Course Syllabus

English 202-03

Course Purpose: Sophomore English 202 is a writing class, so most of your activities throughout the semester will center on the act of writing arguments because the only way to become a better writer is to practice writing, on a consistent basis. The purpose of this course is to offer opportunities to develop, examine, practice and revise your argumentative writing skills. An essential element of creating a piece of writing is generating ideas and critically thinking through your own and others' opinions. Examining such ideas in English 202 means understanding the strategies of rhetoric (persuading others) and the process of integrating your own opinions and experience into the forms of academic writing. By the end of the course, you will be synthesizing these components into your papers through critical analysis of a variety of texts and visuals, online discussions, and writing various types of arguments.

I hope that you will also grow in other ways: in your appreciation of the complexity of writing arguments and of the rewards that come from rising to its challenges, in your ability to think creatively and independently, and in your abilities to express awareness of your own thinking and writing processes. These are a large part of what you will gain from your entire college experience, and I encourage you to pursue them throughout your college career. You will find that the same skills are not only necessary, but expected, in the workplace.

Course Objectives: When you leave this course, you will have experience with the following:

Reading

- 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

- 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

- 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

Information Literacy/Resource

- 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

Furthermore, you will have:

1. Engaged with a variety of ideas and sources through reading and writing,
2. Developed proficiency in addressing different rhetorical contexts by responding to the needs posed by specific audiences and purposes, including the use of appropriate media formats and visuals
3. Gained a greater understanding of forms of expository writing and employing rhetorical structures in argumentation,
4. Developed strategies to effectively accommodate the recursive nature of reading, writing, and research,
5. Developed additional skills in reading, observing, and synthesizing others' ideas into your writing,
6. Refined your techniques of revising and editing prose for greater clarity and precision.

COURSE MATERIALS

Required Textbook:

Joining the Conversation: A Guide for Writers 4E, by Mike Palmquist, Bedford/St. Martin's, Boston/New York (Rental)

Rules for Writers, 10E, by Hacker and Sommers

CLASS POLICIES

Participation (25% of total grade)

- Participation means not only being on-time with your assignments, but also actively focusing on and engaging in online discussions.
- All writing assignments are to be turned in to Canvas, on the given Due Date (see Schedule).

Discussions:

Some of the issues we will discuss in this course may be controversial, so intense, and highly charged exchanges may occur and should be expected and welcomed. It is a requirement of the class, however, that "heated" comments must not become disrespectful comments. It is perfectly OK to disagree on issues and to voice disagreement, as long as it is remembered that individual

perceptions are shaped by individual experiences and backgrounds and that differences must be approached with respectful and tolerant attitudes. Actions, behavior, or language inappropriate to a college discussion forum will not be acceptable, at any time.

Discussions

Discussions are worth 25% of your total grade.

I know that different classes treat discussion boards in a lot of different ways. For the purposes of this course, please consider these boards to be **discussion** boards rather than **bulletin** boards—this means that you should **engage in a conversation**. You are required to interact with each other by responding to and prompting each other, just like you would in a real conversation. Please keep in mind the following points:

Response posts do not have to be new threads: Your "initial" response post for a module does not have to be a brand-new thread. If someone else has already begun a thread on a given topic, your post can contribute to that thread—YOU DO NOT HAVE TO START A NEW THREAD, and in fact, I do NOT want to see 8 new threads on a given topic. Again, this aligns with the idea of a discussion—if you are paying attention to a conversation, you wouldn't say exactly what the person before you said, you would add on to the The same is true of the discussion boards. Please read through all other related posts before posting responses—respond where appropriate or start an entirely new conversation. If you have something **new** to say, start a new thread.

Each post should represent a single main point: Each post should focus on a single main point, and NO post should respond to every prompt for the discussion forum. Think about each post as a paragraph, with one main point and several points that support the main point. Putting too many ideas into a single post is confusing for your classmates and for the conversation.

Incorporate course material: Your posts should incorporate course materials into the conversation--**this is your chance to demonstrate that you've read the materials**, and to reflect on the degree to which you agree or disagree with the authors. When they make a claim, consider whether it is true, true for you, or true in every situation. Additionally, I appreciate that you use personal experiences to enhance the conversation, but make sure the connection between the example and the course material is clear. Clearly reference book material with page numbers reflecting the content you are responding to.

Posts should forward the conversation: Add to the conversation. What new idea can you present to get everyone thinking? What question could you ask?

Proofread: Please proofread your posts before submitting them. I expect that work will be carefully constructed and

Meet deadlines: Discussions are **due by midnight on the Friday** of each week. Failing to meet deadlines will result in a failing grade for the discussion

Discussion Forum Rubric

	Poor *0%*	**Adequate** *70%*	**Good** *85%*	**Excellent** *100%*
Quantity	1 or 0 posts.	2 posts.	3 posts.	4 or more posts.
Distribution	Does not post.	Posts 1 day.	Posts 2 days throughout the module.	Posts 3 or more days throughout module.
Focused	No posts.	Posts are unfocused and unsupported.	Posts have more than 1 main point, or lack adequate support.	Each post has a single main point with supporting points.
Course Material Integration	No course material integrated.	Posts reference course material.	Posts reference course material, with references to source & pg #s. Material minimally integrated.	Each post references course material, with references to source & pg #s. Material fully integrates the readings into the posts.
Stimulation	Responds without advancing discussion.	Responds to ideas in a way that advances discussion minimally.	Responds to ideas in a way that advances discussion in predictable ways.	Responds to ideas in a way that advances discussion beyond the obvious, prompts further discussion.

Your posts should:

1. Have a single main point, supported by
2. Integrate course material, with source identified and page #s given—they do not simply include the quote or idea but explain it and why it is relevant to their
3. They respond thoughtfully and try to advance the

4. They include personal stories that they tie directly to their argument and course material (any example or anecdote should be fully explained and connected to course material and the conversation).

Participation

Students are expected to participate in all online assignments and discussions.

Complete Assignments

All assignments for this course will be submitted electronically through Canvas, unless otherwise instructed. Assignments must be submitted by the given deadline, or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect your grade.

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments, or late work accepted without a serious and compelling reason and instructor approval.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
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%

Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your fellow students and I wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea, but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ can be helpful to convey your tone, but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express what might be a minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

<u>Guidelines for all Papers:</u>

1. Papers should be turned in to Canvas on date due (unless otherwise specified).

2. For each day a paper is late, I reserve the right to lower the grade to the next lower grade (ex: B+ to B).
3. Proofread each paper with care to remove errors. Double check that you:

- **Double-space papers and number each page.**
- **Use 1" margins & a 10-point regular (not bold or *italicized*) font, such as Times New Roman (Please note: the main point is that your margins and text are readable, so if you want to use larger margins or a different font style, you may. Just be reasonable!)**

4. All papers should have creative/informative **titles**, but there is **no need for a separate title page**.
5. **Page 1 should contain your name, course number, and the date in the right corner.**
6. You will receive more detailed guidelines for each paper assignment, in Canvas.

You must turn in all 5 assignments to pass the course.

   Assignments & Grade Percentages:

Online Discussions   **25%**

5 Essay Writing Assignments   **10% + 10% + 15% + 20% + 20%**

TOTAL   **100%**

EVALUATION

I will evaluate your work based on the rubric criteria I give with each formal writing assignment (5 total). I will also evaluate your work from the perspective of writing a document in any college classroom setting. The following is a brief synopsis of how your work might be viewed and the letter grade that goes with it:

A range	**Yes!** Your professor would be impressed and he or she would remember your work when considering using your work as a model for the class. You took extra steps to be original or creative in developing content or developing visual or verbal style.
B range	**Well, OK…** You got the assignment done and it is complete content-wise, well-organized, and shows attention to style and visual design. Your professor would be satisfied with the work, but not impressed, and likely would have suggestions to revise and improve the written document.

C range	**Hmmm…** You finished the assignment and while it is complete, content-wise, and organized, your professor would have questions. He or she would be disappointed and would likely ask you to revise or rewrite sections before allowing others to see the document.
D range	**Oh my gosh!** The document is completed, but that's the best we can say. Your professor would be troubled by the poor quality of the work and would demand significant revision.
F	**Uh-oh…** Your professor would most likely contact you to discuss the exceptionally poor quality of the document and/or you committed plagiarism).

In addition to the specific assignment goals in each writing assignment (outlined in the handouts I give you in Canvas "Content") and the corresponding assignment rubric, specific areas I will be evaluating in all of your work are as follows:

- Reader awareness (audience)
- Goal of writing is made clear (purpose)
- Language/jargon is tailored to audience/culture (context)
- Use of appropriate document format and layout (in all media forms)
- Correctness of grammar, word choice, and punctuation

Plagiarism:

Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism—a very serious offense.

Writers generally borrow ideas from others in **two** ways:

- **Paraphrasing** (restating in your own words the ideas of another), **quoting directly** (using the same words as the author of the outside source), or using a **combination** of paraphrasing and direct quotation.

NOTE: The citation guidelines for MLA format will be used to properly cite the types of borrowing outlined above. Guidelines for this format are available in your textbook.

Deliberately placing your name on someone else's written work (i.e., using file papers, letting friends or hired professionals write your papers for any reason, copying ideas from a friend's paper, online or print sources, etc.). **NOTE:** This type of "borrowing" will be treated in

accordance with the University policy on Academic Misconduct (**UWSP Community Rights and Responsibilities, 14.03 Academic Misconduct Subject to Disciplinary Action**)

UNIVERSITY RESOURCES AVAILABLE

- Support with your papers: In addition to working virtually with me, individual help is also available through the Tutoring-Learning Center (the TLC) located in the basement of the LRC (Room 018, x3568). You can schedule online tutoring sessions through the TLC website, as well.
- Students with learning differences may want to visit or call UWSP's Office of Disability Services (103 SSC, x3365) to work with that office to complete a Request for Accommodations Form.

IF YOU ARE NEW TO ONLINE INSTRUCTION, YOU MIGHT BENEFIT FROM VISITING THIS UWSP PAGE:

https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx