



ENGL 202-11
ENGL 202-10
Sophomore English
Fall 2020 - ONLINE

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Course Catalog Description: Analytical reading and writing and the methods of inquiry common to various academic disciplines. Write frequently in and out of class, using suitable sources of information and appropriate documentation methods.

“The most essential gift for a good writer is a built-in, shockproof, shit detector. This is the writer’s radar and all great writers have had it.”
-Ernest Hemingway

“A mathematical proof is beautiful, but when you're finished, it's really only about one thing. A story can be about many things.”
-Bonnie Jo Campbell

Welcome to ENGL 202: Sophomore English. This course is a critical thinking, reading, and writing course. In addition to essay writing, students will learn basic research and information literacy from reading assignments, class assignments, and their own primary research. Your writing will be carefully monitored and reviewed as the semester progresses, by both myself and your fellow classmates (through peer reviews). Your writing shall function as an important part of our public discourse. Small group discussions and other activities will be included in the learning process. As a writing intensive course, the method and execution of your personal writing style will be crucial to the development of the class themes, as will discussion and personal research. Throughout the course you will engage in “inspired” research, meaning that you will take something from the pieces we read and write about that topic for class. Have fun with this. Writing can get students down at times, but if you choose to engage in a topic that sparks some real writing inspiration, then I say go for it. This is not a literature course, however, the skills we use to analyze and talk about literature are transferable across many courses and writing genres that you will be exposed to during your college years. This course will prepare you to think critically, write clearly and with purpose, articulate rhetorical positions, and read texts closely. I want projects and papers about things that matter to you, and the methods learned will undoubtedly become a key part of your continued college writing success.

Required Course Texts (purchase):

O'Malley, Joseph. *Great Escapes from Detroit*, 2019.

Suhr, Kim. *Nothing to Lose*. Cornerstone, 2018.

Dubrow, Heather. *Lost and Found Departments*. Cornerstone, 2020.

*Various texts online

Course Text (rental):

CP Practical Argument. 3rd Ed. Eds. Kirszner & Mandell. Bedford, 2014.

GEP Learning Outcomes & Course Objectives:

Upon completing this, course students will be able to:

1. Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience.
2. Compose an articulate, grammatically correct, and organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
3. Critique their own and others' writing to provide effective and useful feedback to improve their communication.

Our class will accomplish these goals by engaging in the following:

1. **Critical Reading / Logical Thinking:** We will read a variety of pieces and texts throughout the semester, ranging from argumentative essay and textual analysis, to short story and memoir. These readings serve as gateways to critical and analytical skills, skills that are crucial to effective writing. We will connect, refute, discuss, and critique these readings together.
2. **Effective Researching:** Though this class is not research heavy, we will still learn how to engage in academic research, determine the veracity of a given source, integrate sources into your writing, and properly document sources.
3. **Coherent Writing (Rhetorical Awareness):** Your writing will focus mainly on textual analysis and argumentation, since these two genres span the majority of college writing. We will analyze writing situations based on audience, purpose, and context, while writing in a variety of genres.
4. **Coherent Writing (Writing Processes):** Our class will engage in frequent writing assignments, including peer reviews, revision workshops, in-class reflections, and drafting. We will learn the value of pre-writing and drafting strategies, revising at all times, and reviewing the work of others.

Grading Scale:

A	100-93%	B+	89-87%	C+	79-77%	D+	69-67%
A-	92-90%	B	86-83%	C	76-73%	D	66-65%
		B-	82-80%	C-	72-70%	F	64-0%

Assignments:

1. **2 Short Essays, 3-4 pp (20% each; 40% total):** Short Paper #1 (Personal), will be a close analysis of selected short stories and poems paired with a personal narrative. Short Paper #2 (Theme), will be a thematic analysis where you connect two stories from part two. More details will follow as the due dates approach.
2. **Research Essay, 6pp (25%):** The Final Essay will be a research study on your proposed major/career field requiring primary and secondary support. More details will follow.
3. **Participation (35%):** You will be responsible for regular discussion posts, writing workshop drafts, peer reviews, self reviews, and a course reflection, all available on Canvas. These shorter assignments function as your participation grade for the semester. Keep up with these as best you can, and if you get behind let me know.

Class Policies:

1. **Etiquette**
 - a. Our readings will bring up controversial subject matter. I expect you to hold yourself with professionalism, good humor, and respect. Degrading others' opinions, stances, or remarks for any reason at any time will not be tolerated.

- b. I want you to disagree with each other. I want you to disagree with me. But disagreement does not mean denigrating, teasing, or hurting one another. Let's be adults.
 - c. I want your voice to be heard, and to some that means speaking with me outside of class rather than in class discussions. I am always available for a good chat. Communicate!
- 2. **Late Work:** All homework is to be turned in ON TIME. Late work will result in grade deduction (partial letter grade per day late, i.e. – A becomes an A-, C+ becomes a C) **NOTE:** You must turn in all assignments to pass the class. Failure to turn in any assignment as scheduled will result in an 'F' for the class.
- 3. **Plagiarism:** Use of the intellectual property of others without attributing it to them is considered a serious academic offense. **Cheating or plagiarism will result in a failing grade for the work or for the entire course.** If you think you might be plagiarizing, you probably are. Don't be the person who cheats. If you are having problems come talk to me about what we can do to help you avoid the cardinal sin of writing. For more detailed information regarding Academic Misconduct please consult: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>.
- 4. **Electronic Devices/Video:** To respect the privacy of those in the class, 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.
- 5. **Accommodations:** If you require special accommodations for any reason please let me know. I will do my best to facilitate and arrange the proper accommodation.
- 6. **Emails:** Email is both a blessing and a curse. Please respect the fact that I am teaching several classes per semester, which means that I will do my very best to respond to your emails within 24 hours during the week (48 hours over the weekend). However, I will not recap entire class periods for you via email (stop by my office instead for some coffee and a chat), nor will I repeat information available on this syllabus or in a class handout (consult course materials before shooting off that email about essay page count). Also, I firmly believe in correspondence etiquette. Email may be informal, but I expect your messages to be polite and respectful. Include a salutation (Dear Dr. Tangedal, Hello Professor Tangedal) and conclusion (sincerely, best, thanks,). Be a pro. If your tone becomes an issue, we will have a talk.
- 7. **Office Hours:** Set up a zoom meeting with me anytime. I am here to help you.

Timeline

Our timeline is also available on Canvas. Follow the modules set up for the class.

Week 1

Class Introduction and Overview

Unit 1

Week 2

Lost and Found Departments (Dubrow), pp. 1-41 (D1)

Lost and Found Departments (Dubrow), pp. 42-83 (D2)

Week 3

“Up In Michigan” (Hemingway) (D3)

“The Solutions to Brian’s Problem” (Campbell) (D4)

Week 4

“Sleepover” (Campbell) (D5)

Workshop (Prompt #1: Personal narrative paragraph)

Week 5

Workshop (Prompt #2: Quote and analysis from Dubrow)

Workshop (Prompt #3: Quote and analysis from Hemingway/Campbell)

Week 6

Draft Due: Peer Review (PR1); Self Review (SR1)

Short Paper #1 Due

“Night Vision”, *Nothing to Lose* (Suhr), “Too Beautiful,” *Great Escapes from Detroit* (O’Malley) (D6)

Unit 2

Week 7

“Deer Camp”, *Nothing to Lose* (Suhr), “Exiles”, *Great Escapes from Detroit* (O’Malley) (D7)

“Open Book”, *Nothing to Lose* (Suhr), “Proof”, *Great Escapes from Detroit* (O’Malley) (D8)

Week 8

“To Understand”, *Nothing to Lose* (Suhr), “Light, Winter”, *Great Escapes from Detroit* (O’Malley) (D9)

Workshop (Prompt #4: Quote and analysis from Suhr)

Week 9

Workshop (Prompt #5: Quote and analysis from O’Malley)

Workshop (Prompt #6: Connections between Suhr and O’Malley)

Week 10

Draft Due: Peer Review (PR2); Self Review (SR2)

Short Paper #2 Due

Final Project Overview

Unit 3

Week 11

Research Workshop (Prompt #7: Definitions)

Definitions Discussion (D10)

Week 12

Research Workshop (Prompt #8: Demographics)

Demographics Discussion (D11)

Week 13

Research Workshop (Prompt #9: Academics/Economics)

Week 14

Academics/Economics Discussion (D12)

Workshop Introduction (Prompt #10: Introduction)

Week 15

Workshop Final Thoughts (Prompt #11: Final Thoughts)

Course Reflections Due

Finals Week, Thursday, December 17 – Self Review #3; Final Paper Due

