Welcome to College Writing & Research!

Mondays & Wednesdays
9:30 am - 10:45 am
AUP 116

Instructor: Amanda Reavey, MFA
(she / her / hers)

Office Hours: MW 11 am – 12 pm
By Appointment

Location: Curtin 519

Email: ajreavey@uwm.edu

*Please Note: I try to answer emails within 24 hours. If I don’t, feel free to send a follow-up email. Also, for the sake of my sanity, I don’t tend to answer emails after 7:00pm.

COURSE OVERVIEW

English 102 is the first step in becoming informed citizens. With so much information available, sometimes it is difficult to sort through it. This class will challenge our perceptions, challenge how we engage with information, and challenge us to think critically about every source we encounter.

The theme of our course is “Milwaukee,” which is Wisconsin’s largest city. Not only is it located along one of the great lakes (Lake Michigan), but it is also at the confluence of the Milwaukee, Kinnickinnic and Menomonee Rivers. Founded in 1795 by French fur trader Jacques Vieau, the name Milwaukee is said to come from the Algonquian word “minowakiing,” meaning “the good land.”

Since we have committed to living in Milwaukee, or the Milwaukee area, for the foreseeable future, we’ll spend this semester getting to know it through a critical and investigative lens. Let’s explore what Milwaukee has to offer!

OBJECTIVES

- To help you understand, and put into practice, the idea that research is a thoroughly rhetorical endeavor
- To teach you 21st century critical information literacy concepts and practices

MATERIALS NEEDED

- Access to the internet & a computer
- English 102 Hayden-McNeil Online Course
- Access to Canvas
- A notetaking method & laptop or tablet
In Segment One of this course, we’ll learn how to think rhetorically about research while also learning about Milwaukee. To do this, we’ll learn foundational, core concepts including rhetoric, rhetorical situations, genre, and information cycles.

In Segment Two of this course, you’re going to dig into a specific issue, question or concept about Milwaukee that interests you, while also learning how to think more critically about searching for information.

Segment Three focuses on three main concepts, where rhetoric and information literacy overlap to help you undertake more rigorous academic research and to communicate your findings and new insight to real people who also care about the problem or issue.

Assignments include:

- **Three (3) Major Segment Projects.** This includes prep materials. You will also have the opportunity to revise your completed segment project. Revisions must be turned in within one week after receiving the initial feedback.

- **Fifteen (15) Shortstack Writing Assignments.** These are mini writing assignments 250-500 words. You will receive a prompt plus guidelines designed to help you generate material, think critically, and draft your major segment projects.

- **Class Engagement.** This includes attendance, participation (i.e. discussions, focused freewrites, individual and group work), turning work in on time, and being prepared (i.e. doing the readings and assignments) for class.
COURSE AGREEMENTS

Together, we can create an inclusive classroom that acknowledges everyone’s learning styles, preferences, and needs. My favorite acronym for this work is “this class CARES”:

Confidentiality: What we share here, stays here. Don’t record or photograph me or another student without our express consent. We will all learn more if we feel safe to share our ideas, thoughts, and experiences.

Acceptance: We accept each other’s differences, experiences, and backgrounds.

Respect: Actively listen to each other, and remember we are all learning (including me).

Empathy: Keep an open mind to students’ opinions. We all have something to contribute. We are all invited to the table.

Support: College life can be fun, but also stressful. Get to know your fellow students. Reach out to someone if you need to do so.

GRADING CONTRACT (COMMUNITY GRADING AGREEMENT)

Grades in this class are based on the time and intensity you put into your writing. Throughout the semester, you will have the opportunity to self-assess your segment projects, your engagement in class, and your learning. Please see the separate document "Our Community Grading Agreement."

Can we imagine assessment mechanisms that encourage discovery, ones not designed for assessing learning but designed for learning through assessment?
– Jesse Stommel
Attendance

Attendance is one of the easiest ways to engage in the class. See the grading agreement handout to understand how this affects your goal.

You will not be penalized if you have miss class due to religious reasons or military duty. Please coordinate with me so we can ensure you don’t fall behind.

Late Work & Extensions

You are expected to submit all assignments on time. I accept late assignments for up to 48-hours after the due date. See the grading agreement handout to understand how this affects your goal. Technological issues do not excuse you from completing your work.

Technology

Research shows that taking notes by hand is better for retention. Computers and phones should be away unless otherwise given permission. You will receive one warning, after which you will be asked leave and will not receive attendance credit for the class.

Plagiarism

All work that you submit must be your own work. This is about respect, not just for others, but also for yourself. If you are doing anything that constitutes cheating or plagiarism, you will not receive credit for the assignment, and risk facing repercussions for violating UWM’s student code of conduct.

ACCESSIBILITY & ACCOMMODATIONS

The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA. To request services: https://uwm.edu/arc/