**English 101: Freshman English**

Section 20: MWF 9:55-10:45 Heide Hall 213

Section 28: MWF 11:00 – 11:50 Heide Hall 213

Office Hours:

Mondays, Wednesdays, and Fridays 8:15 to 9:30 a.m.

and by appointment

Fall 2013

Dr. Josh Mabie

mabiej@uww.edu

Office: Laurentide 3210

Course Description (from the UWW Course Catalogue)

"An introduction to the reading and writing of college-level prose. Study of short stories, novels and essays. Composition of short papers and essay examinations."

Textbooks

Bradbury, Ray. *Fahrenheit 451*. New York: Simon and Schuster, 2012.

*Making Literature Matter* [fifth edition]*.* Ed. John Schilb and John Clifford. New York:

Bedford St. Martin’s, 2012

Shakespeare, William. *Twelfth Night*. New York: Penguin, 2006.

**Why Are You Taking This Course?**

1. You have to. UW-W requires all students to complete English 101 before they graduate as a part of its General Education program. Here is the University has to say about Gen Eds:

A broad approach to general education provides the skills and proficiencies necessary for success. It is the foundation of all university degrees, giving breadth and balance to one's education and defining an educated person.

1. English 101 helps prepare you for undergraduate success at UWW and for some of the twenty-first century challenges you will face after you graduate. Put another way, English 101 contributes to the following LEAP Essential Learning Outcomes:

You will gain:

★*Knowledge of Human Cultures*

Engage with big questions, both contemporary and enduring

 ★*Intellectual and Practical Skills, including*

 Inquiry and analysis

 Critical and creative thinking

 Written and oral communication

 Information Literacy

 Teamwork and problem solving

★*Personal and Social Responsibility*

 Civic Knowledge and engagement – local and global

 Intercultural Knowledge and competence

 Ethical reasoning and action

 Foundations and skills for lifelong learning

 ★*Integrative and Applied Learning*

 Across general and specialized studies

1. Because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objectives

To promote Critical Thinking skills, classroom instruction will help students to:

 • Locate knowledge and information as existing within a broader situational and cultural context

• Respond thoughtfully and formulate arguments in response to a variety of texts

• Develop and refine skills of summary, comparison, classification, analysis, synthesis and evaluation

• Make informed connections and distinctions among others’ ideas as well as between their own ideas and those of others

To cultivate Close Reading skills, classroom instruction will help students to:

 • Read texts actively and analytically, identifying the purpose(s) and audience(s) for which a given text has been constructed

• Assess the rhetorical situation, social/cultural/historical context, language, and consequences of a variety of texts

• Recognize basic elements of persuasive and argumentative writing (appeals, claims, reasons, evidence, counter-argument)

To foster Academic Writing skills, classroom instruction will help students to:

• Apply rhetorical knowledge to a variety of academic writing projects

• Practice writing as a recursive and strategic process, utilizing prewriting/invention, drafting, revising, and editing

• Collaborate as part of the process of writing and demonstrate the ability to critique their own work and the work of peers

• Compose thesis-driven arguments

• Use and interpret evidence from a text to develop and support a thesis

• Use conventions of structure, style, grammar, mechanics, and format appropriate to the rhetorical situation

• Identify and respond to the needs of different audiences and rhetorical contexts

• Edit work for clarity, style, appropriate syntax, grammar, punctuation, and spelling

• Make effective use of the conventions of argument (appeals, claims, reasons, evidence) and acknowledge counter-arguments/ multiple points of view

**Course Requirements and Evaluation**

1. Formal Quizzes (2)

2. Final Exam

3. Attendance of *Twelfth Night* at the Young Auditorium, UWW. Show starts at 7:30 on October 16, 2013. You have already paid for your ticket with the fee for this course; pick up your ticket at the box office or in the UC.

4. Five Formal Papers (I will provide you with a complete written description of each paper assignment)

 Dorm Room Inventory and Analysis (4 pages)

 Analysis and Evaluation of a Work of Literature (4 pages)

 Theater Review (2 pages)

 Article Summary (1 page)

 Op-Ed / Open Letter (4-5 pages)

Pop Quizzes

You will have opportunities to engage with the reading in short answer written form over the course of the semester. I give these quizzes to encourage you to keep up with the reading, to give you an opportunity to voice your responses to the course material, and to spur discussion. Given these objectives, I am not interested in quizzing you over the minutia of the reading or in tricking you. I am interested in giving you an opportunity to demonstrate your engagement with the major themes, questions, and concepts of the course and the texts. The quizzes are unscheduled and cannot be made up if they are missed.

Class Participation and Attendance

This course cannot succeed without vigorous student participation. Please come to class having carefully read the assignment and be prepared to voice your thoughts. Please also come to class on time and stay the whole time

A few words on electronic devices . . .

I have recently become a huge fan of reading books on my iPad, but I recognize that iBooks is not the only app that I can access on the device. You may read the course materials on a Kindle, your laptop, or an iPad, but please do not surf the internet, play games, text message, or chat during class. If I see you distracted by your electronic device, I may ask you to put it away, but I may just make a note of your disengagement from the class and reduce your participation grade. Please silence and stow your phone during class

Grading

Your final grade will be figured according to the following percentages:

|  |  |
| --- | --- |
| **Assignment** | **Percent of Final Grade** |
|  |
| Analysis and Evaluation of a Work of Literature | 10 |
| Theater Review | 5 |
| Article Summary | 5 |
| Op/Ed or Open Letter | 15 |
| Quiz 1 | 10 |
| Quiz 2 | 15 |
| Final Exam | 20 |
| Attendance, Participation, Graded Discussions, Pop Quizzes, and *Twelfth Night* attendance | 20 |

Grading Scale

94-100 A

90-93 A-

88-89 B+

84-87 B

80-83 B-

78+79 C+

74-77 C

70-73 C-

60-69 D

0-59 F

Plagiarism and Academic Integrity

It is your responsibility to accurately present work that you turn in and to properly cite sources that you use.

Chapter fourteen of the UW system student handbook describes academic misconduct and its consequences:

 Academic misconduct in an act in which a student:

- Seeks to claim credit for the work or efforts of another without authorization or citation;

- Uses unauthorized materials or fabricated data in any academic exercise;

- Forges or falsifies academic documents or records;

- Intentionally impedes or damages the academic work of others;

- Engages in conduct aimed at making false representation of a student's academic performance; - Assists other students in any of these acts.

 Examples of academic misconduct include, but are not limited to:

cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. (<http://www.uww.edu/handbook/student/system_1403.html>)

Please feel free to consult me with any questions you have about citing sources and feel free to make use of resources on campus to help you avoid plagiarism. The time to have this conversation is before you turn in your final draft for a grade. If you have significant concerns, you might also consider participating in one of the Academic Support Center's plagiarism workshops (see <http://www.uww.edu/acadsupport/tutorial/plagiarism_workshop_registration.html> for more information).

The best way to avoid getting caught up in a messy and unpleasant academic misconduct imbroglio is to do your own work and to save all of the notes and drafts that you used to create your paper. If you compose on a computer, its always a good idea to save multiple versions of your paper when you make substantial revisions.

Deadlines

Unless you arrange for an extension in advance of the deadline, I will not accept late papers. Plan ahead and turn in your assignments on time. Pop quizzes cannot be made up. Papers must be turned in on paper; I cannot accept emailed papers. You may print your papers double sided or you may print on the backs of previously printed pages if you would like to save paper.

Special Needs

The university in general and I in particular are committed to providing, on a flexible and individual basis, reasonable accommodation to students who have documented disability conditions (e.g. physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. If you have a disability that requires accommodation, please contact both the Center for Students with Disabilities and me to discuss your individual needs. The Center for Students with Disabilities is located on the first floor of Andersen Library in room 2002. You can also call them at 262-472-4711(Main Phone/Relay) or 262-472-1109 (TTY), and you can find the Center on the web at http://www.uww.edu/csd/.

**Course Schedule**

Week 1

W 9/4 Welcome and Introductions

Why are you here? Why are you taking this class?

**Introduction: Reading**

“To read well, that is, to read true books in a true spirit, is a noble exercise, and one that will tax the reader more than any exercise which the customs of the day esteem. It requires a training such as the athletes underwent, the steady intention almost of the whole life to this object. Books must be read as deliberately and reservedly as they were written.” – Henry David Thoreau, *Walden*

F 9/6 Paying attention and asking “why?”

Read: “Prelude” and “Waking up to Nature” from *The Nature of College* (PDF - D2L)

Week 2

M 9/9 Read: “The Nature of Stuff” from *The Nature of College* (PDF - D2L)

W 9/11 Read: “How to Read Closely: Basic Strategies for Close Reading” *Making Literature Matter*

Read *Walden* “Economy” pp. 1873-1895 (PDF - D2L)

F 9/13 Read: *Walden* “Economy” pp. 1895-1914 (PDF - D2L)

Due Today: Dorm Room Inventory or Detailed Day Log (informal writing: handwritten on notebook paper is just fine)

**Part One: Grammar**

*Grammar* /ɡræmə(r)/ - The fundamental principles or rules of an art or science (*OED*)

Week 3

M 9/16 What boxes do readers and writers put writing into?

Form and Content, Sound and Sense

 Literature, Writing, Rhetoric, Propaganda, Polemic, Satire

W 9/18 What is **Fiction** and what are its rules?

 Read: Danticat, “Night Talkers” (PDF - D2L)

Week 4

F 9/20 What is a **short story**?

Read: O’Connor, “A Good Man is Hard to Find” *Making Literature Matter*

M 9/23 Read: Gillman, “The Yellow Wallpaper” *Making Literature Matter*

W 9/25 Read: Lahiri, “Going Ashore”

F 9/27 Grammar primer – syntax, parts of speech, and sentence types

How to write an effective response to an essay exam (or quiz) prompt

 Due today: Dorm Room Inventory and Analysis or Daily Routine Analysis

Week 5

M 9/30 Quiz #1

**Part Two: Dialectic**

*Dialectic* /daɪəˈlɛktɪk/ - The art of critical examination into the truth of an opinion; the investigation of truth by discussion. . ." (*OED*)

W 10/2 What are novels and what are we supposed to do with them?

 Read: Bradbury, *Fahrenheit 451,* Chapter 1

F 10/4 Read: Bradbury, *Fahrenheit 451,* Chapter 2

Week 6

M 10/7 Read: Bradbury, *Fahrenheit 451,* Chapters 3

W 10/9 Graded Discussion

Read: Bradbury, *Fahrenheit 451,* Chapter 3

F 10/11 What is all the fuss about Shakespeare?

Introduction to Drama and to the world of Shakespeare

Read:*Twelfth Night,* Dramatis Personae and Act One, Scene One (I.1)

Week 7

M 10/14 Read: *Twelfth Night*, Act I

W 10/16No Class Today: Attend the production of *Twelfth Night* at the Young Auditorium 7:30 p.m.

F 10/18 Peer Review literary analysis papers

Due Today: First draft of analysis of a work of art.

Week 8

M 10/21Read: *Twelfth Night,* Act II

W 10/23Campus Sustainability Day

 What do stories have to do with arguments?

 Read: Carson, “A Fable for Tomorrow,” from *Silent Spring*

F 10/25Read: *Twelfth Night*, Act III

 Due Today: Analysis of a Work of Literature

Week 9

M10/28 Read: *Twelfth Night*, Act IV

W 10/30 Read: *Twelfth Night*, Act V

 Due Today: Theater Review

F 11/1 Quiz #2

**Part Three: Rhetoric**

*Rhetoric* /ˈrɛdərɪk/ - The art of using language effectively so as to persuade or influence others**"** (*OED*)

Week 10

M 11/4 What is the difference between creative non-fiction writing and persuasive writing?

 Ethos, Pathos, Logos

Read: *Julius Caesar* III.2 (PDF, D2L)

W 11/6 Read: “Clergymen’s Letter” (PDF, D2L)

Read: King, "Letter from a Birmingham Jail"

F 11/8 What is the best way to organize an argument?

 “Structure” from *The Lively art of Writing* (PDF, D2L)

 Due Today: Article Summary

Week11

M 11/11 What are essays?

 Read: “The Elements of Essays” in *Making Literature Matter*

Read:“The Shame of College Sports,” *The Atlantic* (PDF, D2L)

W 11/13 Read: “The Trouble with Johnny,” *ESPN The Magazine* (PDF, D2L)

F 11/15 Read: “Man and Superman,” *New Yorker* (PDF, D2L

Week 12

M 11/18 Read: Jain, *Is Arranged Marriage Really Any Worse Than Craigslist?*

W 11/20 Read: Momaday, *The Way to Rainy Mountain*

F 11/22 No Class, Thanksgiving Break!

Week13

M 11/25 Rodriguez, *Aria*

W 11/27 Sedaris, “Me Talk Pretty One Day*,” Esquire* (PDF, D2L)

F 11/29 Peer Review Day

 Due Today: First Draft of Op-Ed / Open Letter

Week 14

M12/2 No whole-class meeting. Attend a mandatory group conference instead.

W 12/4 Hansberry, *A Raisin in the Sun,* Act 1

F 12/6 Graded Discussion

Hansberry, *A Raisin in the Sun,* Act 2

Week 15

M 12/9 Hansberry, *A Raisin in the Sun,* Act 3

W 12/11 Story or Essay TBA – we will read something hot off the presses.

 Due Today: Op/Ed or Open Letter

Check the Registrar’s Website for your **Final Exam** schedule.