University of Wisconsin-Stevens Point
English 202 – Summer 2024

Sec. 2
100% Online Asynchronous
May 28 – July 5, 2024

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Office Hours: By appointment
                    Via Zoom
Email is best way to contact me

OBJECTIVE/AIM AND SCOPE

The work of English 202 will be primarily writing that presents information and ideas effectively, with attention to the essay and techniques of research and documentation. Some goals we will work toward this semester include the following:

- To analyze, synthesize, evaluate, and interpret information and ideas.
- To develop the ability to write effective expository and argumentative prose.
- To construct hypotheses and arguments.
- To integrate knowledge, research, and experience to support hypotheses and arguments.
- To continue to develop critical thinking and reading skills.
- To write and construct essays clearly, coherently, and in a well-organized manner.
- To gather and use information from printed sources, electronic sources, observation, and interaction.

To meet these requirements the courses below have the following specific learning outcomes:

	Eng 101: Academic Reading and Writing **By the end of the course, students will be able to:**	*English 150: Accelerated Reading, Writing, and Research* and *English 202: Academic Writing and Research* **By the end of the course, students will be able to:**
Reading	**Critically read, analyze, and discuss a variety of texts for meanings stated and implied, purpose, patterns of organization, and effectiveness of supporting evidence** **Describe the rhetorical situation/context of a piece of writing, and evaluate author's choices within that situation and genre**	**Apply critical thinking to analyzing arguments in both scholarly and popular sources with emphasis on persuasive strategies** **Describe the audience, purpose, and genre of a piece of writing, and evaluate author's choices within that situation and genre**

Writing	• **Apply critical reading skills in order to compose coherent, thesis-based texts** • **Adapt content, form, and style to various audiences, purposes, and situations** • **Use techniques to edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre**	• **Use persuasive strategies and evidence to write effective arguments, adapting content, form, and style to various audiences, purposes, genres, and situations** • **Use techniques to effectively edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre**
Process	• **Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.** • **Self-assess individual writing strengths and weaknesses to develop effective strategies that can be transferred** • **Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions**	• **Independently select and use effective and appropriate research, writing, and note-taking strategies** • **Self-assess individual writing and research strengths and weaknesses to develop effective strategies that can be transferred** • **Conduct research as a process of inquiry by posing a question, reviewing sources, and synthesizing information to arrive at a claim** • **Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions**
Information Literacy/Research	• **Understand that sources have different levels of credibility that should inform how students use those sources in their writing** • **Select and use information from sources using paraphrase, quotation, and/or summary in a manner that avoids plagiarism**	• **Use library resources and internet searches effectively to locate potential sources, including scholarly ones** • **Assess the relevance, reliability, authority, and bias of potential sources** • **Use sources purposefully and ethically in their writing** • **Recognize and use discipline-specific guidelines to document sources**

Some points to remember about writing courses: developing skill in writing is an ongoing project, one developed through practice, patience, and time. Through discussions, readings, and lots and lots of writing, we will work hard to attain greater proficiency and fluency in writing.

All UWSP students must check/use their campus e-mail on a regular basis as I will use this means to communicate with you.

MATERIALS
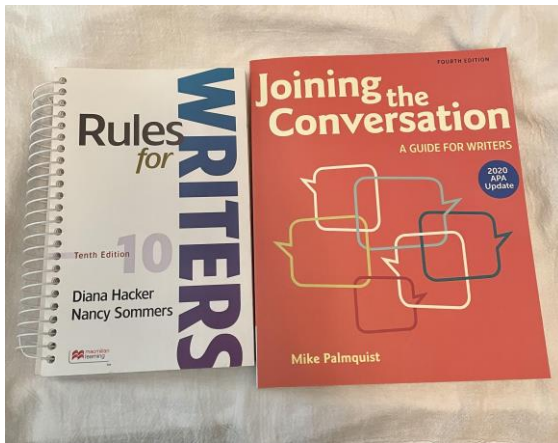
***Joining the Conversation, 4th* ed**., Mike Palmquist **(JC)**
Rules for Writers, 10th ed. Diana Hacker, Nancy Sommers **(RW)**
Flash drive
All materials are posted on Canvas

Joining the Conversation is our reader. You will be reading the assigned chapters, then creating one sentence summaries of each assigned chapter, indicating the most important thing you learned in each respective chapter. This is to be ONE document, submitted the last week of class.

Rules for Writers is our grammar text. Our reading quizzes are based on this text. It is a reference tool, not a book to be memorized. By reviewing the assigned chapters, you should know where to look when you have any questions relating to grammar, punctuation, mechanics, and MLA documentation (in-text and works cited page).

Online writing resources:

Purdue University Online Writing Lab: https://owl.english.purdue.edu/

Recommended: Unabridged dictionary, thesaurus

REQUIREMENTS

All work is submitted in Canvas (either in Assignments or in Discussions.

Three Formal Individual Essays – Total points: 700 (200 for I-Search and Defending a Belief; 300 points for Problem/Solution)
The three essays include: I-Search, Defending a Belief, and Problem/ Solution

Each individual essay should be 1,250 words (not counting the works cited page). All work must be double-spaced (loss of 5 points if not); all first lines of every paragraph must be indented five spaced (a loss of 5 points if not).

Final essays are to be submitted to the appropriate Assignment area on Canvas. Your submission must include ALL of the following:

1. **Essay and Works Cited page with the essay word count; no Works Cited = a loss of 15 points; no word count = loss of 5 points**
2. **Reflective Statement with word count; no Reflection = a loss of 25 points**
3. **Informal Outline that lists the following: (1) your thesis, (2) your main points (complete sentences), (3) your conclusion; missing outline = loss of 5 points**

All work must be double-spaced (no double-spacing = -5 points); the first line of every paragraph is to be indented five spaced (no indentation = -5 points).

This class is operated in a workshop format, with the majority of our time spent reading and critiquing the work of others. You will be assigned to a small group, and do your peer reviews in Discussion sections on Canvas. Students failing to post their final draft essays or feedback to their small group members by the deadline will see their essay grade reduced by a full letter grade. Those giving incomplete feedback (see next paragraph) will have their scores reduced by five points for each incomplete instance.

(See guidelines for proper Peer Review work under Start Here in Canvas.)

The feedback you provide to your classmates must be substantive, meaningful comments, not just "I like it," "good job," or similarly superficial comments. Insufficient feedback includes only listing such things as "good job" or "interesting topic." You must provide substantive feedback to help the writer.

I understand how this first go can be confusing, so if there are things that are not clear, you must contact me before any work is due.

Remember, critique the CONTENT FIRST, then if you have time give feedback on the mechanics (grammar, spelling, punctuation, etc.)!!! I hope this helps clear up any questions you may have, but let me know if you have other questions.

Classmates will post critiques on your essay before essays are due so you are able to use the comments in your revision process.

Reflective Statements (500 words): Each of your four formal writing assignments must include a reflective statement, which is a means of exploring how you went about writing your papers. Its focus is your writing itself, both your draft and the processes that produced it, and its aim is critical understanding, usually for the purpose of revision. It gives you the opportunity to think about what's working or not working in the draft, what thinking and writing processes went into producing it, and what possibilities you saw for revising it. However, it isn't the place to be too general. **You do not receive additional credit for submitting Reflective Statements, but if you fail to submit one for EACH of the three essays, you will automatically lose 25 points for each one not submitted.**
(See guidelines for writing a Reflective Statement under Start Here on Canvas.)

Final Essays are always due on Fridays at 11:59 p.m.

Writing Assignments: All papers should be typed in 11point Times New Roman or Arial, double-spaced with standard one-inch margins. Put your name, my name, English 202, assignment, and date at the top left of the paper. If you create a title for your essay, center and capitalize it. Keep your last name and page number in the upper left of each page.

SAVE YOUR WORK ON A FLASH/THUMB DRIVE/OR OTHER MEDIA!!!

Grammar, Punctuation, and Usage: You are expected to follow the dictates of correct grammar, punctuation, and usage for all your work. You are expected to demonstrate your ability to follow standard punctuation, spelling, word choice, usage, grammar, and mechanics. I will help you pinpoint areas for improvement individually through my comments on your papers. Use these suggestions to improve your writing. Use *Rules for Writers* to review. You should use the Hacker text as a reference tool; it will serve as the basis for the quizzes and the documentation exam we will have.

Canvas: This Syllabus, information on all major assignments, as well as other materials relating to aspects of our class, are posted on Canvas. All grades are posted in the Canvas Gradebook.

CLOSED-BOOK EXAM Toward the end of the class, there will be a **closed-book exam** on documentation of sources (in-text and works cited), worth 100 points.

OPEN-BOOK QUIZZES 10 quizzes @ 10 points each = 100 points. These are open-book reading quizzes based on your readings in *Rules for Writers*. Quizzes may be taken at your convenience at any time during the six weeks of class.

JOINING THE CONVERSATION One sentence summaries of each assigned chapter in *Joining the Conversation*, indicating the most important thing you learned in each respective chapter.

Citizenship: Citizenship is something like participation but entails a bit more; it means being a good student: checking in to our Canvas class regularly and prepared, participating in group discussions actively and effectively, and consistently engaging and investing in the work of the course and in your own development as a writer, reader, and thinker. (See additional information at the end of this syllabus.)

While no specific grade is assessed for Citizenship, Citizenship will be taken into account when determining final grades. (As a guide, A-level Citizenship will indicate almost constant involvement, B level will indicate solid, frequent involvement, and C level will indicate minimal involvement.) I expect an active commitment toward learning from each and every student in the course; we will be working hard this semester, but it will be worth it!

I will not tolerate rude or offensive comments, or any other behavior that affects the learning of another student. I reserve the right to remove any student who disrupts the class, and will take the proper measures to enforce academic discipline.

Assistance: UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

Assistance at the Writing Center
The Writing Center consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process, including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing.

Writing Center consultants:
Discuss writing with learners, not to "fix" mistakes
Empower the student, so that their writing remains her or his own interactions are discussion-based
Work with higher-order concerns first, such as global structure, strength of thesis, and clarity of communication
Model successful study strategies

- **Appointments or drop-in times available**
- **You can send your paper for revision via** an online form (found here)
- **All services in the Writing Center are free**

If you would like to make an appointment, contact the Writing Center via email (tlctutor@uwsp.edu) or phone (715-346-3568).

POLICIES AND PROCEDURES

ALL work is to be submitted online in the appropriate place on our Canvas website. All materials (handouts, guidelines, etc.) will be available on our Canvas website.

Attendance: **It is your responsibility to be aware of what is due when.** You can check this in the Calendar, your To-Do List, as well as the Course Schedule.

If you are managing personal or family circumstances, such as the illness or death of a loved one, care-giving responsibilities, or housing/financial insecurity, please contact the Dean of Students office (212 Old Main, 346-2611).

That office seeks to verify the extent of the situation and facilitate reasonable flexibility. That typically includes opportunities for late submission of missed coursework or extension of upcoming deadlines. Each office can also help the student and instructor determine when other options (Incomplete, Withdrawal) are appropriate.

Military policy for absences (https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspxand) Title IX protections (https://www.uwsp.edu/titleIX/Pages/academic-support.aspx).

Policy on Late Work: I ask that out of consideration you contact me via email 24 hours prior to the due date of the work to let me know the mitigating circumstances preventing the work from being in on time and to make arrangements and agreements for when the work will be turned in. Late work may be downgraded. Deadlines are typically not negotiable. If you cannot meet a deadline, you must contact me AHEAD of the deadline and request an extension. <u>This is especially critical given that our class lasts only for six weeks.</u>

Academic Dishonesty: Academic dishonesty is also known as plagiarism. Plagiarism is the use of another person's language/words or ideas without proper citation. If you use more than four or five words in a row from another source, you should put quotation marks around them. If you borrow an idea from a published source, you need to use parenthetical documentation to give proper credit to that source. Any quote, paraphrase, or indirect quote must be cited appropriately.

Please be aware that I will not hesitate to use Turnitin to check on sources that seem incorrectly documented. The consequences of plagiarism are a failing grade on the paper/assignment, possibly a failing grade for the course, and reporting of the incident to the appropriate university office for further action. There will be information available in class about how to properly quote, paraphrase, and cite your sources. If I discover you have plagiarized in this class, you will be treated in accordance with the University Policy on Academic Misconduct (see link below).

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI generated submissions are not permitted and will be treated as plagiarism.

One goal of this course is for you to work on developing the discipline-specific writing skills that you will need to be successful as a professional in your field. I want to acknowledge that recent buzz about ChatGPT and other generative AI tools poses some interesting questions about the need for developing these skills, and how such tools can be used in higher education. **Given that this technology is still in its infancy and that my goal is for you to develop your skills**

as a writer, the unauthorized use of ChatGPT, or other AI writing tools, is not permitted in this course and will be considered plagiarism. Students found to be using such tools will be considered as engaging in conduct aimed at making false representations of a student's academic performance, and will be subject to disciplinary action as defined in the UWSP Academic Misconduct Policies."

Policy Policy:
Ideally, this syllabus would cover every contingency of every possibility that might arise in the course of the semester. Of course, reality dictates that will not be the case. Thus, I reserve the right to make changes to this syllabus as the need arises.

Grades:
You may earn a total of 1,000 points for the semester:
700 – Three essays (200 points for I-Search and Defending a Belief; 300 for Problem/Solution)
100 – Open-book Reading Quizzes (10 @ 10 points each)
100 -- Exam on documenting sources
100 – One sentence summaries of each assigned chapter in *Joining the Conversation*, indicating the most important thing you learned in each respective chapter.

Each writing assignment will be graded on **both** content and mechanics, so how you say something is just as important as what you say. Each essay grade will be comprised of the average of a content and a mechanics grade, i.e., if the content merited an A and the mechanics merited a C, the essay grade would be a B.

Semester grades are equal to the following percentages/points:
A   93-100% (930-1000 points)
A-   90-92 (900-929 points)
B+   87-89 (870-899 points)
B   83-86 (830-869 points)
B-   80-82 (800-829 points)
C+   77-79 (770-799 points)
C   73-76 (730-769 points)
C-   70-72 (700-729 points)
D+   67-69 (670-699 points)
D   60-66 (600-669 points)
F   59 and below (599 points and below)

Grade Point Equivalents
A   4.0
A-   3.67
B+   3.33
B   3.0
B-   2.67
C+   2.33
C   2.0
C-   1.67
D+   1.33
D   1.0

F   0

POINT EQUIVALENTS
10-point Quizzes
A   9/3-10
A-   9-9.2
B+   8.7-8.9
B   8.3-8.6
B-   8-8.2
C+   7.7-7.9
C   7.3-7.6
C-   7-7.2
D+   6.7-6.9
D   6.3-6.6
D-   6.0-6.2
F   5.9 and below

100-point assignment
A   93-100
A- 90-92.9
B+ 87-89.9
B   83-86.9
B- 80-82.9
C+ 77-79.9
C   73-76.9
C- 70-72.9
D+ 67-69.9
D   60-66.9
F   59.9 & below

200-point assignment
A   186-200 points
A-   180-185
B+ 174-179
B   166-173
B-   160-165
C+ 154-159
C   146-153
C-   140-145
D+ 134-139
D   126-133
D-   120-125
F   119 & below

300-point assignment
A   279-300
A-   270-278
B+ 261-269
B   249-260
B-   240-248

C+   231-239
C   219-230
C-   210-218
D+   201-209
D   189-200
D-   180-188
F   179 & below

I reserve the right to assign borderline grades as I deem appropriate.

A Note on Grades: An "A" grade is not a gift you get at the end of the semester for participating and completing your work on time. For that, you earn a "C." Beyond that, your work must be more than average—it must be good to earn a "B" and excellent to earn an "A." Please also remember that you are not your grades—you are a person, not a letter. Good people can get average grades and vice versa.