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| Dr. Dejan Kuzmanovicdkuzmano@uwsp.edu CCC 427; 346-4719 | **English 101: Freshman English** Section 9: Tu/Th 12:30-1:45 CCC 240 Section 12: Tu/Th 2:00-3:15 CCC 240 Section 14: Tu/Th 3:30-4:45 CCC 240 | Office Hours:Wed 3:30-5:30, Thu 11:00-12:00,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.
* 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.

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

Kirszner & 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.

**MAJOR REQUIREMENTS & COURSE GRADE BREAKDOWN:**

**Daily Work Grade** 20%

**Narration Essay** (2 pages) 10%

**Exemplification Essay** (2 pages) 10%

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

**Comparison Essay** (2 pages) 10%

**Classification Essay** (2 pages) 10%

**Definition Essay** (4 pages) 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 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 700-800 words, four-page essays 1,400-1,600 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.

**DAILY WORK GRADE (DWG):**

You will earn points toward this grade by **attending regularly and** **completing** **various tasks** (homework, quizzes, in-class exercises, peer reviews) and by **participating in class discussions**. *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 100 points:**

96-100 A 71-75 C+

91-95 A- 66-70 C

86-90 B+ 61-65 C-

81-85 B 56-60 D+

76-80 B- 51-55 D

 0-50 F

**Attendance:** 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.

**1st & 2nd unexcused absence: no penalty** (save these for genuine emergencies).

**3rd & 4th unexcused absence** 5 DWG points deducted for each absence

**5th & 6th****unexcused absence:** 10 DWG points deducted for each absence

**7th unexcused absence:** 20 DWG points deducted

**No student will pass the course with eight or more absences regardless of other 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 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/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. 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.

**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 (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.

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

January 22: Introductions

January 24: Annotating: “Cutting and Pasting” (22-24)

 **Summary due in D2L on Saturday, January 26**

January 29: Narration: “Becoming a Writer” & “My Field of Dreams” (101-06)

January 31: Description: “My Grandfather’s Globe” & “The Valley of Windmills” (160-64)

February 5: Narration Workshop: **All classes meet in CCC 307** (computer lab)

February 7: Narration Peer Review: Narration draft due in class

 **Narration due in D2L on Saturday, February 9**

February 12: Exemplification: Letter (211-12) & “The Myth of the Latin Woman” (225-29)

February 14: Exemplification: “Midnight” (213-15) & “Just Walk On By” (233-36)

February 19: Exemplification Workshop: **All classes meet in CCC 307**

February 21: Exemplification Peer Review: Exemplification draft due in class

 **Exemplification due in D2L on Saturday, February 23**

February 26 Definition: “The Untouchable” (489-91) & “Tortillas” (500-02)

February 28: Definition: “I Want a Wife” (496-98)

March 5: Definition Workshop: **12:30 class in TNR 356; others in CCC 307**

March 7: No class: mandatory individual conferences in my office instead.

March 12: Definition Peer Review: Definition draft due in class

March 14: No class: mandatory individual conferences in my office instead.

**Definition due in D2L on Saturday, March 16**

March 19 & 21 NO CLASSES: HAPPY SPRING BREAK!

March 26: Comparison: “Brains versus Brawns” (378-80) &

“Why Chinese Mothers Are Superior” (402-6)

March 28: Comparison: “A Comparison of Two Websites” (383-86) & “Sex, Lies, and Conversation” (415-19)

April 2: Comparison Workshop: **12:30 class in TNR 356; others in CCC 307**

April 4: Comparison Peer Review: Comparison draft due in class

**Comparison due in D2L on Saturday, April 6**

April 9: Classification: “What I Learned (and Didn’t Learn) in College” (440-43) & “The Three Types of Happiness” (448-49)

April 11: Classification: “The Ways We Lie” (466-73)

April 16: Classification Workshop: **12:30 class in TNR 356; others in CCC 307**

April 18: Classification Peer Review: Classification draft due in class

**Classification due in D2L on Saturday, April 20**

April 23: Final project prep: This will be a group project, resulting in a collective paper, for which you will be graded both as a group and individually.

April 25: Argumentation: “Just Say No” (537-39)

April 30: Argumentation: Should Public Universities Be Free? (573-83)

May 2: Group Work: Review of sources & argument outlining

May 7: Argumentation Workshop: **All classes meet in CCC 307**

May 9: Group Work: Argument Revising

**There is no final exam, but exam time may be used for group meetings in my office:**

Section 12 (2:00 pm) – Tuesday, May 14, 12:30-2:30 pm

Section 14 (3:30 pm) – Wednesday, May 15, 2:45-4:45 pm

Section 9 (11:00 am) – Thursday, May 16, 12:30-2:30 pm

**Argumentation due in D2L on Friday, May 17**

**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!)