

**University of Wisconsin-Stevens Point
English 202 – Spring 2020**

**Sec. 202-103/CESA
MWF: 8-8:50 a.m.**

**Lynn M. Kordus
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Office Hours: I check email
regularly throughout the day.
Email is best way to contact me.**

OBJECTIVE/AIM AND SCOPE

The work of English 202 will be primarily writing that presents information and ideas effectively, with attention to the essay and techniques of research and documentation. Some goals we will work toward this semester include the following:

- To analyze, synthesize, evaluate, and interpret information and ideas.
- To develop the ability to write effective expository and argumentative prose.
- To construct hypotheses and arguments.
- To integrate knowledge, research, and experience to support hypotheses and arguments.
- To continue to develop critical thinking and reading skills.
- To write and construct essays clearly, coherently, and in a well-organized manner.
- To gather and use information from printed sources, electronic sources, observation, and interaction.

Some points to remember about writing courses: developing skill in writing is an ongoing project, one developed through practice, patience, and time. Through group work, discussions, readings, and lots and lots of writing, we will work hard to attain greater proficiency and fluency in writing.

All UWSP students must check/use their 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.

MATERIALS

***CP Practical Argument, 3rd ed.*, Laurie G. Kirszner & Stephen R. Mandell (PA)**

***CP Rules for Writers, 9th ed.* Diana Hacker, Nancy Sommers (RW)**

\$10-12 set aside for copies throughout the semester for peer workshops

Flash drive

Various handouts to be provided

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/>

Recommended: Unabridged dictionary, thesaurus

REQUIREMENTS

Four Formal Essays – Total points: 700 (175 for each essay)

The four essays include three Individual Essays (I-Search, Defending a Belief, Devil's Advocate) and one Collaborative/Group Solution Essay

Each individual essay should be 1,250 words (this does not include any cover page, which is not necessary, nor any Works Cited page). The Collaborative Essay length will be either 3,750 or 5,000 words, depending upon whether there are three or four students in the group.

In addition, with each individual essay and Works Cited page you submit, you must submit a sheet that lists the following: (1) your thesis, (2) your main points (complete sentences), (3) your conclusion, and (4) the word count of your essay.

This class is operated in a workshop format. What this means is the majority of our time will be spent reading, listening to, and critiquing the work of others in small-group (three-four students each) and large-group formats. Therefore, it is imperative that you come prepared with copies of your draft essays on small group workshop days.

Each student will sign up for one Large Group Workshop Peer Review. What this means is on Large Group Peer Review days, those who have signed up will read their essays, then collect Peer Review critiques from their classmates. Approximately two days before you read your essay, you must post it to the appropriate Canvas assignment so your classmates may review it and prepare their critiques.

Classmates will post these critiques on your essay before essays are read so you are able to use the comments in your revision process. You are expected to provide meaningful, constructive comments regarding each essay. If you do not post feedback, 5 points will be deducted from your essay. You must provide feedback to the readers for every essay.

I understand how this first go can be confusing. Here is what we do for the Large Group days:

- 1. The Friday before we read in large group students meet in their small group and work on their essay drafts. If students are not prepared with a draft essay of at least two pages double-spaced in length, they will be charged with an absence.**
- 2. Draft essays of readers must be posted on Canvas by 11:59 p.m. about a day and a half before reading. So, if you read on Monday, you post on Saturday; if you read on Wednesday you post on Monday; and if you read on Friday you post on Wednesday.**
- 3. The rest of the class goes to Canvas, reviews each of the essays for those people reading, then makes comments/feedback in Canvas, using the questions in the syllabus. These comments must be posted before the readers read. Readers will make note of those students who do not provide any feedback. Students who do not provide feedback, or provide incomplete feedback, will have 5 points deducted from their essays for each**

essay that is incomplete or missing feedback. Incomplete feedback includes brief comments such as “good job,” “interesting topic,” “well done.” You must provide substantive feedback to help the writer.

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.

(See guidelines for proper Peer Review work later in this Syllabus, before the Class Schedule.)

Students failing to post their draft essays by the deadline in advance of the Large Group Workshop day or who are otherwise unprepared will receive a deduction of one letter grade on their essays. Students who do not attend class when they are scheduled to present in Large Group Workshop, and who have not contacted me prior to that class meeting, will receive an F for that assignment and will not be able to make it up.

When you turn in your final essays you should submit your essay to the appropriate Canvas area. Your submission must include ALL of the following:

1. Final essay (labeled as FINAL) with Works Cited (no Works Cited equals a loss of 15 points)
2. Checklist of errors (Essays 2 and 3 only) [loss of 5 points if not included]
3. Reflective Statement (loss of 25 points if not included) with word count listed
4. Sheet that lists 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. When you read your essay in Large Group Workshop your essay submission must include a list of students who did not provide feedback or who gave insufficient feedback on your essay. This only applies when you read your essay in Large Group workshop and have posted your essay in Canvas. (-5 points if not included)

Reflective Statements (500 words):

Each of your three individual formal writing assignments must include a reflective statement, 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. **You do not receive additional credit for submitting Reflective Statements, but if you fail to submit one for EACH of the three MAJOR ESSAYS, you will automatically lose 25 points for each one not submitted.**

(See guidelines for writing a Reflective Statement at the end of the Syllabus, before the Class Schedule.)

Take-home Final Essay Exam: 100 points

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 102, assignment, and date at the top left of the paper. If you create a title for your essay, center and capitalize it. Keep your last name and page number in the upper left of each page.

SAVE YOUR WORK ON A FLASH/THUMB DRIVE/OR OTHER MEDIA!!!

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. In addition to class activities, I will help you pinpoint areas for improvement individually through my comments on your papers. Use these suggestions to improve your writing. Use *Rules for Writers* to review. You should use the Hacker text as a reference tool; I do not plan to lecture or assign exercises from it.

Canvas: This Syllabus, information on all major assignments, as well as other materials relating to aspects we will discuss in class, are posted on Canvas for your use. I will also post all grades in the Canvas Gradebook for your convenience. We will also be using Canvas Peer Reviews for essay feedback.

OPEN-BOOK QUIZZES: 10 quizzes @ 20 points each = 200 points. These are open-book reading quizzes based on your readings in *Rules for Writers*.

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, keeping cell phones turned off, bringing copies on workshop days, and consistently engaging and investing in the work of the course and in one's own development as a writer, reader, and thinker. Citizenship is measured based on how active you have been in class (active meaning making an informed comment during discussions, being consistently prepared for the day's activities, etc.). While no specific grade is assessed for Citizenship, Citizenship will be taken into account when determining final grades. (As a guide, A-level Citizenship will indicate almost constant involvement, B level will indicate solid, frequent involvement, and C level will indicate minimal involvement.) I expect an active commitment toward learning from each and every student in the course; we will be working hard this semester, but it will be worth it! See additional information later in the syllabus.

Assistance: UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

POLICIES AND PROCEDURES

Attendance: 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 weekly class meeting. Students missing 20% of the course meetings, or six class meetings over the semester, will receive a failing grade.

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 pages 5 and 6 at <http://www.uwsp.edu/centers/rights/RRBOOKLET8-2005-06.pdf>).

Policy on Late Work: I ask that out of consideration you contact me via email 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. Late work may be downgraded. **Deadlines are typically not negotiable. If you cannot meet a deadline you must contact me AHEAD of the deadline and request an extension.**

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.

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 the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

Grades:

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

700 – Four essays (175 points each)

200 – Quizzes (10 @ 20 points each)

100 – Final Take-Home Essay Exam

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.

In addition, while individual grades will not be given for the in-class writing/discussion we will do, if you are not prepared on those days or do not bring required material to discuss, you will be charged with a class absence.

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	60-66 (600-669 points)
F	59 and below (599 points and 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

**POINT EQUIVALENTS
20-point assignment**

A	18.6-20
A-	18-18.5
B+	17.4-17.9
B	16.6-17.3
B-	16-16.5
C+	15.4-15.9
C	14.6-15.3
C-	14-14.5
D+	13.4-13.9
D	12-13.3
F	11.9 and below

100-point assignment

- A 93-100
- A- 90-92.9
- B+ 87-89.9
- B 83-86.9
- B- 80-82.9
- C+ 77-79.9
- C 73-76.9
- C- 70-72.9
- D+ 67-69.9
- D 60-66.9
- F 59.9 & below

175-point assignment

- A 162.8-175 points
- A- 157.5-162.7
- B+ 152.3-157.4
- B 145.3-152.2
- B- 140-145.2
- C+ 134.8-139.9
- C 127.8-134.7
- C- 122.5-127.7
- D+ 117.3-122.4
- D 105-117.2
- F 104.9 points 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 120-133
- F 119 & below

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.

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 individual formal writing assignments 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.

For example, 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:

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?

This is a paper that is separate from the essay you are discussing, but which is submitted in the folder with the essay it relates to. The number of pages you write for this paper is not included in the page-length requirements for each major essay. Write in complete sentences and in paragraph form.

While you do not receive any extra credit for this paper, failure to submit one for each essay will result in an automatic deduction of 25 points from that essay's grade. **Also, failure to submit an adequate Reflective Statement (less than one full page) will result in a loss of 10 points from the essay grade.** I know that this exercise may seem like "busy work," but it will honestly, at least subconsciously, help you think about the writing process for your essays.

Peer Review/Responding to Draft Essays

Before/while you read 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

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?

Tentative Schedule – Changes will be made as needed
Readings are to be completed by the Monday of the week they precede

Code: NS = No School

Ab = Abbotsford/Au = Auburndale/C = Colby/L = Ladysmith/OW = Owen-Withee

Week One
1/22

W: Syllabus/Course overview
Introductions

F: Formal Essay #1/I-Search guidelines
Sample Essay
Large Group Peer Review Sign-up

Read: Chapters 1, 2, 3 in PA

Read: The Writing Process in RW

Week Two
1/27, 29, 31

M: Documenting sources using MLA
MLA guidelines on Canvas

W: Essay #1 brainstorming in small groups

F: L/NS (Students must complete Diagnostic
Essay on their own and submit to Canvas
no later than 11:59 p.m. Jan. 31.)
Rest of class will work on and submit
to Canvas in class Diagnostic Essay

Week Three
2/3, 5, 7

M: Review PA Introduction (3-21), 1 (23-56)

W: Small Group Workshop-Formal Essay #1/I-
Search Essay Draft Due (2 pages minimum; copies
for your group members)

F: Au, C, OW/NS (These students must complete Quiz
#1 The Writing Process no later than 11:59 p.m.
Feb. 7.)
Rest of class will complete Open-Book Quiz #1 The
Writing Process in class

Week Four
2/10, 12, 14

MWF: Large Group Peer Review I-Search
Approximately 36 hours in advance, readers will
post their essays in Canvas and rest of the
class will review and post feedback before the
day that the readers present. So, those reading
Monday must post by 11:59 p.m. Saturday;
those reading Wednesday post by Monday at
11:59 p.m.; those reading Friday post no later
than Wednesday at 11:59 p.m.

F: Ab/NS (Abbotsford students must review essays to be read on Friday and post their feedback before class time Friday at 8 a.m.)

Students who do not provide feedback, or provide incomplete feedback, will have 5 points deducted from their essays for each essay that is incomplete or missing feedback.

Remember, critique the CONTENT FIRST, then if you have time give feedback on the mechanics (grammar, spelling, punctuation, etc.)!!!

You must provide substantive, meaningful comments, not just “I like it,” “good job,” or similarly superficial comments.

Those who read in Large Group Peer Review Workshop will revise their papers and submit in Canvas no later than 11.59 p.m. on the next class meeting day.

Readers must also review the other readers’ essays and post feedback in Canvas before those readers read.

2/14

I-Search Essay due no later than 11:59 p.m. for those not participating in Large Group Peer Review. This includes Auburndale students who do not have school Feb. 14.

Read: Chapters 10, 11 in PA

Read: Academic Reading, Writing, and Speaking in RW

**Week Five
2/17, 19, 21**

M: Review PA 10, 11

W: Formal Essay #2-Defending a Belief Essay guidelines

Small Group Workshop

F: Au/NS (These students must complete Quiz #2 Academic Reading, Writing, and Speaking no later than 11:59 p.m. Friday, Feb. 21.)

Rest of class will complete Open-Book Quiz #2
Academic Reading, Writing, and Speaking in class

Read: Chapters 5, 7, 8 in PA

Read: Clarity, RW

Week Six
2/24, 26, 28

M: Au/NS (Auburndale students must post their work from these two exercises in Canvas no later than Feb. 24 at 8 a.m.)

Discussion: Evaluation of Internet Sources,
PA 8.1, 8.2

Review PA 5-8

W: Small Group Workshop-Essay #2 Defending a Belief Essay

Discussion: Evaluation of two Internet sources to be used for Essay #2

F: Ab/NS (Abbotsford students must complete Quiz 3 on Clarity no later than 11:59 p.m. Feb. 28.) Rest of class will complete Open-Book Quiz #3 Clarity in class

Read: Chapters 6, 9 in PA

Read: Grammar in RW

Read: Punctuation in RW

Week Seven
3/2, 4, 6

M: L/NS (Ladysmith students must complete Open-Book Quiz #4 Grammar no later than 11:59 p.m. March 2). Rest of class will complete quiz in class.

W: Review PA 6, 9

Small Group Workshop-Formal Essay #2-
Defending a Belief Essay Draft Due (2 pages
minimum; copies for your group members)

F: Open-Book Quiz #5 Punctuation

Read: Chapters 8, 14, 17 in PA

Week Eight

MWF: Review PA 8, 14, 17

3/9, 11, 13

Large Group Peer Review Defending a Belief
Approximately 36 hours in advance, readers will post their essays in Canvas and rest of the class will review and post feedback before the day that the readers present. So, those reading Monday must post by 11:59 p.m. Saturday; those reading Wednesday post by Monday at 11:59 p.m.; those reading Friday post no later than Wednesday at 11:59 p.m.

F: C, OW/NS (Colby & Owen-Withee students must review essays to be read on Friday and post their feedback before class time Friday at 8 a.m.)

Students who do not provide feedback, or provide incomplete feedback, will have 5 points deducted from their essays for each essay that is incomplete or missing feedback.

Remember, critique the **CONTENT FIRST**, then if you have time give feedback on the mechanics (grammar, spelling, punctuation, etc.)!!!

You must provide substantive, meaningful comments, not just "I like it," "good job," or similarly superficial comments.

Those who read in Large Group Peer Review Workshop will revise their papers and submit in Canvas no later than 11:59 p.m. on the next class meeting day.

Readers must also review the other readers' essays and post feedback in Canvas before those readers read.

3/13

Defending a Belief Paper Due by 11:59 p.m. for those not participating in Large Group Peer Review. This includes Colby and Owen-Withee students who do not have school March 13.

Week Nine
3/16-20

UWSP SPRING BREAK

While we will not meet in class this week, the guidelines for the Devil's Advocate Essay are available. You should review them and get started working on that essay. Remember, the topic for this essay is the same topic you chose for the Defending a Belief Essay, but you are arguing the other side.

Read: Chapters 12, 15 in PA

Read: Mechanics in RW

Week Ten
3/23, 25, 27

MWF: L/NS (Ladysmith students need to make progress on the Devil's Advocate Essay and work online with their group members to obtain feedback on their draft essays.

They also must complete Quiz #6 no later than 11:59 p.m. Monday, March 23.)

**M: Open-Book Quiz #6 Mechanics
Formal Essay #3-Devil's Advocate Essay
Small Group Workshop**

**W: Small Group Workshop Essay #3
Review PA 12, 15**

**F: Small Group Workshop Essay #3
Minimum 2 pages due, copies for group members**

Week Eleven
3/30, 4/1, 3

MWF: Large Group Peer Review Devil's Advocate

Approximately 36 hours in advance, readers will post their essays in Canvas and rest of the class will review and post feedback before the day that the readers present. So, those reading Monday must post by 11:59 p.m. Saturday; those reading Wednesday post by Monday at 11:59 p.m.; those reading Friday post no later than Wednesday at 11:59 p.m.

M: Ab/NS (Abbotsford students must review essays to be read on Monday and post their feedback before class time Monday at 8 a.m.)

Students who do not provide feedback, or provide incomplete feedback, will have 5 points deducted from their essays for each essay that is incomplete or missing feedback.

Remember, critique the **CONTENT FIRST**, then if you have time give feedback on the mechanics (grammar, spelling, punctuation, etc.)!!!
You must provide substantive, meaningful comments, not just "I like it," "good job," or similarly superficial comments.

Those who read Large Group Peer Review Workshop will revise their essays and submit in Canvas no later than 11:59 p.m. on the next class day.

Readers must review the essays of the other readers and post feedback in Canvas before those readers read.

4/3

Devil's Advocate Essay Due by 11:59 p.m. for those not participating in Large Group Peer Review. This includes Auburndale students who do not have school March 30.
Auburndale students must also post feedback to Monday readers before 8 a.m. Monday, March 30.

Week Twelve
4/6,8,10

All students NS

Read: Grammar Basics in RW

Read: Chapter 4, Appendix A in PA

Week Thirteen
4/13, 15, 17

M: All NS
W: Collaborative Problem/Solution Essay Guidelines
Small Group Workshop-brainstorming
F: Open-Book Quiz #7 Grammar Basics
Review PA 4, Appendix A

Read: Research in RW

Week Fourteen

M: Open-Book Quiz #8 Research

4/20, 22, 24

Small Group Workshop Collaborative Essay

W: Small Group Workshop Collaborative Essay

F: Small Group Workshop-Collaborative Essay Drafts Due (several pages, copies for Small Group)

Week Fifteen

4/27, 29, 5/1

MWF: Group presentations

Approximately 36 hours in advance, groups will post their essays in Canvas and rest of the class will review and post feedback before the day that the groups present. So, groups presenting Monday must post by 11:59 p.m. Saturday; those presenting Wednesday must post by Monday at 11:59 p.m.; those groups presenting Friday must post no later than Wednesday at 11:59 p.m.

Read: Multilingual Writers and ESL Challenges AND Appendixes in RW

Read: Writing Papers in MLA Style, RW

Week Sixteen

5/4, 6, 8

M: Open-Book Quiz #9 Writing Papers in MLA Style

W: Open-Book Quiz #10 Multilingual Writers and ESL Challenges, AND Appendixes in RW

F: All Collaborative Essays due in Canvas by 11:59 p.m. No Reflective Statements!!

Distribute Take-Home Final Essay

Last day of classes: Friday, May 8

Final Exam Due in Canvas: Wednesday, May 12, 11:59 p.m.

Academic Calendar:

Last day to drop a 16-week course without a grade – Jan. 30

Last day to drop a 16-week course – April 3