

Dr. Dejan Kuzmanovic dkuzmano@uwsp.edu CCC 427; 346-4719	<p style="text-align: center;">English 101: Freshman English</p> Section 4: M/W/F 12:00-12:50 CCC 240 Section 5: M/W/F 1:00-1:50 CCC 240	Office Hours: Mon 2:00-3:30 Wed 3:30-5:00 and by appointment
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COURSE DESCRIPTION AND LEARNING OBJECTIVES:

This course is an intensive writing workshop with the goal of preparing you for reading, writing, and exchanging ideas on a college level. You will engage in frequent writing in and out of class, general discussion and small-group activities. Regular attendance and participation are expected.

Upon the completion of this course, you should be able to:

- Compose an articulate, thoughtful, grammatically correct, and organized piece of writing with ideas, evidence, and information suitable to the topic, purpose, and audience.
- Recognize and correct common grammatical errors and stylistic problems.
- Apply your understanding of elements that shape successful writing to critique and improve your own writing and the writing of others through effective and useful feedback.
- Describe the process of critical thinking, as well as identify and analyze reasoning in arguments about American society, especially those related to college education.

Be smart: Do not approach this required course as a chore that has to be endured, but as an opportunity to expand your thinking and hone the skills you will need throughout college.

The classroom must be a safe space for all students, requiring appropriate classroom conduct. Showing respect for every individual – regardless of their age, sex, race, ethnicity, religious or political opinions, gender identity, sexual orientation, and other forms of difference – is essential for everyone’s success and wellbeing. The Golden Rule: treat others as you expect to be treated.

Please come to class prepared: Read all assigned texts before class and bring the book to class. Do any other homework I may give you. Use a notebook to take notes and do in-class exercises.

Stay on top of things. If you fall behind, it may be difficult to catch up. If you are concerned about meeting deadlines or completing major assignments, talk to me right away.

MAJOR REQUIREMENTS & COURSE GRADE BREAKDOWN:

Daily Work Grade	20%
Writing Exercises	20%
Narrative Essay (5-6 pages)	20%
Comparative Essay (5-6 pages)	20%
Group Project (report & presentation)	20%

IN ORDER TO PASS THE COURSE, YOU MUST ...

- Turn in both Narrative & Comparative Essays
- Substantially contribute to the Group Project
- Miss no more than 5 reading quizzes & no more than 3 writing exercises
- Miss no more than 10 class sessions (see Attendance Policy for details)

REQUIRED TEXTBOOK (available for rental in the campus bookstore):

Kirszner & Mandell, *Patterns for College Writing*, 14th Edition, Bedford/St. Martin's, 2018.

I also recommend that you buy *Rules for Writers* (any edition), a grammar and style handbook for personal use (not in class), which can be of great help to you throughout college.

DAILY WORK GRADE (DWG):

Regular attendance, preparation, and participation are expected. They will be evaluated through reading quizzes and in-class exercises. Productive contributions to class discussions will make this grade higher, and excessive absences will lower it.

There will be **at least 15 reading quizzes and/or in-class exercises**, 13 of which will count for the grade (4 points each). They will be based on assigned readings and class activities. Because they are meant to gauge your preparation on a specific day, **they may not be made up later.**

Grammar Quiz scheduled for April 17 (8 points) will also count for this grade.

Based on the maximum of 60 points, your DWG grade will be determined as follows:

A (57-60)	B+ (49-52)	C+ (37-40)	D+ (25-28)
A- (53-56)	B (45-48)	C (33-36)	D (20-24)
	B- (41-44)	C- (29-32)	F (0-19)

Students' voluntary contributions to discussions will be rewarded with up to 5 extra points. Don't be shy. This laid-back, small class is an ideal opportunity to develop the skills and comfort you will need to speak up in more specialized courses and other situations that might demand it.

ATTENDANCE POLICY: This workshop-type class can be effective only if you attend regularly and come to class prepared (having done the readings), ready and willing to participate. I excuse only documented absences caused by serious illness or official university business.

Unexcused absences will negatively impact your grade:

1 st & 2 nd unexcused absence	No penalty (save them for when you really need them)
3 rd & 4 th unexcused absence	3 DWG points deducted for each absence
5 th & 6 th unexcused absence	5 DWG points deducted for each absence
7 th & 8 th unexcused absence	10 DWG points deducted for each absence
9 th & 10 th unexcused absence	Course grade reduced by a full letter grade for each absence
More than 10 unexcused absence	Failure in the course

Students who have four or more absences by mid-semester will be encouraged to drop out.

EXTRA CREDIT: Attend a public event on campus and write a two-page report about it. Include an accurate and clear **summary** (key ideas in a talk, positions in a debate, themes and characters in a film or play, etc.) and your **response** to the event (what you found insightful, or interesting, or moving, and why). **You may submit up to 5 reports and earn up to 3 points for each**, based on its quality. They will be added to your DWG total to make up for absences or missed quizzes. I will inform you about events throughout the semester. You may also suggest an event, but only in advance so that the whole class know about it and have a chance to attend.

WRITING EXERCISES:

Ten one-page writing exercises will be due in Canvas at the end of class on most Fridays. They will allow you to practice various writing skills and help you do well on the major essays. You will prepare for each exercise earlier in the week, but then complete and post it on a Friday.

All ten writing exercises will count, and they must be turned in on the due date, though I might make 1-2 exceptions, if asked. **You can earn up to 6 points on each, for a total of 60.** The overall grade for writing exercises will be determined as follows:

A (57-60)	B+ (49-52)	C+ (37-40)	D+ (25-28)
A- (53-56)	B (45-48)	C (33-36)	D (20-24)
	B- (41-44)	C- (29-32)	F (0-19)

You will receive an evaluation rubric for all writing exercises in a separate handout.

GENERAL GUIDELINES FOR MAJOR ESSAYS:

You will receive specific guidelines and the grading rubric for each essay 2-3 weeks before its due date, but the instructions listed here apply to all essays, unless otherwise specified.

Format:

- Essays should have one-inch margins and use the 12-point Times New Roman font. Do not use **bold**, *italicized*, or any excessively large font.
- Double-space all essays and insert page numbers. Staple the pages together.
- Each essay (5-6 pages) should contain 1,600-2,000 words.
- Page one should contain your name, course number, and the date in the left upper corner. (This information should be only on the first page, not in the header of each page.)
- All essays should have creative and informative titles, centered just above the beginning of the text. There is no need to create a separate title page.
- Proofread each essay with care to remove any obvious errors and typos.

Deadlines:

- For each day an essay is late, the grade will be lowered to the grade below (ex: B+ to B).
- One weeklong penalty-free extension in the semester is allowed if you ask in advance.

GROUP PROJECT:

You will work in small groups to prepare a written report and an oral presentation on a specific topic related to college (higher education). There will be several components to this project, which will be graded both individually and collectively. More detailed information, with assignments, activities, guidelines, and a grading rubric will be distributed later.

This project will utilize the tools for critical thinking as defined and developed by the the Critical Thinking Cooperative, a new initiative endeavoring to place critical thinking at the core of undergraduate education at UWSP. You will probably hear about in other courses as well, but in English 101 we will apply critical thinking tools to identifying and analyzing written arguments.

ACADEMIC RESPONSIBILITIES AND RIGHTS:

Being a Pointer entails a number of responsibilities and rights of which you should be aware. You should be familiar with the UWSP Dean of Students' web page about student conduct: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>.

Plagiarism, cheating, and other forms of academic misconduct are serious violations. Read about academic integrity: <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>. When unsure whether certain action is appropriate or not, please feel free to talk to me about it.

Freedom from physical or verbal harassment: Bullying of any kind is unacceptable at UWSP, and it is your right and duty to report it. You should be aware of UWSP policies for such incidents (<https://www.uwsp.edu/dos/sexualassault/Pages/victims-bill-of-rights.aspx>) and our Bias/Hate Incident Reporting (<http://www.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx>). You can report (anonymously, if preferred) any incidents of interpersonal violence, such as sexual assault, as well as bias/hate incidents, such as blatantly racist or homophobic behavior.

UWSP is committed to providing appropriate accommodations to students with disabilities and temporary impairments. Please do not hesitate to talk to me if you need special arrangements of any kind. If you have a disability or a condition requiring assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. For more information, see <http://www.uwsp.edu/disability/Pages/toQualifyForDisabilityServices.aspx>.

UWSP Emergency Procedures: We all hope we'll never need them, but it is wise to be aware of what do in an emergency: <https://www.uwsp.edu/rmgt/Documents/em/procedures/UWSP%20Emergency%20Guidebook.pdf>.

Please turn off all electronic devices unless you use them for the sole purpose of taking notes. Texting, emailing, or Web browsing in class is not allowed because it will distract both you and those around you from class activities. You can be sure that I will notice if you engage in these activities in class, and that will adversely affect your Daily Work Grade.

The English Department policy is that **students may not make audio, video, or photographic recordings of lectures or other class activities** without written permission from the instructor.

TUTORING AND LEARNING CENTER (TLC):

The TLC Writing Lab in ALB 018 (the basement of the library) is an excellent source of appropriate and free one-on-one help with papers at any point in the writing process, from outlining to checking a completed paper before submission. Writing tutors are UWSP students who excelled in writing classes and have been trained to share their writing skills with other students. Talking about writing projects always makes them better, and the tutors in the lab are eager to help. Drop in LRC 018 or call (715) 346-3568 for an appointment.

Writing Lab	Mon. – Thu.	9:0 am - 8:00 pm	TLC (ALB 018)
Writing Lab	Fri.	9:00 am - 1:00 pm	TLC (ALB 018)

TENTATIVE SCHEDULE (any changes will be announced in advance):

All Friday sessions will take place in CCC 307, unless noted otherwise.

All page numbers in parenthesis refer to our textbook: *Patterns for College Writing*.

Read before each session the pages assigned for that date.

Bring the book to class whenever there are assigned readings from it. You will need it for in-class activities. Repeatedly failing to bring the book class may reduce your Daily Work Grade.

- January 22 & 24: Introductions
- January 27 “What’s in a Name” (2-4)
- January 29: “Cutting and Pasting” (17-19)
- January 31: *Class meets in CCC 307 – Writing Exercise 1: Summary*
- February 3: “Becoming a Writer” & “My Field of Dreams” (101-06)
- February 5: “Speaking Out” (73-74)
- February 7: *Class meets in CCC 307 – Writing Exercise 2: Improve the Passage*
- February 10 “The Price of Silence” (76-77) & “Surrendering” (116-18)
- February 12: “My Mother Never Worked” (121-24)
- February 14 *Class meets in CCC 307 – Writing Exercise 3: Response*
- February 17: “Midnight” (213-15) &
 “Why the Post Office Makes America Great” (220-22)
- February 19: “Just Walk On By” (233-36)
- February 21: *Class meets in CCC 307 – Writing Exercise 4: Narrative Purpose*
- February 24: **Peer Review: Narrative Essay Draft 1 (print-out due in class)**
- February 26 “My Grandfather’s Globe” (160-62) & “The Valley of Windmills” (164)
- February 28: *Class meets in CCC 307 – Writing Exercise 5: Description*
- March 2: “Ground Zero” (173-76)
- March 4: **Peer Review: Narrative Essay Draft 2 (print-out due in class)**
- March 6: *Class meets in CCC 307 – Writing Exercise 6: Revision Plan*

- March 9: Introduction to Critical Thinking & Argument (no readings)
- March 11: **Narrative Essay due at class time (both a print-out and in Canvas)**
- March 13: NO CLASS – **Writing Exercise 7: Critical Thinking due at class time**
- March 16-20: HAPPY SPRING BREAK!
- March 23: “Brains versus Brawns” (378-80)
- March 25: “A Comparison of Two Websites” (383-86)
- March 27: *Class meets in CCC 307* – **Writing Exercise 8: Reverse Outline**
- March 30: “Why Chinese Mothers Are Superior” (402-6)
- April 1: “I’m Your Teacher, Not Your Internet Service Provider” (409-12)
- April 3: *Class meets in CCC 307* – **Writing Exercise 9: Comparative Outline**
- April 6: “Sex, Lies, and Conversation” (415-19)
- April 8: **Peer Review: Comparative Essay Outline (print-out due in class)**
- April 10: NO CLASS – **Writing Exercise 10: Intro/Transitions due at class time**
- April 13: Grammar Review
- April 15: **Peer Review: Comparative Essay Draft (print-out due in class)**
- April 17: *Class meets in CCC 307* – **Grammar Quiz**
- April 20: **Comparative Essay due at class time (both a print-out and in Canvas)**
- WEEKS 13-16: **GROUP PROJECT: COLLEGE EDUCATION**
 Specific assignments, activities, and guidelines will be distributed later.
 You will work in small groups to prepare a written report and an oral presentation on a particular topic related to college (higher education).
 There will be several components to this project, which will be graded both individually and collectively.

There is no final exam, but exam time may be used for group oral presentations:

Section 4 (12:00-12:50) – Tuesday, May 12, 12:30-2:30 pm

Section 5 (1:00-1:50) – Wednesday, May 13, 2:45-4:45 pm

A parting thought: “*Education is an admirable thing. But it is well to remember from time to time that nothing that is worth knowing can be taught.*” – Oscar Wilde

(My interpretation: Teaching is about facilitating *your* active learning. You should not be passive recipients of teachers’ efforts. Take advantage of the opportunity and *you* make the most of it!)