

SYLLABUS
ENGL 202: Sophomore English
Fall 2019

Instructor:	James A. Berry, Ph.D.	Email:	jberry@uwsp.edu
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Office hours: Mon/Tue/Wed, 3:00–4:00 p.m.
and by appointment

Class meets:	Mon/Tue/Thu, 4:00–4:50 p.m. (Section 01)	Classroom:	CCC 238
	Mon/Tue/Thu, 5:00–5:50 p.m. (Section 02)		CCC 238

COURSE DESCRIPTION:

ENGL 202 concentrates on developing the skills of argument and research.

With that in mind, there will be three major writing assignments, as well as several smaller in-class and homework assignments. The class will be (somewhat artificially) divided between the two concepts of argumentation and research, although there will be significant overlap. After more guided assignments in the early part of the semester, the latter part of the term will involve more independent choices so that students can tailor their research to their interests.

GENERAL EDUCATION PROGRAM LEARNING OUTCOMES:

By the end of the course, students should be able to

- compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience; and
- apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.

LEARNING OUTCOMES SPECIFIC TO THIS COURSE:

By the end of this course, students should be able to

- critically read and analyze the elements of an argument, focusing on Aristotelian rhetorical elements;
- create an effective essay that responds to the rhetorical situation of definition;
- recognize, distinguish, and utilize reliable and well-regarded source materials in their writing;

- compile an appropriate and critically-informed list of related source materials to use as background and context for their own written work;
- create a proposal for their own research purposes.

All of the above learning outcomes are layered on more general writing skills; ENGL 202 students are expected to

- understand and utilize various rhetorical strategies in order to address different communicative needs;
- brainstorm, generate, and organize ideas appropriate to the rhetorical situation and the proposed structure of the composition;
- construct a cohesive and sustained essay in response to the rhetorical situation;
- use the drafting process as a tool for improvement, incorporating helpful feedback to improve both structure and content;
- read others' work critically and offer constructive feedback that focuses on both broader and more narrow concerns;
- produce a final draft that is polished and proofread.

REQUIRED TEXTS:

Rental:

Kirszner, Laurie G., and Stephen R. Mandell. *Practical Argument: A Text and Anthology for University of Wisconsin–Stevens Point*. Boston: Bedford/St. Martin's, 2017.

Purchase:

Hacker, Diana, and Nancy Sommers. *Rules for Writers at the University of Wisconsin–Stevens Point*. 9th ed. Boston: Bedford/St. Martin's, 2019.

ASSIGNMENTS AND ASSESSMENT:

There will be three major writing projects assigned, each of which will be subject to two formal drafts. In addition, there will be homework and in-class writing work. Attendance and participation will also play a role in your grade (see below).

Writing projects:

1. *Rhetorical analysis*
2. *Definition argument*
3. *Proposal*

Final exam:

The final exam for this course will be held during UWSP finals week and will be a reflective essay in which you will examine your work during the semester.

Homework, in-class writing, and quizzes:

Assignments will be given out throughout the semester. There will be two quizzes.

Reading assignments:

You will be assigned readings that are to be completed before class. If I am concerned that students are not reading, I reserve the right to give reading quizzes, which will be graded.

Attendance and participation:

Because so much of your learning will take place in class, you must attend on a regular basis. I will take attendance every day.

You will have three (3) “freebie absences” for the semester, excluding the final exam period. Use them carefully. If you miss more than three scheduled classes, each missed class will result in the loss of **one grade** (e.g. from A to A-) from your attendance total. **Note that using a “freebie” does not excuse you from any due dates, in-class, or homework assignments.** Check with your classmates regarding any work you may have missed. See the Late Work policy below.

Note: At times we will cancel classes so we can hold conferences or workshops. If you miss a conference, you will be counted absent for the same number of classes that were canceled in order to hold conferences. For instance, if we cancel class for three days to hold conferences and you miss your conference, this “counts” as **three absences**. We will also hold some classes in the library during a later point in the semester. I will take attendance during those classes, and it is your responsibility to find me and sign in.

Grading:

Writing projects:	
Rhetorical analysis	15%
Definition argument	20%
Proposal	35%
Final exam	5%
Homework/in-class work/quizzes	15%
<u>Attendance/participation</u>	<u>10%</u>
 TOTAL	 100%

Grading scale:

93-100% = A	87-89% = B+	77-79% = C+	67-69% = D+	0-59% = F
90-92% = A-	83-86% = B	73-76% = C	60-66% = D	
	80-82% = B-	70-72% = C-		

UNIVERSITY POLICIES***UWSP Community Bill of Rights and Responsibilities***

The University of Wisconsin–Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a

positive living and learning environment at UWSP. This document can be found at <http://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Plagiarism and academic dishonesty

Academic integrity is central to the mission of higher education and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. ***Don't do it!*** The minimum penalty for a violation of academic integrity is a failing grade (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the Rights and Responsibilities document, found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of Albertson Hall (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

EMERGENCY MANAGEMENT

For details on all emergency responses at the University of Wisconsin–Stevens Point, see the UWSP Emergency Management Plan at <http://www.uwsp.edu/rmgt/Pages/em/default.aspx>

ENGLISH DEPARTMENT POLICY ON RECORDINGS

Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

CLASSROOM PROTOCOL

Please consider *every* piece of writing you do for this class to be "public property." Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a writing community. Remember that you will often be expected to share your writing with others, so think carefully before writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others.

We will spend much of our class time in group work, discussions, and workshops. A portion of some classes may also include oral reports and lecture. Regardless of the class format, you are expected to be prepared, to listen, to contribute, and to participate in an appropriate fashion.

At all times you should be respectful toward others; inappropriate and disruptive behavior will not be tolerated. Our classroom will be a place where all involved feel safe when exchanging ideas. Diverse opinions and concepts are a fact of college life and adult life beyond college. As a class we will work together to understand and appreciate different viewpoints.

In this class there will be only limited use of cellular phones or other similar electronic devices; please do not spend class time sending or receiving text messages on a regular basis. Such behavior is disruptive to me (as I will most likely see you) and can obviously affect others and yourself. When we work on essays in class, you are welcome to bring your laptops or other similar devices. Please use these only when so directed.

Failure to abide by any of these rules may result in being asked to leave the classroom, resulting in an absence for that day.

COURSEWORK

All final drafts of essays must be double-spaced, with one-inch margins, in a 12-point standard font, such as Times New Roman or Arial. Place your name, my name, course title, date, and title of the essay at the top of the first page, following MLA formatting instructions. **Please submit the final draft of each essay as an electronic file to the class Canvas site.**

It is suggested that you keep all your writing for this course, including in-class and out-of-class working notes, first drafts, revisions, final drafts, workshop responses, and other work. You will review your work at the end of the semester to analyze and evaluate your progress.

LATE WORK

If you turn in the final draft of your paper late, your grade for that paper will be lowered **one full letter grade** (e.g., A- becomes B-) per class session it is late. A paper is "late" if the Canvas dropbox has closed before you can submit the essay.

If you cannot turn in a final paper at the beginning of class on the day it is due, you must notify me **by email** at least 24 hours before the due date to discuss the possibility of an extension, although an extension is not guaranteed.

Note: Late homework assignments and/or in-class or online work **will not be accepted**.

LEARNING RESOURCES

Tutoring-Learning Center ("TLC")

The Mary K. Croft Tutoring-Learning Center, or TLC, is located in the basement of Albertson Hall (the Library) (ALB 018). The TLC offers appointment-based and walk-in assistance in the Writing

Lab; this is also a great resource for other classes, such as math and science. Information can be found at <http://uwsp.edu/tlc/Pages/default.aspx>

PROBLEM SOLVING

I encourage you to see me during office hours, to email me, or to make an appointment any time we are both available to discuss issues connected with this class and/or your performance.

Please discuss concerns with me at an early time—while we have options. I tend to be generous with students who consult with me while issues are concerns, rather than crises. Of course, if an emergency situation does arise, please let me know as soon as possible.

SCHEDULE

(Subject to change; homework and in-class assignments not shown)

(Note: PA = *Practical Argument*; RfW = *Rules for Writers*)

<u>Date</u>	<u>What's due</u>	<u>In-class activities</u>
Week 1 M/T/R 9/2–5	Read PA, Introduction	***NO CLASS SEPTEMBER 2*** Introduction to class and syllabus Discussion: What is an argument <i>Introduction to WP1: rhetorical analysis</i>
Week 2 M/T/R 9/9–12	Read PA, Chs 1, 2 Read RfW, Ch 4	Discussion: argument structure, critical reading and thinking
Week 3 M/T/R 9/16–19	Read PA, Chs 4-5 Read RfW, Ch 57	Discussion: rhet. analysis, logic, fallacies Discussion: MLA style reminder
Week 4 M/T/R 9/23–26		<i>Quiz on logical fallacies</i> <u>Time to work on WP1 (bring laptop, notes)</u> ***NO CLASS SEPTEMBER 26***
Week 5 M/T/R 9/30–10/3		Conferences – bring first draft of WP1

<u>Date</u>	<u>What's due</u>	<u>In-class activities</u>
Week 6		
M/T/R 10/7–10	Read PA, Ch 12	Discussion: definitions <i>Introduction to WP2: definition argument</i>
	Final draft of WP1 due to Canvas before midnight 10/10	
	Read PA, Ch 7 Read RfW, Ch 6	Discussion: structuring a successful essay
Week 7		
M/T/R 10/14–17	Read PA, Ch 8 Read RfW, Chs 50-52 WP2 topic proposal due in class 10/14	Discussion: finding and evaluating sources
Week 8		
M/T/R 10/21–24	Read PA, Chs 9 & 11 Read RfW, Chs 53-56	Discussion: integrating and documenting sources, avoiding plagiarism <i>Quiz on documentation, plagiarism, incorporating sources</i> <u>Opportunity to work on WP2 (bring laptop, notes)</u>
Week 9		
M/T/R 10/28–31		Peer workshops – bring first draft of WP2
Week 10		
M/T/R 11/4–7	Read PA, Ch 15	Discussion: proposals <i>Introduction to WP3: proposal</i>
	Final draft of WP2 due to Canvas before midnight 11/7	<u>Groups formed; brainstorming</u>
	Initial document (WP3 topic proposal, group members, responsibilities) due by end of class 11/7	
Week 11		
M/T/R 11/11–14	Read PA, Ch 3	Discussion: visual arguments, rules for presentations

<u>Date</u>	<u>What's due</u>	<u>In-class activities</u>
Week 12 M/T/R 11/18–21		<u>Groups meet at library</u>
Week 13 M/T/R 11/25–28		<u>Groups meet at library</u> ***NO CLASS NOVEMBER 28***
Week 14 M/T/R 12/2–5		Conferences – bring first draft of WP3
Week 15 M/T/R 12/9–12	Group evaluations due in class	Presentations <i>Assignment of final reflection</i>
	Final draft of WP3 due to Canvas before midnight 12/12	
Week 16 Tue 12/17 Thu 12/19	Final reflection essay due by 7:00 p.m. (Section 02) Final reflection essay due by 7:00 p.m. (Section 01)	