

ENGLISH 150: ADVANCED FIRST YEAR ENGLISH (SECTIONS 9)

Spring 2017

INSTRUCTOR: Dr. Rebecca Stephens

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OFFICE HOURS: M 2-3:00, Th 1:00-2:00,

and by appt.



COURSE PURPOSE: English 150 is a class that serves a number of purposes. Within the university, this course helps to prepare you for future college classes by focusing on critical thinking, effective researching, and effective oral and written communication skills. These are important skills for success, not only in your college coursework, but also in the work world beyond the classroom—whatever your major. A recent survey conducted jointly by the Partnership for 21st Century Skills and three other organizations surveyed over 400 employers across the US to identify the skills that college graduates most need to succeed in the workplace. Surprisingly, the results indicated that employers found the applied skills of Professionalism/Work Ethic, Oral and Written Communications, Teamwork and Collaboration, and Critical Thinking to be more important to workers' success than basic knowledge skills. In addition,

93% of employers surveyed ranked Written Communication skills as the most important of these applied skills for college graduates. English 150 is a first step toward developing these crucial abilities.

COURSE DESCRIPTION/GEP LEARNING OUTCOMES: English 150 is a writing class, so most of your activities throughout the semester will center on the act of writing because the only way to become a better writer is to practice writing on a consistent basis. We do not write in a vacuum, however; an essential element of creating a piece of writing is generating ideas and critically thinking through your own and others' opinions. Examining such ideas in English 150 means understanding the principles of argument and the academic research process, in addition to working from your own opinions and experience. Toward this end, we will seek to synthesize all of these components into your writing through critical analysis of a variety of texts and visuals, class discussion, small group work, and informal writing assignments, as well as developing and polishing the required papers. These activities reflect the GEP learning outcomes for Written Communication:

- Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience.
- Compose an articulate, grammatically correct, and organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique your own and others' writing to provide effective and useful feedback to improve their communication.

COURSE OBJECTIVES: To achieve the learning outcomes, when you leave this course, you should have

1. Engaged with a variety of primary and secondary sources through personal response
2. Increased your knowledge of current global issues through research
3. Developed proficiency in addressing different rhetorical contexts by responding to the needs posed by specific audiences and purposes
4. Gained a greater understanding of forms of argumentation and employing argumentative structures as writing strategies
5. Developed strategies to effectively accommodate the recursive nature of reading, writing, and research
6. Developed skills in locating, reading or observing, and synthesizing source material into your own writing
7. Refined your techniques of revising and editing prose for greater clarity and precision.

COURSE MATERIALS/REQUIRED TEXTS

- *Practical Argument*. 2nd Edition, Laurie Kirszner and Stephen Mandell. Bedford St. Martin's, 2014. **Rental.**
- *Rules for Writers + Research Pack*. 8th Edition, Diana Hacker. Bedford St. Martin's, 2016. **Purchase.**
- *Persepolis*, Marjane Satrapi, Pantheon, 2003. **Library or purchase.**

COURSE WORK

I. Paper Portfolios (70%):

Throughout this course you will do short written pieces for class meetings and to be posted to D2L in between class meetings. These writings will help you build the three revised, polished essays, which you will submit for grading at three points during the semester. The daily pieces should be written before class and printed to bring to class each day and should be **1½ -2 typed** pages (double-spaced, 12-point font, 1" margins).

- The daily written drafts will be collected at random and I when I do so I will return them to you with comments for use in your revision process, but they will not be graded until the portfolio submission dates.
- The portfolios will include submission of ALL of the daily writing assignments, copies of your source materials (if they are not from the text), and the polished essays, along with all of the drafts that you worked on to polish these papers. In addition, your final portfolio will include a self-assessment narrative and submission to Turnitin.com.
- *Late* portfolios will be marked down 1/2 letter grade for each day late.
- The form of the first two papers will be academic arguments, while the last paper will be a multi-genre paper—we will discuss these formats in class. The first two polished papers must follow the MLA formatting guidelines outlined in your handbook, which we will also discuss in class. The final paper will use Chicago documentation format, since the paper is in a different format than the first two. You will receive a more detailed assignment sheet for each paper, but the following is a brief overview of the requirements:
 1. The 1st polished paper will be **3-4 pages**, plus the works cited page and will focus on resources from *Practical Argument* and the internet.
 2. The 2nd (mid-term) polished paper will be **5-6 pages** long, plus the works cited page. It will focus on the topic of “fake news” and critically evaluating sources and it will require research on the internet and through the library’s electronic databases.
 3. The 3rd (final) polished paper will be a **7+ pages** long, plus the works cited page, multigenre paper. It will be based on *Persepolis* and require a variety of sources from the library, along with web and database sources. You will also present your research with a group. The final portfolio will also include revising your previous two papers to be re-graded along with the rest of the final portfolio.

II. Group revision workshops (10%)

- For each portfolio submission we will have one or more workshop(s) to help in revising your papers. These group workshops are designed to help others with their papers and to help you look critically at your own work through examining others' writing.
- For each peer revision workshop you will complete a questionnaire that will be turned in for points credited. If you do not have a draft for a workshop, one-half of the allotted points for that workshop will be the most points you can possibly receive and your paper grade will also most likely show the effect of not being reviewed.

III. Group Presentation (10%)

As part of preparing your *Persepolis* paper, you will work with a group to present research conducted on your topic to inform the rest of the class and provide resources to help with their final paper research. Your group will be responsible for presenting your information in an interesting way and devising a way for the for the rest of the class to participate in your presentation.

IV. Participation in class and in group work (10%)

- Participation means not only being bodily present during class, but also actively engaging in class activities and discussion. Your participation points will be lowered if you engage in activities not conducive to learning (such as texting or sleeping).
- Completing your daily written assignments on time is also a crucial part of your participation grade. I will be collecting these at random or checking their completion off in class, so please bring these (along with your textbook) to class each day that they are assigned. If you must miss class, you may submit them before class for full credit or complete them for your portfolio submission for half credit.
- Instructor—Writer conferences will be held regularly in lieu of class meetings; these conferences also count as participation, so please be prepared for active discussion.

CLASS POLICIES

A. Discussion Etiquette:

Some of the issues we will discuss in this class may be controversial, so intense and highly charged exchanges may occur and should be expected and welcomed since they help us anticipate and respond to others' views in our writing. It is a requirement of the class, however, that disagreement not become disrespect. It is perfectly OK to disagree on issues and to voice disagreement as long as it is remembered that individual perceptions are shaped by individual experiences and backgrounds and that differences must be approached with respectful and tolerant attitudes. Actions, behavior, or language inappropriate to a college classroom will not be acceptable at any time.

B. Plagiarism:

Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism—a very serious offense. Writers generally borrow ideas from others in two ways:

- 1) **Paraphrasing** (restating in your own words the ideas of another), **quoting directly** (using the same words as the author of the outside source), or using a **combination** of paraphrasing and direct quotation.
NOTE: The citation guidelines for MLA format will be used to properly cite the types of borrowing outlined above. Guidelines for this format are in your handbook and will be covered in class.
- 2) Deliberately **placing your name on someone else's written work** (i.e., using file papers, copying and pasting from the internet without citations, letting friends or hired professionals write your papers, etc.).
NOTE: This type of "borrowing" will be treated in accordance with the University policy on Academic Misconduct (See the UWSP Handbook, Chapter 14 available at <http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>).

C. Attendance/Participation:

You are expected to attend all classes and to attend fully prepared to participate. Because this class meets only one afternoon each week, each class is equivalent to one week's worth of classes on a usual schedule; therefore, attendance at each class meeting is essential and after one missed class meeting, your participation grade will be reduced by one full grade for each additional class missed. Missing more than 3 class meetings will be grounds for failing the course.

If you do need to miss a class, it is your responsibility to complete the assignments and find out the material you missed while absent, preferably from a classmate. Please do not expect me to recreate an entire class for you if you must miss a day.

D. Electronic Devices/Video:

Electronic devices are distracting and their use while others are speaking is impolite; unless you are asked to use them for a class activity, turn off cell phones and put them out of sight. Laptops are not allowed unless you have an Accommodations Request requiring use for a disability; if you use a tablet for notetaking, please sit in the front row. Violating the device policy will result in an absence for the day.

To respect the privacy of those in the class, students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

E. Email:

will do my best to respond to emails within 24 hours (or within 48 hours on weekends), except in the following situations: you are asking for information that can be found on the syllabus, you are asking me to cover an entire class period via email because you have missed a class (please visit my office hours or make an appointment to discuss what you've missed), or the tone of your email is rude or disrespectful.

UNIVERSITY RESOURCES AVAILABLE:

- Help with your papers: In addition to meeting with me, help is also available through the Tutoring-Learning Center or TLC (basement of the LRC Room 018, x3568).
- Students with learning differences may want to visit UWSP's Office of Disability Services (609 LRC, x3365) to work with that office to develop Request for Accommodations Form or a referral to Assistive Technology.

Course Schedule

All reading and writing assignments refer to your *Practical Argument* text, unless otherwise specified. For Papers #2 and #3, you will receive assignment sheets with more detailed schedules. All reading and writing assignments should be completed **before** you come to class on the dates they are listed. For assignments where you are required to find an article, you will want to bring a copy of the article to class and to include the copy in your portfolio.

Week	Monday
1 1/23	Course Introductions Questionnaire & In-Class--Diagnostic Essay
2 1/30	<i>Reading:</i> Chapter 1 and Chapter 2 <i>Writing:</i> Ex. 1.2 and 1.3, p. 49 <i>and</i> Ex. 2.3, 2.4, 2.8, and 2.9
2 2/6	<i>Reading:</i> Chapters 9, 10, and 11 <i>Writing:</i> #1, p. 392
4 2/13	Peer Revision Workshop Bring revised draft to class for group workshop
5 2/20	Paper #1 Portfolios Due Paper #2 Intro. Lab Meeting--Source Exercise <i>Reading:</i> Chapter 8 <i>Writing:</i> Handout in-class
6 2/27	<i>Reading:</i> Chapter 3 and Chapter 5 + Your research <i>Writing:</i> TBD
7 3/6	Individual Conferences (no regular class meeting) Bring draft to meeting in my office at scheduled time
8 3/13	Peer Revision Workshop Paper #2 (Mid-term) Portfolios Due Groups formed, Persepolis Paper #3 Intro.
3/20- 3/24	SPRING BREAK
9 3/27	Library Meeting
10 4/3	Group Conferences
11 4/10	Group Presentations #1 and #2 <i>Reading:</i> <u>Persepolis</u> group assignments <i>Writing:</i> As assigned
12 4/17	Group presentations #3 and #4 <i>Reading:</i> <u>Persepolis</u> group assignments <i>Writing:</i> As assigned
13 4/24	Group presentations #3 and #4 <i>Reading:</i> <u>Persepolis</u> group assignments Writing: As assigned
14 5/1	Individual Conferences (no regular class meeting) Bring revised draft to class for group workshop
15 5/8	Peer Revision Workshop Bring revised draft to class for group workshop Revision/Portfolio Preparation
5/15- 5/19	FINALS WEEK: Final Portfolios due at scheduled final exam time: Thursday, May 18th 17:00-19:00