|  |  |  |
| --- | --- | --- |
| Dr. Dejan Kuzmanovic  dkuzmano@uwsp.edu  CCC 427; 346-4719 | **English 202. Section 17**  Mon/Wed 3:35-4:50 CCC 206 | Office Hours:  Mon 5-6, Tue 2-3, Thu 11-12 and  by appointment |

**COURSE DESCRIPTION AND LEARNING OBJECTIVES**

This course is an intensive writing workshop designed to help you strengthen the skills of critical reading, argumentative writing, and research. You will engage in frequent writing in and out of class, discussions, and small-group activities. Regular attendance and participation are expected.

Upon the completion of this course, you will be able to:

* 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, and audience.
* Apply your understanding of elements that shape successful writing to critique and improve your own writing and the writing of others through effective and useful feedback.
* Distinguish between different kinds of sources and conduct basic research
* Employ the skills of critical reading and logical thinking to analyze and discuss various aspects of American culture, especially as they relate to college education.

This is a required course, but I hope you will approach it, not as a chore that has to endured, but as an opportunity to expand your thinking and hone the skills you will need throughout college.

**TEXTS**

* **Required rental:** Laurie G. Kirszner and Stephen R. Mandell, *Practical Argument*, Bedford/St. Martin’s, 2014 (2nd edition).
* **Supplemental material:** occasional required readings in handouts or online
* **Recommended purchase:** *Rules for Writers* (7th edition). With information about grammar, style, documentation and other important matters, this book will be useful in many courses.

**COURSE REQUIREMENTS & GRADING POLICY**  % of course grade

**Daily Work Grade** (attendance, participation, quizzes/exercises, participation) 10%

**Position Essay** (3 pages) 10%

**Critical Response Essay** (3 pages) 10%

**Midterm Exam**  20%

**Sources-Based Essay** (5 pages) 20%

**Research Essay** (6 pages) 30%

**DAILY WORK GRADE AND ATTENDANCE POLICY**

This workshop-type class can be effective only if you **attend regularly** and **come to class prepared** (having done the readings and homework, and ready to engage in discussion). There will be frequent **in-class exercises and pop-up reading quizzes**, which will be evaluated and **cannot be made up** because they gauge your preparation and participation on a specific day.

Your Daily Work Grade will based on the following factors:

**Attendance** **Participation in Discussions Quizzes and Exercises** **Grade**

1-2 absences frequent outstanding (++) A level

3 absences occasional good (+) B level

4 absences rare satisfactory () C level

5 absences unsatisfactory in some categories but satisfactory in others D level

**Students with 6 or 7 absences will automatically receive “F” as their Daily Work Grade. Students with 8 or more absences for any reason will automatically fail the course.**

I can excuse only absences caused by serious illness or official university business, and they will require appropriate written documentation, so save the first few low-penalty absences for times when you really need them (being unwell, doctor’s appointment, family emergency, travel, etc.).

# GENERAL GUIDELINES FOR ALL ESSAYS

You will receive specific guidelines and the grading rubric for each essay well in advance its due date, but the instructions listed here apply to all essays, unless otherwise specified.

Format:

# Essays should have one-inch margins and be printed in a 12-point regular font, such as Times New Roman. Do not use bold, *italicized*, or any excessively large font.

# One page of writing should contain about 250-350 words. So, a three-page essay should contain approximately 750-1,000 words, and a five-page essay about 1,250-1,800 words.

# Double-space all essays and number each page. Staple the pages together.

# Page one should contain your name, course number, and the date in the left upper corner. (This information should be only on the first page, not in the heading of each page.)

# All essays should have creative and informative titles, centered just above the beginning of the text. There is no need to create a separate title page.

# Proofread each essay with care to remove any obvious errors and typos.

Deadlines:

# Essays are due at the beginning of class on due date (unless otherwise specified).

# For each day an essay is late, the grade will be lowered to the grade below (ex: B+ to B).

# One weeklong penalty-free extension in the semester is allowed if you ask in advance.

**MIDTERM EXAM**

The exam will test your knowledge of the key concepts covered in the course and your skills of quoting, paraphrasing, and documenting sources. You will receive a detailed study sheet and take a practice exam. Missed exam can be made up only within the week of the scheduled date.

**EXTRA CREDIT OPPORTUNITIES**

You will have occasional, optional opportunities to **attend a public event on campus and write a brief report** (2 pages) about the event. The report should include an accurate and well-made **summary** of the main elements of the event (key ideas in a talk, opposing views in a debate, key themes and characters in a film or play, etc.) and **your response** to the event (what you found interesting or moving and why). For each report you will earn 1 or 2 points, based on its quality. **For every 4 points earned, your Daily Work Grade will go up one grade** (say, from B to B+). I will announce these opportunities through the semester, as info about events becomes available.

Here are a few upcoming extra credit opportunities:

February 9: Creation of Community at Tomahawk’s Harley Davidson Fall Ride (6:30 pm. Portage Co. Library, 1001 Main Street, Stevens Point) Speaker: Prof. Lisa Theo

February 10: Stigma Stops Here: A Discussion on Mental Health (6:00 pm, DUC Alumni Rm.) Speakers: The National Alliance on Mental Illness, a UWSP Student Panel

February 11: Mountain, Water, Rock God: Understanding the Himalayan Hindu Shrine of Kedarnath in the Twenty-First Century (4 pm) Speaker: Prof. Luke Whitmore

February 25: Different Tribes: Different Cultures (4:00, DUC Alumni Room) Speakers: American Indians Reaching for Opportunity, a UWSP Student Panel

March 1: Brett’s Life: Living with Traumatic Brain Injury (6:00 pm, DUC Laird Center) Speakers: Brett and Kareen Everman

|  |
| --- |
| March 4-6 & 10-12: Shakespeare’s “A Midsummer Night’s Dream” (NFAC Jenkins Theatre) |

**ACADEMIC RESPONSIBILITIES AND RIGHTS**

**Plagiarism, cheating, and other forms of academic misconduct are serious violations.** Please familiarize yourself with UWSP Student Academic Standards and Disciplinary Procedures (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf> ). If you are unsure whether certain action is appropriate or not, please feel free to talk to me about it.

In addition to academic responsibilities, you also have certain **rights as members of the campus community, including the right to be free from physical or verbal harassment of any kind.** You should become familiar with UWSPCommunity Bill of Rights and Responsibilities: <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>. In addition, there is a **Bias/Hate Incident Reporting Form** (<http://www.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx>), which you can use to report (anonymously, if you prefer) any bias/hate incidents you may have experienced or witnessed, such as sexual assault and blatantly racist or homophobic behavior. Bullying of any kind is unacceptable at UWSP, and it is your right and duty to report it.

In accordance with the American with Disabilities Act, UWSP provides accommodations allowing people with disabilities to participate in and benefit from all its programs and services. I am committed to **accommodating students with a documented disability**, so do not hesitate to talk to me if you need to make special arrangements of any kind. For the procedure and paperwork, please contact UWSP Disability Services (Learning Resource Center, Room 609, [datctr@uwsp.edu](mailto:datctr@uwsp.edu), <http://www.uwsp.edu/disability/Pages/toQualifyForDisabilityServices.aspx>).

There are some appropriate forms of assistance you can receive with your papers.I recommend the **Writing Lab in the Tutoring and Learning Center (TLC)** in the basement of the library (LRC 018), which offers free one-on-one help with papers at any point in the writing process, from outlining to checking a completed paper before submission. The writing tutors are UWSP students who have done well in their classes and who are here to share their successful writing habits to help others succeed. Talking about writing projects always makes them better, and the tutors in the lab are eager to help. Drop in LRC 018 or call (715) 346-3568 for an appointment.

|  |  |  |  |
| --- | --- | --- | --- |
| Writing Lab | Mon. – Thu. | 9:00 am - 8:00 pm | TLC (LRC 018) |
| Writing Lab | Fri. | 9:00 am - 1:00 pm | TLC (LRC 018) |
| Drop-in | Mon. and Wed. | 6:00 pm - 8:00 pm | DeBot  Room 073 |

**Appropriate classroom conduct** **ensures that the classroom is a safe space for all students.** Showing respect for each and every individual – regardless of their age, sex, race, ethnicity, religious or political opinions, gender identity, sexual orientation, and other forms of difference – is essential for everyone’s success and wellbeing. Treat others as you would like to be treated.

**UWSP is committed to** **inclusiveness and civility** within our increasingly diverse community. At times we will discuss controversial issues on which class members may strongly disagree, and we need to cultivate an atmosphere in which everyone feels comfortable expressing their views while respectfully addressing others’ views, even when questioning or challenging them.

**Please turn off all electronic devices** unless you use them for the sole purpose of taking notes. Texting, emailing, or Web browsing in class is not allowed because it will distract both you and others from class activities. Being inattentive will adversely impact your Daily Work Grade. Also, the English Department policy is that students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor.

# TENTATIVE SCHEDULE AND DEADLINES (any changes will be announced in advance)

**Please come to class prepared and be engaged in class activities.** Read everything assigned for that day and bring the readings to class. Prepare some comments or questions about the readings that you might share during discussion. We are all here to learn and exchange ideas in an atmosphere of intellectual curiosity and mutual respect, so feel free to express yourself. Do not wait for brilliant ideas in order to speak up. Any relevant comment or question is valuable.

**Do your best to complete all assignments on time.** If you fall behind, it may be hard to catch up. If you miss a class, be sure to find out what you missed. Most handouts, class notes, and other content will be available on D2L, so you can access it at your convenience.Check your e-mail regularly for updates, and feel free to email me with questions or to make an appointment.

# All page numbers refer to *Practical Argument* (PA). Please always bring the book to class. Read before each class the pages assigned for that date and complete all other homework.

**UNIT 1 (Weeks 1-3)**

Topic: What is the value of college? Is college for everyone?

Purpose: Understand elements of argument & construct an effective written argument

Product: Position Essay (three pages, 750-1,000 words)

January 25: Introductions

January 27: Read PA 19-25 Complete Introduction Questionnaire

February 1: Read PA 29-35 Consider questions on p. 31 & p. 35

February 3: Read PA 36-39 Consider questions on p. 37 & p. 39

February 8: Bring Position Essay draft to class for peer review and development.

**February 10: Position Essay due**

**UNIT 2 (Weeks 4-6)**

Topic: Do violent media images trigger violent behavior?

Purpose: Practice active reading, quoting, summarizing and responding

Product: Critical Response Essay (three pages, 750-1,000 words)

February 15 & 17: No regular classes: There will be **mandatory individual conferences** in my office instead. We will make a special schedule for these conferences.

In the meantime, instead of in-class sessions, you will read PA 56-64 and complete a D2L exercise as preparation for your Critical Response Essay.

February 22: Read PA 65-73 Complete Exercise 2.8

February 24: Read PA 314-318 Complete Exercises 9.1 & 9.2

February 29: Read PA 319 & 323-327 Bring Critical Response Essay draft to class

**March 2: Critical Response Essay Due**

**UNIT 3 (Weeks 7-10)**

Topic: How can we make college more affordable?

Purpose: Develop the skills of integrating and documenting information from sources

Product: Sources-Based Essay (five pages, 1,250-1,750 words)

March 7: Read PA 329-342 Complete the documentation exercise

March 9: Read PA 343-349 Complete the reverse outline exercise

March 14: Read PA 351-356 **Midterm Exam**

March 16: Read PA 539-544 Consider questions on p. 541 & on p. 544

SPRING BREAK (Have fun! Be safe!)

March 28: Read PA 546-551 Consider questions on p. 548 & on p. 552

March 30: Read PA 553-555 Bring Sources-Based Essay draft to class

**April 4: Sources-Based Essay Due**

**UNIT 4 (Weeks 11-15)**

Topic: Open topic, as long as it is related to education (I will provide suggestions)

Purpose: Develop research skills and create a polished research-based argument

Product: Research Essay (six pages, 1,500-2,000 words)

**Tentative due dates:** The actual due dates will be listed in the Research Essay guidelines.

April 20: Outline & Bibliography

April 27: Draft

May 2-4: Peer Reviews

May 11: Revision

You will receive a detailed schedule for this final unit later in the semester. There will be some short readings from *Practical Argument*, but most class time will be spent on developing your Research Essay: outlining, building a bibliography, drafting, peer reviewing, and revising.

**FINAL EXAM:** Friday, May 20th 12:30-2:30 pm

**There is no final exam in this class, but the university policy requires that all classes meet during the scheduled final exam session.** The activities for this session will be announced later. They will provide an opportunity to earn extra credit that might increase your overall grade. If you miss no/few classes earlier and are happy with your grade, you may skip this final session.