**SYLLABUS**

ENGL 202: Sophomore English

Summer 2017

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**Instructor:** James A. Berry, Ph.D. **Email:** jberry@uwsp.edu

**Office:** CCC 426 **Office phone:** 715-346-2385

**Office hours:** Tue/Wed 1:00 – 2:00 p.m.

and by appointment

**Class meets:** Mon/Tue/Wed/Thu **Classroom:** CCC 322

10:30 a.m. – 1:00 p.m.

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**Course description:**

ENGL 202 is an extension of the skills development you began in ENGL 101. Where that class focused more on exposition and on an introduction to writing in the university, ENGL 202 is more fully concentrated on developing the skills of argument and research.

With that in mind, there will be three major writing assignments, as well as 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 term, the latter part will involve more independent choices—including broad area of study and specific topic—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 that solves a local problem.

All of the above learning outcomes should be layered on more general writing skills carried over from ENGL 101, in which 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*. 2nd ed. Boston: Bedford/St. Martin’s, 2014. Print.

***Purchase:***

Hacker, Diana, and Nancy Sommers. *Rules for Writers*. 8th ed. Boston: Bedford/St. Martin’s, 2016. Print.

**Assignments and assessment:**

There will be three major writing projects assigned, all of which will be subject to multiple drafts. Project 3 will be a small-group project. 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 assigned during the last day of class and will be a reflective essay in which you will examine your work during the term.

***Quizzes, homework, and in-class writing:***

These will be assigned throughout the term.

***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, and because we are working with an accelerated timeframe, you must attend on a regular basis. I will take attendance every day.

You will have one (1) “freebie absence” for the term. Use this carefully. If you miss more than one scheduled class, each missed class will result in the loss of ***one letter grade*** (e.g. from A to B) from the Attendance/participation portion of your class grade (see below). **Note that using a “freebie” does not excuse you from any due dates, in-class, or homework assignments.** Check with classmates regarding any work you may have missed. See the Late Work policy below.

**Note:** At times we will cancel class 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.

***Grading:***

Writing projects:

Rhetorical analysis 15%

Definition argument 20%

Proposal 35%

Final exam 5%

Homework/in-class work/quizzes 15%

Attendance/participation 10%

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](https://email.uwsp.edu/owa/redir.aspx?C=GX1lGcFYhkOSArus6JRql6OQYVSrmdEIh67-MUQ24B2cn-30AayTmwdAplBEblCPBxVKj6XLvH4.&URL=http%3a%2f%2fwww.uwsp.edu%2frmgt%2fPages%2fem%2fdefault.aspx)

**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 D2L dropbox.**

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 term 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 day it is late. A paper is “late” if the D2L deadline has expired before you can submit the essay.

If you cannot turn in a final paper when 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), room 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*)

**Date Due today In-class activities**

***Week 1***

M 6/26 Introduction to class and syllabus

Read PA, Introduction Discussion: What is an argument?

***Introduction to WP1: rhetorical analysis***

T 6/27 Read PA, Chs 1-2 Discussion: argument structure, critical

Read RfW, Ch 4 reading and thinking

W 6/28 Read PA, Chs 4-5Discussion: rhetorical analysis, logic and

fallacies

R 6/29 Read RfW, Ch 57 Discussion: MLA style reminder ***Quiz on logical fallacies***

Opportunity to work on WP1 (bring laptop,

notes)

***Week 2***

M 7/3 **Conferences – bring first draft of WP1**

T 7/4 **\*\*\*\*\*\* INDEPENDENCE DAY; NO CLASSES \*\*\*\*\*\***

W 7/5 Read PA, Ch 12 Discussion: definitions

***Introduction to WP2: definition argument***

**Final draft of WP1 due to**

**D2L before midnight**

R 7/6 Read PA, Ch 7 Discussion: structuring a successful essay

Read RfW, Ch 6

**WP2 topic proposal due**

**in class**

Read PA, Ch 8 Discussion: finding and evaluating sources

Read RfW, Chs 50-52

***Week 3***

M 7/10 Read PA, Chs 9 & 11 Discussion: integrating and documenting

Read RfW, Chs 53-56 sources, avoiding plagiarism

Opportunity to work on WP2 (bring laptop,

notes)

**Date Due today In-class activities**

T 7/11 ***Quiz on documentation, plagiarism,***

***incorporating sources***

**Peer response activity – bring first draft of**

**WP2**

W 7/12 Read PA, Ch 15 Discussion: proposals

***Introduction to WP3: proposal***

**Final draft of WP2 due to**

**D2L before midnight**

R 7/13 Groups formed; brainstorming

**Initial document (WP3 topic**

**proposal, group members,**

**responsibilities) due by end**

**of class**

***Week 4***

M 7/17 Read PA, Ch 3 Discussion: visual arguments, rules for

presentations

Groups meet at library

T 7/18 Groups meet at library

W 7/19 Groups meet at library

**Conferences – bring first draft of WP3**

R 7/20 **Presentations**

**Group evaluations due in**

**class**

***Assignment of final reflection***

**Final draft of WP3 due to**

**D2L before midnight**

F 7/21 **Final reflection essay due to**

**D2L before midnight**