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and by appt.

**ENGLISH 202: Sophomore English**  
Spring 2021, sec. 103 and 104

**Course Description**

A composition course focusing on researched academic writing that presents information, ideas, and arguments. Emphasis will be on the writing process, critical thinking, and critical reading.

**Learning Objectives for English 202**

After taking English 202, students should achieve proficiency in seven areas:

1. **Rhetorical knowledge:** Make appropriate and effective rhetorical choices for producing academic, source-based texts with varying purposes and audiences
2. **Critical Reading:** Evaluate, synthesize, analyze arguments in research-based scholarly texts.
3. **Academic Writing:** Write cohesive academic texts for a variety of rhetorical purposes that support complex arguments with research.
4. **Research Skills:** Independently locate and analyze scholarly source-based texts appropriate for specific writing tasks and rhetorical purposes.
5. **Processes:** Independently apply effective strategies in the writing and research processes, including invention, drafting, peer review, revision, and editing.
6. **Composing in Electronic Environments:** Choose appropriate reading, writing, and research tools to meet the demands of writing tasks, including using scholarly databases.
7. **Knowledge of Conventions:** Make appropriate and effective choices about academic writing conventions based on the audience and purpose of the assignment, including using a formal documentation style to attribute and cite sources.

**GEP Learning Outcomes for Written Communication**

- 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.
- Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.

Information on additional learning outcomes for the course can be found online on Canvas.

**Required Readings**

- *Web Literacy for Student Fact-Checkers*, by Michael Caulfield. Pressbooks: 2017. Web. <https://webliteracy.pressbooks.com/>
- *"They Say, I Say": The Moves That Matter in Academic Writing*, by Cathy Birkenstein and Gerald Graff. Any edition.
- All other course readings will be posted to Canvas or handed out in class.

**Recommended Resource for MLA Citation:**

- “MLA Style.” Purdue Online Writing Lab (OWL). Purdue University.  
<http://owl.english.purdue.edu/owl/resource/747/01/>

### **Grades**

Grades are computed as follows:

Midterm Portfolio: 40%

Final Portfolio: 50%

Workshop/Participation: 10%

Grades will be posted to Canvas. If you have questions about your grade in the course, please contact me.

Papers in this course will be written in multiple drafts and read by multiple readers: yourself, your classmates, and your instructor. Writing is hard work, and there’s no “right” answer for the kinds of assignments you’ll work on here. Because the emphasis is on your development as a writer – something that cannot occur without trial and error – you will write drafts in this course before handing in final papers. For rough drafts, you will receive comments intended to help you improve your writing as you work through and form your ideas.

The portfolios will collect the essays you will write in this class and will present revised versions of them on Canvas for a final grade. The portfolios will be graded on the basis of whether or not they demonstrate successful attainment of the learning outcomes for English 202. The instructions for the portfolios will be gone over in class and will be available on Canvas.

Instructions for all assignments will be gone over in detail in class.

Class participation is particularly important in this course due to the focus on collaborative critical thinking, and your participation grade will be affected by the level of your engagement with the writing process and with peer review.

**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=63-66; D-=60-62; F=0-59

Your grade will determine whether you receive credit for English 202. In most degree programs, you must receive a C or better to get credit in Sophomore English.

### **Academic Integrity**

All students are expected to turn in original work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. When information from outside sources is used, proper credit must be given to the original source.

### **Plagiarism**

You have plagiarized when you represent someone else's words or ideas as your own. Plagiarism is a form of academic dishonesty. If you plagiarize in this class, your offense will be reported. Consequences may range from failure of the assignment to failure of the course.

### **Preferred Name & Gender Pronouns**

UWSP is committed to inclusivity and respects differences in race, culture, religion, sexual orientation, gender, gender variance, age, socio-economic status, home language, disabilities, and political preferences. Throughout your college experience, you will learn from people who have backgrounds and perspectives that are different from your own. Members of the UWSP community are expected to treat each other with respect both inside and outside of the classroom.

All UWSP students have the right to be called by a preferred name that is different from their legal name. Students should respectfully honor other students' wishes to be called by the names and pronouns that they identify for themselves. A "gender pronoun" is the pronoun that a person chooses to use for themselves. For example: If Sally's gender pronouns are she, her, and hers, you could say "Sally ate **her** food because **she** was hungry." Some people are more comfortable with gender-neutral pronouns such as "ze, hir," as in, "Sally ate **hir** food because **ze** was hungry" or plural pronouns: "Sally ate **their** food because **they** were hungry."

Class rosters normally show the name that appears in AccessPoint for each student. Please notify the instructor if you would like to use a name that is different from the one listed in AccessPoint. Also, feel free to let the instructor know your specific gender pronouns.

#### **Accommodations for a Disability**

If you have an accommodation plan for a disability, please meet with me during the first week of class to discuss how to use your plan effectively this semester. You have the right to keep all personal information private. You are also not required to tell instructors about disabilities or other personal issues affecting your ability to complete the course successfully. However, unless you inform me about your needs at the beginning of the semester, I will assume that you will be able to meet course requirements on time without accommodations. For more information on accommodation plans and services for students with disabilities, contact Student Affairs (Student Services).

#### **Statement on Changing the Syllabus and Course Policies**

I reserve the right to change the schedule, assignments, course policies, or any part of this syllabus to adapt the course to meet the needs of students in the class. You will receive notification in class of any changes to the syllabus or schedule. Changes will also be available in writing through Canvas. Assignments will never be due earlier than the date listed in the original schedule.