

English 202, sec. 2
Spring 2019
MW 8-9:15
CCC 226

English 202, sec. 4
Spring 2019
MW 9:30-10:45
CCC 226

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Office hrs. MW 11-12, TR 3:30-4:30 and by appt.

Syllabus

Required Texts: • Kirszner & Mandell. *Practical Argument*. 3rd ed.
• Hacker, Diana. *Rules for Writers*.

This course is designed to prepare you to communicate effectively in an academic setting and to arm you with helpful strategies for successful writing outside of the university. Our focus will be on the methods of inquiry and argumentation most commonly practiced within academic communities. Because academic discourse relies so heavily on a thorough documentation of claims, a large component of the work you do this semester will involve library research. You will be working together with your classmates in a workshop environment, which means you will be writing almost every day and will be reading and commenting on your classmates' work.

Papers. You will complete 3 research papers (3-5 pages each), and 3 shorter papers (2-3 pages). See Guidelines for Papers (below) for more specific instructions on paper expectations. *Plagiarism* of any kind will not be tolerated; see the University's "Community Rights and Responsibilities" for more information on academic expectations.

Participation. As part of the composition process for each major writing assignment, you will write "Daily Writing Journal" entries that will be closely connected to each day's homework assignment. Completing these in-class writings as well as any homework posted on D2L will constitute the bulk of your participation grade. In order to receive a satisfactory grade in this area, consistent attendance is essential. You may not make up "Daily Writing Journal" assignments. Aside from attendance, in-class writing, and online participation, the participation grade will also reflect your overall contribution to in-class discussions, group work, and workshops.

Your final grade will be calculated as follows:

Research papers (3)	50%
Short papers (3)	30%
Participation	20%
	<u>100%</u>

Guidelines For Papers

All papers must adhere to the following guidelines*:

1. They must be typed and proofread with any errors neatly corrected.
2. Double-space and print on one side of the page only
3. Use 1" margins all around, use a 10- or 12-point regular (not **bold** or *italicized*) font, and number each page.
4. There is no need for a separate title page; however, you must use a creative title at the beginning of your paper.
5. Put your name and the date in the upper right-hand corner of the first page.

Late Papers: All papers must be turned in at the beginning of class on the day assigned; however, a *late paper* may be accepted if you work out a reasonable plan of completion with me. There is no guarantee that late papers will be returned to you before the end of the semester.

* Failure to follow these guidelines may affect your grade.

Semester Calendar

(**Bold**=Short papers; **Bold**=Research Papers; chapter #s refer to *Practical Argument*. Schedule subject to change.)

Jan. 23—Course Introduction	Mar. 25— Paper #2: Conventional Wisdom (15%)
Jan. 28—Legitimate sources: Read ch. 12; Wolchover	Mar. 27—Bring artifact/photo on potential topic
Jan. 30—Citing sources (MLA): Read ch. 9 & 10	Apr. 1—Effective research questions
Feb. 4—Plagiarism: Read ch. 11; Howard	Apr. 3—Research methods
Feb. 6—Draft workshop	Apr. 8—Sentence-level strategies; surveys
Feb. 11— Seven Sentence Essay (10%)	Apr. 10—Paragraph-level strategies; surveys
Feb. 13—Evaluating sources: Read ch. 8	Apr. 15—Draft workshop
Feb. 18—Bring article	Apr. 17— Primary Research Report (10%)
Feb. 20—Bring summary	Apr. 22—Bring secondary source(s); APA style
Feb. 25—Draft workshop	Apr. 24—Bring additional sources
Feb. 27— Paper #1: Article Review (15%)	Apr. 29—Conferences
Mar. 4—Bring argument analysis	May 1—Conferences
Mar. 6—Argument strategies	May 6—Draft workshop
Mar.11—Bring argument map	May 8— Paper #3: Primary Research (20%)
Mar.13—Bring outline	
Mar. 18—SPRING BREAK	Final Exam: Reflective Essay, in class writing (10%)
Mar. 20—SPRING BREAK	Sec. 2—May 15 (Wed.) 10:15-12:15
	Sec. 4—May 13 (Mon.) 12:30-2:30

Foundation Level Written Communication

Learning Outcomes:

1. 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, genre, and audience.
2. Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.