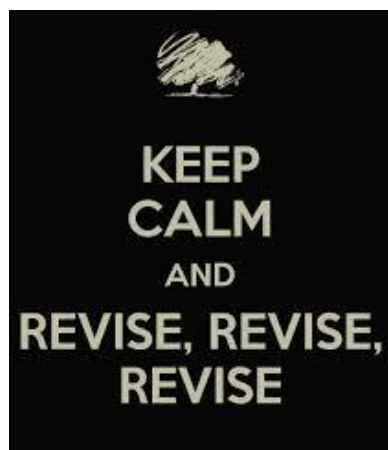


ENGLISH 150: ADVANCED FIRST-YEAR ENGLISH
RESEARCHING AND WRITING ACADEMIC ARGUMENTS
Fall 2021

INSTRUCTOR: Dr. Rebecca Stephens
OFFICE: 486 CCC
OFFICE Via Zoom M 2-3:00 and by
HOURS: appt.

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COURSE PURPOSE: English 150 is a class that serves a number of purposes. Within the university, this course helps to prepare you for future college classes by focusing on critical thinking, effective researching, and effective oral and written communication skills. These are important skills for success, not only in your college coursework, but also in the work world beyond the classroom—whatever your major.

A recent survey conducted jointly by the Partnership for 21st Century Skills and three other organizations surveyed over 400 employers across the US to identify the skills that college graduates most need to succeed in the workplace. Surprisingly, the results indicated that employers found the applied skills of

Professionalism/Work Ethic, Oral and Written Communications, Teamwork and Collaboration, and Critical Thinking to be more important to workers' success than basic knowledge skills. In addition, 93% of employers surveyed ranked Written Communication skills as the most important of these applied skills for college graduates. English 150 is an essential step toward developing these crucial abilities.

COURSE OBJECTIVES/GEP LEARNING OUTCOMES:

English 150 is a writing class, so most of your activities throughout the semester will center on the act of writing because the only way to become a better writer is to practice writing on a consistent basis. We do not write in a vacuum, however--an essential element of creating a piece of writing is generating ideas and critically thinking through your own and others' opinions. Examining such ideas in English 150 means understanding the principles of argument and the academic research process, in addition to working from your own opinions and experience. Toward this end, we will seek to synthesize all of these components into your writing through critical analysis of a variety of texts, class discussion, small group work, and informal writing assignments, as well as developing and polishing the required papers. These activities reflect the GEP learning outcomes for Written Communication:

- Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience.
- Compose an articulate, grammatically correct, and organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique your own and others' writing to provide effective and useful feedback to improve their communication.

COURSE OBJECTIVES: To achieve the learning outcomes, when you leave this course, you will have

1. Engaged with a variety of primary and secondary sources
2. Increased your knowledge of current issues through research
3. Developed proficiency in addressing different rhetorical contexts by responding to the needs posed by specific audiences and purposes
4. Gained a greater understanding of forms of argumentation and employing argumentative structures as writing strategies
5. Developed strategies to effectively accommodate the recursive nature of reading, writing, and research
6. Developed skills in locating, reading or observing, and synthesizing source material into your own writing
7. Refined your techniques of revising and editing prose for greater clarity and precision.

COURSE MATERIALS/REQUIRED TEXTS

- *Practical Argument*. UWSP 3rd Edition, Laurie Kirszner and Stephen Mandell. Bedford St. Martin's, 2017. **Rental.**
- *Persepolis*, Marjane Satrapi. Knopf Doubleday Publishing, 2004. **Purchase or Library.**
- *Rules for Writers* UWSP 9th Edition, Diana Hacker. Bedford St. Martin's, 2019. **Purchase.**

COURSE WORK

You will be writing a total of 3 polished papers for the course, each increasing in length, depth, and complexity; the final for the class will be revising and re-submitting the 3 papers as part of a portfolio of your semester's work. Each paper will focus on a specific element of academic writing and they will all involve research, though the form they take will differ. We will build to the polished draft of each paper through the steps below.

1. Writing Technique Assignments (10%):

These are short pieces of writing that will be assigned to practice techniques related to each paper assignment. They will be graded on a points basis for completion.

2. Conference Drafts (5%):

For each paper, we will have a one-on-one conference where you will meet individually with me to review your paper draft. These will be in lieu of our regular class meetings on the designated days and you will earn points for completing your draft and attending the conference.

3. Peer Review (10%):

For each paper, you will conduct peer review sessions on your drafts. These group workshops are designed to for you to help others with their papers and to help you look critically at your own work through examining others' writing. You will earn points for completing your draft and the review process.

4. **Polished Drafts (60%)**: The form of the first two papers will be academic arguments, while the last paper will be a multi-genre paper—we will discuss these formats in more detail in class, but below is a brief description of each paper.

- The 1st polished paper will be **3-4 pages**, plus the works cited page and will focus creating an argumentative thesis, providing evidence, and on documentation using resources from your *Practical Argument* text.
- The 2nd polished paper will be **5-6 pages** long, plus the works cited page. It will focus on critically evaluating sources, audience awareness, and structuring your arguments; it will require research through the library's electronic databases.
- The 3rd (final) polished paper will be a **6+ pages** long, plus the works cited page, multigenre paper. It will start with the novel *Persepolis*, and then include a variety of sources from the library.

5. **Discussion Facilitation (5%)**:

As part of reading the novel *Persepolis*, you will work with a small group to research a related topic and help facilitate an informed discussion with the rest of the class.

6. **Final Portfolio (5%)**:

The final exam for the class will include revising your first two polished papers in response to the feedback you received and reflecting upon your revision process. The papers will be re-graded to potentially raise your grade one full grade from the grade you originally earned; the new grades will replace the original grades, and your grade cannot go down, only up.

7. **Participation (5%)**

We are lucky to be able to meet in face-to-face for class this semester. Our class meetings will be an opportunity to interact, often in small groups with others to try to build greater understanding together of the course materials, so that I hope that you find participating in class meetings valuable.

There will be points associated with participating in-class activities; if you cannot attend class because of illness or quarantine, you can post the work due before class to Canvas, but since it is impossible to recreate a class session, there is no make-up for in-class activity points. I will, however, drop points for 3 class meetings at the end of the semester, so you can miss that number of classes without it impacting your grade, if you email me and let me know why you have to miss class. This should allow flexibility for any necessary short-term absences; if you do have to be absent for any extended period though (for more serious illness or family emergencies), you will also want to contact the Dean of Students Office, in addition to notifying your professors, to help you manage those absences.

The best way for us to continue to be able to meet in-person is for all of us to get vaccinated against the coronavirus and follow the UWSP safety policies. Please visit <https://www.uwsp.edu/coronavirus/Pages/communications.aspx> for all of the university's requirements and for information about how to access the vaccines and what incentives are available to you for getting vaccinated.

Video/Audio Recording: Out of respect for students' privacy and the intellectual ownership of the professor, your video or audio recording of the class are prohibited without the written consent of the instructor. Some mini-lectures may be recorded by the instructor for posting to Canvas for class purposes, but I will be careful to respect your privacy in any recordings I make by not recording student discussions..

A NOTE ABOUT PLAGIARISM since this is a class about research writing:

Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism—a very serious offense. Writers generally borrow ideas from others in two ways:

- 1) **Paraphrasing** (restating in your own words the ideas of another), **quoting directly** (using the same words as the author of the outside source), or using a **combination** of paraphrasing and direct quotation.

NOTE: The citation guidelines for MLA format will be used to properly cite the types of borrowing outlined above. Guidelines for this format are in your handbook and will be covered in class.

- 2) Deliberately **placing your name on someone else's written work** (i.e., using file papers, copying and pasting from the internet without citations, letting friends or hired professionals write your papers, etc.).

NOTE: This type of "borrowing" will be treated in accordance with the University policy on Academic Misconduct (See the UWSP Handbook, Chapter 14 available at <http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>).

COURSE CALENDAR

The calendar below gives a broad overview of the coursework and general tasks for each day. The details for each day's assignment will be found in Canvas. Schedule may change at the discretion of the instructor.

Week	Tuesday	Thursday
1 9/2-9/3		Introductions: Course and people Course Survey
2 9/6-9/9	Introduction to Argument and Paper #1	Writing an Argumentative Thesis
3 9/13-9/16	Supporting with Evidence MLA Documentation	Individual Conferences 1
4 9/20-9/23	Individual Conferences 2	Peer Review
5 9/27-10/1	Paper #1 Due Paper #2 Introduced	Finding Credible Sources
6 10/4-10/8	Evaluating Sources' Credibility	Types of Argument
7 10/11-10/14	Structuring Your Argument	Individual Conferences 1
8 10/18-10/22	Individual Conferences 2	Peer Review
9 10/25-10/29	Paper #2 Due Paper #3 Introduced	More Research Strategies
10 11/1-11/5	<i>Persepolis</i> Facilitations 1 & 2	<i>Persepolis</i> Facilitations 3 & 4
11 11/8-11/12	Genre Conventions	Drafting Genre Pieces/Chicago Documentation
12 11/15-11/19	Writing Day	Individual Conferences 1
13 11/22-11/26	Individual Conferences 2	THANKSGIVING
14 11/29-12/3	Peer Review	Paper #3 Due
15 12/6-12/10	Revisions	Revisions
Finals Week 12/13-12/17	Final Portfolio Due by End of Scheduled Exam Time: 12/16/21, 10:15-12:15 pm	