

English 150, Sec. W01: Advanced Freshman Writing (3 Credits)

Fall 2021

Instructor: Jason Siegel

Time and Place

Office: 322

TuTh 11:00- 12:15

Office Hours: TuTh 1:00-2:00 pm, or by appointment

Room 241

Office Phone: (715) 261-6289

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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 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...

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:

- *Practical Argument*
- *Eating Animals*
- 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

Attendance is absolutely required. English 102 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.

Face Covering Requirement

Under the chancellor's order, and in an August 9, 2021 email sent by Chancellor Gibson that summarizes the order, "[A]ll students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice."

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 Tuesday, it is due on Thursday, etc.).

In the list of readings below, PA refers to *Practical Argument*

Unit 1: Rhetorical Analysis

Thursday 9/2

In Class: -Distribution of Syllabus
-Introduction to Course

Homework: -Read "Introduction" (PA 3-21)
-Read Herman, "Raise the Drinking Age to Twenty-Five" (PA 30-31)

Tuesday 9/7

In Class: -Discuss "Introduction" (PA 3-21)
-Discuss Herman, "Raise the Drinking Age to Twenty-Five" (PA 30-31)

Homework: -Read Jones, "Violent Media Is Good for Kids" (PA 64-67)

Thursday 9/9

In Class: -Discuss Jones, "Violent Media Is Good for Kids" (PA 64-67)

Homework: -Read Fowles, "Advertising's 15 Basic Appeals" (Canvas)
-Bring in an Advertisement

Tuesday 9/14

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

Homework: -Read "Using Humor" (PA S10-S12)

Thursday 9/16

In Class: -Discuss Short Assignment One

Homework: -Read Swift, "A Modest Proposal" (PA 757-763)
-Short Assignment One Due Thurs 9/23 in the "Assignments" Section

Tuesday 9/21

In Class: -Discuss Swift, "A Modest Proposal" (PA 757-763)

Homework: -Read "Terror's Purse Strings," "A Powerful Call to Action" (PA 113-117)
-Short Assignment One Due Thurs 9/23 in the "Assignments" Section

Thursday 9/23

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

-Discuss Writing Project One

-Discuss “Terror’s Purse Strings,” “A Powerful Call to Action” (PA 113-117)

Homework: -Read Orenstein, “Should the World of Toys Be Gender-Free?” (PA 479-81)

-**Writing Project One Due Thurs 9/30 in Class (3 physical copies)**

Tuesday 9/28

In Class: -Discuss Orenstein, “Should the World of Toys Be Gender-Free?” (PA 479-81)

Homework: -**Writing Project One Due Thurs 9/30 in Class (3 physical copies)**

Thursday 9/30

In Class: **Draft One of Project 1 Due in Class (3 physical copies)**

-Workshop

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

Tuesday 10/5

In Class: -Workshop

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

Thursday 10/7

In Class: -Workshop

Homework: -Read Shakely, “Indian Mascots—You’re Out” (PA 656-658)

-Read Reynolds, “Native Americans Have Become a Political Pawn”
(PA 658-660)

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

Unit 2: Comparing and Contrasting Arguments

Tuesday 10/12

In Class: -Introduce Unit 2

-Discuss Short Assignment Two

-Discuss Shakely, “Indian Mascots—You’re Out” (PA 656-658)

-Discuss Reynolds, “Native Americans Have Become a Political Pawn”
(PA 658-660)

Homework: -Read Orwell, “Politics and the English Language” (PA 772-82)

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

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

Thursday 10/14

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

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

Homework: -Read Baldwin, “If Black English Isn’t a Language, Then Tell Me, What Is It?” (PA 794-96)

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

Tuesday 10/19

In Class: -Discuss Baldwin, "If Black English Isn't a Language, Then Tell Me, What Is It?" (PA 794-96)

Homework: -Read Kaminer, "Progressive Ideas Have Killed Free Speech on Campus" (PA 175-177)

-Read Posner, "Universities Are Right to Crack Down on Speech and Behavior" (PA 183-185)

-Short Assignment Two Due Thurs 10/21 in the "Assignments" Section

Thursday 10/21

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

-Discuss Writing Project Two

-Discuss Kaminer, "Progressive Ideas Have Killed Free Speech on Campus" (PA 175-177)

-Discuss Posner, "Universities Are Right to Crack Down on Speech and Behavior" (PA 183-185)

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

-Writing Project Two Due Tues 11/2 in Class (3 physical copies)

Tuesday 10/26

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

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

-Writing Project Two Due Tues 11/2 in Class (3 physical copies)

Thursday 10/28

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

Homework: **-Writing Project Two Due Tues 11/2 in Class (3 physical copies)**

Tuesday 11/2

In Class: **-Draft One of Writing Project Two Due in Class (3 physical copies)**

-Workshop

Homework: **-Portfolio Two Due Tues 11/16 in the "Assignments" Section**

Thursday 11/4

In Class: -Workshop

Homework: **-Portfolio Two Due Tues 11/16 in the "Assignments" Section**

Tuesday 11/9

In Class: -Workshop

Homework: **-Portfolio Two Due Tues 11/16 in the "Assignments" Section**

Unit 3 : Using Research to Make an Argument

Thursday 11/11

In Class: -Introduce Unit 3

-Discuss Writing Project Three, Annotated Bibliographies

Homework: - Read Foer, *Eating Animals*, pp. 78-115

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

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

-Writing Project 3 Due Thurs 12/2 in Class (3 physical copies)

Tuesday 11/16

In Class: **-Portfolio Two Due**

-Discuss Foer, *Eating Animals*, pp. 78-115

Homework: -Read Foer, *Eating Animals*, pp. 117-148

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

-Writing Project 3 Due Thurs 12/2 in Class (3 physical copies)

Thursday 11/18

In Class: -Discuss Foer, *Eating Animals*, pp. 117-148

Homework: - Read Foer, *Eating Animals*, pp. 149-199

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

-Writing Project 3 Due Thurs 12/2 in Class (3 physical copies)

Tuesday 11/23

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

-Discuss Foer, *Eating Animals*, pp. 149-199

Homework: -Read Foer, *Eating Animals*, pp. 201-244

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

-Writing Project 3 Due Thurs 12/2 in Class (3 physical copies)

THURSDAY NOV. 25 THANKSGIVING—NO CLASS

Tuesday 11/30

In Class: -Discuss Foer, *Eating Animals*, pp. 201-267

Homework: **-Writing Project 3 Due Thurs 12/2 in Class (3 physical copies)**

Thursday 12/2

In Class: **-Writing Project Three Due in Class (3 physical copies)**

-Workshop

Homework: **-Portfolio 3 Due 12/16**

Tuesday 12/7

In Class: -Workshop

Homework: -**Portfolio 3 Due 12/16**

Thursday 12/9

In Class: -Workshop

Homework: -**Portfolio 3 Due 12/16**

Portfolio 3 is due Thursday, December 16 at 12:15 pm in the “Assignments” Section