

UW - Stevens Point at Wausau
English 101: Academic Reading and Writing
Fall 2023

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| credits: 3 | instructor: Jill Stukenberg (you may call me “Jill” or “Professor Stukenberg.” I use the pronouns <i>she/her/bers</i> .) |
| meets MWF 11:00 – 11:50 am, Wausau campus room 300. | email: jstukenb@uwsp.edu *this is the best way to contact me. |
| Final exam period: Thursday, Dec. 21, 2:45 – 4:45 pm | office hours: Mondays and Fridays 2-3 at Wausau (#305). Jill is on the Stevens Point campus on T and Th, with office hours T 2-3 and Th 10 – 11. Zoom appointments available then, or at other times. Just email or ask and then we can meet in my zoom room: https://uwsp.zoom.us/j/8831574589 |
| Prerequisites: ENG 101 has a prerequisite of placement into Eng 101 or C or better in ENG 098. | Recommendation: Many students benefit from taking ENG 099 (one-on-one tutorial) and/or PSL 104 Applied Academic Literacies at the same time as Eng101. |

course description

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

required book and materials

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

learning outcomes

Written Composition Learning Outcomes (GEP):

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

UW-Stevens Point English Department Composition Sequence Learning Outcomes

To meet these requirements the courses below have the following specific learning outcomes:

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

major assignments and projects

Project 1: Examine the genres of memoir and profile writing and consider questions of how context and media influence our personal communication styles, in person and on social media. Read, reflect, discuss with others. Introduction to writing to discover, reflective writing, recursive writing, thesis-based writing, and use of some techniques like scene, dialogue, interview, summary, reflection.

Results in **Essay 1: Memoir/Profile of Communication** (2-3 pages) **with author's note**. Readings assigned. Feedback provided for revision for midterm portfolio, where final essay is graded.

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

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

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

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

Final Portfolio: Include selected examples from your google journal. Include revised final drafts of materials from Project 3 and 4, with new changes highlighted (as appropriate) and reflective cover letter (2-3 pages) including analysis of how the skills of this class will apply to your future as a college student and in your career and life. **40% course grade**

other grading components:

The remaining **30%** of your grade comes from:

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

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

- Posting complete drafts (Word docs) on time and bringing 3 print copies to share with other students in peer review;
- attending conferences with the instructor to discuss their drafts; and
- giving meaningful feedback to other students on their drafts. I do understand students will be learning to give feedback and improving as they go.
- It's possible to earn partial make up points or earn extra credit with writing center or DUO appointments. See Canvas. (Full make up options can be arranged in case of illness; talk to instructor).

daily work (15%, about 120 - 130 points, but total points may change)

- In class writing in a google journal (Checked for 30 points two time, near midterm and at semester end. This informal writing is graded on effort—entries completed as assigned—and not correctness. Additionally, you'll select entries for your portfolios)
- Discussion board posts completed before class, sometimes including uploading copies of notes. Often 5 points each time.
- Quizzes. Just a few.
- Extra credit possible in this category by submitting an early draft for all class review. See Canvas.

See the daily schedule for due dates for peer reviews and discussion board posts. Google journal writing usually done in class, with a few out of class entries noted on daily schedule.

How to do well in this class:

- **Attend class.** This class has been designed to use discussion and collaboration as methods of learning. It is also a class where you will get to know other students, and where your presence and your voice will contribute to everyone's learning. If this doesn't sound like your cup of tea, you may prefer an online version of this class instead.
- **Use the daily schedule** to know what reading or assignments to complete before class, for a preview of activities, and for a heads-up about bigger due dates on the horizon.
- **Absences:**
What to do if you miss a class?
 - If you must miss class (for example, if you are ill), send me an email. You are not required to explain private details, but at least let me know your plan

to catch up and when you will return. I do care about you and wonder where you are if you aren't in class!

- To get caught up: 1) look at the daily schedule to see what we did, anything you should make up, and what to do next, 2) email if you think you would benefit from a zoom or in-person conference. 3) You may email to ask if there was an in-class journal you can still make up.
 - Especially in cases of illness, I will work with you to help you get caught up! But please know that in cases of extended illness it is sometimes the better plan to withdraw from a course. Let me know if you need to talk about that.
 - In general, it is not a good plan to miss college classes for work, vacation, or haircuts. 😊
- **Turn in work on time.** Assignments and reading due at the start of a class period are designed that way so learning in class can build on that work. Bringing essays for peer review days is an important (and helpful!) step of the writing process, and is worth a lot of points. Turning in work on time also means you get feedback from the instructor with enough time to revise for the portfolios—where the grade counts the most.
 - **Late Work:**
What happens with missed deadlines?
 - Daily assignments due “by the start of class time” are only worth half credit if completed late and must be turned in by the end of the essay unit—unless prior arrangement was made or in the case of illness or emergency. (Email me.)
 - **If you don't have a draft for peer review, you should still come to class.** You will lose some of the points, but not all of them, and you'll learn from seeing and giving feedback to others. In the case of illness or emergency, contact the instructor to discuss how to use a writing center appointment for make-up.
 - **Extra Credit:** See some opportunities discussed in the above “other components of your grade section.” Using the writing center is a one way to earn extra credit in this class—and get even more feedback to make your portfolios stronger.
 - **Keep your eye on the prize: Portfolios!**
 - Because good writing requires multiple drafts, the use of feedback, and time, this class uses a portfolio system. You'll earn points, and get feedback from students and the instructor, on early drafts of your essays and have time to revise using that feedback to submit essays again in a midterm and final portfolio. The midterm and final portfolios make up the biggest part of your overall final grade.
 - **It is very important to turn portfolios in on time.** Late midterm portfolios will receive a 10% late deduction for each 48 hours late (unless you have an extension or prior arrangement due to illness or emergency). No late final portfolios can be accepted. In the case of illness or emergency at the very end of the semester for a student who was otherwise on track to pass the class, an “I” or “incomplete” grade may be possible, allowing a student to finish the class late. Contact the instructor for more information.
 - **Ask for an extension if you need one:** You may ask for an extension when something is due to the instructor (not for peer review). Ask at least 24 hours in advance, and extensions usually give you two days' extra time, without penalty. (No extensions possible for the final portfolio.)

- **Make sure all writing is your own work.** Plagiarism (turning in writing that is not yours as if it is yours, including if generated by A.I.) may result in a 0 grade, and possibly course failure and referral for campus disciplinary action.

Students must demonstrate their own learning, which in this class includes their own original thinking and writing.

When it comes to writing with sources, you are responsible for giving credit to other writers for their words, by quoting, and for their ideas, by naming authors. We'll study the MLA method for doing this and you will be responsible for a good faith effort to credit your sources. Photocopies of sources may be requested at any time. A good faith but faulted effort to credit sources may result in a required revision; but, be careful to note that *very* faulted efforts simply add up to plagiarism, and a 0 grade. The UW System handbook outlines more information about student rights and further actions for academic misconduct.

When it comes to working with tech tools, from spell checkers to citation makers to A.I. writing generators like ChatGPT: If you have a question about an ethical way to use a tool, please discuss it with me. I'm interested in these evolving tools and their uses (and limitations) too. But note that our default will also be that submitting A.I.-generated writing as your own will be considered academic dishonesty.

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

Reach out if you need help!

Academic Help: the campus Writing Center is here to help students. You're here to learn, so don't stress if you don't know how to do something *yet* or if you need help—or if you'd like to push yourself. Learn more: [Writing Center - Tutoring-Learning Center \(TLC\) | UWSP](#)

Mental Health Counseling: Free and confidential mental health counseling is available on campus. You are not alone. Please reach out. [Home - Counseling Center | UWSP](#)

grading and assessment of essays:

Guidelines listing assignment criteria will be distributed with essays. See Canvas portfolio assignments for rubrics. Grading scale: A 93-100; A- 90-92; B+ 87-89, B 83-86, B- 80-82; C+ 77-79, C 73-76, C- 70 – 72; D+ 67-69; D 63 – 66; F 62 and below.

Disability Resource Center: The DRC can help students with accommodations to facilitate their learning. Ask in the Solution Center or visit the website: <https://www.uwsp.edu/disability-resource-center/>

Names and pronouns: Please let me know if you use a different name than the one listed on the roster or in Canvas (and let me know if you'd like help making a change there). I invite you to tell me the pronouns to use when referring to you in front of others in class and hope you'll tell me if I mispronounce or misspell your name or use an incorrect pronoun. I do care that I get it right.

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

for you. Ask in the Solution Center or ask me to put you in touch with campus counseling resources. You are not alone. Please reach out.

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

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| Sept. 6 -8 | No Class Labor Day. Intro to the course, google journal, and implicit vs. explicit messages and meanings. |
| Sept. 11 - 15 | Notetaking for critical reading, and intro to Essay 1. |
| Sept. 18 - 22 | Using scene, dialogue, and reflection to draft Essay 1. |
| Sept. 25 - 29 | Peer Review of Essay 1, and revise and resubmit Essay 1 to instructor for feedback. |
| Oct. 2 - 6 | Critical reading and summary writing; and intro to working with sources. |
| Oct. 9 - 13 | Writing a thesis and organizing a textual analysis. |
| Oct. 16 - 20 | Peer Review of Essay 2 and conferences with instructor. |
| Oct. 23 - 27 | Reflection letter writing and Midterm Portfolio due. |
| Oct. 30 – Nov. 3 | Introduction to evaluating sources with the CRAP test, the library database, and partnered lab activity begins. |
| Nov. 6 - 10 | Peer review of collaborative lab reports, and writing creative pieces begins. |
| Nov. 13 - 17 | Writing in creative genres, and peer review of creative piece. |
| Nov. 20 and 22 | Revised Project 3 pieces due to instructor for feedback. (No Class Friday. Happy Thanksgiving!) |
| Nov. 27 – Dec. 1 | Reading genre remixes. |
| Dec. 4 - 8 | Peer review of Project 4 and conferences with instructor. |
| Dec. 11 and 15 | Final portfolio reflective letter writing, and Final Portfolio due. Last day of class is Friday, Dec. 15. |

Final Exam period: Hold our scheduled final exam period in your calendar and plan to attend for any scheduled activities. More information TBA.