**English 150:**

**Advanced Freshman English**

Section 9: Mon/Tue/Thu 4:00-4:50, CCC 240

Section 10: Mon/Tue/Thu 5:00-5:50, CCC 240

Instructor: Dr. Dejan Kuzmanovic, dkuzmano@uwsp.edu

Office: Collins Classroom Center 427 (346-4719)

Office Hours: Mon 2:30-3:30, Tue 12:30-1:30, Thu 6:00-7:00, and by appointment

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*Sapere aude*! (Dare to know!) – Immanuel Kant

“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

**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 piece of writing, 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 culture, especially as they relate to college education.

This is a required course, but I hope you will approach it, not as a chore that has to be endured, but as an opportunity to expand your thinking and hone the skills you’ll need throughout college.

**REQUIRED READINGS:**

* **Required rental:** Laurie G. Kirszner and Stephen R. Mandell, *Practical Argument*, Bedford/St. Martin’s, 2014 (2nd edition)

This is our main textbook. Please bring it to class every time!

* **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.

* **Supplemental material:** Additional short required readings throughout the semester

These readings will be distributed as handouts or made electronically available.

**REQUIREMENTS & GRADING POLICY:**

% of course grade

**Daily Work Grade** (attendance, discussion participation, reading quizzes) 10%

**Midterm Exam** (in week 9 with an option to redo it during the finals) 10%

**Writing Exercises** (six two-page papers throughout the semester) 20%

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

**Sources-Based Essay** (5 pages + Works Cited) 20%

**Research Essay** (6 pages + Works Cited) 20%

**DAILY WORK GRADE AND ATTENDANCE POLICY:**

This workshop-type class can be effective only if you **attend regularly** and **come to class prepared** (having done the readings and homework, and ready to engage in discussion). There will be frequent **in-class exercises and pop-up reading quizzes**, which will be evaluated and **cannot be made up** because they gauge your preparation and participation on a specific day.

Your Daily Work Grade will based on the following factors:

**Attendance** **Participation in Discussions Quizzes and Exercises** **Grade**

1-2 absences frequent outstanding (++) A / A-

3-4 absences occasional good (+) B+ / B / B-

5 absences rare mostly satisfying () C+ / C / C-

6 absences only when asked mostly unsatisfying (-) D+ / D

7 absences F

**Students with 8 or 9 absences will automatically receive “F” as their Daily Work Grade. Students with 10 or more absences for any reason will automatically fail the course.**

I can excuse only absences caused by serious illness or official university business, and they will require appropriate written documentation, so save the first few low-penalty absences for times when you really need them (being unwell, doctor’s appointment, family emergency, travel, etc.).

**MIDTERM 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.

If you miss the exam, you may make it up only within the week of the scheduled date. If you are unsatisfied with the grade, there will be an option to retake it (same material, different questions) at the assigned “final exam” time for the class. This retaking of the exam is entirely optional. The students who choose to do it will have the initial exam grade and the retake grade averaged up (for example, “C” for the original exam and “A” for the retake will yield “B” as the exam grade).

**WRITING EXERCISES:**

These **six two-page papers** will allow you to practice skills and develop ideas in preparation for the longer, more formal essays. They will typically start with in-class writing exercises, which you will then develop and polish at home and submit in D2L, where I will grade them using a rubric which I will make available to you. For each paper you can earn up to 7 points for a total of 42 points. The failure to submit a paper, plagiarism, or complete miscomprehension of the task will yield 0 points. The overall Writing Exercises grade will be determined as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A = 38-42 pts | A- = 35-37 pts | B+ = 32-34 pts | B = 28-31 pts | B- = 25-27 pts |
| C+ = 22-24 pts | C = 18-21 pts | C- = 15-17 pts | D+ = 12-14 pts | D = 8-11 pts |

# GENERAL GUIDELINES FOR ALL ESSAYS:

**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 three-page essay should contain approximately 750-1,000 words, and a five-page essay about 1,250-1,800 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.

**EXTRA CREDIT OPPORTUNITIES:**

There will be numerous opportunities to **attend a public event and write a two-page report** about it. Most events will be on campus, with a few exceptions. The report should include an accurate and clear **summary** of the main elements of the event (key ideas in a talk, opposing views in a debate, key themes and characters in a film or play, etc.) and then your **response** to it (what you found interesting or moving and why). For each report you will receive 1 or 2 points. **For every 4 points earned, your Daily Work Grade will go up one grade** (say, from B to B+). I will announce these opportunities through the semester, as info about events becomes available.

**ACADEMIC RESPONSIBILITIES AND RIGHTS:**

**Plagiarism, cheating, and other forms of academic misconduct are serious violations.** Please familiarize yourself with UWSP Student Academic Standards and Disciplinary Procedures (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf> ). If you are unsure whether certain action is appropriate or not, please feel free to talk to me about it.

**All members of the campus community have the right to be free from physical or verbal harassment of any kind.** Become familiar with UWSPCommunity Bill of Rights and Responsibilities: <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf> and be aware of Bias/Hate Incident Reporting Form (<http://www.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx>), which can be used to report (anonymously, if preferred) any bias/hate incidents a student experiences or witnesses, such as sexual assault and blatantly racist or homophobic behavior. Bullying of any kind is unacceptable at UWSP, and it is your right and duty to report it.

**The classroom should be a safe space for all students**, which requires 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. Treat others as you would like to be treated.

In accordance with the American with Disabilities Act, UWSP provides accommodations allowing people with disabilities to participate in and benefit from all its programs and services. I am committed to **accommodating students with a documented disability**, so do not hesitate to talk to me if you need to make special arrangements of any kind. For the procedure and paperwork, please contact UWSP Disability Services (Learning Resource Center, Room 609, [datctr@uwsp.edu](mailto:datctr@uwsp.edu), <http://www.uwsp.edu/disability/Pages/toQualifyForDisabilityServices.aspx>).

There are some appropriate forms of assistance you can receive with your papers.I recommend the **Writing Lab in the Tutoring and Learning Center (TLC)** in the basement of the library (LRC 018), which offers free one-on-one help with papers at any point in the writing process, from outlining to checking a completed paper before submission. The writing tutors are UWSP students who have done well in their classes and who are here to share their successful writing habits to help others succeed. 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 (LRC 018) |
| Writing Lab | Fri. | 9:00 am - 1:00 pm | TLC (LRC 018) |

**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.

**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 impact 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.

# 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. Do not wait for brilliant ideas in order to speak up. Any relevant comment or question is valuable.

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

**Tuesday Tours**: I am trying something new this semester. On Tuesdays, instead of meeting in our regular classroom, we will meet in various places across the campus so you can become familiar with many services and opportunities that UWSP offers. There will be guest speakers and conversations related to your readings and assignments, and to campus life in general. Organizing these outings is an ongoing process, so the locations will be announced gradually. These Tuesday Tours are an important part of the course, so attendance is required like on any other day. I hope you will enjoy getting out of the classroom and learning about our campus.

# All page numbers refer to *Practical Argument* (PA), and WE stands for Writing Exercises. Read before each class the pages assigned for that date and complete all other homework. Always bring the readings to class, which will usually mean bringing *Practical Argument*.

**UNIT 1 (Weeks 1-7)**

Topics: Who should go to college? Why? How to make college worthwhile?

Purpose: Understand elements of argument & construct an effective written argument

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

September 6: Introductions

September 8: Read PA 3-9 & 24-25 Complete Reverse Outline exercise

September 12: Read PA 9-17 Complete Logos/Pathos/Ethos exercise

September 13: Class meets in CCC 307 **Post WE 1** in D2L at class time

September 15: Read PA 29-31 Answer questions on p. 31

September 19: Read PA 32-35 Answer questions on p. 35

September 20: Class meets in LRC 107 **Post WE 2** in D2L before class

September 22: Read PA 161-164 & 172-175 Answer questions on pp. 164 & 174-175

September 26: Read “Landfill” (handout) Complete “Landfill” exercise

September 27: Class meets in LRC 650 **Post WE 3** in D2L before class

September 29: Read PA 36-37 & 673-676 Answer questions on pp. 37 & 675-676

October 3: Read PA 38-39 & 680-682 Answer questions on pp. 39 & 682

October 4: Class location to be determined **Post WE 4** in D2L before class

October 6: Read PA 670-673 Answer questions on p. 673

October 10: Readings to be determined (handout) Answer questions about the readings

October 11: Class location to be determined **Post Position Essay Outline** in D2L

October 13: Peer Review (round one) **Position Essay Draft** is due in class

October 17 Peer Review (round two) **Position Essay Draft** is due in class

October 18: No class! Extended office hours instead

October 20: No readings, but bring the book **Position Essay Revision** is due in class

**UNIT 2 (Weeks 8-11)**

Topic: How can we make college more affordable?

Purpose: Develop the skills of integrating and documenting information from sources

Product: Sources-Based Essay (5 pages; 1,250-1,750 words)

October 24: Read PA 535-541 Answer questions on pp. 536, 538 & 541

October 25: Class location to be determined **Post WE 5** in D2L before class

October 27: Read PA 542-549 Answer questions on pp. 544 & 548

October 31: Read PA 550-555 Answer questions on pp. 552 & 555

November 1: Class location to be determined Exam preparation

November 3: **Midterm Exam**

November 7: Additional readings (handouts) Complete the worksheet about the readings

November 8: Class location to be determined **Post WE 6** in D2L before class

November 10: Peer Review (round one) **Sources-Based Essay Draft** due in class

November 14: Peer Review (round two) **Sources-Based Essay Draft** due in class

November 15: No class – extended office hours instead

November 17: No readings, but bring the book **Sources-Based Essay Revision** due in class

**UNIT 3 (Weeks 12-15)**

Topic: Open topic, as long as it is related to college (I will provide suggestions.)

Purpose: Develop research skills and create a polished research-based argument

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

You will receive a detailed schedule for this final unit later in the semester. There will be some short readings from *Practical Argument*, but most class time will be spent on developing your Research Essay: outlining, building a bibliography, drafting, peer reviewing, and revising.

**Tentative deadlines**: Research Essay Proposal due on November 22

Research Essay Draft due on December 8

Research Essay Revision due on December 21

**Final Exam Session:** Section 9:Monday, December 19th 5:00-7:00 pm

Section 10:Wednesday, December 21st 5:00-7:00 pm

**Instead of a final exam, you will have an optional opportunity to retake the midterm exam.** For details about this opportunity, see the Midterm Exam section of the syllabus. If you are happy with the grade received on the midterm, you do not have to show up for this final session.