

ENGLISH 150 Section 5 – Advanced Freshman English
Spring 2020

Professor:	Lauren Gantz
Meeting Times:	M W 3:30-4:45PM, CCC 322
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Office Hours:	M W 1-3PM, and by appointment

COURSE DESCRIPTION

English 150 is part of the Foundation Level of the General Education Program at UWSP, providing a foundation for all the reading and writing students will do in college—and beyond. Because it is impossible to prepare specifically for every kind of task that may lie in a person's future, our emphasis is on expanding your "toolkit" of skills and strategies that can be used in a variety of situations. This course will give you a better sense of what may be expected of you in college writing assignments and help you develop the flexibility and confidence to adapt to the varied writing tasks you will undertake in the future.

English 150 develops students' ability to read and think carefully, critically, and clearly. This course focuses on writing that communicates ideas/information, writing that persuades, and using sources properly. By the time you finish the course you should be able to:

- Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience.
- Compose an articulate, 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.
- Critique your own and others' writing to provide effective and useful feedback to improve communication skills.

Beyond these goals, I will also encourage you to grow in other ways. In particular, I will ask you to understand writing as a collaborative and ongoing process—one that involves multiple phases of brainstorming, feedback, and revision—rather than an isolated and finite task. I will also ask you to become aware of your own habits of thinking and writing, and to develop your own set of best practices for writing. This kind of self-knowledge will be important not only to your success in this class, but to your success in college and beyond.

TEXTS

You are not required to purchase from the University Store. Used copies, photocopies, digital copies, and library copies are perfectly acceptable, provided that you read the same assigned sections of text as everyone else. If purchasing our required books will cause you insurmountable financial difficulty, please reach out to me so that I can get you access to our readings.

Rental: Laurie G. Kirszner and Stephen R. Mandell. *Practical Argument: A Text and Anthology* (3rd edition for UWSP).

Purchase:

Diana Hacker and Nancy Sommers. *Rules for Writers* (9th edition).

Virginia Eubanks. *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*.

Supplies:

You should have a *folder* (any style) in which you will turn in materials (drafts, feedback, etc.) associated with each project. You will also need a *stapler* or a supply of *paperclips*. In addition, I'd recommend getting a good dictionary (in print or electronic form).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a disability and need accommodations for this course, please contact the Office of Disability Services. Call 715-346-3365, email dissv@uwsp.edu, or visit the Office in room 609 of the Learning Resource Center.

ABSENCE AND LATENESS POLICY

You will be given **two free absences** for the semester. Absences beyond those two will impact your participation grade (see grading criteria for explanation). Exceptions to this policy include absences for religious observances and/or course accommodations documented with Disability Services. Please ensure you arrive to class on time; **three tardies will count as an absence, and if you are more than fifteen minutes late, you will be marked as absent for the meeting.**

If you have to miss class, you are still responsible for turning in all assignments due on the date of your absence, and for completing assigned course readings. I would also advise contacting a classmate for notes. Please do not email me asking, "Did I miss anything?" The answer will always be, "Yes." If you need clarification of your classmates' notes, then you are welcome to contact me.

RELIGIOUS HOLY DAYS

By UWSP policy, you must notify me of a pending absence due to a religious holy day within the first three weeks of class. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work.

STATEMENT ON ACADEMIC HONESTY

Some of the assignments in this class will require the use of sources. When you use sources, you **must** cite them. MLA citation style is preferable but use any format with which you are familiar. The use of an unacknowledged source will result, *at minimum*, in your being required to redo the assignment for reduced credit. Depending on the nature and extent of the misuse, such behavior may result in a zero for the assignment or an F for the course. If you are unsure how to cite a source properly, please ask me. Other forms of academic dishonesty, such as purchasing work, copying the work of classmates, cheating on exams, etc., will also result in a major course penalty, including possible failure of the course. A report may also be submitted to the Dean of Students. For more information about UWSP's policies regarding academic misconduct, see: <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

EMAIL

Your UWSP email account is the university's standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole, or individual students; I will routinely use the course home page in Canvas for reminders and announcements.

Be advised that while I do check my email regularly throughout the week and on weekends, **I only read and respond to messages between 7AM-7PM**. Please contact me during those hours, unless it's an emergency.

TECHNOLOGY POLICY

Computers and tablets can be used for taking or referring to notes, checking Canvas, and/or accessing class materials. If I see you using these devices for purposes unrelated to our course, I will ask you to get back on task. Recurring problems may result in penalties including reduced participation grades and/or being marked tardy or absent for the class period(s) in question.

Cellphones should be out of sight and either turned off or silenced. If I see your phone out during class time, I will ask you to put it away. Refusal to comply with this policy will result in your being asked to leave the classroom. If you are expecting an urgent call, please let me know at the start of class. If you must take a call, please step out of the classroom as quickly and quietly as you can.

SAFE SPACE POLICY

We're all required to be respectful of each other's identities and opinions. There will be zero tolerance for slurs, derogatory language, harassment, or belittlement of ideas. If you need clarification, please refer to UWSP's Community Rights and Responsibilities

Handbook (<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>). As a general rule, use common sense and treat others as you wish to be treated. If you feel unsafe in any class discussion, please speak to me immediately so that we can resolve the problem.

PERSONAL EMERGENCIES

Any student facing challenges that may affect their academic performance is encouraged to contact the Dean of Students for support. Such challenges may include but are not limited to: mental or physical health crises, family crises, food insecurity, housing insecurity, financial insecurity, incidents of hate/bias, interpersonal violence, or sexual assault/harassment. Furthermore, please notify me if you feel comfortable doing so. That will enable me to provide any resources that I possess, including flexibility on assignment deadlines and/or attendance, or taking an incomplete in the course.

Be advised: **I am a mandatory reporter.** If you disclose to me that you have been a victim of sexual assault/harassment, hate/bias, or any crime, **I am required to inform the university.** Likewise, if you disclose to me that you are experiencing thoughts of self-harm, or have engaged in self-harm, **I must inform the university.** Think carefully about whether or not you would like to make a report before disclosing to me, or to any UWSP employee. If you do not want to report, but still want to let me know that you're dealing with a personal issue, you should speak in generalized terms.

If you've experienced any of the aforementioned issues, please check out the Campus and Community Resources page on Canvas. I've compiled a list of organizations and agencies you can turn to for help—both on-campus and off.

ASSESSMENT

UWSP regularly assesses the General Education Program (including this course) to ensure that we are providing you with the best education we can. As part of this effort, samples of student work may be shared, anonymously, with a small group of faculty members. If you have any questions about the assessment process or concerns about how your work may be used, please come talk with me.

GRADING AND REQUIREMENTS

Reading and preparation for class: For all class meetings, there will be assigned readings with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, *before class* is necessary preparation for you to be able to participate fully in, and benefit from, the class meeting. You should also take some notes on your observations and reactions.

Attendance and participation: You should attend class regularly and participate to the best of your ability. Class activities will include discussion, workshops, informal writings, and peer review. See pages six and seven for grading criteria.

Informal writing assignments: You will have a number of informal, low-stakes writing assignments throughout the semester. These are designed to help you reflect on readings, explore ideas, generate material for papers, give each other feedback, and reflect on what you have learned. Prompts for these assignments will be posted on Canvas.

Formal assignments: Formal writing assignments will include an annotated bibliography, an essay, and a multimodal composition. Details about these assignments, including grading criteria, will be provided in handouts, posted on Canvas, and discussed in class. The final draft of each assignment should be submitted electronically to Canvas, while all other materials associated with that project should be submitted in a folder at the beginning of class. Each assignment will list all the documents that should be included in the assignment portfolio and how much of that unit's grade each item is worth.

Group peer review: All formal assignments must go through the peer review process—**I will not accept projects that haven't been peer reviewed.** If you have to miss class on a peer review day, or do not have your draft completed in time for peer review, it is *your responsibility* to find a classmate to review your paper on his/her own time. On peer review days, you must bring a *completed* draft of your assignment. If you do not have a completed draft, you will be sent home and counted absent for that class period.

For each workshop, you will complete a questionnaire that will be turned in for points credited. The quality of your answers to those questions will be used to determine your grade for the workshop—simple yes/no answers are unlikely to receive full credit. Take your time. Offer your classmates thorough, constructive, and thoughtful advice about how to improve their writing.

Revision: You will have the opportunity to revise two of your three formal assignments at the end of the semester. Your original grade and your revision grade will be averaged in order to determine your final score for that project. Details about revision expectations and deadlines will be included on the assignment sheets for each project.

Your grades will be determined using the following rubric:

Annotated Bibliography	20%
Rhetorical Analysis	25%
Multimodal Composition	25%
Research Summaries and informal writing assignments	20%
Participation	10%

There will be no midterm or final exam in this class. I will be using the plus/minus system for final grades. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000 through 83.999.

A = 93-100 A- = 90-92 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 74-76 C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63 F = 0-60

Criteria for Participation

	Ideal	Satisfactory	Unsatisfactory
Attendance	Is present for the entirety of each class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 85% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 15% of the time, or less often but without explanation.
Preparation	Always gives evidence of preparation when called on.	Gives evidence of preparation when called on at least 85% of the time.	Gives evidence of being unprepared more than 15% of the time.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Attends to something other than class activities (e.g. texting, Facebook, studying for another class).
Quality of Contributions	Makes comments that stand out for the level of careful thought they demonstrate about the material and the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions, are irrelevant, or otherwise tend to derail the conversation.
Classroom Community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect.

SUBMISSION REQUIREMENTS AND LATE WORK:

Take-home assignments: In order to pass the course, you must complete every assignment. Take-home assignments are due *by the beginning of class* on the due date.

Late take-home assignments will lose a letter grade for each calendar day (note: not each class day) they are late. Extensions are negotiable if, knowing your own academic schedule and obligations, you anticipate needing more time for an assignment. **To request an extension, you must speak with me in person at least two calendar days before the assignment is due.** Together we will arrive on a later due date that must fit into the syllabus (i.e., the new due date must precede any other due dates for the unit). I will hold you to that new due date and deduct points if you miss it. **Do not e-mail me the night before something is due to ask for an extension; I will refuse. Plan ahead.**

You must build in time for possible technological failure ("my computer crashed") or contingency ("I left my flash drive with my paper on it at home"). **Late work is late, regardless of circumstance.**

In-class assignments and activities: In-class work (quizzes, exams, etc.) can **only** be made up under extraordinary, unavoidable circumstances. You must provide me with documentation of the reason for your absence.

OTHER USEFUL INFORMATION

Copies of all course documents and additional resources will be available in **Canvas**.

The **Tutoring-Learning Center**, located in the basement of the library (Room 018), can provide help with writing and many other skills you will need to succeed in college. Their regular hours are Monday – Thursday 9:00am – 8:00pm, Friday 9:00AM – 1:00PM. Appointments are recommended but not required. Phone 715-346-3568 or email tlctutor@uwsp.edu.

COURSE SCHEDULE

**Subject to change at instructor's discretion*

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| W 1/22 | Introduction to the Course
Writing as Conversation |
| M 1/27 | Questionnaire Due
Introduction to Unit I: Mapping Arguments
Read Intro and Ch. 1 from <i>Automating Inequality</i> (content warning: discussion of sexual assault and physical abuse)
Read "An Introduction to Argument" (pgs. 3-14) and "The Four Pillars of Argument" (pgs. 24-27) from <i>Practical Argument</i> |
| W 1/29 | Identifying Controversies for Research
Read Ch. 2 from <i>Automating Inequality</i>
Read "Choosing a Topic" and "Thinking about Your Topic" (pgs. 254-58) and "Becoming an Active Reader" (pgs. 62-63) from <i>Practical Argument</i> |

- M 2/3** **Informal Writing #1 Due**
Narrowing Topics and Finding Sources
Read Ch. 3 from *Automating Inequality*
Read "Finding and Evaluating Sources" from *Practical Argument* (pgs. 288-95)
- W 2/5** **Topic Proposal Due**
LIBRARY INSTRUCTION DAY
- M 2/10** **Research Log #1 Due**
Using sources ethically and effectively
Read Ch. 4 from *Automating Inequality*
Read "Summarizing, Paraphrasing, Quoting, and Synthesizing Sources" (pgs. 329-44); and "Using Sources Responsibly" (pgs. 369-74) from *Practical Argument*
Skim "Documenting Sources: MLA" (pgs. 345-67) from *Practical Argument*
- W 2/12** **Research Summary #1 Due**
Writing Workshop: Annotated Bibliographies
Read Ch.5 of *Automating Inequality*
Read "Annotated Bibliographies" PDF (Canvas)
- M 2/17** **Research Logs #2 and #3 Due on Canvas**
Example Annotated Bibliographies
Read Conclusion and Afterword of *Automating Inequality*
- W 2/19** **Lab Day: Annotated Bibliographies (CCC 307)**
De-brief about Research Summary #1
Procedures and Expectations for Peer Review
- M 2/24** **PEER REVIEW ANNOTATED BIBLIOGRAPHIES**
- W 2/26** **Individual Conferences**
- M 3/2** **Individual Conferences**
- W 3/4** **FINAL DRAFT OF ANNOTATED BIBLIOGRAPHY DUE**
Introduction to Unit II: Rhetorical Analysis
Read "What is Rhetorical Analysis?"; "Considering the Rhetorical Situation"; and "Considering the Means of Persuasion" (pgs. 99-107) from *Practical Argument*
- M 3/9** **Research Log #4 Due**
Situated and Constructed Ethos

Read "Arguments Based on Character" (Supplement pgs. 14-24) from *Practical Argument*

- W 3/11** **Informal Writing #2 Due**
 Pathos
 Read "Arguments Based on Emotion" (Supplement pgs. 2-13) from *Practical Argument*
- M 3/16** **SPRING BREAK**
- W 3/19** **SPRING BREAK**
- M 3/23** **Research Summary #2 Due: Multimodal Practice**
 Logos and Warrants
 Read "Understanding Logic" (pgs. 123-46) and "Arguments Based on Fact and Reason" (Supplement pgs. 25-44) from *Practical Argument*
- W 3/25** Logical Fallacies
 Read "Recognizing Logical Fallacies" (pgs. 147-60) from *Practical Argument*
- M 3/30** Situated and Invented Kairos
 Read "Kairos and the Rhetorical Situation: Seizing the Moment" PDF (Canvas)
- W 4/1** De-Brief about Research Summary #2
 Example Rhetorical Analyses
- F 4/3** **LAST DROP DAY**
- M 4/6** **PEER REVIEW OF RHETORICAL ANALYSES**
- W 4/8** Revision Workshop
 Read "Revising Your Essay" and "Polishing Your Essay" (pgs. 273-79) from *Practical Argument*
- M 4/13** **Individual Conferences**
- W 4/15** **Individual Conferences**
- M 4/20** **FINAL DRAFT OF RHETORICAL ANALYSIS DUE**
 Introduction to Unit III: Multimodal Composition
 Read "Understanding Your Purpose and Audience" (pgs. 259-60) and "Establishing Credibility" (pgs. 267-70) from *Practical Argument*
- W 4/22** **Informal Writing #3 Due**

Introduction to Infographics

Read "Infographic Best Practices" and "InfoGraphic Designs: Overview, Examples, and Best Practices" (Canvas)

Watch "Introduction to Infographics" (Canvas)

M 4/27

Example Infographics

Read "Infographics Seminar Handout" (Canvas)

W 4/29

Lab Day: Building Infographics (CCC 307)

M 5/4

Lab Day: Building Infographics (CCC 307)

W 5/6

PEER REVIEW OF MULTIMODAL PROJECTS

M 5/11

ENGL 150 Section 5:

Multimodal Projects and Revisions due by 4:45PM