*Sapere aude*! (Dare to know!)

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| Dr. Dejan Kuzmanovicdkuzmano@uwsp.edu CCC 427346-4719 | **English 150:****Advanced Freshman English**Section 4: Tue/Thu 12:30-1:45, CCC 240 Section 8: Tue/Thu 2:00-3:15, CCC 240Section 10: Tue/Thu 3:30-4:45, CCC 240 | Office Hours:Tue 5:00-6:00,Wed 12:00-2:00 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 essay, 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 college education and your own experience as college students.

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.

**SAFE SPACE:**

**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.

**COURSE MATERIALS:**

* **Required rental:** Kirszner and Mandell, *Practical Argument*, Bedford/St. Martin’s, 2014. This is our main textbook. Please bring it to class whenever readings are assigned.
* **Additional required readings:** Occasional short texts available in handouts or in D2L.
* **Required viewing:** *Student Body* (UWSP Dept. of Theatre and Dance, Oct. 13-15 & 19-21)

We have reserved seats ($10) for Oct. 19, but you may go on a different date, if preferred.

Please decide by Sept. 14 and give $10 to me if you plan to attend the play on Oct. 19.

* **Recommended purchase:** *Rules for Writers* (8th edition) with 2016 MLA Update

This excellent book contains essential information about grammar, style, documentation and other important matters. It will be useful in many courses, and I highly recommend it.

**GRADING POLICY:**

This course uses UWSP’s **Grade Point Average (GPA) scale**. You can earn up to 400 points, which corresponds to the GPA of 4.00 (A); 300 points corresponds to 3.00 (B), and so on. Here is how your course grade will be determined:

Points Grade Points Grade

383-400 A 216-249 C+

350-382 A- 183-215 C

316-349 B+ 150-182 C-

283-315 B 116-149 D+

250-282 B- 83-115 D

 0 - 82 F

**Major Assignments**: Maximum points % of course grade

Summary (250-300 words) 20 5

Reflection (500-600 words) 30 7.5

Proposal (500-600 words) 30 7.5

Position Essay (1,000-1,200 words) 80 20

Research Essay Extended Outline 20 5

Research Presentation 20 5

Research Essay (1,500-2,000 words) 120 30

Final Exam 40 10

Daily Work 40 10

Total 400 100

**Daily Work Grade**: You will accumulate points toward this grade by **completing** **minor tasks** (such as homework, reading quizzes, group work, in-class exercises, peer reviews, etc.) and by **participating in class discussions**. You can earn 3-4 points each weak simply by doing the work and contributing to class activities. *These tasks gauge preparedness for a specific day, so you may not make them up later*. However, it will be possible to earn more than the assigned 40 points, so missing one or two of these minor assignments will not adversely affect your grade.

**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.

**There is no penalty for the 1st or 2nd unexcused absence.** Save these for real needs (travel, doctor’s appointment, family emergency, etc.). Additional absences will cause points deductions:

Absence Points deducted Absence Points deducted

3rd 5 6th 40

4th 10 7th 80

5th 20 8th 160

**No student will pass the course with more than eight absences.** Students who accumulate four or more absences by mid-semester will be strongly encouraged to drop the course.

**EXTRA CREDIT:**

**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 write up to 10 reports and earn 1-3 points for each report, depending on its quality. I will announce these opportunities through the semester, as info about events becomes available.

# GENERAL GUIDELINES FOR ALL WRITTEN WORK:

**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 two-page essay should contain approximately 500-600 words, and a four-page essay about 1,000-1,200 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.

**FINAL EXAM:**

The exam will test your knowledge of the key concepts covered in the course and your skills of quoting, paraphrasing, and documenting sources. It may also include some exercises testing your understanding of a few basic grammatical issues, such as run-ons and the proper use of commas and semi-colons. You will receive a detailed study sheet in advance and take a practice exam.

**RESEARCH PRESENTATION:**

During the last two weeks of the semester, each student will give a five-minute presentation about the research they have done for their final essay. The purpose is to share with the class the most interesting and useful information about your chosen topic: main supporting reasons for opposing points of view, key background information needed to understand what is at stake, one or two striking examples or statistics which illustrate your argument, etc. Your goal is to inform and engage your classmates, and they will participate in evaluating your presentation. You will receive more detailed guidelines and tips later in the semester,

**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 academic concerns: <http://www.uwsp.edu/dos/Pages/Academic-Concerns%20for%20Students.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 may want to 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** **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.

**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.

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| 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) |

**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 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.

**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.

# TENTATIVE SCHEDULE AND DEADLINES:

**Please come to class prepared and be engaged in class activities.** Read everything assigned for the 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. There is no need to be brilliant in order to speak up. Any relevant comment or question is valuable.

# 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 materials will be available in D2L, so you can access them at your convenience. Check your e-mail regularly for updates, and feel free to email me with questions or to make an appointment.

**Campus Conversations**: Throughout the semester, we will have conversations with guests from various UWSP offices and programs. They will relate to your readings and help you with writing assignments, while also introducing you to various aspects of campus life. At times we will leave our regular classroom and meet elsewhere on campus. Some locations are listed in the syllabus; others will be announced later. These conversations are integral to the course, so attendance is required. I hope you will enjoy learning more about the services and opportunities UWSP offers.

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

**PART ONE (Weeks 1-6)**

Topic: Benefits and challenges of college education in the United States

Objective: Understand and practice constructing various elements of argumentation

Product: Summary, Reflection, and Proposal short papers (1-2 pages; 250-600 words)

**Date Readings Assignments Due**

Sept. 5: Introductions

Sept. 7: Read PA 19-25 Reverse Outline Exercise

Sept. 12: No readings *Class meets in CCC 307* Pro/Con Exercise

Sept. 14: Read PA 29-31 & 314-15 Reading Critically Exercise

Sept. 19: No readings *Class meets in* *ALB 310* **Summary** (post in D2L)

Sept. 21: Read PA 32-37 Ethos/Pathos Exercise

Sept. 26: Read PA 673-75 & 680-82 Personal Experience Exercise

Sept. 28: No readings *Class meets in CCC 307* **Reflection** (post in D2L)

 *(2 pm section meets in CPS 107!)*

Oct. 3: Readings TBA *Class meets in DUC 374 (or near Information Desk)*

Oct. 5: Readings TBA Proposal Outline

Oct. 10: Read “Landfill” *Class meets in DUC 374* Landfill Exercise

Oct. 12: No readings **Proposal** (post in D2L)

**PART TWO (Weeks 7-10)**

Topic: Who should go to college? Why? How can one make college worthwhile?

Objective: Construct an effective written argument based on information in class readings

Product: Position Essay (4 pages; 1,000-1,250 words)

Oct. 17 & 19: NO CLASSES – *Individual conferences in my office (CCC 427)*

**Oct. 19, 7 pm: *Student Body*, NFAC Studio Theater**

Oct. 24: No readings: discussion of *Student Body* and sexual assault issues

Oct. 26 : Read PA 323-37 & 343-49 Position Essay Outline

Oct. 31: Read PA 276-83 *Class meets in ALB 316* Documentation Exercise

Nov. 2: Read PA 290-96 *Class meets in ALB 316*

Nov. 7: MLA Rules (handout) *Class meets in* *CPS 107* Position Essay Draft

Nov. 9: No readings **Position Essay** (class & D2L)

**PART THREE (Weeks 11-15)** – Schedule and deadlines to be confirmed later in the semester.

Topic: Any topic related to college or education (I will provide a number of suggestions.)

Objective: Develop research skills and create a strong argument based on individual research

Product: Research Essay (6 pages; 1,500-2,000 words)

Nov. 14: Read PA 542-48 Research Plan

Nov. 16: Read PA 550-55

Nov. 21: No readings *Class meets in TNR 356*

Nov. 23: NO CLASS – HAPPY THANKSGIVING!

Nov. 28 & 30: NO CLASS – *Peer Reviews in my office (CCC 427)*

**Peer Reviews**, which are mandatory, will be based on **Research Essay Extended Outlines**, which you will **post in D2L at least 24 hours before** your scheduled peer review (Nov. 27-30).

Dec. 5: No readings; in-class peer reviews & research presentations

Dec. 7: No readings; research presentations **Research Essay** (early deadline)

Dec. 12 & 14: No readings; research presentations & exam preparation

**Research Essay** **may be turned in any time between Dec. 7 and Dec. 20.** I encourage early submission, but you know what works best for you. I will grade the essay within five days, so if you turn it in after the last day of class, you may not know the grade until after the final exam.

**Final Exam:** Section 4:Tuesday, Dec. 19, 8:00-10:00 am

 Section 8:Wednesday, Dec. 20, 2:45-4:45 pm

 Section 10: Tuesday, Dec. 19, 5:00-7:00 pm

**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!)