

English 250--Intermediate Writing

What does it mean to be a writer?

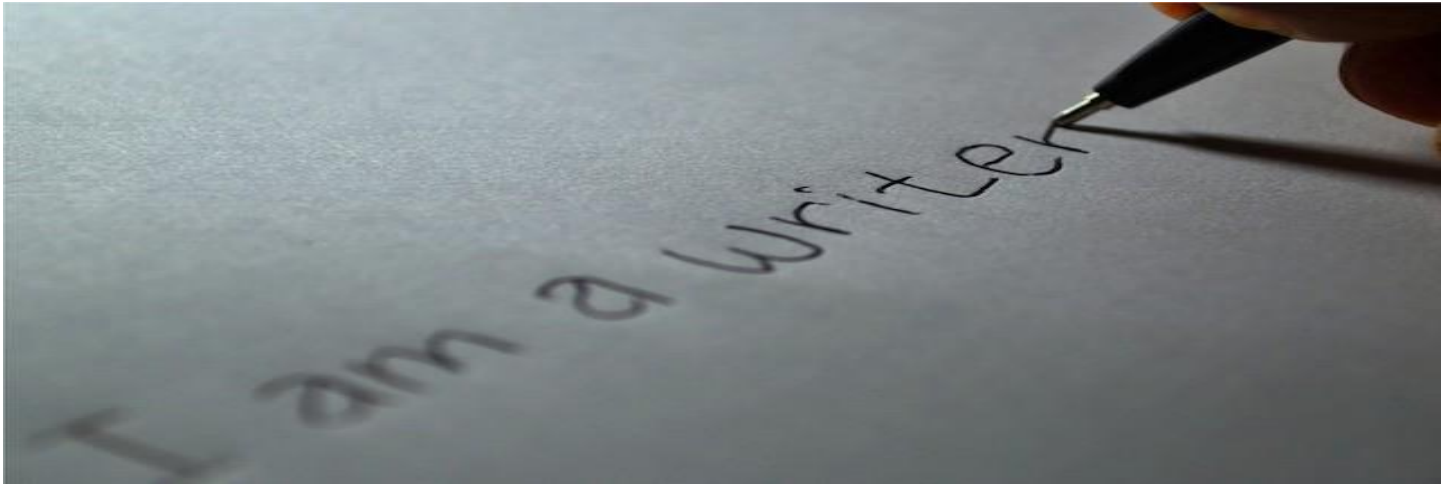
What questions do you want to answer?

Spring 2023

Class: Tuesday and Thursday, 9:30 - 10:45 CBB 265

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Office hours: Monday, Wednesday, and Friday, 10:00-11:00, CCC 207; Tuesday and Thursday, 11:00-12:00 CCC 434, or by appointment, frequently, whenever I'm in the office ☺



Course Description:

In English 250, we'll practice and play with writing and with words. In essence, this is a time to experiment and to grow as much as you can, to figure out who you are as a writer, to learn what works for you and what you sound like, and to develop writing processes of generating ideas, analyzing and evaluating your own work, looking at models for ideas and structures, cut it all apart and putting it back together again, asking for feedback and critique from outside and fresh eyes, and then polishing and proofreading. Really, this playful practice is the only way to grow as a writer.

Since you're here, I assume you want to grow as a writer and so you'll have lots of control over the forms and structures you compose in. Struggling with what to compose and for whom, how to get people to listen to what you have to say, and then actually figuring out what you have to say, is the work of being an adult writer.

You'll organize your writing around an essential question of your choice, something you care passionately about, something you probably already know something about, but something that you also want to learn more about. Something that you have opinions about that the world needs to hear. What question about the world do you want to investigate?

By the end of the course, I hope that you've learned that your energies are best spent in the prewriting and revision stages of writing rather than the revision and editing stages. I hope that you'll look forward to getting feedback on your work because that will help you see it differently and therefore make it better. I hope that you'll find new appreciation and joy in writing that will buoy you through tough times and come in handy in your career. You are a writer.

General Education Investigation Level Learning Outcomes:

- Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).
- Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own

Major Learning Outcomes:

- **Writing Process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing
 - Analyze and evaluate professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer
 - Develop strategies to generate and organize ideas
 - Apply the recursive and dialogical process of writing
 - Analyze the application of specific revision and proofreading strategies for use in your own writing
 - Produce pieces that eliminate problems of written language conventions that undermine your ability to communicate effectively with your audience.
 - Apply an authentic research process which asks important questions, organizes and synthesizes relevant information from reliable source, and properly cites information using MLA guidelines
- **Write Professional and Polished Pieces:** Compose thoughtful, effective, and complete pieces of writing that achieve their purposes, organized around one essential question
 - Specifically determine the audience, purpose, and message for your piece, and then craft content and structures to most effectively fit
 - Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - Develop thorough, concise, and insightful content that engages a reader
 - Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.
 - Develop appropriate and effective tone and voice that are both individual to you and manipulated to achieve your purpose in each piece
- **Reflection:** Develop skills in metacognition (thinking about your own thinking) and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas; consciously track what you are learning and how you are improving as a writer
 - Differentiate between beneficial and detrimental feedback to your written work and decide which best suits your purpose.
 - Improve upon your understanding of your writing past, the ways in which you've grown as a writer, and the ways in which this growth will impact future writings.

Course Materials:

1. Purchase Textbook: Jack Rawlins and Stephen Metzger. *The Writer's Way*, Eighth Edition.
2. A physical notebook and folder dedicated to this course.
3. Frequent access to Canvas

Major Assessments:

1	<p>Writing Process: Develop and apply a recursive and individual writing process that allows you to play with your own writing</p>	<p>Personal Writer's Notebook: Gather and keep ideas and inspiration for future writing</p> <p>Canvas Writer's Notebook Postings about Readings: Reflect on course readings before class</p> <p>Genre Study: Analyze how one specific genre works, using concrete examples to form and support your conclusions</p> <p>Revision and Draft Completion: Make significant and purposeful revisions throughout the drafting process</p> <p>Peer Revision Group: Come prepared to peer revision groups with the necessary drafts of your own writing; stay involved and give others useful constructive feedback to help them move their writing forward.</p> <p>Research Process: Collect valid sources, determine helpful information, synthesize notes and content in order to determine new conclusions or insights</p>	35%
2	<p>Write Professional and Polished Pieces: Compose thoughtful, effective, and complete pieces of writing that achieve their purposes, organized around an essential question</p>	<p>Narrative Memoir: Write a memoir that reflects on a story or cohesive set of stories that reflects on your essential question.</p> <p>Self-Selected Genre: Write in a genre of your choosing about a topic that reflects on your essential question.</p> <p>Self-Selected genre, with Research: Write an piece in a self-selected genre using research to support your reflection on your essential question</p> <p>Self-Selected Genre: Write in a genre of your choosing about a topic that reflects on your essential question.</p>	50%
3	<p>Reflection: Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas</p>	<p>Beginning of Semester Reflection and Introduction Screencast: Analyze your current writing strengths and areas for growth and set goals for the course</p> <p>Mid-Term Reflection Screencast: Analyze your progress and process as a writer</p> <p>End-of-Semester Reflection Screencast: Analyze your progress and process as a writer</p> <p>End-of-Semester Introduction to the Multi-Genre Narrative: Order and sequence your multi-genre narrative and write an introduction to your topic and each piece.</p>	15%

Personal Writer's Notebook

Learning Goals:

- **Writing process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing
 - Analyze and evaluate professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer
 - Develop strategies to generate and organize ideas
 - Differentiate between beneficial and detrimental feedback to your written work and decide which best suits your purpose
 - Analyze the application of specific revision and proofreading strategies for use in your own writing

We'll use the Personal Writer's Notebook for a number of purposes, though it's primarily about giving you a personal place to practice getting words on paper, playing with language, and observing the world. The goal of the Personal Writer's Notebook is really to just *write* -- to develop the habit of writing regularly, of discovering what you notice and what you think about, to discover your own writing style, and to collect "seed" ideas that might be turned into something larger later. You can write in one chunk, or divide the writing up into smaller sections. We'll practice a number of different techniques, but beyond making sure that there's at least some variety, what it is you're writing, and how, is completely up to you... As long as you're writing regularly!

Canvas Writer's Notebook Postings about Readings

Learning Goals:

- **Writing process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing
 - Analyze and evaluate professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer
 - Develop strategies to generate and organize ideas

You'll often read sections from our textbook or other course readings in order to build foundational skills, get background about how writing works, and look carefully at examples of the kinds of pieces we'll be writing. Each time that there is an assigned reading for class you have an accompanying Canvas assignment due by the beginning of the period so that you can bring a considered understanding of the day's reading to each class, so that we can begin with discussion and application. As you post, keep a running document to which you add each subsequent posting, with the most recent posting at the top of the document; do please back up this document!

Canvas Writer's Notebook Postings Basic Requirements:

After each assigned reading, complete a posting following the directions/prompts outlined in the D2L dropbox.

1. Upload your response by the beginning of each class.
2. Add new responses to the beginning of the document (i.e. reverse chronological order)

Canvas Postings will be graded entirely on completion. If your posts are complete, on time and thoroughly respond to the provided prompts your postings will receive full credit; late or incomplete postings have have points deducted or may not count at all.

Genre Study

Learning Goals:

- **Writing process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing
 - Analyze professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer

While writing each of your major writing pieces, you'll conduct a genre study, where you find two professional examples of the specific genre or kind of writing you're doing, looking for examples that are as close to your intent as possible. Then, you'll analyze those examples, looking at their content, structure, language, and format, so that you can mimic those elements as closely as possible. This work helps you better understand how to more effectively meet the aims of your current writing, and you'll therefore be expected to use what you've learned as you revise your draft to make it as authentic and true to form as is possible. You'll then revise your initial drafts based on the genre study. When I give you feedback on your writing, I'll reference your Genre Study.

Exemplary (10)	Effective (9)	Evident (8)	Developing (7)	Unacceptable (6)
Examples are clearly tied to both the genre and the topic the author has chosen.	Examples are tied to both the genre and the topic the author has chosen.	Examples are tied to both the genre and the topic the author has chosen.	Examples tie to the genre OR the topic the author has chosen.	Examples unrelated to author choices.
Insightful, detailed analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.	Thorough analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre	Clear analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.	Broad or vague analysis of ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.	Written study is missing either ideas, organization, voice, word choices or jargon, sentence structures and visual format of the genre.
Inferences audience expectations from the genre patterns.	Details patterns that define genre and specific examples of those patterns.	Notes patterns that define the genre.	References general structures that appear in the genre.	Notes things that happen in writing generally.
Specifically comments on how these things informs the author's choices.	Thoughtfully comments how these things informs the author's choices.	Generally comments how these things informs the author's choices.	Genre study is unconnected to the author's choices.	Genre study is unconnected to the author's choices.

Revision and Draft Completion

Learning Goals:

- **Writing process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing
 - Apply the recursive and dialogical process of writing
 - Analyze the application of specific revision and proofreading strategies for use in your own writing
 - Produce pieces that eliminate problems of written language conventions that undermine your ability to communicate effectively with your audience.

Each piece of writing for the multi-genre portfolio will require multiple drafts and revisions. You'll often start a draft, complete peer feedback and make a revision plan, or practice a skill or strategy in class, and then take that work back to your draft to improve your writing product and skill. I'll be looking for you to implement your peers' feedback, my feedback, and the work we do in class to make your final product as effective as it can be. Looking at your draft progression is one way that I assess your writing process.

The structure of our Writing Process:

- You'll turn in initial drafts electronically with notes about areas where you're struggling and what you think you're doing well.
- I will return initial drafts with feedback and constructive comments so that you can continue to revise. You'll be asked to reflect. We may conference in or out of class.
- We'll practice revision strategies, structure peer revision groups with peers, and continue to conference as you revise and edit your pieces; as you revise each piece the newest version is uploaded to the Canvas Assignment space.
- After you've turned in the final version of each piece I will provide you with additional feedback; pieces do not receive official scores until they are submitted for the midterm and end-of-semester portfolios.
- You may continue to revise your pieces for improved scores up until the end of the semester; these revisions *must be clearly indicated using the Review/Comment function* if they are to be considered.

Exemplary (10)	Effective (9)	Evident (8)	Developing (7)	Unacceptable (6)
Multiple major revisions <ul style="list-style-type: none"> ● Add more content to the vomit first draft, and/or deletes unnecessary bits ● Examines multiple ways to structure ideas ● Responses to peer and teaching feedback ● Change sentence structures for effect ● Takes risks 	Multiple major revisions <ul style="list-style-type: none"> ● Add more content to the vomit first draft, and/or deletes unnecessary bits ● Examines multiple ways to structure ideas ● Responses to peer and teaching feedback ● Change sentence structures for effect 	One major revisions: <ul style="list-style-type: none"> ● Adds some more content to the vomit first draft, and/or deletes unnecessary bits ● Moves pieces around, and ● Responds to peer and teacher feedback. 	Adds some more content to the vomit first draft to get to a final draft.	The vomit first draft is also the final draft.

Research

Learning Goals:

- **Writing process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing
 - Apply an authentic research process which asks questions and synthesizes information from various reliable print and electronic sources and which cites sources using MLA guidelines

For your third piece in class, you'll conduct some research in order to inform your writing. You'll first ask important questions to drive your research, then consult a variety of sources, organize your notes and ideas in a structure of your choice, and synthesize your notes into new findings. You'll use MLA formatting and endnotes in order to organize your research in your finished piece.

Exemplary (10)	Effective (9)	Evident (8)	Acceptable (7)	Unacceptable (6)
<p>The quality/quantity of the notes demonstrate thorough and insightful understanding of the topic</p> <ul style="list-style-type: none"> ● Questions are asked of multiple sources to help see bias and gain a varied perspective. ● Thoughtful quotes, keywords, paraphrases, and comments move the research forward ● The author has used a large, purposeful variety of highly credible sources 	<p>The quality/quantity of the notes demonstrate complete, careful, and well-rounded understanding of the topic</p> <ul style="list-style-type: none"> ● Questions asked of multiple sources to help ensure accuracy. ● Pertinent quotes, paraphrases and comments make conclusions. ● Author used a purposeful variety of credible sources 	<p>The quality/quantity of the notes demonstrate a logical understanding of the topic.</p> <ul style="list-style-type: none"> ● Questions generally asked of multiple sources to help ensure accuracy ● Appropriate quotes, paraphrases, and comments explore the topic ● Author uses a variety of credible sources. 	<p>The quality/quantity of the notes demonstrate cursory understanding of the topic</p> <ul style="list-style-type: none"> ● Questions over-reliant on a single source ● Perfunctory quotes and paraphrases lack meaning ● Author used a variety of sources, though credibility may be questionable 	<p>The quality/quantity of the notes is weakly developed and does <u>not</u> demonstrate understanding of the topic</p> <ul style="list-style-type: none"> ● Questions are asked of only single sources raising doubts as to the accuracy of info. ● Questionable quotes and paraphrases seem random or haphazard ● Author has relied on only a few sources of questionable credibility
<p>Gives credit to sources in multiple places--signal phrases, in-text citations, and Works Cited.</p> <p>Abides strictly to MLA so that readers can easily evaluate and corroborate sources.</p>	<p>Gives credit to sources in multiple places--signal phrases, in-text citations, and Works Cited.</p> <p>Follows the guidelines of MLA so that readers can easily find sources.</p>	<p>Gives credit to sources in mixed places --signal phrases, in-text citations, OR Works Cited.</p> <p>Erratic MLA means readers struggle to find sources.</p>	<p>Gives credit to sources in one place --signal phrases, in-text, OR Works Cited.</p> <p>Incorrect MLA means readers struggle to find sources.</p>	<p>Drops evidence into the piece without giving credit to sources.</p> <p>Absent MLA means readers do not know where the evidence came from.</p>
<p>Endnoting is used flawlessly throughout the writing to source all outside information</p>	<p>Endnoting is used correctly with minimal errors and indicates all outside information</p>	<p>Endnoting is use correctly with minimal errors and indicated all outside information.</p>	<p>Endnoting contains errors and/or sometimes neglects necessary citation</p>	<p>Endnoting contains numerous errors/is divergent from format/is missing</p>

Peer Revision Group

Learning Goals:

- **Writing Process:** Develop and apply a recursive and individual writing process that allows you to play with your own writing
 - Analyze and evaluate professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer
 - Apply the recursive and dialogical process of writing

As we work through the writing process, we will have one or more peer review group meeting; after all, the only way to find out if your writing is working out as you intend is to get feedback from a real audience. I expect you to have completed the most recent revisions to your draft(s) prior to each group meeting. As you work, I expect you to stay involved, to participate and encourage others to participate, and to offer useful constructive feedback that helps others move their writing forward. Your peers will help score you on the quality of your peer feedback.

Exemplary (10)	Effective (9)	Evident (8)	Acceptable (7)	Unacceptable (6)
<p>Brings a draft of writing ready to be peer feedbacked.</p> <p>Engages in a conversation with the reviewer about the piece, starting with strength/struggle comments.</p>	<p>Brings a draft of writing ready to be peer feedbacked.</p> <p>Asks specific strength/struggle questions to direct the feedback.</p>	<p>Brings a draft of writing.</p> <p>Asks overall general strength/struggle questions to direct the feedback.</p>	<p>Brings an outdated or un-updated piece of writing.</p> <p>Mumbles about the writing generally.</p>	<p>Has nothing ready to be peer feedbacked.</p>
<p>Engages in conversation with the author about the piece.</p> <p>Asks thoughtful questions to make the writer see the piece in a new way.</p> <p>Notes pieces that are working and articulates why.</p> <p>Comments offer helpful suggestions for revision rather than simply labeling a problem.</p> <p>Overall feedback is balanced between positive and critical comments.</p>	<p>Responds to specific strength/struggle comments from the author.</p> <p>Asks helpful questions that help the writer think about strategies and effect.</p> <p>Notes sentences and sections that are working</p> <p>Comments offer suggestions for revision rather than simply labeling a problem.</p> <p>Overall feedback is balanced between positive and critical comments.</p>	<p>Makes comments that address overall strength/struggle comments.</p> <p>Asks questions that make the writer think about the piece as a whole.</p> <p>Notes one or two sections that are working</p> <p>Comments on a limited section of the writing.</p> <p>Comments label problems.</p> <p>Overall feedback is skewed either positive or negative.</p>	<p>Shouts comments into the void.</p> <p>Limited feedback about the overall piece of writing. Feels perfunctory, like "Consider reorganization."</p> <p>Review is entirely positive or negative without support or reasoning.</p>	<p>Feedback is limited to spelling, grammar, formatting and general editing.</p> <p>Overall feedback is vague and directionless, like "Good job!"</p>

Multi-Genre Portfolio

Learning Goals:

- **Write professional and polished pieces that you are proud of:** Compose thoughtful, effective, and complete pieces of writing that achieve their purposes, organized around one essential question
 - Specifically determine the audience, purpose, and message for your piece, and then craft content and structures to most effectively fit
 - Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - Develop thorough, concise, and insightful content that engages a reader
 - Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.
 - Develop appropriate and effective tone and voice that are both individual to you and manipulated to achieve your purpose in each piece

You will compose four complete pieces over the semester, one narrative memoir, and three more in genres of your choice. Choose different genres for each piece. You can choose the topics of each piece, with the caveat that all the pieces must tie together to investigate, explore, or try to answer one unifying essential question. What do you wonder about the world or what issues do you want to examine?

Mid-term Portfolio:

Memoir (optional revision)

Self-Selected Genre 1 -- One or more genres of your choice totaling at least 1000 words

Midterm Portfolio Reflection Screencast

End of Semester Portfolio

Memoir (optional revision)

Self-Selected Genre 1 (optional revision)

Research Informed Self-Selected Genre 2, --One or more genres of your choice totaling at least 1000 words, informed by research, with citation (optional revision)

Self-Selected Genre 3 -- One or more genres of your choice totaling at least 1000 words

Introduction to Portfolio

End-of-Semester Portfolio Reflection Screencast/Reflection Paper

Individual Portfolio Pieces Rubric

Exemplary (10)	Effective (9)	Evident (8)	Acceptable (7)	Unacceptable (6)
Piece mimics and conforms to the elements of the genre study around content	Piece implements the elements of the genre study around content.	Piece implements the most important elements of the genre study around content.	Piece implements limited elements of the genre study around content.	Piece is uninformed by the elements of the genre study around content.
Piece mimics and conforms to the elements of the genre study around structure.	Piece implements the elements of the genre study around structure.	Piece implements the most important elements of the genre study around structure	Piece implements limited elements of the genre study around structure	Piece is uninformed by the elements of the genre study around structure
Piece mimics and conforms to the elements of the genre study around language.	Piece implements the elements of the genre study around language.	Piece implements the most important elements of the genre study around language.	Piece implements limited elements of the genre study around language.	Piece is uninformed by the elements of the genre study around language.
Piece mimics and conforms to the elements of the genre study around format.	Piece implements the elements of the genre study around format..	Piece implements the most important elements of the genre study around format.	Piece implements limited elements of the genre study around format.	Piece is uninformed by the elements of the genre study around format.
Piece plays with elements to make it the author's own .	Piece incorporates the author's unique voice and style .	Piece effectively imitates the genre conventions while sounding natural and smooth .	Piece works so hard to copy the genre study models that it loses all energy and power. Piece can feel repetitive or awkward .	Author has submitted to the genre study conventions like a robot . Piece feels emotionless and didactic.
Overall professional writing.	Overall effective writing.	Overall inconsistent writing.	Overall writing needs polish .	Overall writing is rough .

Beginning of Semester Reflection and Introduction

Learning Goals:

- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas
 - Improve upon your understanding of your writing past, the ways in which you've grown as a writer, and the ways in which this growth will impact future writings.

Research shows that the only way we truly learn (i.e. understand and retain in the long term vs. memorize and immediately forget) anything is to consider the new information and purposefully surface, reflect on, and connect these ideas to other ideas and concepts that we've already internalized. To help you learn to be a better writer, therefore, I will ask you to analyze and reflect on your progress and process as a writer at various points throughout the semester.

Right away as the semester begins, you'll make a screencast of yourself analyzing or reflecting on two previous pieces of writing you've composed for other courses, professionally, on your own time, or for work. You'll look at what you feel you do well, what you feel you need to work on, and what you want to learn in our semester together.

Beginning of Semester Reflection is graded entirely on completion. You did it, you're good.

Mid-Term Reflection

Learning Goals:

- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas
 - Improve upon your understanding of your writing past, the ways in which you've grown as a writer, and the ways in which this growth will impact future writings.

Part 1: At mid-term, you'll turn in a mini-portfolio, with your first two pieces and the reflection below. You have the opportunity to go back and revise the first piece again, if you choose, for the portfolio. If you make changes to your first piece, the memoir, please indicate those changes using the comment function in your document so that I can easily see them.

Part 2: Then, you will make another screencast where you examine and evaluate your own writing, detailing what you learned so far in the course, what skills you found particularly challenging and how you overcame them, what you still need to work on to improve your writing, what the writing process looks like for you, how you are now a better writer, and how you've found meaning in this process to better understand your writing and it's power, and how you might apply all of that in the future, with specific evidence from your course writings so far..

Exemplary (10)	Effective (9)	Evident(8)	Acceptable (7)	Unacceptable (6)
Reflection examines and evaluates the writer's performance, growth, strengths, and weaknesses in the course, using specific and insightful details from the essays and in-class notebook, and Canvas discussions to support and explain.	Reflection examines and evaluates the writer's performance, growth, strengths, and weaknesses in the course, using details from the revised essay and their in-class notebook to support and explain.	Reflection examines the writer's growth or performance, strengths or weaknesses, using mentions of class content as activities to support and explain.	Reflection provides a broad overview of the strengths or weaknesses of the writer as a whole.	Lists topics from the syllabus or textbook. Makes broad statements of learning with no specifics or insight.
Evaluates their work habits in the class and examines how those work habits contribute to their learning. Sets goals for the rest of the course.	Evaluates their work habits in the class and examines how those work habits contribute to their learning.	Evaluates various work habits in the class individually and as a whole.	Evaluates isolated work habits.	Mentions some stuff about the class as a whole.

End of Semester Final Portfolio and Reflection

Learning Goals:

- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas
 - Improve upon your understanding of your writing past, the ways in which you've grown as a writer, and the ways in which this growth will impact future writings.

Part 1: At end of term, you will do a final revision to every piece to prepare it for your final portfolio. You'll apply what you've learned throughout the course and implement teacher, peer, and self feedback from the previous final draft to make this/these piece(s) true reflections of your skill as a writer. In addition, perhaps you'll tweak some pieces in order to make them as a collection more fully tell a story, lead your reader through a experience, or be comprehensive in some way. Please indicate all changes to you make previous pieces using the comment function in your document.

Part 2: Now, again, you'll make a screencast of your portfolio, talking through and reflecting on at least two pieces in detail, determining your strengths, discussing areas for continued growth, deciding if you met your goals for the semester. If you would prefer, you may choose to instead address this final paper through a written 2-3 page reflection.

Exemplary (10)	Effective (9)	Evident(8)	Acceptable (7)	Unacceptable (6)
<p>Reflection examines and evaluates the writer's performance, growth, strengths, and weaknesses in the course, using specific and insightful details from the essays and in-class notebook, and Canvas discussions to support and explain.</p> <p>Discusses their personalization of the writing process and their goals for their writing growth in the future.</p>	<p>Reflection examines and evaluates the writer's performance, growth, strengths, and weaknesses in the course, using details from the revised essay and their in-class notebook to support and explain.</p> <p>Discusses their personalization of the writing process</p>	<p>Reflection examines the writer's growth or performance, strengths or weaknesses, using mentions of class content as activities to support and explain.</p> <p>Mentions their application of the writing process.</p>	<p>Reflection provides a broad overview of the strengths or weaknesses of the writer as a whole.</p> <p>Does not consider their writing process.</p>	<p>Lists topics from the syllabus or textbook. Makes broad statements of learning with no specifics or insight.</p> <p>Does not consider their writing process.</p>

End of Semester Introduction to Multi-Genre Narrative

Finally, you will decide upon the best final order for all of your multi-genre pieces. Having thoroughly reviewed and ordered each piece, you will compose an introduction to the overall narrative exploring your essential question. The introduction first reflects on your development as a writer over the semester, then introduces and reflects upon your theme, introduces each piece and makes explicit the reasons for the choices you've made in each writing this semester. Expect more detailed prompts as we get closer. You'll put these parts together as your final portfolio.

End of Semester:

Exemplary (10)	Effective (9)	Evident (8)	Acceptable (7)	Unacceptable (6)
The writer has clearly written around a unified theme.	The writer has written around a unified theme.	The writer has written around a loose theme.	The writer has written around a strictly interpreted theme.	The writer has pieces that seem disconnected from the rest of the narrative.
Writer uses sequencing of pieces to tell a story or lead the reader through an experience.	Writer uses the sequencing of pieces to engage the reader in the topic.	Writer uses the sequencing of pieces to help create background knowledge for the reader.	Writer uses the sequencing of the pieces to discuss the topic.	Writer organizes the pieces haphazardly, confusingly, or chronologically, as written.
The author has thoughtfully revised to help improve the cohesion of the compiled writing and has edited as appropriate to maximize its effectiveness.	The author has revised to help improve the cohesion of the compiled writing and has edited as appropriate to maximize its effectiveness.	The author has revised to improve each piece individually.	The author has proofread or made minimal edits to improve each piece individually.	Each piece remains the same as the previous final draft.

Class Policies:

Attendance:

Please come to class and participate fully. I do hope that you'll find that frequent attendance is necessary for effective learning. Please do contact me ahead of time when you are going to be absent; I worry about you. If you miss a class, please do check the class presentation on Canvas, email me, visit my office hours, or make an appointment to discuss what you've missed.

Physically coming to class but being unprepared or engaging in activities not conducive to learning (such as texting, sleeping, being disruptive to other students, etc) may result in an absence for the day.

If you are absent more than 15% (4 periods or more) of the time, I may lower your overall letter grade a full grade (B to a C). If you are absent more than one third of the time (10 periods or more), you will not be able to pass the class.

If there are extenuating circumstances that are causing you to miss class for an extended period of time, please let me know. We will work something out.

Canvas:

Canvas is the course management software program UWSP uses to create online classrooms. 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 Canvas Postings, 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.

I will use Canvas to communicate with you about all of your assignments. I'll often ask you to add a "submission comment" to assignments when you turn them in, a bit of extra reflection or extra information for me so that I can give you the most helpful feedback. And I'll write back to you with that feedback in that assignment comments spot, too. I strongly recommend turning on the Canvas option to have Canvas email you whenever a professor makes a comment on an assignment. I will expect that you have seen those "submission comments" and will respond to them.

Submitting work in Canvas:

Turn all work into the appropriate Assignment space on Canvas. Canvas assignment spaces will close after assignment is due or that assignment is no longer available to turn in. I will not score work that is attached to the assignment comments space or emailed to me after the Canvas assignment space closes.

Classroom and Canvas Discussion:

Some of the issues we will discuss in class may be controversial, so intense and highly charged exchanges may occur and should be expected and welcomed since they help us anticipate and respond to others' views in our writing. However, I trust that you will not let disagreement become disrespect and that you will remain respectful in your language, behavior, and actions at all times. It is perfectly okay to disagree on issues and to voice disagreement as long as you remember that individual perceptions are shaped by individual experiences and backgrounds and the differences must be approached with respected and tolerant attitudes.

Timeliness:

Please turn work in on time. All work is due before class on the due date. The work we do in class is carefully scaffolded and sequenced in order to ensure your learning. When you do not come to class with a draft of an essay or when you do not turn a final essay in on time, you are really cheating yourself out of the learning sequence. If you have trouble turning in an assessment on time, *if you are proactive in arranging alternate due dates when complications arise*, I am likely to help you work through these situations without penalty.

Office Hours:

I'll hold office hours in my office, CCC 434. Office hours means that you're welcome to show up without an appointment. During office hours, you might stay for just a few minutes, or for a longer conference. You might use office hours to ask a question about a concept, ask for feedback on an assignment, ask for clarification on directions, tell me about stuff that's going on in your life, or just check in and let me see your beautiful face.

Email:

I am a compulsive email checker. Email me. I will do my best to respond to emails within 24 hours during the week and 48 hours over the weekend except in the following circumstances: You are asking for information that can be found on the syllabus or class presentations, you are asking me to cover an entire class period via email because you have missed a class, or the tone of your email is rude or disrespectful. Notice that it is not in my practice to check email on Saturday or Sunday.

Individual Conferences:

I want to talk to you! If the open office hours don't work for you, let's find a time to meet or Zoom that works for both of us. Email me to set up a time.

Preferred/Chosen Name & Gender Pronouns:

Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity or expression. Students will be asked to indicate the name and gender pronouns that they use for themselves. A student's chosen name and pronouns are to be respected at all times in the classroom.

Absences due to Military Service:

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Academic Honesty Policy & Procedures:

Whenever you borrow or take ideas, materials, or sentences from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism--a very 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'll 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>.

Student Academic Disciplinary Procedures UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

One goal of this course is for you to work on developing the discipline-specific writing skills that you will need to be successful as a professional in this field. I want to acknowledge that recent buzz about ChatGPT and other generative AI tools poses some interesting questions about the need for developing these skills, and how such tools can be used in higher education. Given that this technology is still in its infancy and that my goal is for you to develop your skills as a writer, the unauthorized use of ChatGPT, or other AI writing tools, is not permitted in this course. Students found to be using such tools will be considered as engaging in conduct aimed at making false representations of a student’s academic performance, and will be subject to disciplinary action as defined in the [UWSP Academic Misconduct Policies](#).

Clery Act:

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and

immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

Commit to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Confidentiality:

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Copyright infringement:

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.

Dropping UWSP Courses:

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Drug Free Schools and Communities Act:

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA

Electronic Devices and Video:

Electronic devices are distracting and their use while others are speaking is impolite; unless you are asked to use them for a class activity, turn off cell phones and put them out of sight. Laptops are not allowed unless you have an Accommodations Request requiring use for a disability; if you use a tablet for note taking, please sit in the front row. Violating the device policy will result in an absence for the day.

To respect the privacy of those in class, 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.

Equal Access for Students with Disabilities:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements

may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

FERPA:

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for [insert class name] are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Inclusivity Statement:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Religious Beliefs Accommodation:

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.

- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Title IX:

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.

Campus and Community Resources – Support for Long-Term Challenges and Short-Term Struggles:

I understand fully that life outside of the classroom can impact our ability to function effectively or focus on the learning tasks at hand; I understand that “life happens” and that we sometimes have to face challenges that seem insurmountable or that are simply beyond our control. COVID and other issues associated with living and working through a global pandemic have further exacerbated these challenges and highlighted the complex needs for many of us, our family, and our friends. It is important to me that each and every one of you feel safe and cared for in your personal life; it is the only way you can get the most out of our learning experiences together. I repeatedly tell my pre-service teachers to never forget that we teach people first and content second. That said, while I genuinely want to support you in every way possible, I also know that my training and resources are limited. So, if there are any special needs, worries, concerns or accommodations that you need, whether they be long-term struggles you’ve experienced for years or an unexpected event which you’re suddenly facing, please talk to me ASAP; I will do all that I can to accommodate you or get you any help you might need. When I reach my limit, I will do my best to refer you to the extensive campus and community resources available to you; you will find a list of these resources in the first Canvas Module.

If you’re struggling:

Hey, I care about you. Come talk to me. We’ll work together to find a solution.

Available University Resources :

- **Tutoring Learning Center (TLC):** In addition to meeting with me and engaging in peer feedback in class, you can also get help on your papers from the in the basement of the University Library, room 018, x3568.
- **UWSP’s Office of Disability Services:** Students with learning differences can visit the Office of Disability Services on the 6th floor of the University Library, room 609, x 3365 to work with that office to develop a Request for Accommodation Form or a referral to Assistive Technology.

Emergency Procedures:

- In the event of a medical emergency call 9-1-1 or use Red Emergency Phone outside room 227]. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

- In the event of a tornado warning, stay in place]. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet in the parking lot F-W across the street. Notify instructor or emergency command personnel of any missing individuals.
- Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

Course Schedule:

Please complete all writing, reading, and other assignments before you come to class on the due date.

Week	Tuesday	Thursday
1	<p>January 24</p> <p>First Day of Class!</p>	<p>January 26</p> <p>Read: “On Keeping a Notebook” (handout) Read: <i>The Writer’s Way</i>, Chapter 1, “Learning to Write”</p> <p>Reminder: Writer’s Notebook for 15+ minutes per week</p>
2	<p>January 31</p> <p>Create: Beginning of Semester Screencast Read: <i>The Writer’s Way</i>, Chapter 4, “Choosing Topics and Getting Started”</p>	<p>February 2</p> <p>Read: <i>The Writer’s Way</i>, Chapter 2, “What Makes Writing Effective?”</p> <p>Reminder: Writer’s Notebook for 15+ minutes per week</p>
3	<p>February 7</p> <p>Read: <i>Writer’s Way</i>, Chapter 12, “Personal Writing” Choose: Essential Question</p> <p>(No office hours today)</p>	<p>February 9</p> <p>Write: Memoir First Draft with embedded Strength and Struggle Comments Submit: Personal Writer’s Notebook Check 1</p> <p>Reminder: Writer’s Notebook for 15+ minutes per week</p>
4	<p>February 14</p> <p>Read: <i>The Writer’s Way</i>, Chapter 7, “Organization: Mapping, Outlining, and Abstracting” Complete: Memoir Genre Study</p>	<p>February 16</p> <p>Read: <i>The Writer’s Way</i>, Chapter 8, “The Spirit of Revising” Write: Memoir Second Draft</p> <p>Reminder: Writer’s Notebook for 15+ minutes per week</p>
5	<p>February 21</p> <p>Read: <i>The Writer’s Way</i>, Chapter 9, “Beginning, Ending, and Titling” Write: Memoir Third Draft. Please bring a printed copy to class.</p>	<p>February 23</p> <p>Write: Memoir Final Draft</p> <p>Reminder: Writer’s Notebook for 15+ minutes per week</p>

6	February 28	March 2 Write: Self-Selected Genre 1 First Draft with embedded Strength and Struggle Comments Submit: Personal Writer's Notebook Check 2 Reminder: Writer's Notebook for 15+ minutes per week
7	March 7 Read: <i>Writer's Way</i> Chapter 6, "Style and Tone" Complete: Self-Selected 1 Genre Study	March 9 Write: Self-Selected Genre 1 Second Draft Reminder: Writer's Notebook for 15+ minutes per week
8	March 14 Read: <i>Writer's Way</i> , Chapter 17, "Using Sources" Write: Self-Selected Genre 1 Third Draft. Please bring a printed copy to class.	March 16 Write: Self-Selected Genre 1 Final Draft Write: Mid-Term Portfolio and Reflection Due Submit: Personal Writer's Notebook Reminder: Writer's Notebook for 15+ minutes per week
Spring Break		
9	March 28 Read: <i>Writer's Way</i> Chapter 13, "Writing to Inform," and/or Chapter 14, "Writing an Argument: Thinking it Through"	March 30 Complete: Research, Set 1 Submit: Personal Writer's Notebook Check 3 Reminder: Writer's Notebook for 15+ minutes per week
10	April 4 Complete: Research	April 6 Write: Self-Selected Genre 2, with Research First Draft with embedded Strength and Struggle Comments Reminder: Writer's Notebook for 15+ minutes per week

<p>11</p>	<p>April 11</p> <p>Read: <i>Writer's Way</i> Chapter 15, "Writing an Argument: Selling the Case"</p> <p>Complete: Self-Selected Genre 2, with Research Genre Study</p>	<p>April 13</p> <p>Write: Self-Selected Genre 2, with Research Second Draft</p> <p>Complete: Research</p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p>
<p>12</p>	<p>April 18</p> <p>Read: <i>Writer's Way</i>, Chapter 11, "Editing"</p> <p>Write: Self-Selected Genre 2, with Research Third Draft. Please bring a printed copy to class.</p>	<p>April 20</p> <p>Write: Self-Selected Genre 2, with research Final Draft</p> <p>Submit: Personal Writer's Notebook Check 4</p> <p>Reminder: Physical Writer's Notebook for 15+ minutes per week</p>
<p>13</p>	<p>April 25</p>	<p>April 27</p> <p>Write: Self-Selected Genre 3 First Draft with embedded Strength and Struggle Comments</p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p>
<p>14</p>	<p>May 2</p> <p>Complete: Self-Selected Genre 3 Genre Study</p>	<p>May 4</p> <p>Write: Self-Selected Genre 3 Second Draft</p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p> <p>(No office hours tomorrow)</p>
<p>15</p>	<p>May 9</p> <p>Write: Self-Selected Genre 3 Third Draft. Please bring a printed copy to class.</p>	<p>May 11</p> <p>Write: Self-Selected Genre 3 Final Draft</p> <p>Submit: Personal Writer's Notebook Check 5</p> <p>Reminder: Writer's Notebook for 15+ minutes per week</p>

Final Exam: Monday, May 15 12:30-2:30
Multi-Genre Portfolio, with Introduction and Reflection Due

