**Eng 102: Freshman English**

**Spring 2013**

Section 2: Tuesdays and Thursdays 8:00-9:15 am in Heide 204 from 21 January to 20 May 2014

Section 15: Tuesdays and Thursdays 9:30-10:45 am in Heide 204 from 21 January to 20 May 2014

Dr. Josh Mabie Office Hours: Tu / Th 2-3, W 12-2

mabiej@uww.edu and by appointment

Office: Laurentide 3210

**Course Description (from the UWW Course Catalogue):**

“A continuation of English 680-101. Study of plays, poems and essays. Composition of substantial papers and a library research paper. 3 Credits.”

**Textbooks (Available for rent in the basement of the bookstore):**

*Making Literature Matter: An Anthology for Readers and Writers.* Ed. John Schilb and John Clifford.

New York: Bedford / St. Martin’s, 2012.

**Textbooks (Available for purchase upstairs in the bookstore):**

*Beowulf*. Translated by Seamus Heaney. New York: Norton, 2000.

Shakespeare, William. *Hamlet*. New York: Penguin, 2005.

Stoppard, Tom. *Rosencrantz and Guildenstern Are Dead*. New York: Grove Press, 1994.

Additional readings have been posted on D2L

**Recommended Text:**

 You might want to consider investing in a style manual like Diana Hacker’s *A Pocket Style Manual* (New York: Bedford, 2012) or the *MLA Handbook for Writers of Research Papers* (New York: MLA, 2009). You can find much of the same material on Purdue University’s OWL website as well (<http://owl.english.purdue.edu/owl/section/2/>), though I find the website to be a little bit more disorienting than the books.

**Why Are You Taking This Course?**

1. You have to. UW-W requires all students to complete English 102 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 102 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 102 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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Here is what I assume that you learned in your Eng 101 class:**

*You developed Critical Thinking skills by:*

* Locating knowledge and information within various social contexts and situations
* Crafting thoughtful arguments in response to a variety of texts
* Developing and refine skills of summary, comparison, classification, analysis, synthesis, and evaluation
* Connecting ideas and by making meaningful distinctions among them

*You cultivated Close Reading skills by:*

* Reading texts actively and analytically, identifying the purpose(s) and audience(s) for which a given text has been written
* Assessing the way an author’s work is affected by historical, social and cultural norms
* Identifying the way the text uses oral or written conventions and genres
* Recognizing basic elements of persuasive and argumentative writing (appeals, claims, reasons, evidence, counter-arguments)

*You learned Academic Writing skills by:*

* Becoming aware of audience and the style in which you are expected to respond to a particular assignment.
* Revising your writing and by using prewriting steps such as brainstorming, drafts, editing, and revising to improve your final paper.
* Using peer editing to get useful advice from others and recognize weaknesses in your paper that you might not initially recognize.
* Composing debatable, specific theses to structure your insights.
* Using paragraph structure, grammar, style, and formatting to enhance your writing
* Writing to meet the expectations of the assignment you were given.
* Editing work for clarity, style, grammar, punctuation, and spelling.
* Making sure that your analysis is logical, uses evidence effectively, and takes into account opposing perspectives.

**Here is what you can expect to learn in English 102:**

This English 102 class is designed to help you practice and advance the critical thinking, close reading, and writing skills worked on in English 101 last semester.

English 102 also helps you acquire and refine Research Writing skills by:

* Identifying subjects of inquiry and appropriate research topics/questions
* Sustaining a controlled idea/argument throughout a lengthy academic paper
* Mastering the basics of academic research:
	+ Utilize academic databases and library search engines
	+ Assess the credibility of research sites and material
	+ Discover the importance of scope in selecting topics and pertinent research
	+ Understand what it means to join an academic “conversation” on a topic
	+ Select appropriate sources relevant to a research subject and become familiar with scholarly sources
	+ Effectively integrate and document sources according to the assigned documentation style

**Course Requirements and Evaluation**

1. Research Project and Paper – you will work on a single research project over the course of the term. You will complete this large project in a number of steps with a number of assignments including:
* Topic brainstorm activity (informal writing, notebook paper and pen)
* Topic survey and research questions (worksheet)
* Preliminary bibliography (typed and formatted according to MLA, APA, or Chicago style)
* Annotated bibliography (typed and formatted according to MLA, APA, or Chicago style)
* Bibliographic essay (formal writing, three typed, double-spaced pages)
* Thesis and abstract (formal writing, ½ - 1 page typed)
* Partial draft (the first four pages of your research paper, typed, and with citations and works cited page)
* Peer review participation
* Final draft of the research paper
1. Review of *Hamlet* (formal writing, 2 pages typed)
2. Review of *Rosencrantz and Guildenstern are Dead* or the subject of your choice (formal writing, 2 pages typed)

Self-assessment of your reviews (1 page)

1. Mid-term Exam

6. 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.

7. 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, stay the whole time, be attentive, and participate thoughtfully.

I will assess your participation according to the following criteria:

A Did not miss class, completed the reading and brought original ideas or arguments about it to class, made thoughtful verbal contributions to the discussion most days, provided especially thorough feedback during peer review sessions.

B Missed only one or two classes, completed the reading and was ready to talk about it, made contributions to discussion once or twice a week, provided helpful feedback during peer review sessions.

C Came to class regularly, completed the reading, but hadn’t really thought about it, spoke in class only when called upon, completed peer review.

D Missed more than 3 classes, listened to iPod, surfed the internet, texted friends, provided meager peer review feedback.

F Absent for long stretches of time, disengaged or disruptive during class, unwilling or unable to engage when called upon.

A few words on electronics. . .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. I consider earbuds to be brazenly disrespectful.

Grading

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

|  |  |
| --- | --- |
| **Assignment** | **Percentage of Grade** |
| Research Paper Worksheets and Activities(Topic brainstorm, topic survey and research questions, preliminary bibliography, thesis and prose outline) | 10 |
| Annotated BibliographyBibliographic Essay (3 pages) | 510 |
| Research Paper Partial Draft (at least 4 pages)  | 5 |
| Mid-Term Exam | 15 |
| Research Paper (8-9 pages) | 25 |
| Review of *Hamlet* (2 pages) | 5 |
| Review of *Rosencrantz and Guildenstern are Dead*, or the subject of your choice (2 pages) + Self Assessment | 10 |
| Class Participation, Quizzes, Young Auditorium Production Attendance | 15 |

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, it is always a good idea to save multiple versions of your paper when you make substantial revisions. You can also email drafts to yourself.

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 will not 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**

Tu 1/21 Welcome and Introductions

Discuss Today: Robert F. Kennedy, “Speech on the Assassination of Martin Luther King,

Jr.” (In-class video)

“Bush Regales Dinner Guests With Impromptu Oratory on Virgil’s Minor Works,” *The Onion*, July 6, 2005. (In-class handout)

Th 1/23 The Tools of Literary Criticism

Read: “Critical Approaches to Literature” in *Making Literature Matter* (MLM) 1622-1626

Watch in Class: selections from *The Empire Strikes Back*

**I. Of Love and Loss**

**Week 2**

T 1/28 What is Poetry?

Read: The Elements of Poetry (*MLM* 157-163)

Poetry Handout (D2L)

Bradstreet, “Verses Upon the Burning of Our House”

Wheatley, “On Being Brought From Africa to America”

Williams, “This Is Just to Say”

Pound, “In a Station in the Metro”

Th 1/30 Lincoln, “Gettysburg Address” (D2L)

Hughes, “Let America Be America Again” (*MLM* 1047)

McKay, “America” (D2L)

**Week 3**

Tu 2/4 Read: *Hamlet* Act I: Scene 1

Due Today: Topic Brainstorm (informal writing 1-2 pages pen on notebook paper)

**February 4 at 7:30 pm - Attend the production of *Hamlet* at the Young Auditorium**

**-OR-**

**February 5 at 7:30 pm - Attend the production of *Rosencrantz and Guildenstern are Dead* at the Young Auditorium**

Th 2/6 Read: *Hamlet* Act I

Write: Theater Review Due

**Week 4**

Tu 2/11 Read: *Hamlet* Act II

Th 2/13 Read: *Hamlet* Act III

Due Today: Topic Survey and Research Questions (worksheet)

**Week 5**

Tu 2/18 Graded Discussion

Read: *Hamlet* Act IV

Th 2/20 Read: *Hamlet* Act V

 Read: Eliot, “The Love Song of J. Alfred Prufrock” (*MLM* 693)

**Week 6**

Tu 2/25 Library Research Day: Meet in the lobby just outside Anderson Library

 MLA Format Primer

**II. Of Monsters and Women and Men**

Th 2/27 Read: *Beowulf* 1-49 (pages 2-50 if you prefer the Old English)

Due Today: Preliminary Bibliography (10 sources, typed and formatted)

LAST DAY TO CHANGE RESEARCH PAPER TOPIC

**Week 7**

Tu 3/4 Evaluating Sources

Read: *Beowulf* 49-101

Th 3/6 Entering Academic Conversation

Read: *Beowulf* 101-149

Read: Chance, “The Structural Unity of *Beowulf*: The Problem of Grendel’s Mother” (D2L)

**Week 8**

Tu 3/11 Read: *Beowulf* 149-213

 Due Today: Annotated Bibliography

Th 3/13 Mid-Term Exam

**Week 9**

Tu 3/18 Read: “Goblin Market” (D2L)

 Due Today: Bibliographic Essay (3 pages typed)

Th 3/20 Read:

Write: Thesis and rough outline

**March 24 to March 28: Spring Break**

**III. Truth, Justice, and the American Way**

**Week 10**

Tu 4/1 Read: Blake, selections from *Songs of Innocence* and *Songs of Experience* (D2L)

Th 4/3 Read: Swift, “A Modest Proposal” (D2L)

**Week 11**

Tu 4/8 Read: Carson, “A Fable for Tomorrow” from *Silent Spring* (D2L)

Due Today: Research Paper Draft (first four pages)

Th 4/10 Read: Leopold, “The Land Ethic” (D2L)

**Week 12**

Tu 4/15 Read: Saro-Wiwa, “The Shell-BP Role” in *Genocide in Nigeria*

Th 4/17 Film: *The Garden*

**Week 13**

Tu 4/22 Film: *The Garden*

Th 4/24 Peer Review Research Papers

Due Today: Complete Draft of Research Paper including all citations and works cited

page

**Week 14**

Tu 4/29 Read: *Rosencrantz and Guildenstern Are Dead,* Act One

Th 5/1 Research Paper Due

**Week 15**

Tu 5/6 Read: *Rosencrantz and Guildenstern Are Dead,* Act Two

Th 5/8 *Rosencrantz and Guildenstern Are Dead,* Act Three

Due Today: Review of *Rosencrantz and Guildenstern Are Dead* (or the subject of your choice) + self evaluation