

English 202, sec. 16
Fall 2018
TR 2-3:15
CCC 238

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Office hrs. MTWR 11-12 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	<u>20%</u>
	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; chapter #s refer to *Practical Argument*. Schedule subject to change.)

Sept. 4—Course Introduction	Oct. 30—Bring artifact/photo on potential topic
Sept. 6—Legitimate sources: Read ch. 12; Wolchover	Nov. 1—Effective research questions
Sept. 11—Citing sources (MLA): Read ch. 9 & 10	Nov. 6—Research methods
Sept. 13—Plagiarism: Read ch. 11; Howard	Nov. 8—Sentence-level strategies; surveys
Sept. 18—Draft workshop	Nov. 13—Paragraph-level strategies; surveys
Sept. 20— Seven Sentence Essay (10%)	Nov. 15—Draft workshop
Sept. 25—Bring argument map	Nov. 20— Primary Research Report (10%)
Sept. 27—Bring revised outline	Nov. 22—NO CLASS - THANKSGIVING
Oct. 2—Draft workshop	Nov. 27—Bring secondary source(s); APA style
Oct. 4— <u>Paper #1: Conventional Wisdom (15%)</u>	Nov. 29—Bring additional sources
Oct. 9—Evaluating sources: Read ch. 8	Dec. 4—Conferences
Oct. 11—Readings: Pseudoscience	Dec. 6—Conferences
Oct. 16—Readings: Conspiracy Theories/Fake News	Dec. 11—Draft workshop
Oct. 18—Bring source, argument map	Dec. 13— <u>Paper #3: Primary Research (20%)</u>
Oct. 23—Draft workshop	Final Exam: Reflective Essay, in class writing (10%)
Oct. 25— <u>Paper #2: Article Review (15%)</u>	Section 16: (Mon.) 12/17, 10:15-12:15

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.