

English 150, Sec. W01, M01: Accelerated Reading, Writing, and Research

Instructor: Jason Siegel
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Time and Place
MWF 10:00-10:50 am
Room 218 (Wausau),
Room 135 (Marshfield)

Contacting me

Please feel free to contact me whenever you have any questions about course materials or policies. You will probably find it most useful to meet with me during my office hours (You don't even have to make an appointment!), but for minor questions you can send me an email and I will get back to you within 24 hours. If you'd like to meet with me but cannot make it to my regular office hours, we can schedule a meeting time that will work for both of us.

Course Description

English 150 is an advanced composition course. Its main purposes are to prepare you for the demands of reading and research-based writing at the college level, and to provide you with critical reading tools that will make you a more sophisticated thinker. Writing is both a way of learning and of communicating, and this course will teach you to evaluate the ideas of others and to construct arguments on topics that interest you through original research. You will also learn to go through each step of the writing process from choosing a topic to developing a research proposal, conducting research, generating a thesis, drafting an essay, and revising it. This will help you turn an interesting idea into an enjoyable and persuasive piece of writing.

The point of all this is not simply to make you a better reader and writer, but to give you the critical skills you will need to navigate a world in which people constantly assail you with verbal messages in an attempt to get you to see the world the way they want you to.

Course Goals and Learning Outcomes

By the time you complete this course you should be able to...

Reading

- Apply critical thinking to analyzing arguments in both scholarly and popular sources with emphasis on persuasive strategies
- Describe the audience, purpose, and genre of a piece of writing, and evaluate author's choices within that situation and genre

Writing

- Use persuasive strategies and evidence to write effective arguments, adapting content, form, and style to various audiences, purposes, genres, and situations
- Use techniques to effectively edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre

Process

- Independently select and use effective and appropriate research, writing, and note-taking strategies
- Self-assess individual writing and research strengths and weaknesses to develop effective strategies that can be transferred
- Conduct research as a process of inquiry by posing a question, reviewing sources, and synthesizing information to arrive at a claim
- Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions

Information Literacy/Research

- Use library resources and internet searches effectively to locate potential sources, including scholarly ones
- Assess the relevance, reliability, authority, and bias of potential sources
- Use sources purposefully and ethically in their writing
- Recognize and use discipline-specific guidelines to document sources

Required Texts You'll need to purchase/rent the following books:

- *Seagull Book of Essays*, 4th Edition
- *Eating Animals*

Course Requirements/Grades

Portfolio 1: 25%

Portfolio 2: 25%

Portfolio 3: 25%

Class Participation: 25%

Grading Scale: A+=98-100; A=93-97; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; D+=67-69; D=63-66; D-=60-62; F=0-59

Attendance

Attendance is absolutely required. English 150 is a seminar-like, discussion-based course, so your presence matters for your own learning, as well as for the contributions you can

make to the learning of others. For this reason, you need to be in class on time and prepared every single meeting. However, because I realize there are times when you must miss class due to illness, a family emergency, or other pressing matters, you will be allowed two free absences without penalty. If you know you have to miss class, send me an email ahead of time whenever possible. It is *your* responsibility to find out what you missed and to make up any work as required. Excessive or habitual tardiness may be counted as an absence.

The **final course grade** will be lowered for each additional absence beyond the first two absences (An A will become an A-, an A- will become a B+, and so on). An absence beyond 5 absences will result in a student failing the course.

Obviously, I will take into account *extraordinary* reasons for an absence such as a severe accident or illness, a family emergency or death, a recognized religious holiday, or jury duty. Just let me know!

Participation

Because the success of our seminar largely depends on your active participation, you are expected, not only to be here, but also to talk and/or ask questions on a regular basis. This means you have to keep up with the reading so that you will actually have something to say. You are also expected to treat me and your fellow students with respect and to comport yourself like an adult. You are free to disagree with any comments you might hear in class and to express your own views, but do so in a respectful, non-combative manner. For example, you might say, “Jason makes a good point, but Jonathan Safran Foer’s statement on page 5 seems to contradict what Jason just said.” I realize that speaking up during class is easier for some than others, so I am glad to help out if you are having trouble entering the conversation. Just talk to me after class or drop me an email.

Coursework

The only way to learn to write is to practice, so this course will require you to write constantly. The course will be divided into three units, each of which will require you to write a short essay that you will then build upon to produce a longer essay. Each essay will go through multiple drafts, and your various drafts will be collected in a portfolio due at the end of the unit.

Late Work

You will do a lot of writing and revising in this course and a lot of work with your peers, which means that all work must be turned in at the beginning of class on the date specified. If a paper or draft is turned in late, the overall grade for that paper assignment will be reduced by a letter grade (i.e. A to A-) for every calendar day that the paper or draft is late. When a paper is one week late, it automatically receives a failing grade.

Peer Review

You will meet with a peer group to receive and provide feedback on various drafts. This will give you a chance to get input from different readers, and responding to your

classmates' papers will sharpen your own critical ability, which should help you revise your own drafts. An absence on a peer review day or failure to participate in a peer review will lower your course grade.

Conferences

Each of you will meet with me for one-on-one in-class conferences several times throughout the semester to discuss your progress on an essay draft. These conferences give us a chance to work together one-on-one to tackle the nuts and bolts of one of your actual drafts. In my experience, conferences offer students the greatest opportunity for learning about writing.

Academic Honesty and Plagiarism

Plagiarism, or taking credit for words or ideas not your own, is a serious offence and will lead to dire consequences. The penalty for plagiarism ranges from failing the course to expulsion from the university. If I think you have plagiarized, I will meet with you and refer your name to a disciplinary committee responsible for overseeing the investigation of academic crimes. Except for acknowledged quotations, all of your work is to be written in your own words. You may not copy from a book, another student's paper, a webpage, or any other source.

Calendar

Below is an outline of the semester calendar. Although the schedule might change, assume that it is correct unless I tell you otherwise. Please note that homework assignments are due at the *beginning* of class on the very next class date after which they are assigned (if it is assigned on Monday, it is due on Wednesday, etc.).

In the list of readings below, Essays refers to *The Seagull Book of Essays*

Unit 1: Rhetorical Analysis

Monday 1/22

In Class: -Distribution of Syllabus
-Introduction to Course

Homework: -Read “How to Read Essays” (Essays 3-28)

Wednesday 1/24

In Class: -Discuss “How to Read Essays” (Essays 3-28)

Homework: -Read APA, “Resolution on Violent Video Games” (Essays 164-171)

Friday 1/26

In Class: -Discuss - APA, “Resolution on Violent Video Games” (Essays 164-171)

Homework: -Read Menand, “Why Do Professors All Think Alike?” (Essays 197-209)

Monday 1/29

In Class: -Discuss Menand, “Why Do Professors All Think Alike?” (Essays 197-209)

Homework: -Brainstorm Research Topics

Wednesday 1/31

In Class: -Discuss Essay 1

Homework: -Read Swift, “A Modest Proposal” (Essays 147-156)

-Essay 1 Due Wed 2/7 in the “Assignments” Section

Friday 2/2

In Class: -Discuss Swift, “A Modest Proposal” (Essays 147-156)

Homework: -Read Fowles, Advertisement’s 15 Basic Appeals” (Canvas)

- Essay 1 Due Wed 2/7 in the “Assignments” Section

Monday 2/5

In Class: -Discuss Fowles, Advertisement’s 15 Basic Appeals” (Canvas)

Homework: -Bring in advertisements

- Essay 1 Due Wed 2/7 in the “Assignments” Section

Wednesday 2/7

In Class: -**Essay 1 Due**

- Discuss Essay 2
- Discuss Advertisements

Homework: -Read Douglass, "Learning to Read" (Essays 61-67)
-**Essay 2 Due Wed 2/14 in Class (3 physical copies)**

Friday 2/9

In Class: -Discuss Douglass, "Learning to Read" (Essays 61-67)

Homework: -Read Tannen, "The Triumph of the Yell," (Essays 89-92)
- **Essay 2 Due Wed 2/14 in Class (3 physical copies)**

Monday 2/12

In Class: -Discuss Tannen, "The Triumph of the Yell," (Essays 89-92)

Homework: - **Essay 2 Due Wed 2/14 in Class (3 physical copies)**

Wednesday 2/14

In Class: **Draft One of Essay 2 Due in Class (3 physical copies)**

- Workshop

Homework: - **Portfolio 1 Due Mon 2/26 in the "Assignments" Section**

Friday 2/16

In Class: -Workshop

Homework: - **Portfolio 1 Due Mon 2/26 in the "Assignments" Section**

Monday 2/19

In Class: -Workshop

Homework: - **Portfolio 1 Due Mon 2/26 in the "Assignments" Section**

Wednesday 2/21

In Class: -Workshop

Homework: -Read Chamlee-Wright, "The Need to Presume Good Faith in Campus Conversations and Debates" (Essays 141-144)

- **Portfolio 1 Due Mon 2/26 in the "Assignments" Section**

Unit 2: Comparing and Contrasting Arguments

Friday 2/23

In Class: -Introduce Unit 2

- Discuss Essay 3
- Discuss Chamlee-Wright, "The Need to Presume Good Faith in Campus Conversations and Debates" (Essays 141-144)

Homework: -Read ACLU, "Speech on Campus" (Essays 132-140)

- Portfolio 1 Due Mon 2/26 in the "Assignments" Section**
- Essay 3 Due Fri 3/8 in the "Assignments" Section**

Monday 2/26

In Class: -**Portfolio 1 Due in the “Assignments” Section**

- Read ACLU, “Speech on Campus” (Essays 132-140)

Homework: - Read Orwell, “Politics and the English Language” (Essays 68-81)

Wednesday 2/28

In Class: -Discuss Orwell, “Politics and the English Language” (Essays 68-81)

Homework: -**Essay 3 Due Fri 3/8 in the “Assignments” Section**

Friday 3/1

In Class: -Discuss Orwell, “Politics and the English Language” (PA 772-82)

Homework: -Read Tan, “Mother Tongue” (Essays 474-480)

- **Essay 3 Due Fri 3/8 in the “Assignments” Section**

Monday 3/4

In Class: - Tan, “Mother Tongue” (Essays 474-480)

Homework: -Read Reagan, “A Time for Choosing” (Essays 320-331)

- **Essay 3 Due Fri 3/8 in the “Assignments” Section**

Wednesday 3/6

In Class: -Discuss Essay 4

-Discuss Reagan, “A Time for Choosing” (Essays 320-331)

Homework: - Read Ehrenreich, “Evaluation” (Essays 544-565)

-**Essay 3 Due Fri 3/8 in the “Assignments” Section**

Friday 3/8

In Class: -**Essay 3 Due in the “Assignments” Section**

- Discuss Ehrenreich, “Evaluation” (Essays 544-565)

Homework: - Read Jefferson, “The Declaration of Independence” (Essays 279-283)

-**Essay 4 Due Wed 3/27 in Class (3 physical copies)**

Monday 3/11

In Class: -Discuss Jefferson, “The Declaration of Independence” (Essays 279-283)

Homework: -Read Stanton, “Declaration of Sentiments and Resolutions” (Essays 284-287)

Wednesday 3/13

In Class: - Discuss Stanton, “Declaration of Sentiments and Resolutions” (Essays 284-287)

Homework: -Read Foer, *Eating Animals*, pp. 1-41

Friday 3/15

In Class: -Discuss Foer, *Eating Animals*, pp. 1-41

Homework: -Read Foer, *Eating Animals*, pp. 43-77

-**Essay 4 Due Wed 3/27 in Class (3 physical copies)**

MARCH 18-22 NO CLASS: SPRING BREAK

Monday 3/25

In Class: -Discuss Foer, *Eating Animals*, pp. 43-77

Homework: - **Essay 4 Due Wed 3/27 in Class (3 physical copies)**

Wednesday 3/27

In Class: -**Draft One of Essay 4 Due in Class (3 physical copies)**

-Workshop

Homework: -**Portfolio 2 Due Mon 4/8 in the “Assignments” Section**

Friday 3/29

In Class: -Workshop

Homework: - **Portfolio 2 Due Mon 4/8 in the “Assignments” Section**

Monday 4/1

In Class: -Workshop

Homework: - **Portfolio 2 Due Mon 4/8 in the “Assignments” Section**

Wednesday 4/3

In Class: -Workshop

Homework: - **Portfolio 2 Due Mon 4/8 in the “Assignments” Section**

Unit 3: Using Research to Make an Argument

Friday 4/5

In Class: -Introduce Unit 3

-Discuss Essay 5, Annotated Bibliographies

Homework: - Read Foer, *Eating Animals*, pp. 78-98

- **Portfolio 2 Due Mon 4/8 in the “Assignments” Section**

-**Annotated Bibliography Due Fri 4/19 in the “Assignments” Section**

-**Essay 5 Due Wed 5/1 in Class (3 physical copies)**

Monday 4/8

In Class: -**Portfolio 2 Due**

-Discuss Foer, *Eating Animals*, pp. 78-98

Homework: -Read Foer, *Eating Animals*, pp. 98-115

-**Annotated Bibliography Due Fri 4/19 in the “Assignments” Section**

-**Essay 5 Due Wed 5/1 in Class (3 physical copies)**

Wednesday 4/10

In Class: -Discuss Foer, *Eating Animals*, pp. 98-115

Homework: -Read Foer, *Eating Animals*, pp. 117-129

-**Annotated Bibliography Due Fri 4/19 in the “Assignments” Section**

-**Essay 5 Due Wed 5/1 in Class (3 physical copies)**

Friday 4/12

In Class: -Discuss Foer, *Eating Animals*, pp. 117-129

Homework: -Read Foer, *Eating Animals*, pp. 129/148

-**Annotated Bibliography Due Fri 4/19 in the “Assignments” Section**

-**Essay 5 Due Wed 5/1 in Class (3 physical copies)**

Monday 4/15

In Class: -Discuss Foer, *Eating Animals*, pp. 129-148

Homework: - Read Foer, *Eating Animals*, pp. 149-164

-**Annotated Bibliography Due Fri 4/21 in the “Assignments” Section**

-**Essay 5 Due Wed 5/1 in Class (3 physical copies)**

Wednesday 4/17

In Class: -Discuss Foer, *Eating Animals*, pp. 149-164

Homework: -Read Foer, *Eating Animals*, pp. 164-199

-**Annotated Bibliography Due Fri 4/19 in the “Assignments” Section**

-**Essay 5 Due Wed 5/1 in Class (3 physical copies)**

Friday 4/19

In Class: -**Annotated Bibliography Due in the “Assignments” Section**

-Discuss Foer, *Eating Animals*, pp. 164-199

Homework: -Read Foer, *Eating Animals*, pp. 201-222

- **Essay 5 Due Wed 5/1 in Class (3 physical copies)**

Monday 4/22

In Class: -Discuss Foer, *Eating Animals*, pp. 201-222

Homework: -Read Foer, *Eating Animals*, pp. 222-244

- **Essay 5 Due Wed 5/1 in Class (3 physical copies)**

Wednesday 4/24

In Class: -Discuss Foer, *Eating Animals*, pp. 222-244

Homework: -Read Foer, *Eating Animals*, pp. 245-267

- **Essay 5 Due Wed 5/1 in Class (3 physical copies)**

Friday 4/26

In Class: -Discuss Foer, *Eating Animals*, pp. 245-267

Homework: -**Essay 5 Due Wed 5/1 in Class (3 physical copies)**

Monday 4/29

In Class: -Discuss Writing

Homework: -**Essay 5 Due Wed 5/1 in Class (3 physical copies)**

Wednesday 5/1

In Class: -**Essay 5 Due in Class (3 physical copies)**

-Workshop

Homework: -**Portfolio 3 Due 5/13**

Friday 5/3

In Class: -Workshop

Homework: -**Portfolio 3 Due 5/13**

Monday 5/6

In Class: -Workshop

Homework: -**Portfolio 3 Due 5/13**

Wednesday 5/8

In Class: -Workshop

Homework: -**Portfolio 3 Due 5/13**

Friday 5/10

In Class: -Avuncular Advice

-Tearful Farewells

Homework: -**Portfolio 3 Due 5/13**

Portfolio 3 is due Monday, May 13 at 12:15 pm in the “Assignments” Section