

## **English 202 Sec. 108: Sophomore English (3 Credits)**

Instructor: Jason Siegel  
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**Spring 2020**

Time and Place  
TuTh 1:45-3:00 PM

### **Contacting me**

Please feel free to contact me whenever you have any questions about course materials or policies. You will probably find it most useful to meet with me face-to-face during my office hours (You don't even have to make an appointment!), but for minor questions you can send me an email and I will get back to you within 24 hours. If you'd like to meet with me in person but cannot make it to my office hours, we can schedule a meeting time that will work for both of us.

### **Course Description**

English 202 is the second half of the English Composition sequence. Its main purposes are to prepare you for the demands of reading and research-based writing at the college level, and to provide you with critical reading tools that will make you a more sophisticated thinker. Writing is both a way of learning and of communicating, and this course will teach you to evaluate the ideas of others and to construct arguments on topics that interest you through original research. You will also learn to go through each step of the writing process from choosing a topic to developing a research proposal, conducting research, generating a thesis, drafting an essay, and revising it. This will help you turn an interesting idea into an enjoyable and persuasive piece of writing.

The point of all this is not simply to make you a better reader and writer, but to give you the critical skills you will need to navigate a world in which people constantly assail you with verbal messages in an attempt to get you to see the world the way they want you to.

### **Course Goals and Learning Outcomes**

By the time you complete this course you should be able to...

1. Explore an idea from many perspectives to get a better understanding of issues surrounding it
2. Synthesize information, clearly express your thoughts, and both analyze and evaluate arguments by thinking critically about your own writing and the ideas of others
3. Recognize common rhetorical strategies, analyze and evaluate their persuasiveness, and use them effectively in your own writing by considering audience, purpose, context, and genre
4. Go through each stage of the research process to produce original arguments by finding, evaluating, and citing sources in MLA style
5. Constructively criticize the writing of others and apply others' feedback to your own writing

6. Employ elements of structure, style, and genre to express your ideas more effectively
7. Use proper grammar, punctuation, syntax, and word choice to enhance your credibility and express your ideas clearly
8. Evaluate your own development as a writer, identify areas in which you need to improve, and develop strategies to effect that improvement
9. Develop a deeper and more nuanced understanding of topics that matter to you, so you can reach informed and intelligent conclusions

**Texts and Materials.** You'll need to purchase the following course materials:

- *The Seagull Reader: Essays, Second Edition* (available at the Campus Bookstore)
- *Eating Animals* (available at the Campus Bookstore)
- *The Little Seagull Handbook* (available at the Campus Bookstore)
- a notebook for taking notes in class and drafting paper ideas
- a folder for collecting your work

### **Course Requirements/Grades**

Portfolio 1: 20%

Portfolio 2: 25%

Portfolio 3: 30%

Class Participation: 25%

**Grading Scale:** A+=98-100; A=93-97; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; D+=67-69; D=60-66; F=0-59

### **Attendance**

Attendance is absolutely required. English 102 is a seminar-like, discussion-based course, so your presence matters for your own learning, as well as for the contributions you can make to the learning of others. For this reason, you need to be in class on time and prepared every single meeting. However, because I realize there are times when you must miss class due to illness, a family emergency, or other pressing matters, you will be allowed two free absences without penalty. If you know you have to miss class, send me an email ahead of time whenever possible. It is *your* responsibility to find out what you missed and to make up any work as required. Excessive or habitual tardiness may be counted as an absence.

The **final course grade** will be lowered for each additional absence beyond the first two absences (An A will become an A-, an A- will become a B+, and so on). An absence beyond 5 absences will result in a student failing the course.

Obviously, I will take into account *extraordinary* reasons for an absence such as a severe accident or illness, a family emergency or death, a recognized religious holiday, or jury duty. Just let me know!

### **Participation**

Because the success of our seminar largely depends on your active participation, you are expected, not only to be here, but also to talk and/or ask questions on a regular basis. This means you have to keep up with the reading so that you will actually have something to say. You are also expected to treat me and your fellow students with respect and to comport yourself like an adult. You are free to disagree with any comments you might hear in class and to express your own views, but do so in a respectful, non-combative manner. For example, you might say, “Jason makes a good point, but Jonathan Safran Foer’s statement on page 5 seems to contradict what Jason just said.” I realize that speaking up during class is easier for some than others, so I am glad to help out if you are having trouble entering the conversation. Just talk to me after class or drop me an email.

### **Coursework**

The only way to learn to write is to practice, so this course will require you to write constantly. The course will be divided into three units, each of which will require you to write a short essay that you will then build upon to produce a longer essay. Each essay will go through multiple drafts, and your various drafts will be collected in a portfolio due at the end of the unit.

### **Late Work**

You will do a lot of writing and revising in this course and a lot of work with your peers, which means that all work must be turned in at the beginning of class on the date specified. If a paper or draft is turned in late, the overall grade for that paper assignment will be reduced by a letter grade (i.e. A to A-) for every calendar day that the paper or draft is late. When a paper is one week late, it automatically receives a failing grade.

### **Peer Review**

You will meet with a peer group to receive and provide feedback on various drafts. This will give you a chance to get input from different readers, and responding to your classmates’ papers will sharpen your own critical ability, which should help you revise your own drafts. An absence on a peer review day or failure to participate in a peer review will lower your course grade.

### **Conferences**

Each of you will meet with me for one-on-one in-class conferences several times throughout the semester to discuss your progress on an essay draft. These conferences give us a chance to work together one-on-one to tackle the nuts and bolts of one of your actual drafts. In my experience, conferences offer students the greatest opportunity for learning about writing.

### **Academic Honesty and Plagiarism**

Plagiarism, or taking credit for words or ideas not your own, is a serious offence and will lead to dire consequences. The penalty for plagiarism ranges from failing the course to expulsion from the university. See the *Student Rights and Regulations* handbook for more information about plagiarism and its consequences. If I think you have plagiarized, I will meet with you and refer your name to a disciplinary committee responsible for overseeing the investigation of academic crimes. Except for acknowledged quotations, all of your work is to be written in your own words. You may not copy from a book, another student’s paper, a webpage, or any other source. If you do so, you will be prosecuted to the fullest extent of the law.

## Calendar

Below is an outline of the semester calendar. Although the schedule might change, assume that it is correct unless I tell you otherwise. Please note that homework assignments are due at the *beginning* of class on the very next class date after which they are assigned (if it is assigned on Tuesday, it is due on Thursday, etc.).

In the list of readings below, SR refers to *The Seagull Reader: Essays* and LSHB refers to *The Little Seagull Handbook*.

### Unit 1: Rhetorical Analysis

#### Tuesday 1/21

*In Class:* -Distribution of Syllabus  
-Introduction to Course

*Homework:* -Read "Introduction" (SR 3-21)

#### Thursday 1/23

*In Class:* -Discuss "Introduction" (SR 3-21)

*Homework:* -Read Zinsser, "College Pressures" (SR 396-404)  
-Read "Rhetorical Analyses" (LSHB 49-53)

#### Tuesday 1/28

*In Class:* -Discuss Zinsser, "College Pressures" (SR 396-404)  
-Discuss "Rhetorical Analyses" (LSHB 49-53)

*Homework:* -Read Fowles, "Advertising's 15 Basic Appeals" (Canvas)  
-Bring in an Advertisement

#### Thursday 1/30

*In Class:* -Discuss Fowles, "Advertising's 15 Basic Appeals" (Canvas)  
-Discuss Advertisements

*Homework:* -Read *Eating Animals*, pp. 1-35

#### Tuesday 2/4

*In Class:* -Discuss Short Assignment One  
-Discuss *Eating Animals*, pp. 1-35

*Homework:* -Read Swift, "A Modest Proposal" (SR 297-307)  
**-Short Assignment One Due Tues 2/11**

#### Thursday 2/6

*In Class:* -Discuss Swift, "A Modest Proposal" (SR 297-307)

*Homework:* -Read Alexander, "The New Jim Crow" (Canvas)  
**-Short Assignment One Due Tues 2/11**

### **Tuesday 2/11**

*In Class:* -**Short Assignment One Due**

-Discuss Writing Project One

-Discuss Alexander, “The New Jim Crow” (Canvas)

*Homework:* -Read Staples, “Black Men and Public Space” (SR 294-297)

-**Writing Project One Due Thurs 2/20**

### **Thursday 2/13**

*In Class:* -Discuss Staples, “Black Men and Public Space” (SR 294-297)

*Homework:* -Read Tannen, “Conversational Styles” (SR 314-20)

-**Writing Project One Due Thurs 2/20**

### **Tuesday 2/18**

*In Class:* -Discuss Tannen, “Conversational Styles” (SR 314-20)

*Homework:* -**Writing Project One Due Thurs 2/20**

### **Thursday 2/20**

*In Class:* -**Writing Project One Due**

-Workshop

*Homework:* - **Portfolio One Due Thurs 3/5**

### **Tuesday 2/25**

*In Class:* -Workshop

*Homework:* - **Portfolio One Due Thurs 3/5**

### **Thursday 2/27**

*In Class* -Workshop

*Homework:* -Read Dawkins and Coyne, “One Side Can Be Wrong” (SR 69-74)

-Read Penrod, “Anti-Intellectualism” (Canvas)

-**Portfolio One Due Thurs 3/5**

## **Unit 2: Comparing and Contrasting Arguments**

### **Tuesday 3/3**

*In Class:* -Introduce Unit 2

-Discuss Dawkins and Coyne, “One Side Can Be Wrong” (SR 69-74)

-Discuss Penrod, “Anti-Intellectualism” (Canvas)

*Homework:* -Read Orwell, “Politics and the English Language” (Canvas)

-**Portfolio One Due Thurs 3/5**

-**Short Assignment Two Due Thurs 3/12**

### **Thursday 3/5**

*In Class:* -**Portfolio One Due**

-Discuss Short Assignment Two

-Discuss Orwell, "Politics and the English Language" (Canvas)

*Homework:* -Read Tan, "Mother Tongue" (SR 308-314)

-**Short Assignment Two Due Thurs 3/12**

### **Tuesday 3/10**

*In Class:* -Discuss Tan, "Mother Tongue" (SR 308-314)

*Homework:* -Read Jefferson, "The Declaration of Independence" (SR 146-50)

-Read Stanton, "Declaration of Sentiments and Resolutions" (SR 290-93)

-**Short Assignment Two Due Thurs 3/12**

### **Thursday 3/12**

*In Class:* -**Short Assignment Two Due**

-Discuss Jefferson, "The Declaration of Independence" (SR 146-50)

-Discuss Stanton, "Declaration of Sentiments and Resolutions" (SR 290-93)

*Homework:* -Read *Eating Animals*, pp. 43-77

-**Writing Project Two Due Thurs 4/2**

**MARCH 16-20 SPRING BREAK—NO CLASS**

### **Tuesday 3/24**

*In Class:* -Discuss *Eating Animals*, pp. 43-77

*Homework:* -Read Johnson, "Watching TV Makes You Smarter" (Canvas)

-Read Stevens, "Thinking Outside the Idiot Box" (Canvas)

-**Writing Project Two Due Thurs 4/2**

### **Thursday 3/26**

*In Class:* -Discuss Writing Project Two

-Discuss Johnson, "Watching TV Makes You Smarter" (Canvas)

-Discuss Stevens, "Thinking Outside the Idiot Box" (Canvas)

*Homework:* -**Writing Project Two Due Thurs 4/2**

### **Tuesday 3/31**

*In Class:* -Discuss Research

*Homework:* -**Writing Project Two Due Thurs 4/2**

### **Thursday 4/2**

*In Class:* -**Draft One of Project Two Due**

-Workshop

*Homework:* - **Portfolio Two Due Thurs 4/16**

### **Tuesday 4/7**

*In Class:* -Workshop

*Homework:* - Read Foer, *Eating Animals*, pp. 78-115

**-Portfolio Two Due Thurs 4/16**

### **Thursday 4/9**

*In Class:* -Workshop

*Homework:* - Read Foer, *Eating Animals*, pp. 78-115

**-Portfolio Two Due Thurs 4/16**

## **Unit 3 : Using Research to Make an Argument**

### **Tuesday 4/14**

*In Class:* -Introduce Unit 3

-Discuss Writing Project Three, Annotated Bibliographies

-Discuss Foer, *Eating Animals*, pp. 78-115

*Homework:* - Read Foer, *Eating Animals*, pp. 117-173

-Read “Annotated Bibliographies” (LSHB 66-70)

**-Portfolio Two Due Thurs 4/16**

**-Annotated Bibliography Due Thurs 4/23**

**-Writing Project 3 Due Thurs 4/30**

### **Thursday 4/16**

*In Class:* **-Portfolio Two Due**

-Discuss Foer, *Eating Animals*, pp. 117-173

-Discuss “Annotated Bibliographies” (LSHB 66-70)

*Homework:* - Read Foer, *Eating Animals*, pp. 174-199

-Read “Synthesizing Ideas” (LSHB 95-97)

**-Annotated Bibliography Due Thurs 4/23**

**-Writing Project 3 Due Thurs 4/30**

### **Tuesday 4/21**

*In Class* -Discuss Foer, *Eating Animals*, pp. 174-199

-Discuss “Synthesizing Ideas” (LSHB 95-97)

*Homework:* -Read Foer, *Eating Animals*, pp. 201-244

-Read “Integrating Sources, Avoiding Plagiarism” (LSHB 97-108)

**-Annotated Bibliography Due Thurs 4/23**

**-Writing Project 3 Due Thurs 4/30**

### **Thursday 4/23**

*In Class:* **-Annotated Bibliography Due**

-Discuss Foer, *Eating Animals*, pp. 201-244

-Discuss “Integrating Sources, Avoiding Plagiarism” (LSHB 97-108)

*Homework:* -Read Foer, *Eating Animals*, pp. 245-267

**-Writing Project 3 Due Thurs 4/30**

**Tuesday 4/28**

*In Class:* -Discuss Foer, *Eating Animals*, pp. 245-267

*Homework:* -**Writing Project 3 Due Thurs 4/30**  
-**Portfolio Three Due Tues 5/12**

**Thursday 4/30**

*In Class:* -**Writing Project Three Due**  
-Workshop

*Homework:* -**Portfolio Three Due Tues 5/12**

**Tuesday 5/5**

*In Class:* -Workshop

*Homework:* -**Portfolio Three Due Tues 5/12**

**Thursday 5/7**

*In Class:* -Avuncular Advice  
-Tearful Farewells

*Homework:* -Portfolio 3 due 5/12

**Portfolio 3 is due in class on Tuesday, May 12 at 1:45 PM**