

**English 150, Sec. W01: Advanced Freshman Writing (3 Credits)** **Fall 2020**  
Instructor: Jason Siegel Time and Place  
Office: 322 MWF 12:00- 12:50  
PM Office Hours: Tu Th 10:00-11:00 am Room 233  
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### **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 over Zoom 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 over Zoom 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...

1. Explore an idea from many perspectives to get a better understanding of issues surrounding it
2. Synthesize information, clearly express your thoughts, and both analyze and evaluate arguments by thinking critically about your own writing and the ideas of others
3. Recognize common rhetorical strategies, analyze and evaluate their persuasiveness, and use them effectively in your own writing by considering audience, purpose, context, and genre

4. Go through each stage of the research process to produce original arguments by finding, evaluating, and citing sources in MLA style
5. Constructively criticize the writing of others and apply others' feedback to your own writing
6. Employ elements of structure, style, and genre to express your ideas more effectively
7. Use proper grammar, punctuation, syntax, and word choice to enhance your credibility and express your ideas clearly
8. Evaluate your own development as a writer, identify areas in which you need to improve, and develop strategies to effect that improvement
9. Develop a deeper and more nuanced understanding of topics that matter to you, so you can reach informed and intelligent conclusions

**Texts and Materials.** You'll need to purchase the following course materials:

- *The Seagull Reader: Essays, Second Edition* (available at the Campus Bookstore)
- *We Are the Weather* (available at the Campus Bookstore)
- *The Little Seagull Handbook* (available at the Campus Bookstore)
- a notebook for taking notes in class and drafting paper ideas
- a folder for collecting your work

**Course Requirements/Grades**

Portfolio 1: 20%

Portfolio 2: 25%

Portfolio 3: 30%

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/Participation**

Due to the public danger caused by COVID-19, your physical presence in class is not required. For each class session, you will have the option of attending class in person or watching a recording of the class session and posting comments in the “Discussions” section of the Canvas site for the course. I will post a recording of each class session in the “Zoom” section of the Canvas site, and there will be a forum for each class session labeled by the date of the class in the “Discussions” section. By showing up to class and taking part in discussion or by watching the recording and posting a two-paragraph (150 word) comment about any topics discussed in class to the Canvas site, you will earn full participation credit for the day. If you do not show up to class AND do not post comments online, you will get a zero for the day. In other words, physical attendance is not required, but participation is absolutely required.

The reason for this is that English 101 is a seminar-like, discussion-based course, so your presence (either physical or virtual) matters for your own learning, as well as for the contributions you can make to the learning of others. Therefore, you need to take part one way or another in every single meeting. However, because I realize there are times when you must miss class or cannot complete the online alternative due to illness, a family emergency, or other pressing matters, you will be allowed two free unexcused “absences” without penalty. If you know you have to miss class, send me an email ahead of time whenever possible. The final course grade will be lowered for each additional “absence” beyond the first 2 “absences” (An A will become an A-, an A- will become a B+, and so on). An “absence” beyond 5 unexcused absences (not counting the two free “absences”) will result in a student failing the course. To clarify, you will be marked absent only if you do not come to class AND you do not post comments in the “discussions” section of the Canvas site. If you do one or the other, you will be marked “present.”

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!

### **Discussion**

Because the success of our seminar largely depends on your active participation, you are expected 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 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. You can also gain participation credit for posting comments in the online discussion forums, if you are more comfortable with that.

### **Face Coverings and Social Distancing:**

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.
- Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
- As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

### **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 submitted to the “Assignments” section of the Canvas course site by 11:59 pm on the due date. 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. If something comes up that prevents you from turning in a draft or paper on time, just let me know, and we will make arrangements so that you can complete the assignments in a timely manner and receive credit for your work.

### **Peer Review**

You will meet with a peer group online through the Canvas site 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. Failure to participate in a peer review activity will lower your course grade.

### **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. See the *Student Rights and Regulations* handbook for more information about plagiarism and its consequences. 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, SR refers to *The Seagull Reader: Essays* and LSHB refers to *The Little Seagull Handbook*.

### Unit 1: Rhetorical Analysis

#### Wednesday 9/2

*In Class:* -Distribution of Syllabus  
-Introduction to Course

*Homework:* -Read "Introduction" (SR 3-21)

#### Friday 9/4

*In Class:* -Discuss "Introduction" (SR 3-21)

*Homework:* -Read Zinsser, "College Pressures" (SR 396-404)  
-Read "Rhetorical Analyses" (LSHB 49-53)

#### Wednesday 9/9

*In Class:* -Discuss Zinsser, "College Pressures" (SR 396-404)  
-Discuss "Rhetorical Analyses" (LSHB 49-53)

*Homework:* -Read Fowles, "Advertising's 15 Basic Appeals" (Canvas)

#### Friday 9/11

*In Class:* -Discuss Fowles, "Advertising's 15 Basic Appeals" (Canvas)  
-Discuss Advertisements

*Homework:* -Bring in an Advertisement

#### Monday 9/14

*In Class:* -Discuss Advertisements

*Homework:* -Read "Reading Strategies" (LSHB 75-78)

#### Wednesday 9/16

*In Class:* -Discuss Short Assignment One

*Homework:* -Read Swift, "A Modest Proposal" (SR 297-307)

**-Short Assignment One Due Wed 9/23 in the "Assignments" Section**

#### Friday 9/18

*In Class:* -Discuss Swift, "A Modest Proposal" (SR 297-307)

*Homework:* -Read Foer, *We Are the Weather*, pp. 3-24

**-Short Assignment One Due Wed 9/23 in the "Assignments" Section**

### **Monday 9/21**

*In Class:* -Discuss Foer, *We Are the Weather*, pp. 3-24

*Homework:* -**Short Assignment One Due Wed 9/23 in the “Assignments” Section**

### **Wednesday 9/23**

*In Class:* -**Short Assignment One Due**

-Discuss Writing Project One

*Homework:* -Read Staples, “Black Men and Public Space” (SR 294-297)

-**Writing Project One Due Wed 9/30 in the “Discussions” and “Assignments” Sections**

### **Friday 9/25**

*In Class:* -Discuss Staples, “Black Men and Public Space” (SR 294-297)

*Homework:* -Read Tannen, “Conversational Styles” (SR 314-20)

-**Writing Project One Due Wed 9/30 in the “Discussions” and “Assignments” Sections**

### **Monday 9/28**

*In Class:* -Discuss Tannen, “Conversational Styles” (SR 314-20)

*Homework:* -**Writing Project One Due Wed 9/30 in the “Discussions” and “Assignments” Sections**

### **Wednesday 9/30**

*In Class:* **Draft One of Project 1 Due in the “Discussions” Section and “Assignments” Section**

-No Class

*Homework:* - **Portfolio One Due Mon 10/14 in the “Assignments” Section**

### **Friday 10/2-Wednesday 10/7**

*In Class:* -No Class

*Homework:* -**Peer Review Comments Due Wed 10/7 in the “Discussions” Section**

-**Portfolio 1 Due Wed 10/14 in the “Assignments” Section**

-Read Dawkins and Coyne, “One Side Can Be Wrong” (SR 69-74)

## **Unit 2: Comparing and Contrasting Arguments**

### **Friday 10/9**

*In Class:* -Introduce Unit 2

-Discuss Short Assignment Two

-Discuss Dawkins and Coyne, “One Side Can Be Wrong” (SR 69-74)

*Homework:* -Read Penrod, “Anti-Intellectualism” (Canvas)

### **Monday 10/12**

*In Class:* -Discuss Penrod, “Anti-Intellectualism” (Canvas)

*Homework:* -Read Orwell, “Politics and the English Language” (Canvas)

**-Portfolio One Due Wed 10/14 in the “Assignments” Section**

**-Short Assignment Two Due Wed 10/21 in the “Assignments” Section**

### **Wednesday 10/14**

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

-Discuss Orwell, “Politics and the English Language” (Canvas)

*Homework:* -Read Tan, “Mother Tongue” (SR 308-314)

**-Short Assignment Two Due Wed 10/21 in the “Assignments” Section**

### **Friday 10/16**

*In Class:* -Discuss Tan, “Mother Tongue” (SR 308-314)

*Homework:* -Read Jefferson, “The Declaration of Independence” (SR 146-50)

**-Short Assignment Two Due Wed 10/21 in the “Assignments” Section**

### **Monday 10/19**

*In Class:* -Discuss Jefferson, “The Declaration of Independence” (SR 146-50)

*Homework:* -Read Stanton, “Declaration of Sentiments and Resolutions” (SR 290-93)

### **Wednesday 10/21**

*In Class:* **-Short Assignment Two Due in the “Assignments” Section**

-Discuss Writing Project Two

-Discuss Stanton, “Declaration of Sentiments and Resolutions” (SR 290-93)

*Homework:* -Read Foer, *We Are the Weather*, pp. 25-46

**-Writing Project Two Due Mon 11/2**

### **Friday 10/23**

*In Class:* -Discuss Foer, *We Are the Weather*, pp. 25-46

*Homework:* -Read Johnson, “Watching TV Makes You Smarter” (Canvas)

**-Writing Project Two Due Mon 11/2 in the “Discussions” Section and  
“Assignments” Section**

### **Monday 10/26**

*In Class:* -Discuss Writing Project Two

-Discuss Johnson, “Watching TV Makes You Smarter” (Canvas)

*Homework:* -Read Stevens, “Thinking Outside the Idiot Box” (Canvas)

**-Writing Project Two Due Mon 11/2 in the “Discussions” Section and  
“Assignments” Section**

### **Wednesday 10/28**

*In Class:* -Discuss Stevens, “Thinking Outside the Idiot Box” (Canvas)

*Homework:* **-Writing Project Two Due Mon 11/2 in the “Discussions” Section and  
“Assignments” Section**



**Friday 10/30**

*In Class:* -Discuss Research

*Homework:* -**Writing Project Two Due Mon 11/2 in the “Discussions” Section and “Assignments” Section**

**Monday 11/2**

*In Class:* -**Draft One of Writing Project Two Due in the “Discussions” Section and “Assignments” Section**

-No Class

*Homework:* -**Portfolio Two Due Mon 11/16 in the “Assignments” Section**

**Wednesday 11/4-Monday 11/9**

*In Class:* -No Class

*Homework:* - **Peer Review Comments Due Mon 11/9 in the “Discussions” Section**  
-**Portfolio Two Due Mon 11/16 in the “Assignments” Section**

**Unit 3 : Using Research to Make an Argument**

**Wednesday 11/11**

*In Class:* -Introduce Unit 3

-Discuss Writing Project Three, Annotated Bibliographies

*Homework:* - Read Foer, *We Are the Weather*, pp. 47-71

-**Portfolio Two Due Mon 11/16 in the “Assignments” Section**

-**Annotated Bibliography Due Fri 11/20 in the “Assignments” Section**

- **Writing Project 3 Due Mon 12/7 in the “Discussions” Section and “Assignments” Section**

**Friday 11/13**

*In Class:* -Discuss Foer, *We Are the Weather*, pp. 47-71

*Homework:* -Read Foer, *We Are the Weather*, pp. 73-101

-Read “Annotated Bibliographies” (LSHB 66-70)

-**Portfolio Two Due Mon 11/16 in the “Assignments” Section**

-**Annotated Bibliography Due Mon 11/23 in the “Assignments” Section**

- **Writing Project 3 Due Mon 12/2 in the “Discussions” Section and “Assignments” Section**

### **Monday 11/16**

*In Class:* -**Portfolio Two Due**

- Discuss Foer, *We Are the Weather*, pp. 73-101
- Discuss “Annotated Bibliographies” (LSHB 66-70)

*Homework:* - Read Foer, *We Are the Weather*, pp. 103-22

- Read “Synthesizing Ideas” (LSHB 95-97)
- Annotated Bibliography Due Mon 11/23 in the “Assignments” Section**
- Writing Project 3 Due Mon 12/7 in the “Discussions” Section and Assignments” Section**

### **Wednesday 11/18**

*In Class* -Discuss Foer, *We Are the Weather*, pp. 103-22

- Discuss “Synthesizing Ideas” (LSHB 95-97)

*Homework:* -Read Foer, *We Are the Weather*, pp. 123-43

- Read “Integrating Sources, Avoiding Plagiarism” (LSHB 97-108)
- Annotated Bibliography Due Mon 11/23 in the “Assignments” Section**
- Writing Project 3 Due Mon 12/7 in the “Discussions” Section and Assignments” Section**

### **Friday 11/20**

*In Class:* -Discuss Foer, *We Are the Weather*, pp. 123-43

- Discuss “Integrating Sources, Avoiding Plagiarism” (LSHB 97-108)

*Homework:* -Read Foer, *We Are the Weather*, pp. 145-82

- Writing Project 3 Due Mon 12/7 in the “Assignments” Section**

### **Monday 11/23**

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

- Discuss Foer, *We Are the Weather*, pp. 145-82

*Homework:* -Read Foer, *We Are the Weather*, pp. 183-224

- Writing Project 3 Due Mon 12/7 in the “Discussions” Section and Assignments” Section**

### **Wednesday 11/25**

*In Class:* -Discuss Foer, *We Are the Weather*, pp. 183-224

*Homework:* -Read Foer, *We Are the Weather*, pp. 227-32

- Writing Project 3 Due Wed 12/7 in the “Discussions” Section and Assignments” Section**

### **Thursday 11/26-Friday 11/27: Thanksgiving Break**

At this point the course will be entirely online

**Monday 11/30**

**Original Post for Discussion 1: Statistics Due in the “Discussions” Section by 11:59 pm**

**Wednesday 12/2**

**Responses for Discussion 1: Statistics Due in the “Discussions” Section by 11:59 pm**

**Monday 12/7**

**Writing Project Three Due in the “Discussions” section and “Assignments” Section**

**Friday 12/11**

**Peer Review Comments Due in the “Discussions” Section**

**Portfolio 3 is due Wednesday, December 16 at 4:45 pm in the “Assignments” Section**