

English 150-7
University of Wisconsin, SP, Fall 2020

Professor: G. Christopher Williams

Office: CCC 423

Office Hours: Via Zoom appointment (email me to schedule a time)

Office Phone: 346-2769

E-mail: cwilliam@uwsp.edu

Class Time: 6:30-9:00PM W

Classroom: DUC 230 (Laird North)

Catalogue Description: Analytical reading and writing and the methods of inquiry common to various academic disciplines. Write frequently in and out of class, using suitable sources of information and appropriate methods of documentation.

Course Goals and Objectives:

The *primary goal* of this course is to learn how to write college-level research and argumentative essays. This goal will be met through readings and writings that allow us to critique examples of argumentative writing and to practice and master research and argumentation skills.

A *secondary goal* of the course is to develop critical reading skills. This goal will be accomplished through the reading and discussion of essays from the humanities, social sciences, and natural sciences.

A *third goal* is to enhance students' library and electronic research skills. These skills will be improved through library research, using the on-line catalog and the internet as appropriate.

Textbooks:

The primary textbook for this course will be Robert K. Miller, *The Informed Argument: A Multidisciplinary Reader and Guide*, 5th ed. Fort Worth: Harcourt Brace, 1998.

Additionally, you should be familiar with these two URLs for additional readings:

<http://www.salon.com>

<http://www.popmatters.com>



Grading Formula:

Evaluative Paper		100 pts.
Analysis of an advertisement		100 pts.
Argument paper		100 pts.
An Argumentative Research essay		400 pts.
Thesis proposal	25	
Bibliography (MLA format required)	100	
Rough Draft	50	
Final draft with Works Cited page	200	
Oral report	25	
In class writing		50-100 pts.

Grading Scale:

93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+
73-76% = C
70-72% = C-
67-69% = D+
63-66% = D
60-62% = D-
59% and below = F

Description of Assignments:

(NOTE: All papers will have an element of revision necessary to complete the assignment. These portions of the assignment will be announced. Final papers should be turned in with all earlier drafts of the paper. Final drafts alone will not be accepted, nor will 2 identical papers turned in as a “rough” and “final” draft.)

1. *Evaluation.* Keeping in mind our discussions of logic, authority, and persuasiveness, write a **two to three** page paper evaluating the effectiveness of an essay. Your argument should not focus dominantly on the subject matter of the essay but the rhetoric utilized by the author.
2. *Analysis of an Advertisement.* Cut out or print out an advertisement in a current magazine, newspaper or from a website. Write a **two to three** page analysis of this advertisement, looking at some of the rhetorical techniques used to appeal to the audience and assessing the effectiveness of the ad.
3. *Argument.* Choose two videos. Watch both and write a **three to five** page paper in which you compare or contrast a particular rhetorical approach used by each one. Quote the speaker in the video, discuss body language, tone, or whatever else provides evidence for your claims about how they affect their audience. You should come to your own informed conclusion about what the relevance of comparing and/or contrasting these arguments is and you should support that conclusion with your own arguments.
4. *Argumentative research essay.* This is the most important assignment in the course, and must be written in the assigned sequence. You cannot receive a grade on a later stage until you have submitted all of the work previously assigned.

To write this paper you need to do the following:

- A. **Read and take notes** in the library (both time spent in class and on your own).
- B. Formulate a **working thesis** to guide your research and writing. **The thesis must have an argumentative edge.**
- C. **Research** using both the library and the internet to obtain at least **one additional source from each** of the following:
 - one to two book or chapter of a books (besides the textbook)
 - one to two journal or magazine articles
- D. Develop a **thesis proposal** that introduces your argument and some of the research that you will use to frame the argument and/or be opposing in your argument. This should be about **one page** in length.
- E. Develop a **bibliography** of at least **10 secondary sources (including only books and journal articles)** that you are considering using for your research paper.
- F. Write and submit a **5 page rough draft** of the paper **focusing on the primary source of your research**

(that means that quotation of the primary source as well as descriptions of scenes, characters, etc. are the most important evidence in this draft, limit use of secondary sources in this version of the paper) with an **MLA formatted works cited page**, making sure to follow the models discussed in class. **Please note:** a works cited page is **always** a part of any research paper and includes **only** those sources cited (directly quoted or paraphrased) in the paper. The contents of this page will likely be different from what you started with on your bibliography.

G. **Revise and expand** the rough draft to **8-10 pages** using additional secondary sources to help you create a framework for your own argument about your primary source or to provide some idea of what you are arguing against. Develop this based on feedback from on your rough draft and, again, using additional secondary research sources. A minimum there should be three secondary sources discussed in relationship to your observations about your primary source.

H. Present an **oral report** (limited strictly to 5 minutes) to the class on your research and findings. You should not read from the paper, but summarize your thesis and argument and any additional thoughts you have on the research process and your experience completing the paper. Be prepared to answer questions concerning your paper as well.

I. Turn in a **final draft** (8-10 pages) with a **works cited page** (not included in page count).

Classroom Regulations:

1. **Attendance.** Attendance is taken at each class. It is preferred that you should plan on attending and contributing to discussion regularly in class. It should be noted that all of my courses are very much discussion oriented. There may be some lecture, but most of the course is more interactive than that. However, I do realize that some members of the class may need to participate online. If that is the case, it is highly encouraged to attend class during class time via Zoom whenever possible. Doing so will allow you to participate more directly in class discussions, allowing you to try out your ideas and to ask questions. In either case, plan on coming **prepared** to discuss and debate the readings. Additionally, also plan on leaving your electronic devices off during class time. Texting throughout a class, for example, is not being present and participating in a class.

Classes will be recorded and either made available on Canvas or by e-mail for those that need them. However, due to the nature of the class, I would highly, highly recommend joining the class at the scheduled class meeting times via Zoom. Again, alternatives are possible, but trying to attend as synchronously as possible will likely improve your overall experience. Information on how to access the class via Zoom will be made available prior to those class times.

Finally, if you do intend to take the course online or need to switch to an online experience due to the present circumstances of the pandemic, good communication is crucial to success. Asking questions via Zoom or by e-mail is always welcome and important to making sure that you remain on the same page as the rest of the class. Additionally, you do need to let me know if you are having trouble accessing online resources or not receiving all necessary instructions. While it is my intention to send out the syllabus, handouts, and the like to online students as they become relevant, nevertheless, if you don't receive those materials in a timely manner, you do need to let me know as soon as possible. I can't read minds, so letting me know what you need help with or what you are missing is necessary to improve your chances of success, and if I overlooked something, the only way that I can know that is if you let me know as soon as possible.

2. **Daily writing.** Daily writings are common in class. These writings are relevant to the discussion that we will be having during that period. Those attending in person and via Zoom will be expected to write them and to turn them in during class time. If you are attending fully online, please contact me for further instructions on writing prompts. Your writings will be due before each class period, so you will need to let me know that you need to be placed on the list to receive these prompts within an appropriate time frame. E-mail me after this first class period if this issue applies to you. As I said, these writings are intended to get conversation started during many class periods, so missing one or two of these writings will probably have no significant effect on your final grade. However, missing many of them can. Therefore, regular attendance is encouraged.

3. **Paper specifications.** All papers must be word processed and double-spaced in a 12-point readable font with

standard one-inch margins. Identifying information (your name, instructor, class and--most importantly--section number, and date) should be typed in the upper left hand of the first page. Papers will be turned in electronically via Turnitin.com. Instructions will be given regarding how to register at Turnitin.com prior to the due date for the first assignment.

Students meeting face to face during class time and synchronously via Zoom will be asked to have their papers available the night the paper is due either in hard copy form or electronically on your phone. We will discuss details regarding this requirement in more detail as appropriate.

4. **Plagiarism.** Students in this course are responsible for reading and understanding the University’s policies on plagiarism. It is available on the UWSP web site. While inadvertent plagiarism can be easily corrected, intentional plagiarism is a serious academic offense with potentially grave consequences. With the rise of internet usage, incidents of plagiarism have risen. At the same time, internet tools have made plagiarism easier to identify. Don’t take chances. Do your own work.

Many people do not understand what plagiarism is. The simple definition is this: **plagiarism is using someone else’s words or ideas without properly documenting that the words or ideas belong to that original author.** If you are uncertain whether you may be plagiarizing, please **ask me** what is appropriate. We are here to learn and asking questions ahead of time is always welcome and helpful.

5. **Schedule.** The following schedule **is subject to change at my discretion.** If you have been absent, please make sure to check with your fellow students regarding possible schedule changes for the next day that you will be attending. While you may have been absent, you are still responsible for being prepared for class when you return.

6. **Students With Special Needs.** If there is anything I can do to help you to make the best of your opportunities in higher education, please let me know. If you have any or need any special equipment, interpreters, or books on tape that would aid you in pursuing your interests in the course, I will do my best to help. Additionally, should any concerns come up regarding your ability to participate in or complete the course due to the circumstances of the pandemic, please let me know as soon as possible. We can discuss alternative arrangements at that time. I just need a heads up, though, in order to make adjustments in a timely manner.

1- Week of Aug. 30	Introduction to the Syllabus & In Class Writing
2 - Week of Sept. 6	Plagiarism (68-70) Introduction to argument (1-12) & Definitions (12-16) Paul (165-170) Marvell (handout)
3 - Week of Sept. 13	Inductive and Deductive Reasoning (16-35) Jefferson (303-307) Logical Fallacies (40-46)
4 - Week of Sept. 20	King (333-346) Discuss Evaluative Paper
5 - Week of Sept. 27	Evaluative Paper due Analyzing advertisements (47-52)
6 – Week of Oct. 4	More Advertisement Analysis Discuss Analysis Paper Hitler (320-326)
7 – Week of Oct. 11	Analysis Paper Due Discuss Argument Paper
8 - Week of Oct. 218	Overview of Research Process--Topics, Thesis & Outline discussion

	Documentation (70-88) & Internet Resources Sign up for conferences/reports
9 - Week of Oct. 25	Argument Paper Due Sanger (314-19)
10 - Week of Nov. 1	A Topic Question and Primary Source(s) should be chosen by this date Library Orientation Library Work
11 - Week of Nov. 8	Research workshop and conferences Thesis Proposal due/ Bibliography due
12 - Week of Nov. 15	Research workshop and conferences Thesis Proposal due/ Bibliography due
13 - Week of Nov. 22	Thanksgiving Break
14 - Week of Nov. 29	Rough Draft with Works Cited page due Oral reports
15 - Week of Dec. 6	Oral reports

Finals Week—*Final Exam & Final Draft Due Wednesday, Dec. 16th 7:15-9:15PM*