

**English 101.5 - Freshman English:
Thinking and Communicating in
Our Diverse Society
Spring, 2007**

Instructor: Professor Sarah Pogell

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Email Hours: If you submit an email request, comment, or question to me between 9 a.m. and 5 p.m. weekdays, you will hear back from me that same day (barring unforeseen circumstances). If you send me email at other times or over the weekend, I cannot guarantee that you will hear back from me that same day. Of course, you are welcome to email me a message any time so long as it does not require an immediate reply. **Emails must be written using correct grammar, spelling, and punctuation!**

***In general, for any questions you have regarding school policies and rules, use this link:**

<http://www.uwsp.edu/centers/rights/RRBOOKLET8-2005-06.pdf>.

Course Description and Objectives:

English 101 is part of a two-semester sequence of courses designed to help think and write critically, logically, and effectively. You will write frequently in and out of class, using specific rhetorical strategies for a variety of purposes and audiences. All of these objectives are part of those outlined in the Freshman English General Degree Requirement. Generally speaking, this class will prepare you for many of the reading and writing tasks that you will encounter in college and beyond.

One way English 101 will prepare you for what lies ahead in your life is to increase your awareness as a global citizen. Effective writing and communication today require that you recognize diverse audiences and appeal to those in circumstances unlike your own. For these reasons, you will read fiction and non-fiction and engage with other media in this course by people whose racial, cultural, religious, sexual, and socio-economic backgrounds might differ from yours. Readings will be accompanied by writing assignments that help you communicate clearly while at the same time guide you towards articulating, understanding, and thinking critically about issues surrounding diversity and its manifold representations in the U.S.

In addition to expanding your ideas about diversity, this course will teach you to

- Think critically and logically about ideas and arguments
- Analyze and evaluate ideas and arguments
- Identify common rhetorical strategies used in college and life writing
- Construct sound and arguments of your own
- Write clearly and persuasively
- Write for different audiences

Required Texts (all of which are available at the U.W.S.P. bookstore):

- Hacker, Diana. *Research and Documentation in the Electronic Age*. 4th ed. **Comes with *Rules for Writers***. **It is intended for your own use in this course and English 102.**
- ---. *Rules for Writers*. 5th ed. **Purchase Text**. Hereafter referred to on syllabus as “*RW*”
- Lundsford, Andrea, John J. Ruskiewicz, and Keith Walters. *Everything's an Argument with Readings*. **Rental Text**. Hereafter referred to on syllabus as “*EAR*.”
- Saunders, George. *Persuasion Nation*. **Purchase Text**. Hereafter referred to as “Saunders” on syllabus.
- Packet. (I will hand out the packet in class). Hereafter referred to as “ Packet” on syllabus.

Requirements and Grading:

I. Formal Written Work:

Several writing assignments and exercises have significant points attached to them. All of these assignments must be completed. Rubrics will be distributed with each assignment. For all of the required **essays**, you will revise drafts and (possibly) raise your grade. Formal assignments and the points associated with them are listed below (multiply the number of points you earn on an assignment by the number in parentheses to calculate your grade on a 100-point scale):

Test on Syllabus - 15 (20)

"I come from" Poem - 10 (10)

Summary - 10 (10)

Description Paragraph - 15 (6.67)

Appeals Paragraph - 10 (10)

Personal Essay - 30 (3.33)

Logical Fallacies Assignment - 20 (5)

Definition Paragraph - 10 (10)

Thesis Assignment - 10 (6.67)

Analysis Essay - 30 (3.33)

Website Evaluation - 15 (6.67)

Proposal Paper - 30 (3.33)

100-point Scale for *Individual Writing Assignments* --not for your final grade.

94-100 - A

90-93 - A-

87-89 - B+

84-86 - B

80-83 - B-

77-79 - C+

74-76 - C

70-73 - C-

67-69 - D+

64-66 - D

0-63 - F

II. Informal Assignments:

You will take pop quizzes on the readings, complete writing exercises, and write informally. Since your work on informal assignments will often serve as the basis of class discussion, it is important that you do them. If you miss an informal assignment, **YOU CANNOT MAKE IT UP** unless you email me within 24 hours of the due date. **You can earn up to two (2) points on quizzes, only if you provide the correct answers. You will earn two (2) points for other informal assignments that you complete properly. Up to 20 points total may be earned in this category.**

III. Attendance and Participation:

Consistent attendance and meaningful participation are crucial to the success of this course and make it more educational and enjoyable. I will take attendance daily. You must **BRING THE BOOKS REQUIRED FOR THAT DAY** to class. More than three (3) absences--no distinctions will be made between excused and unexcused absences--and you lose one (1) point per additional day absent. You cannot miss over half the classes and expect to pass the course. **Up to 30 points may be earned for consistent attendance and meaningful participation.**

Meaningful participation means quality--not just quantity. It is important that you treat others' ideas and values with respect even when you disagree with them. This is especially true when we discuss controversial issues and topics that people might feel strongly about.

IV. Peer Review:

Peer Review is very important and works **ONLY** if students are committed to it. Therefore, if you miss a Peer Review or attend but have not already read and commented on all of your peers' papers, you lose fifteen (15) points. If you do attend and have read and commented on your peers' papers, you will lose individual points for failure to complete any of the activities associated with Peer Review. "Yes" and "No" answers on Peer Review sheets are unacceptable and constitute a 0. **Each Peer Review is worth up to fifteen (15) points. Up to 45 points may be earned for effective participation in Peer Review.**

V. Email Etiquette

If I discover a trend in erroneous spelling, grammar, and punctuation usage in your emails to me, I will reduce your final grade

by five (5) points.

VI. Total Semester Points Possible: 300

Points Translated to Final Letter Grades:

- 280-300 - A
- 268-279- A-
- 259-267 - B+
- 250-258 - B
- 238-249 - B-
- 229-237 - C+
- 220-228 - C
- 208-219 - C-
- 199-207 - D+
- 190-198 - D
- 0-189 - F

VII. Policies:

Late Work:

A late graded (formal) assignment will lose one (1) point per 24-hour period or fraction thereof it is late. (This penalty might be waived in unusual circumstances, but you must talk to or email me **BEFORE** the paper is due; **no exceptions!** The penalty applies as well to late drafts. **Even if you were you to turn in a final draft on time, you would still lose points on that final draft if the rough draft was late; I instate this penalty to ensure that you turn in a draft for Peer Review.**

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VIII. Weekly Schedule of Assignments:

- The weekly schedule below is subject to change and is intended to give you an overall sense of what we will cover during the semester. I will occasionally change emphases and subject matter to fit the class's needs.
- Readings and written assignments must to be completed by the dates indicated below.
- “In class” on the syllabus means that you are not responsible for having completed this as homework; as the term suggests, we will do those activities, among others, in class.
- Due dates for Formal Assignments are pretty firm.

Week I: Introductions; Course Overview; Diversity in Your Own Backyard

- W, 9/5: Introductions; Syllabus Review; In-class Survey; Poem Assigned.

Week II: Summaries and Paraphrases; Description and Narration

- M, 9/10: In class: Plagiarism assignment sheet and discussion; I'll hand out packet of essays; **Poem Due--read in class.**
- W, 9/12: Test on syllabus; Summaries and Paraphrases, *RW*, 398-top of 400; In class: I'll discuss description and narration.

Week III: Description and Narration (Continued); Figurative Language

- M, 9/17: "Food and the Immigrant" and "The Road from Ballygugne" (Packet); In class: discuss description and narration in these essays.
- W, 9/19: "A White Woman of Color" (Packet); In class: Personal Essay Introduced; I'll discuss Figurative Language; **Summary Due.**

Week IV: Punctuation Problems; The Appeals

- M, 9/24: "Lost in Place" and "An Ethnic Trump" (Packet); In class: I'll discuss dashes, question marks, and a few other punctuation marks in these essays; **Description Paragraph Due.**
- W, 9/26: "What Color Is Jesus?" (Packet); In class: Pathetic and Ethical Appeals; Discuss essay in relation to the appeals.

Week V: Fallacies of Argument (Continued); *Paradise Now* Film

- M, 10/1: "Fallacies of Argument," *EAR*, most of p. 386-99 - Focus on Scare Tactics, Either-Or Choices, Slippery Slope, Sentimental Appeals, Bandwagon Appeal, Dogmatism, Moral Equivalence, Ad Hominem Arguments, Hasty Generalizations, Faulty Causality, Begging the Question, and Non Sequitur; **Appeals Paragraph Due.**
- W, 10/3: Watch first half of *Paradise Now* movie; **First Draft of Personal Essay Due - Bring Five (5) copies of your paper to class. You will be sent away to make copies and marked ½ absent if you do not bring copies first thing to class.**

Week VI: Peer Review of Personal Essay in Our Classroom - Regular Classes Canceled

- M, 10/8 and W, 10/10: Come to class only once this week at the time assigned to your group. Read and comment on your peers' papers BEFORE Peer Review.
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Week VII: Logical Fallacies (Continued) and Definitions

- M, 10/15: Finish watching movie; In-class: Work on Logical Fallacies Assignment; **Final Draft of Personal Essay Due.**
- W, 10/17: "Kinds of Definition," *EAR*, bottom of p.151-153 and most of 156-159; Analysis Paper Introduced; **Logical Fallacies Assignment Due.**

Week VIII: Toulmin Logic; What Counts as Evidence; Analysis of Texts

- M, 10/22: "Structuring Arguments," *EAR*, bottom of p. 128-bottom of 132; bottom of p. 135-top of 139; "What Counts as Evidence," *EAR*, bottom half of p. 369-top of 374; bottom of p. 375-top of 376; **Definition Paragraph Due.**

- W, 10/24: Saunders's " I Can Speak" and " My Flamboyant Grandson"; In class: I'll discuss analysis of literature.

Week IX: Literary Analysis

- M, 10/29: Saunders's " My Amendment," "Adams," and "93990"; Analyze short stories.
- W, 10/31: In class: outline your analysis paper; **Rough Draft of Analysis Paper Due - Bring Five (5) copies of your paper to class. You will be sent away to make copies and marked ½ absent if you do not bring copies first thing to class.**

Week X: Peer Review of Analysis Paper in Our Classroom - Regular Classes Canceled

- M, 11/5 and W, 11/7: Come to class only once this week at the time assigned to your group. Read and comment on your peers' papers BEFORE Peer Review.

Week XI: Proposal Arguments and Good Thesis Statements

- M, 11/12: Proposal Paper Introduced; Good Thesis Statements; **Final Draft of Analysis Paper Due.**
- W, 11/14: "Proposal Arguments," *EAR*, p. 244-47; "Stripped of More Than My Clothes," *EAR*, 525-26; " The Fat Tax," *EAR*, 259-61.

Week XII: Evaluating Sources; Sentence Variety; Thanksgiving

- M, 11/19 "Evaluating Sources," *RW*, 392-94; Website Evaluation Introduced; In class: Sentence Variety; **Thesis Statement Assignment Due.**
- W, 11/21: **Class Canceled for Thanksgiving.**

Week XIII: Introduction to Research at U.W.S.P.

- M, 11/26: UWSP Research Day - Meet in Library; **Website Evaluation Due.**
- W, 11/28: Research Day - Meeting place TBA.

Week XIV: Visual Arguments and Bloopers from Real Life

- M, 12/3: Bring in a print advertisement with both visual and verbal elements and read/review information about visual arguments, *EAR*, 310-13; In class: Outline your Proposal Paper; **Rough Draft of Proposal Paper Due - Bring five (5) copies of your paper to class. You will be sent away to make copies and marked ½ absent if you do not bring copies first thing to class.**
- W, 12/5: In-Class: Real-life examples of Bad Writing; Course Evaluations.

Week XV: Peer Review of Proposal Paper - Regular Classes Canceled

- M, 12/10 and W, 12/12 - Come to class only once this week at the time assigned to your group. Read and comment on your peers' papers BEFORE Peer Review.

Week XVI: Final Exams

Note: I will be in my office more often than usual this week. I invite you to speak with me about revising any paper(s),

including the Proposal Paper, to ask any questions you might have, etc..

- Our “Exam”: Monday, December 17, 2:30-4:40 p.m.in our classroom. The exam consists of turning in your **Final Draft of the Proposal Paper and One (1) Optional Revision of Either the Personal OR the Analytic Essay Due**; In class: Exist Survey.