

Sapere aude! (Dare to know!)

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| Dr. Dejan Kuzmanovic dkuzmano@uwsp.edu CCC 427; 346-4719 | English 101: Freshman English Section 6: Tu/Th 11:00-12:15 CCC 238 Section 7: Tu/Th 3:30-4:45 CCC 226 Section 8: Tu/Th 12:30-1:45 CCC 238 | Office Hours: Tue 5:00-6:00, Thu 2:00-3:00, and by appointment |
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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.
- Describe the process of critical thinking, as well as identify and analyze reasoning in arguments about American society, especially those related to college education.

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.

Please come to class prepared: Read all assigned texts before class and bring the book to class. Do any other homework I may give you. Use a notebook to take notes and do in-class exercises.

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.

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

Kirsznner & Mandell, *Patterns for College Writing*, 14th Edition, Bedford/St. Martin’s, 2018.

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.

Most handouts, PowerPoints, and other content will be available in Canvas, so find them there if you miss a class. You may also want to talk to a classmate about what you missed. Check your e-mail regularly for any updates, and feel free to email me with any questions.

REQUIREMENTS & COURSE GRADE:

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| Daily Work Grade | 20% (80 points) |
| Response Essay (2 pages) | 10% (40 points) |
| Narration Essay (2 pages) | 10% (40 points) |
| Reflection Essay (4 pages) | 20% (80 points) |
| Comparison Essay (2 pages) | 10% (40 points) |
| Position Essay Outline (2 pages) | 10% (40 points) |
| Position Essay (4 pages) | 20% (80 points) |

You can earn up to 400 points in the course, which is equivalent to the GPA of 4.00.

Your course grade will be determined according to this 400-point scale:

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| A (383-400) | B+ (317-349) | C+ (217-249) | D+ (117-149) |
| A- (350-382) | B (283-316) | C (183-216) | D (83-116) |
| | B- (250-282) | C- (150-182) | F (0-82) |

A student will fail the course if any of the following is true:

- The student did not turn in either of the two major essays (Reflection and Position)
- The student missed more than eight sessions for any reason
- The student received 0 points on 7 or more reading quizzes

DAILY WORK GRADE (DWG):

Regular attendance and participation are expected. Your preparation and attention will be evaluated through reading quizzes and in-class exercises. Productive contributions to class discussions will make this grade higher, and excessive absences will lower it.

There will be at least 12 **reading quizzes**, 10 of which will count (4 points each). They will be based on the readings assigned for the day and cannot be made up later, unless preapproved.

There will be at least 7 **in-class exercises**, 5 of which will count (8 points each). They will be based on grammatical and stylistic issues covered in class and will have specific deadlines.

Here is how your DWG grade will be determined:

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| A (74-80) | B+ (62-67) | C+ (44-49) | D+ (26-31) |
| A- (68-73) | B (56-61) | C (38-43) | D (20-25) |
| | B- (50-55) | C- (32-37) | F (0-19) |

Students' voluntary contributions to discussions will be rewarded with up to 10 extra points. Don't be shy. This laid-back, small class is an ideal opportunity to develop the skills and comfort you will need to speak up in more specialized courses and other situations that might demand it.

ATTENDANCE POLICY:

In this workshop-type class, every student's presence and contributions will make everyone's learning experience more successful, so please show up, both physically and mentally.

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

Unexcused absences will lead to the following penalties:

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| 1 st & 2 nd absence | no penalty (save these for the times when you really need them) |
| 3 rd & 4 th absence | 3 DWG points deducted for each absence |
| 5 th & 6 th absence | 5 DWG points deducted for each absence |
| 7 th & 8 th absence | 10 DWG points deducted for each absence |
| 9 th absence | Failure in the course |

GENERAL GUIDELINES FOR ALL WRITTEN WORK:

You will receive specific guidelines and the grading rubric for each essay 1-2 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 use the 12-point Times New Roman font. Do not use **bold**, *italicized*, or any excessively large font.
- Double-space all essays and number each page. Staple the pages together.
- Two-page essays should contain 600-800 words, four-page essays 1,200-1,600 words.
- 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:

- 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.

EXTRA CREDIT OPPORTUNITIES:

Attend a public event (on campus or in town) **and write a two-page report about it.** 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 **response** (what you found insightful, interesting, moving, and why).

You may submit up to 5 reports and earn up to 3 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/Student-Conduct.aspx>.

Plagiarism, cheating, and other forms of academic misconduct are serious violations. Read about 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 UWSP policies for such incidents (<https://www.uwsp.edu/dos/sexualassault/Pages/victims-bill-of-rights.aspx>) and our Bias/Hate Incident Reporting (<http://www.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx>). You can report (anonymously, if preferred) any incidents of interpersonal violence, such as sexual assault, as well as bias/hate incidents, such as 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. For more information, see <http://www.uwsp.edu/disability/Pages/toQualifyForDisabilityServices.aspx>.

UWSP Emergency Procedures: We all hope we'll never need them, but it is wise to be aware of what do in an emergency: <https://www.uwsp.edu/rmgt/Documents/em/procedures/UWSP%20Emergency%20Guidebook.pdf>.

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.

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.

TUTORING AND LEARNING CENTER (TLC):

The 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.

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| Writing Lab | Mon. – Thu. | 9:0 am - 8:00 pm | TLC (ALB 018) |
| Writing Lab | Fri. | 9:00 am - 1:00 pm | TLC (ALB 018) |

TENTATIVE SCHEDULE (any changes will be announced in advance):

All page numbers in parenthesis refer to our textbook: *Patterns for College Writing*.

Read before each session the pages assigned for that date.

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

September 3: Introductions

September 5: Read "Becoming a Writer" (101-3)

September 10: *Class meets in the computer lab, CCC 307*
Read "My Field of Dreams" (104-6)

September 12: Read "'What's in a Name?'" (2-4)

Saturday, Sept. 15: Response Essay due in Canvas by 11:30 p.m.

September 17: Read "My Grandfather's Globe" (160-62) &
"The Valley of Windmills" (164)

September 19: Read "Surrendering" (116-18)

September 24: *Class meets in the computer lab, CCC 307*
Read "Midnight" (213-15)

September 26: Read "Just Walk On By" (233-36)

Saturday, Sept. 29: Narration Essay due in Canvas by 11:30 p.m.

October 1: *Class meets in DUC 223* (visit to the Study Abroad Fair)
Read "Girl" (254-55)

October 3: No class! Individual conferences with students instead

October 8: *Class meets in the computer lab, CCC 307*

October 10: No class! Individual conferences with students instead

October 15: Reflection Essay Peer Review

October 17: Reflection Essay due in class & in Canvas

- October 22: *Class meets in the computer lab, CCC 307*
Read “Cutting and Pasting” (23-24)
- October 24: Critical Thinking Workshop
- October 29: Read “Brain versus Brawn” (378-80)
- October 31: Read “I’m Your Teacher, Not Your Internet Service Provider” (409-12)
- November 5: *Class meets in the computer lab, CCC 307*
Read “What I Learned (and Didn’t Learn) in College” (440-43)
- November 7: Read “The Dog Ate My Tablet, and Other Tales of Woe” (452-55)
- Saturday, Nov. 9: Comparison Essay due in Canvas by 11:30 p.m.**
- November 12: Read “Should Public Colleges and Universities Be Free?” (573-74) &
“Public Universities Should Be Free” (575-78)
- November 14: Read “The Case Against Free College” (581-83)
- November 19: *Class meets in the computer lab, CCC 307*
- November 21: Position Essay Outline Peer Review
- November 26: Position Essay Outline due in class & in Canvas**
- November 28: NO CLASS: HAPPY THANKSGIVING!
- WEEKS 14-15 POSITION ESSAY WORKSHOPS
Dec. 3-12 Assignments and activities will be announced later. This project will have both individual and group-work components, graded separately.

There is **no final exam** in this class, but we may use the assigned time slot for another activity.

Section 8 (12:30 pm) – Monday, December 16, 2:45-4:45 pm

Section 7 (3:30 pm) – Thursday, December 19, 8:00-10:00 am

Section 6 (11:00 am) – Thursday, December 19, 10:15-12:15 am

A parting thought: *“Education is an admirable thing. But it is well to remember from time to time that nothing that is worth knowing can be taught.”* – Oscar Wilde

(My interpretation: Teaching is about facilitating *your* active learning. You should not be passive recipients of teachers’ efforts. Take advantage of the opportunity and *you* make the most of it!)