on someone else's written work--using file papers, copying and pasting from the internet without citation, letting friends or hired professionals write your papers, etc. This type of "borrowing" will be treated in accordance with the University policy on Academic Misconduct. See the UWSP Handbook, Chapter 14 available at <http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>.

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

**-Meetings by appointment or short notice times available; All services in the Writing Lab are free**

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

**Students with learning differences** may want to visit UWSP's DATC (Disability and Assistive Technology Center ([715-346-3365](tel:7153463365) or email [datctr@uwsp.edu](mailto:datctr@uwsp.edu)) to work with that office.

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

ENGLISH 150 Fall 2021 SYLLABUS/READING AND ASSIGNMENT LIST

Week	Tuesday	Thursday
<b>Week 1</b> <b>Sep. 2</b>		Intro to 150/Syllabus and Guidelines Discussed Class intros
<b>Week 2</b> <b>Sep. 9-11</b>	Begin <i>The Phantom Twin</i> —pgs 6-46. -- <b>Group Discussion/Bring 3 ?s or comments</b>	<u>Essay 1 Assigned</u> /discussed in class (See RW and syllabus guidelines for papers)  <b>Read “Academic Writing Doesn’t Mean Losing your Own Voice”/You Say, I Say. CH. 9</b>  <b>READ: Phantom Twin, pgs.49-100</b>
<b>Week 3</b> <b>Sep. 14-16</b>	<b>Finish Phantom Twin</b> <i>Overview of Rules for Writers</i> <b>Very Brief Intro to Joy Harjo, Crazy Brave and Poetry</b> <b>First thoughts/Response Due on Canvas</b>	Group brainstorming, bring your response to the reading to class to discuss with group  <i>Discuss Crazy Brave pg 1-53, discuss memoir and biography /</i>
<b>Week 4</b> <b>Sep. 21-23</b>	Brainstorm some points with your partner for a Discovery Draft in class <b>Read RW Ch. 1, pp. 1-17</b> <b>Read Crazy Brave pgs. 54-132</b>	Peer Review/ Watch clips from film <i>Reel Injun</i> (CANVAS) before next Tuesday’s class and brainstorm 3 questions about it to discuss with your group  <b>Finish Crazy Brave, Read They Say, I Say, CH. TBD.</b>
<b>Week 5</b> <b>Sep. 28-30</b>	Discuss Reel Injun and your reaction to it in groups with 3 questions, comments <b>Due: Essay 1 Draft 1</b>	MLA Overview and why we document with possible exercises/See Rules for Writers Ch. 56 and pg. 419 / Discuss possible plagiarism scenarios
<b>Week 6</b> <b>Oct. 5-7</b>	<b>Due: Essay 1 Draft 2</b> <b>Read Essays from They Say, I Say: TBD</b>	Introduction to Library Sources and Databases —*LIBRARY DAY with Prof. Liao./ She will meet with us virtually
<b>Week 7</b> Oct. 12-14 <b>Week 8</b> <b>Oct. 19-21</b>	<i>Analyzing Multiple Perspectives Handout /Groupwork</i>  <b>Read They Say, I Say: CH.</b> <b>Essays from They Say, I Say:</b>	<b>Due: Final Draft Essay 1/Begin Topic Discussion</b> Group Brainstorming  Annotated Bibliography Assignment Handout, see RW pp.

	<b>Continue TOPIC DISCUSSION</b>	401 for example <b>Read <i>They Say, I Say</i> CH.</b>
<b>Week 9</b> Oct. 26-28	<b>What is an Argument? Powerpoint (In class)</b> <b>Read Essays from <i>They Say, I Say</i>:</b> <b>Due: Response on Canvas</b>	<b>Peer Review: First Draft of research topic—Brainstorm of Prior Knowledge/Bring article about recent news item of interest to you to class to share (see NYTimes.com, NPR.org,</b>
<b>Week 10</b> Nov. 2-4	Read Essays from <i>They Say, I Say</i> :	Critique sample papers/Bad, fallacious arguments
<b>Week 11</b> Nov. 9-11	<b>**NO CLASS**/Annotated Bib conferences/Sign up for Zoom conference ahead of time/Use DOODLE POLL FOR SIGN UP (DUE: *Post 2 summaries/evals 24 hours ahead of time to Discussion Boards for response</b>	<b>**NO CLASS**/Annotated Bib conferences/Sign up for Zoom conference ahead of time/Use DOODLE POLL FOR SIGN UP (DUE: *Post 2 summaries/evals 24 hours ahead of time to Discussion Boards for response</b>
<b>Week 12</b> Nov. 16-18	<b>Due: Read the Immortal Life of Henrietta Lacks Ch. 2-8 Canvas</b>	<b>Due: Finish <i>The Immortal Life of Henrietta Lacks</i> Ch. 12-18 In class Response</b>
<b>Week 13</b> Nov. 23-25	Logical Fallacies Discussed: See Handouts on Canvas/ <b>Read RW pg.</b>	<b>THANKSGIVING BREAK—NO CLASS—HAVE A GREAT BREAK!</b>
<b>Week 14</b> Nov. 30-Dec. 2	Presentation Outline Discussed/See Examples online and in RW	Mini Peer Review
<b>Week 15</b> Dec. 7-9	<b>No CLASS: Conferences over your Annotated Bibs/Use Doodle poll to sign up</b>	<b>No CLASS: Conferences over your Annotated Bibs/Use Doodle poll to sign up</b>
<b>Week 16</b> Dec. 14-16 <b>FINALS WEEK</b>	<b>Due: Final Draft Annotated Bibliographies</b>	<b>Discuss Final Project and Course Wrap-Up</b>

<b>FINALS WEEK...WORK...FINALS WEEK...WORK....REST....</b>	<b>Final PROJECTS Due by 5 pm, Wednesday, Dec. 15</b>
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