**English 150: Advanced Composition/Spring 2017**

Dr. Patricia Gott

Office: 318CCC Email: pgott@uwsp.edu Phone: 715-346-4347

 Office Hours:

--Tuesdays: 3:30-4:15

 --Wednesdays: Electronic Office Hour from 1-2 (I’m online then)

--Thursdays 11:30-12:15

--Other times by appointment

\*\**Make sure you check your campus email on a daily basis, as I regularly send out announcements via email. I do check phone messages, but not as frequently as email.*

**Course Description and Purpose:** Welcome to English 150, a writing course that builds on the connections between reading, analysis, research, and writing. The assignments are designed to involve you in an imaginative, mindful, and reflective writing process which will enhance your critical thinking skills. These are important skills for success, not only in your college coursework, but also in the work world beyond the classroom—whatever your major. In a recent survey, 93 percent of employers surveyed ranked written communication skills as the most important applied skills for college graduates and English 150 is a crucial first step towards developing these abilities.

**Required Texts and Supplies**: All texts are available at the DUC bookstore.

 --Hacker. *Rules for Writers.* Seventh ed. **PURCHASE TEXT.**

--Harjo, Joy. Crazy Brave. **PURCHASE TEXT**.

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 --Participate in discussion, small group activities, and peer reviews;

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 --Develop research plans and keep informed on current issues as you explore issues pertaining to your general topic;

 --Write a series of analytic and argumentative essays that both articulate your own position and contribute to your understanding of the various topics we discuss.

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--Engage with a variety of primary and secondary sources through personal response;

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**Course Requirements:**

*Paper #1 25%*

 *Paper #2 25%*

 *Asst. #3 25%*

*In class written responses/*

 *Verbal participation 10%*

*Research Presentation*

*Reflection 15%*

 *Total 100%*

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**Preparing Drafts**: --Since your writing represents an extension of your professional image, all **assignments should be proofread and checked for spelling and grammar before handing them in.** (And don’t just rely on spell and grammar check devices to catch all your errors). Drafts submitted for comments that are riddled with errors will be returned to you with no comments on them.

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**Attendance:** Because part of your grade in this course is dependent on your regular performance and preparation, regular class attendance is required. You have three absences free of charge; in other words, these three absences are not counted against your final grade. After your third absence, final course grades ***MAY*** *be* lowered by a third of a letter grade for each absence. (i.e., A to an A-). I make NO distinction between excused and unexcused absences except for religious holidays or official organized and documented UWSP events. **I DO NOT NEED TO KNOW WHY YOU ARE OR WILL BE ABSENT—UNLESS YOU ARE DEALING WITH A SEVERE AND/OR CONTAGIOUS ILLNESS THAT NECESSITATES YOU MISSING MORE THAN A CLASS OR TWO** in which case you should email me about this. I will require a doctor’s note in this event. You are also responsible for acquiring any handouts or assignments you miss. I cannot reteach the class you have missed for you. Think of it this way: You have known all semester when class is scheduled for. If you have chosen to be absent, that is your business -- you are an adult and can make decisions. My absence policy allows you to decide which classes you'll miss.

**Lateness policy**: Please arrive in class on time and stay through the entire hour. If you arrive late or leave early, you may miss out on handouts and valuable information about assignments including due dates, etc.

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**Conferences:** You are required to sign up for two conferences to meet with me in my office, 318 CCC, during the scheduled conference time slots. This gives you the opportunity to meet with me individually to improve your writing and allows you to ask questions about the revising and research process. Missing a scheduled conference without rescheduling it counts as one absence.

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**Resources: The Tutoring and Learning Center** (TLC) provides **FREE TUTORING—yes, free!!!--** to any student interested in improving her or his writing abilities. TLC tutors will not correct or proofread your drafts, but will instead teach you strategies that good writers use during the writing process to revise and enhance their work. These include strategies for brainstorming, drafting, and revising. Located in the basement of the library, the TLC is available for assistance with writing projects for any of your classes, including this one. **Students with learning differences** may want to visit UWSP’s Office of Disability Services (103 SSC, x 3365) to work with that office.

**Let me know if you have any questions. Looking forward to a good semester of writing, reading and critical thinking as we study texts and the art of writing together!**

## *English 150 Readings and Due Dates: Spring 2017*

## IMPORTANT: Make sure you complete the assigned reading for each class period BEFORE you come to class. Also bring the specific text(s) to each class that includes that day’s reading.

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## *\*\*Note that changes will most likely be made to this syllabus; If so, I’ll email them to you*

Week 1 (Jan. 24-26)

T Introduction to 102/Discuss Syllabus and Course Guidelines

 Th Finish introductions to one another/In-class writing/Fiji articles distributed

## Week 2 (Jan. 31-Feb. 2)

##  T Follow up on In-class writing/Fiji articles discussed

##  \*\*As with all your reading, make sure to READ the material BEFORE CLASS)

##  Th Read Jarvis, “Sanctuary” and Southgate, “My Girlish Boy” (Available ER Electronic Reserve)/Read RW. Ch. 5 “Writing about Texts”

## --Essay 1 Assigned\*/(See student essay format RW, pg. 46, too, and syllabus guidelines for papers)

## Week 3 (Feb. 7-9)

##  T *Crazy Brave*, pages 1-61 Discussed/Group Brainstorming

## Th *Crazy Brave* continued, pages 61-131/--In class response due

Read RW. Ch. 2 and 3, pg. 22-39, “Writing Rough Drafts”

Week 4 (Feb. 14-16)

T Finish *Crazy Brave*/More Group Work/Clip from *Reel Injun*

Th **Essay 1 Draft 1 Due/Peer Review/**

 Read “A Modest Proposal” (PA 757-763)

 \*\*Bring Rules for Writers for help with grammar/Read RW pg. 30-42/”Revising, editing and reflecting”

Week 5 (Feb. 21-23)

T **Essay 1 Draft 2 Due to Hand in**

MLA Discussed/Look over PA Ch. 9-11: Citing Sources, Documenting and Plagiarism

Th **Meet in Computer Lab CCC 307**/Bring in article (your choice, but it should discuss a news or historical issue) from a REPUTABLE online news source or newspaper (NY TIMES, etc.—see list discussed in class) RW Ch. 55c 446-454 “Summarizing and Paraphrasing, etc. ”/Begin *Big Tiny* if you haven’t yet

Week 6 (Feb. 28-Mar. 2)

##  T Read *Big Tiny*, pg. 1-107----Discussed

 Argumentation begins, skim RW pgs. 92-105

## Th *Big Tiny* continued, pgs. 108-214 /Group Brainstorming/In class response due

Week 7 (Mar. 7-9)

T **Final Draft Essay 1 Due/** Finish Big Tiny

ThIntroduction to Library Sources and Databases—\***LIBRARY DAY Meet in Library 107**

Week 8 (Mar. 14-16)

T Brainstorming Research Topics and Approaches/Discuss Sample Papers

Th Logical Fallacies Discussed/ Read PA Ch. 5 137-148

Week 9 (Mar. 21-23)

T-Th **Spring Break—No Class** **HAVE FUN AND TAKE A BREAK!!**

Week 10 (Mar. 28-30)

 T **Peer Review Paper 2: First Draft**

 Annotated Bibliographies Discussed

Th Brainstorm Stock Arguments in Groups

Week 11 (Apr. 4-6)

T-TH No class/ Paper Two conferences in my office 318 CCC (Bring Paper 2 to conferences)

Week 12 (Apr. 11-13)

 T **Final Draft Paper 2 Due/**PA Essays on Meat Eating and Vegetarianism: pg. 686-698

Th Analyzing Multiple Perspectives handout/Discussion and Freewrite

Week 13 (Apr. 18-20)

T Annotation Work Day and Peer Review: Bring in sources/ Annotation Peer Review: Bring in sources/ Meet in computer lab CCC 307

ThResearch Paper Outline (write in class)/**Meet in computer lab NFAC 215 (\*Note location change)**

Week 14 (Apr. 25-27)

T-Th **No Class-Conferences in my office—318 CCC** as scheduled

Week 15 (May 2-4)

T **Annotated Bib/Final Check, Review/All Bibliographies due May 4**

Th **Presentations of Research Findings in alphabetical order/Check schedule**

Week 16 (May 9-11)

 T-Th **Presentations of Research Findings in alphabetical order/Check schedule**

**\*\*Final Drafts of Research Paper Findings due last day of class, Thursday, May 11 or by 4 pm, Thursday, May 18 in my office/Additional Drop off times before this will be announced**

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Week 13 (Apr. 18-20)

T Annotation Work Day and Peer Review: Bring in sources/ Annotation Peer Review: Bring in sources/ Meet in computer lab CCC 307

ThResearch Paper Outline (write in class)/**Meet in computer lab NFAC 215 (\*Note location change)**

Week 14 (Apr. 25-27)

T-Th **No Class-Conferences in my office—318 CCC** as scheduled

Week 15 (May 2-4)

T **Annotated Bib/Final Check, Review/All Bibliographies due May 4**

Th **Presentations of Research Findings in alphabetical order/Check schedule**

Week 16 (May 9-11)

 T-Th **Presentations of Research Findings in alphabetical order/Check schedule**

**\*\*Final Drafts of Research Paper Findings due last day of class, Thursday, May 11 or by 4 pm, Thursday, May 18 in my office/Additional Drop off times before this will be announced**

**English 150: Advanced Composition/Spring 2017**

Dr. Patricia Gott

Office: 318CCC Email: pgott@uwsp.edu Phone: 715-346-4347

 Office Hours:

--Tuesdays: 3:30-4:15

 --Wednesdays: Electronic Office Hour from 1-2 (I’m online then)

--Thursdays 11:30-12:15

--Other times by appointment

\*\**Make sure you check your campus email on a daily basis, as I regularly send out announcements via email. I do check phone messages, but not as frequently as email.*

**Course Description and Purpose:** Welcome to English 150, a writing course that builds on the connections between reading, analysis, research, and writing. The assignments are designed to involve you in an imaginative, mindful, and reflective writing process which will enhance your critical thinking skills. These are important skills for success, not only in your college coursework, but also in the work world beyond the classroom—whatever your major. In a recent survey, 93 percent of employers surveyed ranked written communication skills as the most important applied skills for college graduates and English 150 is a crucial first step towards developing these abilities.

**Required Texts and Supplies**: All texts are available at the DUC bookstore.

 --Hacker. *Rules for Writers.* Seventh ed. **PURCHASE TEXT.**

--Harjo, Joy. Crazy Brave. **PURCHASE TEXT**.

--Kirsner and Mandell. *Practical Argument*. **TEXT RENTAL.**

**--**Williams, Dee. Big Tiny. **PURCHASE TEXT**.

--Paper, either notebook or loose leaf, a pen with **BLACK OR BLUE INK** and a folder. (Preferably paper folders as they decompose in landfills).

Cell phone/Laptop policy: Use of cell phones, unless for a specific class purpose, IS PROHIBITED. I will deduct points from your final grade if I observe you texting during class. If you use a laptop to take notes, please sit near a wall so that others are not distracted by your screen AND please refrain from using your laptop during the discussion portion of the class.

Recording Policy: 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.

**Course Methods:** During the semester, you will:

 --Participate in discussion, small group activities, and peer reviews;

 --Read and analyze the context, rhetoric, and reliability of research materials (both online and print sources);

 --Develop research plans and keep informed on current issues as you explore issues pertaining to your general topic;

 --Write a series of analytic and argumentative essays that both articulate your own position and contribute to your understanding of the various topics we discuss.

**Course Objectives**: When you leave this course, you should have learned to:

--Engage with a variety of primary and secondary sources through personal response;

--Increase your knowledge of current global issues through research

--Gain a greater understanding of forms of argumentation and employing them as writing strategies;

--Develop skills in locating, reading or observing, and synthesizing (integrating) source material into your own writing;

--Refine your techniques of revising and editing prose to help provide greater clarity and precision in your writing.

**Course Requirements:**

*Paper #1 25%*

 *Paper #2 25%*

 *Asst. #3 25%*

*In class written responses/*

 *Verbal participation 10%*

*Research Presentation*

*Reflection 15%*

 *Total 100%*

Because this is a course that focuses on the writing process in its many manifestations, you will have ample opportunity to revise your work to help you build on your writing and critical skills. Such development requires effort and an understanding of and involvement with your own writing process. Evaluation will be based primarily on your progress as a writer, and involves the criteria of focus, audience awareness, development, organization, style, grammar, mechanics and appropriate documentation. As far as the grade range, a C represents average but satisfactory development of the above criteria, a B represents above average development, and an A representing superior development and effort towards the criteria above. Work that represents below average development will receive a D. D work suggests that a writer is not involved in his or her writing and is unaware of the contexts, format, and stylistic choices that affect that writing.Work that is not submitted will receive an F**. Note: Incompletes can be given only in the case of a medical emergency**.

**SCALE:** A = 94-100 % A- = 90-93% B+ = 87-89%

B = 83-86% B- = 80-82% C+ = 77-79%C = 73-76% C- =70-72% D+ = 67-69%

D = 63-66% D- = 60-62% F = 0-59%

**Paper Descriptions:** Over thecourse of the semester, you will write three developed and revised papers this semester, including a memoir/personal narrative of critique of a non-fiction text, an investigation/position paper, and an annotated bibliography (a collection of sources that will lead to your research presentations) on a topic of your choice approved by me. You will also present your findings in argument-based discussion at the end of the semester. We will use the broad topics “Race, Gender and Class” to help us frame our discussions.

**Preparing Drafts**: --Since your writing represents an extension of your professional image, all **assignments should be proofread and checked for spelling and grammar before handing them in.** (And don’t just rely on spell and grammar check devices to catch all your errors). Drafts submitted for comments that are riddled with errors will be returned to you with no comments on them.

**-- All drafts must be typed and double-spaced and pages should be numbered and you may print on both sides of the paper.** Polished drafts need to be formatted consistent with MLA style (discussed extensively in *Rules for Writers*). (See examples of sample papers in *Rules for Writers*).

 --All assignments should be double-spaced using a standard font, such as Times New Roman, in 12 point. No extra spaces should be included between paragraphs and no extra space is necessary in the margins (1” margins).

--Staple all drafts and label them accordingly (i.e. “first draft,” “second draft,” “final draft.”) To receive full credit for each assignment, make sure you hand in rough drafts with peer review sheets with your final drafts.

--Final drafts submitted without commented rough drafts will be downgraded one letter grade, and final drafts of papers submitted without sources will not be accepted. Finally, avoid non-sexist language in your papers (restrictive language that always refers to one gender when both are implied).

**Daily Written Responses:** Written responses are an opportunity to express your reactions to the assigned materials and make connections between the readings and other information you come across in our class as well as your own experiences. They also help in the beginning stages of the argument process. Some responses will be completed in class in response to a prompt related to a specific question from that day’s reading, although occasionally the prompt will be open-ended. **At other times, which I will announce, I will ask you to bring a typed response to class ahead of time on the day we are discussing the text. MAKE SURE YOU READ THE ASSIGNED MATERIAL BEFORE YOU COME TO CLASS**. They allow me and your classmates to see that you have read the assigned material and have thought about it in some depth. You should aim to write at least about a page in length. Include a title in your response. As most responses will be in-class activities, **I do not accept late responses in most cases**. Finally, please keep returned responses and daily work together in one of your two folders. (The other folder will be used to submit rough and final paper drafts).

Email Policy/Format: As with all your work, make sure that you edit your emails before you send them. Employers regard emails as an extension of your professional image, and in a sense, English 150 can be thought of as job training for the emails you might send in your future career endeavors. Keep this in mind when you send out emails to your peers and professors.

**Attendance:** Because part of your grade in this course is dependent on your regular performance and preparation, regular class attendance is required. You have three absences free of charge; in other words, these three absences are not counted against your final grade. After your third absence, final course grades ***MAY*** *be* lowered by a third of a letter grade for each absence. (i.e., A to an A-). I make NO distinction between excused and unexcused absences except for religious holidays or official organized and documented UWSP events. **I DO NOT NEED TO KNOW WHY YOU ARE OR WILL BE ABSENT—UNLESS YOU ARE DEALING WITH A SEVERE AND/OR CONTAGIOUS ILLNESS THAT NECESSITATES YOU MISSING MORE THAN A CLASS OR TWO** in which case you should email me about this. I will require a doctor’s note in this event. You are also responsible for acquiring any handouts or assignments you miss. I cannot reteach the class you have missed for you. Think of it this way: You have known all semester when class is scheduled for. If you have chosen to be absent, that is your business -- you are an adult and can make decisions. My absence policy allows you to decide which classes you'll miss.

**Lateness policy**: Please arrive in class on time and stay through the entire hour. If you arrive late or leave early, you may miss out on handouts and valuable information about assignments including due dates, etc.

**Paper Due Dates:** Papers, reading responses and free writes are due the day indicated on the syllabus. Late papers will be penalized one letter grade per class period that they are late. **Final drafts handed in more than a week late will not be accepted.** Exceptions to the late paper policy will be granted in case of severe medical issues or family emergencies (written documentation must be provided). **\*\*DO NOT EMAIL ME YOUR PAPERS unless you have made arrangements with me in the case of an emergency (such as a death in your family) or severe DOCUMENTED ILLNESS. In these exceptional cases, you do need to contact me ahead of time to see if I will accept your emailed paper.** (In a few cases, I will contact individual students to email me papers to use as a strong sample for class discussion).

Participation AND professionalism: Participation means more than regular attendance, it means that you have read and engaged with the material, and you first participate fully in small groups and second as much in the full class discussion mindfully (and not in a distracted or negative manner). When we talk as a class, the time is meant to be a daily discussion of issues related to language and culture, a discussion which will come from your personal experience as well as the assigned readings from the text. It’s important to respect both your peers and your instructor by staying on task. Remember that we’re here to learn something AND help one another; mindful, active participation helps us achieve these goals. We also may be talking about some topics that may be uncomfortable for some in here. We will not avoid controversial or uncomfortable topics in this class. Instead, we will ask ourselves and each other why certain topics offend us or make us uncomfortable. And we will always be respectful and mindful of other people’s opinions and feelings.

**Conferences:** You are required to sign up for two conferences to meet with me in my office, 318 CCC, during the scheduled conference time slots. This gives you the opportunity to meet with me individually to improve your writing and allows you to ask questions about the revising and research process. Missing a scheduled conference without rescheduling it counts as one absence.

**Plagiarism:** Essentially, plagiarism is using someone else’s words or ideas as your own without giving proper acknowledgment. Intentional plagiarism is a serious ethical lapse. The consequences of plagiarism are serious. In the work world, cheating in the workplace, stealing or appropriating another’s work as one’s own can result in legal action, and for student writers, it can result in a failing grade for the assignment or for the course. To avoid any suspicion of plagiarism, make sure that you always cite your sources properly, using the appropriate system of documentation (MLA for our purposes). We will work together to understand what plagiarism is and how it can be avoided. You can do your part asking questions to clarify and further your understanding of this topic.

**Resources: The Tutoring and Learning Center** (TLC) provides **FREE TUTORING—yes, free!!!--** to any student interested in improving her or his writing abilities. TLC tutors will not correct or proofread your drafts, but will instead teach you strategies that good writers use during the writing process to revise and enhance their work. These include strategies for brainstorming, drafting, and revising. Located in the basement of the library, the TLC is available for assistance with writing projects for any of your classes, including this one. **Students with learning differences** may want to visit UWSP’s Office of Disability Services (103 SSC, x 3365) to work with that office.

**Let me know if you have any questions. Looking forward to a good semester of writing, reading and critical thinking as we study texts and the art of writing together!**

## *English 150 Readings and Due Dates: Spring 2017*

## IMPORTANT: Make sure you complete the assigned reading for each class period BEFORE you come to class. Also bring the specific text(s) to each class that includes that day’s reading.

## *\*\*Page numbers are taken from PA(Practical Argument), RW (Rules for Writers), Crazy Brave, Big Tiny or ER (Electronic Reserve)*

## *\*\*Note that changes will most likely be made to this syllabus; If so, I’ll email them to you*

Week 1 (Jan. 24-26)

T Introduction to 102/Discuss Syllabus and Course Guidelines

 Th Finish introductions to one another/In-class writing/Fiji articles distributed

## Week 2 (Jan. 31-Feb. 2)

##  T Follow up on In-class writing/Fiji articles discussed

##  \*\*As with all your reading, make sure to READ the material BEFORE CLASS)

##  Th Read Jarvis, “Sanctuary” and Southgate, “My Girlish Boy” (Available ER Electronic Reserve)/Read RW. Ch. 5 “Writing about Texts”

## --Essay 1 Assigned\*/(See student essay format RW, pg. 46, too, and syllabus guidelines for papers)

## Week 3 (Feb. 7-9)

##  T *Crazy Brave*, pages 1-61 Discussed/Group Brainstorming

## Th *Crazy Brave* continued, pages 61-131/--In class response due

Read RW. Ch. 2 and 3, pg. 22-39, “Writing Rough Drafts”

Week 4 (Feb. 14-16)

T Finish *Crazy Brave*/More Group Work/Clip from *Reel Injun*

Th **Essay 1 Draft 1 Due/Peer Review/**

 Read “A Modest Proposal” (PA 757-763)

 \*\*Bring Rules for Writers for help with grammar/Read RW pg. 30-42/”Revising, editing and reflecting”

Week 5 (Feb. 21-23)

T **Essay 1 Draft 2 Due to Hand in**

MLA Discussed/Look over PA Ch. 9-11: Citing Sources, Documenting and Plagiarism

Th **Meet in Computer Lab CCC 307**/Bring in article (your choice, but it should discuss a news or historical issue) from a REPUTABLE online news source or newspaper (NY TIMES, etc.—see list discussed in class) RW Ch. 55c 446-454 “Summarizing and Paraphrasing, etc. ”/Begin *Big Tiny* if you haven’t yet

Week 6 (Feb. 28-Mar. 2)

##  T Read *Big Tiny*, pg. 1-107----Discussed

 Argumentation begins, skim RW pgs. 92-105

## Th *Big Tiny* continued, pgs. 108-214 /Group Brainstorming/In class response due

Week 7 (Mar. 7-9)

T **Final Draft Essay 1 Due/** Finish Big Tiny

ThIntroduction to Library Sources and Databases—\***LIBRARY DAY Meet in Library 107**

Week 8 (Mar. 14-16)

T Brainstorming Research Topics and Approaches/Discuss Sample Papers

Th Logical Fallacies Discussed/ Read PA Ch. 5 137-148

Week 9 (Mar. 21-23)

T-Th **Spring Break—No Class** **HAVE FUN AND TAKE A BREAK!!**

Week 10 (Mar. 28-30)

 T **Peer Review Paper 2: First Draft**

 Annotated Bibliographies Discussed

Th Brainstorm Stock Arguments in Groups

Week 11 (Apr. 4-6)

T-TH No class/ Paper Two conferences in my office 318 CCC (Bring Paper 2 to conferences)

Week 12 (Apr. 11-13)

 T **Final Draft Paper 2 Due/**PA Essays on Meat Eating and Vegetarianism: pg. 686-698

Th Analyzing Multiple Perspectives handout/Discussion and Freewrite

Week 13 (Apr. 18-20)

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