

UW - Stevens Point at Wausau

English 98: Introduction to College Writing

Fall 2020

credits: 3 (non-degree)	instructor: Professor or Ms. Jill Stukenberg (Jill) Associate Professor in English (she, her, hers)
section: WO1 meets: MW 12:30 – 1:45 p.m. virtually (on zoom). Final exam period (no test but final portfolio due): Weds, Dec 16, 2:45 – 4:45 pm	email: jstukenb@uwsp.edu This is the best way to contact me. Don't hesitate to email with any questions!
section: WO4 meets: MW 2 – 3:15 pm in room 180 (and virtually after Thanksgiving). Final exam period (no test but final portfolio due): Mon, Dec. 14, 2:45 – 4:45 pm	office hours: Drop-in hours on zoom Tuesdays 1 – 2 and MTW 3:30 – 4:00, or other times by appointment. See Canvas for office hours link.
Prerequisites: None. Students may have been advised or placed into this course. Completion with a C or better (not C-) is required to enroll in Eng 101. Many students benefit from taking ENG 099 (one-on-one tutorial) at the same time as Eng 098, or Eng 90: Academic Reading.	office phone: (715) 261-6277 (voicemail available! Please leave a message.) See Canvas for zoom office hours link.

course description

A composition course focusing on the conventions of academic writing, the composing process, critical thinking, and critical reading. Emphasis will be on reading and writing activities designed to prepare students for successful transition to college-level writing. Does not count toward a degree.

for Fall 2020:

Because of the spread of Covid-19 in our community, here is some information specific for this year:

- Each section has a main mode (or “modality”), which is the way the way the course is designed to work best. Section 1 is offered in a virtual modality, with students not coming to the building but meeting for class via zoom during the scheduled class time, MW 12:30 – 1:45. Find zoom links in Canvas under “zoom” tab. Students in section 4 (MW 2:00 – 3:15 pm) will meet in person in a large lecture hall classroom (180) using spaced out assigned seating so social distancing and contact tracing can be supported, wearing face coverings. After Thanksgiving (and possibly before due to quarantine or any change in university policy or notice from the health department), students in the section 4 face to face section will also meet virtually for class via zoom, during their scheduled time of 2 – 3:15 pm.
- Attending class regularly at the time scheduled for your section is the best way to support your learning. This class is not one where the instructor lectures and students take tests.

Instead, we do activities and practice skills together, including discussing readings, brainstorming, freewriting, and reviewing sample papers. When you attend at the scheduled time (virtually for section 1 and in person for section 4) you will get to complete activities that are worth points and participate and ask any questions in real time. It will be much easier for you to check if you are on track with learning the concepts of the class.

- Zoom option for section 4 (2:00 – 3:15 pm): To support students in section 4 who cannot attend in person (if just one day or multiple days or all the days), a zoom link will be set up so students can attend the class “live.” This is something new I’m trying, and I’m not sure if the quality will be as great or reliable... but it is an option. Find zoom links in Canvas, under “zoom” tab.
- Recordings of instruction from both classes will be stored on Canvas. If you cannot come to class in person or at the assigned time you should watch the video from class to help you complete the activities. All activities to be completed will be described on the daily schedule in Canvas and there are deadlines within each week. Find the recordings under the “zoom” tab. I might not record all of every class, but will record the relevant parts of directions or instructions. This is to make the recordings shorter for you, and because you’ll have the discussion experience by making discussion replies on Canvas. (The in class students, who participate in discussion in class, don’t always have to make the reply portions of discussion posts.) Please be advised that the instructor does not recommend a student attempt to take the whole course by viewing recordings and completing activities on their own. It will be harder that way to stay on track, feel connected, and check your understanding. Yet, I do understand that a few students must do it this way this semester. If you must take the class this way, please stay in contact with the instructor. I additionally recommend taking Eng 99 as a supplemental course.

Notes from the university for students coming to class in person:

- Face Coverings: At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center (<https://www.uwsp.edu/datc/Pages/default.aspx>) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.
- Other Guidance: · Please monitor your own health each day using this screening tool. (<https://www.uwsp.edu/coronavirus/Pages/DailySymptomScreening.aspx>) If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
- As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

book and materials

- Course textbook *The Word on College Reading and Writing* by Monique Babin, Carol Burnell, Susan Pesznecker, Nicole Rosevear, and Jaime Wood is available for free online, and will be linked to in Canvas with related assignments.
- Additional free articles from the internet, linked online. On occasion the instructor will suggest printing some articles. Printing is available in the library on campus and students begin with some money on their accounts for printing.
- Expect to read and compose in google docs, Microsoft Word (students have free Word accounts through office 365), our Canvas course space, and in emails. Access and use of all of these is free, and some of the platforms will save and store versions of your work for free. But in addition, **all students are encouraged to buy and use back-up storage media, such as a jump for flash drive.**
- Laptop/computer (a device on which you can compose and save work): **Students in the face to face section are asked to bring a laptop or device on which they can freewrite/compose electronically to class each day, and online activities will be required out of class.** Ask in the Solution Center if you need to check out a laptop for the semester. Students in the virtual section (section 1) will need a computer and internet to attend class regularly or watch class videos later and to access materials. A web cam with a microphone is also recommended.

learning outcomes

Critical Reading and Thinking

- Read, understand, and begin to evaluate different kinds of texts (emphasis on nonfiction), identifying rhetorical features, main points and supporting details, purpose, and tone
- Use reading to develop one's own thinking
- Synthesize points from at least two readings.
- Draw on reading to compose thesis-based essays, selecting and organizing appropriate supporting details

Audience/Rhetorical Strategies

- begin to understand writing as human interaction between writers and readers
- adapt content, form, and style to various audiences, purposes, and situations, with emphasis on common college-level academic writing tasks

Writing Process

- Use writing as a tool for thinking
- Use the recursive writing process to develop multiple drafts
- Use reflection to self-assess one's own writing, thinking, and learning processes
- Work collaboratively to give and receive writing feedback

Conventions/Mechanics:

By revised and edited final essays:

- make appropriate usage choices based on assignment, and demonstrate ability to write in structurally sound sentences, adhering to conventions of standard written English for reader understanding.
- use formatting and documentation (i.e., a Works Cited page) as appropriate within academic writing
- understand and avoid plagiarism, especially when learning to distinguish between writer's own thoughts and others' thoughts.

Information Literacy:

Stukenberg's Fall 2020 Eng 98 syllabus, page 3 of 9

- Begin to identify the different features of published and unpublished, print and electronic sources
- Begin to evaluate sources for credibility within academic contexts
- Use Internet search engines, library resources, word processing software to compose, share, edit, and save texts.

In addition, this course helps students advance toward general education Written Communication outcomes at UW-Stevens Point:

- Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.
- Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.

major essays:

Essay 1: Love This

2 pgs. Brainstorm and freewrite to discover a unique topic and write with focus and detail to persuade your audience of college-level peers to love something like you do. Receive feedback from peers, and from the instructor in a conference to help you revise for the midterm portfolio.

Essay 2: Interview Synthesis

2-3 pgs. After practicing reading and notetaking techniques, conduct your own interview with two people who disagree on a topic. Organize an essay with a thesis, and select details from the interviews, practicing quotation and paraphrase, to inform readers about how/to what extent/and exactly why your interviewees disagree, and whether any future compromise or understanding seems possible or not. Use a Works Cited page. Receive peer review feedback and written feedback from the instructor to revise for your midterm portfolio.

Midterm Portfolio:

Revise and edit essays 1 and 2 and submit them along with a 1-2 page reflective letter. Worth 30% of the course grade.

Essay 3: Editorial Analysis and Recommendation

3-4 pgs. Analyze and evaluate the argument, evidence, and style of an editorial of your choice from a set provided by the instructor. Learn about editorials and newspaper ethics, practice critical reading and thinking, and write in the form of an email memo to peers to recommend for or against republishing the editorial based on your analysis. Peer review this essay with classmates and in conference with the instructor.

Essay 4: Position Essay

3-4 pgs. Analyze and synthesize ideas from two or more of our course readings (and your own experiences—optional) to present an argument in response to your choice of prompt questions related to class readings. The essay should be specific and focused, developed with reasoning, and cite sources from some of the provided readings from the semester.

Final Portfolio:

Revise and edit essays 3 and 4 and submit them along with some selected entries from your google journal and a 2 page reflective letter. Worth 40% of the course grade.

Grading

Portfolios: As you see above, portfolios make up **70% of the course grade**. Before your essays get a final grade, you have the chance to revise them with feedback from the instructor, from peers, and

from any writing center or Trio writing tutors. The midterm portfolio is worth 30% and the final portfolio worth 40%. There is an option to revise all essays from the semester for the final portfolio and request its grade count for 70% of the course grade (replacing the midterm portfolio grade); this is mainly suggested as an option for those whose midterm portfolio doesn't receive a passing grade (73% or higher).

Other grading components:

Assignments: 15% This includes discussions on Canvas, a few quizzes, and freewriting entries in your google doc journal. Students who attend class during their scheduled time will complete some in class. Students who are working online on their own time should follow the daily schedule carefully to make sure they complete the google journal entries and discussions, including written replies to posts. See the daily schedule for due dates.

Peer Review, drafts, and conferences: 15% An important part of learning in this class occurs through reading other students' writing and giving them feedback on what's working well or could be revised next. Giving feedback is how you improve in your own writing and getting feedback is sometimes helpful too. You'll earn points for posting rough drafts of your essays in Canvas for others to review (sometimes anonymously) and for turning in drafts to Jill for her written feedback or verbal feedback in conferences.

grading scale for essays:

A	93-100	“A” essays exceed assignment criteria and show command of writing principles of focus, development, organization. There is a clear and narrowed thesis statement that shows independent critical thinking about the subject. The body of the paper develops the thesis in focused paragraphs, incorporating supporting evidence from assigned readings, course discussions, and personal experience and outside sources when relevant. “A” essays show “above and beyond” elements: a unique insight showing engaged thinking; a well-crafted intro matched to purposeful title and conclusion; development that shows consideration for other views; an appropriate and engaging tone. Work through multiple drafts is almost always very evident in “A” papers. Editing for grammar, spelling, word choice and format are also evident.
A-	90-92	
B+	87-89	“B” essays meet assignment criteria while showing deliberate use of focus, organization, and/or development. There is a clear thesis statement and distinct paragraphs that develop that thesis with use of outside sources or experiences as assigned. There may be originality of thought, thorough development, logical organization and appeal to audience with tone and style—but not all of these things, or not to an “above and beyond” degree. “B” work shows work through processes and multiple drafts, and attention to editing, though some error may be present.
B	83-86	
B-	80-82	
C+	77-79	“C” essays meet all assignment criteria and are for the most part focused, organized and developed, though one or more of these elements is still at the “developing” for work at this level, at this point in the semester. C work often shows some use of processes; it may even reflect multiple drafts, yet it may lack depth or vigor in critical thinking, development, or organization. Often multiple grammatical or sentence-level errors are present. Students with C grades on essays at midterm can often successfully revise for higher grades by semester end. Students with C grades at the end of the semester are advised to take Eng 99 with Eng 101 next semester.
C	73-76	

C- D+ D	70-72 67-69 60-66	C- and D work does not meet expectations for work at this level, at this point in the semester. To a significant degree, it lacks focus, development, and/or organization, or fails to demonstrate understanding of the assignment, readings, arguments related to assignment, or audience. Or the essay may contain too many errors for readability, showing insufficient progress at this point in the semester. In many cases, more work through processes and multiple drafts is/was needed. With good effort and often with help from the instructor or writing center, students with C- or D grades at midterm can often revise successfully for passing essays by semester end. A C- or D average at the end of the semester means the student will not be eligible for Eng 101 and should retake Eng 98.
F and below	59%	F work does not meet expectations at this level in multiple areas. It often shows very little attention to the assignment description, work through the writing process, or effort. Assignments not submitted at all earn 0's. Works found to be plagiarized may earn 0's.

Policies and tips for doing well:

attendance: Plan to attend regularly, but use the daily schedule if you need to miss a meeting and complete some work on your own (by watching a class video and completing activities on your own).

keep in touch with the instructor: Email me to let me know how you are doing! If you attend regularly but have to miss a meeting, email me to let me know your plans and any questions. (I won't ask why you have to miss.) If you are doing most of the work on your own and not attending class, email every once in a while to check in.

hard assignments, late work, extra credit and extensions:

- assignments (discussions, google journals, quizzes): An assignment is a space to try our or learn something—not a test of whether you can already do it perfectly. Don't skip it just because you're not sure how to do it, or not turn it in because it has some spelling errors. (Assignments are informal writing, where some error is fine.) That said, if something comes up and you miss a discussion assignment or quiz, you can often make up for half credit if that's within one week. Contact the instructor to make sure I see the make up or open the quiz. Google journals will be checked twice a semester, so there's more room to make up missed entries if you need to.
- Peer review: it is not usually possible to give an extension for peer review or allow half credit for late submissions for peer review. This is because other people are waiting on you—and they need to give feedback to earn their credit. If you do miss a peer review, you should look at the extra credit make up options for using the writing center—and get feedback that way too!
- Extra credit: attend a (virtual) writing center session with a draft of a paper (or just questions about how to start an assignment) for 5 points, up to three times in the semester. (For fairness, regularly scheduled Eng 99 appointments don't count.) For the credit, email the instructor with any record of your writing center meeting and reflect on what you got out of the session (one paragraph).

The writing lab:

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

Writing Lab are currently being held virtually via Zoom

By appointment or short notice times available

You are able to send us your paper for revision via [an online form \(found here\)](#)

All services in the Writing Lab are free

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

- Midterm portfolio and drafts due to Jill extensions: when I—the instructor—am the one reading your essay I can often give an extension (give you more time). An extension does not come with a grade penalty but it must be arranged at least one day in advance (email me), and usually I give an extension of two days. You don't need a special reason.
- Final portfolio: no extensions. Because the final portfolio is due at the official end of our course, I can't arrange extensions. In the case of an emergency, ask me about an "I" or "incomplete" grade.

plagiarism policy:

All work in this class must be your own. Instances of plagiarism (turning in writing that is not yours as if it yours) may result in a required re-write or a 0 grade. Multiple instances or egregious instances (such as turning in a whole paper purchased online) may result in course failure and referral to academic actions.

When it comes to writing with sources, I understand that you may not yet know how or when to give credit to your sources. In fact, these are things we will be learning in this class. As you learn, however, you will be responsible for a good faith effort. Ask when you do not know.

classroom etiquette (for in person and virtual zoom classrooms):

- **Please silence, put away, and do not check or use phones, or access social media or outside messaging, during class.** If you are using your phone for part of a class activity just try to let the instructor know.
- Come on time.
- Please don't talk (or virtually chat) with others while the instructor is talking. You can raise your hand (even virtually on zoom) or wait for the end of an explanation for your questions.
- In virtual sessions, having a web cam and turning it on is highly encouraged—but it will not be required.
- Learn your instructor's and classmates' names and use them in small and large groups. (You may call me "Jill" or "Professor Stukenberg.")
- Share news and announcements about campus and area events! We're creating a community in our class.

Students with Disabilities

The University has a legal responsibility to provide accommodations and program access as mandated by Section 54 and the Americans with Disabilities Act (ADA). The university's philosophy is to not only provide what is mandated but also convey its genuine concern for one's total well-being. If accommodations are needed, please contact the instructor as well as the Disability and Assistive Technology Center (DATC), located on the Stevens Point campus. Students can also pick up an application for accommodations packet in the Solution Center.

- DATC contact information:
- (715) 346-3365 (Voice)
- (715) 346-3362 (TDD only)
- or via email at datctr@uwsp.edu

Preferred Names: Class rosters and Canvas normally show the name that appears in accesSPoint for each student. Please notify the instructor if you would like to use a name that is different from the one listed, and if you'd like help requesting a change in the name that is officially listed. I invite all students to let me know their gender pronouns (and make sure Canvas lists them correctly) and I encourage anyone to tell me if I ever make a mistake in pronouncing or using your name or pronouns. I will strive to get it right, but please let me know if I don't.

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

tentative course schedule:

Please see the daily schedule in Canvas for specific assignments and due dates. This is only a general overview.

Week	Activities
1	No class Monday—Labor Day. Introduction to course, Canvas. Online journal set up, syllabus quiz.
2	Annotating and reading for main claims and supporting details; reading for implied meaning; brainstorming for Essay 1 and narrowing main ideas.
3	Essay structure with thesis statements, body paragraphs, and writing engaging introductions and conclusions..
4	Editing tools for complete sentences; conferences with instructor with Essay 1.
5	Two-column notes for critical reading, and introduction to synthesis and Essay 2. Brainstorming and freewriting for Essay 2 and interview questions. Keeping an open mind as a habit of critical thinking. Introduction to quotation and paraphrase.
6	Freewriting to discover thesis statements, and outlining Essay 2. Introduction to peer review and peer review.
7	The MLA Works Cited page, and revising paragraphs for topic sentences. Intro to the midterm portfolio.
8	Brainstorming and drafting the midterm portfolio cover letter, editing by listening, and Midterm Portfolio due. Overview and reflection on critical thinking video.
9	Introduction to rhetorical analysis, and practice with identifying texts features, structures, and styles. Building analytic thesis statement. Introduction to Essay 3.
10	Writing summaries, and brainstorming for Essay 3.
11	Building analytic paragraphs with summary, quotation and paraphrase as evidence; peer review of Essay 3 and instructor conferences
12	Critical thinking, thesis statements workshop and Introduction to Essay 4 and final portfolio.
13	Brainstorming for writing purposes/audiences/media. No class for Thanksgiving break Thursday and Friday. Classes meet online only after Nov. 25 class.
14	Peer Review of Essay 4.
15	Final portfolio preparation and cover letter writing

Final Exam Period (see online schedule of exams): **Final Portfolio due to Canvas by the end of the exam period scheduled for your section.**