|  |  |  |  |
| --- | --- | --- | --- |
| English 202, section 1MW 8-9:15 CCC 238 | English 202, section 6MW 9:35-10:50CCC 238 |  | Dr. Wade MahonOffice: CCC 443 346-4327wmahon@uwsp.eduOffice hrs. MW 11-12, TR 2-3, and by appt. |

# Syllabus

Required Texts: • Kirszner & Mandell. *Practical Argument*, 2nd ed., 2014.

• 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 2 research papers (5+ pages each), and 5 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: <http://www.uwsp.edu/centers/rights/RRBOOKLET8-2005-06.pdf>.

**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 (2) |  40% |
| Short papers (5)Participation |  50% 10% |
|  | 100% |

**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;*PA=Practical Argument.* Schedule subject to change*.*)

|  |  |
| --- | --- |
| Sept. 7—Course IntroductionSept. 12—Read *PA* ch. 12, pp. 410-35Sept. 14—Citing sources (MLA): Read ch. 9 & 10Sept. 19—Plagiarism: Read ch. 11; HowardSept. 21—Bring argument mapSept. 23—Understanding plagiarism: Read ch. 11 *PA*Sept. 28—Readings TBA; Effective writing strategiesSept. 30—**Short paper: Using Sources Well**Oct. 5—Readings: Conspiracy Theories/Pseudo-scienceOct. 7—Readings: Conspiracy Theories/Pseudo-scienceOct. 12—Evaluating sources, ch. 8 *PA*; Bring sourceOct. 14—**Short paper: Article Review**Oct. 19—Thesis statementsOct. 21—Conferences (optional) | Oct. 26—Draft WorkshopOct. 28—**Research Paper#1**Nov. 2—Bring artifact/photo on potential topicNov. 4—Effective research questionsNov. 9—Bring secondary source(s); APA styleNov. 11—Research Question: Finding contextNov. 16—Bring additional studies; drafting Literature ReviewNov. 18—**Literature Review**; Primary research methodsNov. 23**—**Effective writing strategies: sentence-levelNov. 25—Effective writing strategies: paragraph-levelNov. 30—Effective writing strategies: essay-levelDec. 2—ConferencesDec. 7—ConferencesDec. 9—Final exam preparationDec. 14—**Research Paper #2**Final Exam: **Reflective Essay,** in class writing Section 1: Dec. 16 (Wed.), 12:30-2:30  Section 5: Dec. 18 (Fri.), 8:00-10:00 |
|  |  |
| Jan. 25—Course IntroductionJan. 27—Legitimate sources: Read ch. 12; WolchoverFeb. 1—Citing sources (MLA): Read ch. 9 & 10Feb. 3—Plagiarism: Read ch. 11; HowardFeb. 8—Feb. 10—Draft workshopFeb. 15—Short paper: Conventional WisdomFeb. 17—Readings: Conspiracy Theories/Pseudo-scienceFeb. 22—Readings: Conspiracy Theories/Pseudo-***science******Feb. 24—Evaluating sources: Read ch. 8; bring source******Feb. 29—Group planning******Mar. 2—Draft workshop******Mar. 7—Bibliography: Conspiracies/Pseudoscience*** ***Mar. 9—Thesis statements******Mar.14—Bring outline******Mar.16—Conferences (optional)******Mar. 21—SPRING BREAK******Mar. 23—SPRING BREAK*** | *Mar. 28—Draft workshop**Mar. 30—Research Paper#1**Apr. 4—Bring artifact/photo on potential topic**Apr. 6—Effective research questions**Apr. 11—Bring secondary source(s); APA style**Apr. 13—Research Question: Finding context**Apr. 18—Bring additional studies; drafting Literature Review**Apr. 20—Literature Review; Primary research methods**Apr. 25—Effective writing strategies: sentence-level**Apr. 27—Effective writing strategies: paragraph-level**May 2—Effective writing strategies: essay-level**May 4—Conferences**May 9—Conferences**May 11—Research Paper #2**Final Exam: Reflective Essay, in class writing* *Section 1: May 17 (Tues.), 2:45-4:45* *Section 2: May 19 (Thur.), 10:15-12:15* |

|  |
| --- |
| **Written Communication Learning Outcomes:*** Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience.
* Compose articulate, grammatically correct, and organized pieces 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 your communication.
 |