*Sapere aude*! (Dare to know!)

|  |  |  |
| --- | --- | --- |
| Dr. Dejan Kuzmanovic  dkuzmano@uwsp.edu  CCC 427; 346-4719 | **English 101: Freshman English**  Section 25: Tu/Th 11:00-12:15 CCC 240  Section 20: Tu/Th 2:00-3:15 CCC 106  Section 22: Tu/Th 3:30-4:45 CCC 106 | Office Hours:  Tue 12:45-1:45, Wed 4:30-5:30, Thu 9:45-10:45,  and by appointment |

**COURSE DESCRIPTION AND LEARNING OBJECTIVES:**

This course is an intensive writing workshop with the goal of preparing you for reading, writing, and exchanging ideas on a college level. You will engage in frequent writing in and out of class, general discussion and small-group activities. Regular attendance and participation are expected.

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

* Compose an articulate, thoughtful, grammatically correct, and organized piece of writing with ideas, evidence, and information suitable to the topic, purpose, and audience.
* Recognize and correct common grammatical errors and stylistic problems.
* 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.
* Employ the skills of critical reading and logical thinking to analyze and discuss various aspects of American culture.

**Be smart:** Do not approach this required course as a chore that has to be endured, but as an opportunity to expand your thinking and hone the skills you will need throughout college.

**The classroom must be a safe space for all students**, requiring appropriate classroom conduct. Showing respect for 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. The Golden Rule: treat others as you expect to be treated.

**REQUIRED TEXTBOOK** (**available for rental in the campus bookstore):**

McWhorter, Kathleen T., ***Successful College Writing*, 5th Edition**, Bedford/St. Martin’s, 2012.

The textbook will be supplemented with occasional handouts and other materials.

I also recommend that you buy *Rules for Writers* (any edition), a grammar and style handbook for personal use (not in class), which can be of great help to you throughout college.

**MAJOR REQUIREMENTS & COURSE GRADE BREAKDOWN:**

**Narration Essay** (3-4 pages) 20%

**Definition Essay** (3-4 pages) 20%

**Comparison and Contrast Essay** (3-4 pages) 20%

**Cause and Effect Essay** (3-4 pages) 20%

**Daily Work Grade** 20%

# GENERAL GUIDELINES FOR ALL WRITTEN WORK:

**You will receive specific guidelines and the grading rubric for each essay 2-3 weeks before 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.

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

# One page of writing usually contains about 300-350 words. So, each of your four major essays (3-4 pages) should be approximately between 1,000 and 1,500 words in length.

# 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 header 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.

**DAILY WORK GRADE (DWG):**

You will accumulate points toward this grade by **completing** **various tasks** (homework, quizzes, group work, in-class exercises, peer reviews, etc.) and by **participating in class discussions**. You can earn up to 10 points each weak simply by doing the work and contributing to activities. *These tasks gauge preparedness for a specific day, so you may not make them up later*. However, there will be extra credit opportunities so you can compensate for a small number of absences.

**You can earn a maximum of 200 points:**

* **10 points for each of the 15 weeks, for a total of 150**

You will earn 5 points each week just for being in class (not if you are absent). Additional points will be assigned based on the quality of your work that week.

* **50 points for the final exam** (You will receive detailed guidelines before the exam.)

For the exam you will correct and improve a piece of writing I will give you, based on grammatical and stylistic issues we cover in the course of the semester.

Here is how your course grade will be determined:

Points Grade Points Grade

190-200 A 140-149 C+

180-189 A- 130-139 C

170-179 B+ 120-129 C-

160-169 B 110-119 D+

150-159 B- 100-109 D

0 - 99 F

**ATTENDANCE POLICY:**

This workshop-type class can be effective only if you attend regularly and come to class prepared (having done the readings and any homework), ready and willing to participate.

I excuse only documented absences caused by serious illness or official university business.

**There is no penalty for the 1st or 2nd unexcused absence, but you will not earn DWG points.** Save these for when you really need them (travel, doctor’s appointment, family emergency, etc.).

**Additional absences will cause the following accumulative penalties:**

3rd absence 5 DWG points deducted 6th absence 40 DWG points deducted

4th absence 10 DWG points deducted 7th absence 80 DWG points deducted

5th absence 20 DWG points deducted 8th absence 160 DWG points deducted

**No student will pass the course with more than eight absences regardless of paper grades.** Students who have four or more absences by mid-semester will be encouraged to drop out.

**EXTRA CREDIT OPPORTUNITIES:**

**Attend a public event and write a two-page report** **about it** (most events will take place on campus, but some might occur elsewhere in Stevens Point).Include an accurate and clear **summary** (key ideas in a talk, positions in a debate, themes and characters in a film or play, etc.) and your **response** to the event (what you found insightful, or interesting, or moving, and why).

**You may** **submit up to 8 reports and earn up to 5 points for each report**, based on its quality. These points will be added to your DWG total to make up for absences, missed quizzes, etc.

I will announce these opportunities through the semester, as info about events becomes available. You are also welcome to suggest events for extra credit; however, they must be approved by me in advance and the whole class must know about them and have an opportunity to attend them.

**ACADEMIC RESPONSIBILITIES AND RIGHTS:**

Being a Pointer entails a number of responsibilities and rights of which you should be aware. You should be familiar with the UWSP Dean of Students’ web page about student conduct: [https://www.uwsp.edu/dos/Pages/Behavioral-Conduct-for-Students.aspx](https://www3.uwsp.edu/dos/Pages/Behavioral-Conduct-for-Students.aspx).

**Plagiarism, cheating, and other forms of academic misconduct are serious violations.** Read more about academic misconduct: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx> and academic integrity: <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>. When unsure whether certain action is appropriate or not, please feel free to talk to me about it.

**Freedom from physical or verbal harassment:** Bullying of any kind is unacceptable at UWSP, and it is your right and duty to report it. You should be aware of UWSPCommunity Bill of Rights and Responsibilities: <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf> and our Bias/Hate Incident Reporting (<http://www.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx>). You can report (anonymously, if preferred) any bias/hate incidents you experience or witness, such as sexual assault and blatantly racist or homophobic behavior.

**UWSP is committed to providing appropriate accommodations to students with disabilities** and temporary impairments. Please do not hesitate to talk to me if you need special arrangements of any kind. If you have a disability or a condition requiring assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible.  DATC can be reached at 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu). For more information, see <http://www.uwsp.edu/disability/Pages/toQualifyForDisabilityServices.aspx>.

**Tutoring and Learning Center (TLC) Writing Lab** in ALB 018 (the basement of the library) is an excellent source of appropriate and free one-on-one help with papers at any point in the writing process, from outlining to checking a completed paper before submission. Writing tutors are UWSP students who excelled in writing classes and have been trained to share their writing skills with other students. 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 (ALB 018) |
| Writing Lab | Fri. | 9:00 am - 1:00 pm | TLC (ALB 018) |

**UWSP Emergency Procedures** can be found at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures). While we may never need them, it is wise to know them in case something unwanted happens.

**CLASSROOM CONDUCT:**

UWSP is committed to **inclusiveness and civility** within our increasingly diverse community. We might 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. You are responsible for showing respect for each of your classmates, regardless of their race, ethnicity, religious or political views, gender identity, sexual orientation, and other forms of difference.

**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 those around you from class activities. You can be sure that I will notice if you engage in these activities in class, and that will adversely affect your Daily Work Grade.

**Please come to class prepared:** Read everything assigned for that day and bring the readings to class. Do any homework I may give you. Use a notebook designated for the course to take notes and do in-class exercises. I might ask you to read from it in class or use it during our discussions.

**Stay on top of things.** If you fall behind, it may be difficult to catch up. If you are concerned about meeting deadlines or completing major assignments, talk to me right away.

**Most handouts, class notes, and other content will be available in D2L**, so find them there if you miss a class. You may want to take a look at a classmate’s notes, or you can always ask me.Check your e-mail regularly for any updates, and feel free to email me with any questions.

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:

# Please follow this schedule of reading assignments and deadlines for major writing assignments If necessary, I will give you advance warning about any changes in the schedule.

# All page numbers in parenthesis refer to our textbook: *Successful College Writing*.

# Read before each session the pages assigned for that date.

# Bring the book to class whenever there are assigned readings from it.

# You will receive reduced DWG points for that day if you do not have the book.

WEEK 1

January 23: Introductions & Defining Goals

January 25: Read Syllabus, “To the Student” (xlv-li), and “Writing in College” (23-28)

January 28: **D2L Homework** – Reflections on the last semester (1 page)

WEEK 2

January 30: Read “Reading in College” (45-59 & 96-98)

February 1: Response to Reading Workshop – Read “Shitty First Drafts” (367-69)

11:00 class meets at CCC 307; 2:00 & 3:30 classes meet at SCI B238 (west)

February 4: **Response to “Shitty First Drafts” (367-69) due in D2L** (2 pages)

WEEK 3

February 6: Read “Right Place, Wrong Face” (228-30)

February 8: Read “The Lady in Red” (235-38)

WEEK 4

February 13: Read “Eating Chilli Peppers” (269) & “Out of the Woods” (276-77)

February 15: Narration Essay Workshop

11:00 class meets at CCC 307; 2:00 & 3:30 classes meet at SCI B238 (west)

WEEK 5

February 20: Visit with Counseling and Disability Services

February 22: Narration Essay Peer Review

WEEK 6

February 27: **Narration Essay Due**

March 1: Read “Freegans” (443-46) & “Guerilla Street Art” (461-63)

WEEK 7

March 6: Class cancelled; mandatory individual conferences instead (CCC 427)

March 8: Read “Rambos of the Road” (307-8) & “Conforming to Stand Out” (323-24)

WEEK 8

March 13: Class cancelled; mandatory individual conferences instead (CCC 427)

March 15: Definition Essay Workshop

11:00 class meets at CCC 307; 2:00 & 3:30 classes meet at SCI B238 (west)

WEEK 9

March 20: Definition Essay Peer Review

March 22: **Definition Essay Due**

March 27 & 29: NO CLASS – ENJOY MIDTERM BREAK!

WEEK 10

April 3: Read “Amusing Ourselves to Death” (375-77) & “Dearly Disconnected” (377-79) April 5: Read “Border Bites” (393-94)

WEEK 11

April 10: Read “Defining a Doctor, with a Tear, a Shrug, and a Schedule” (403-5)

April 12: Comparison and Contrast Essay Workshop

11:00 class meets at TNR 356; 2:00 & 3:30 classes meet at SCI B228 (east)

WEEK 12

April 17: Comparison and Contrast Essay Peer Review

April 19: **Comparison and Contrast Essay Due**

WEEK 13

April 24: Read “Sprawl Is Harmful to Wildlife” (483-85)

April 26: Read “An Early Start” (496-97)

WEEK 14

May 1: Cause and Effect Essay Workshop

11:00 class meets at CCC 307; 2:00 & 3:30 classes meet at SCI B238 (west)

May 3: Cause and Effect Essay Peer Review

WEEK 15

May 8: Preparation for the final exam

May 10: **Cause and Effect Essay Due**

**Final Exam:** Section 25 (11:00 am) – Monday, May 14, 12:30-2:30 pm

Section 20 (2:00 pm) – Thursday, May 17, 8:00-10:00 am

Section 22 (3:30 pm) – Tuesday, May 15, 5:00-7:00 pm