

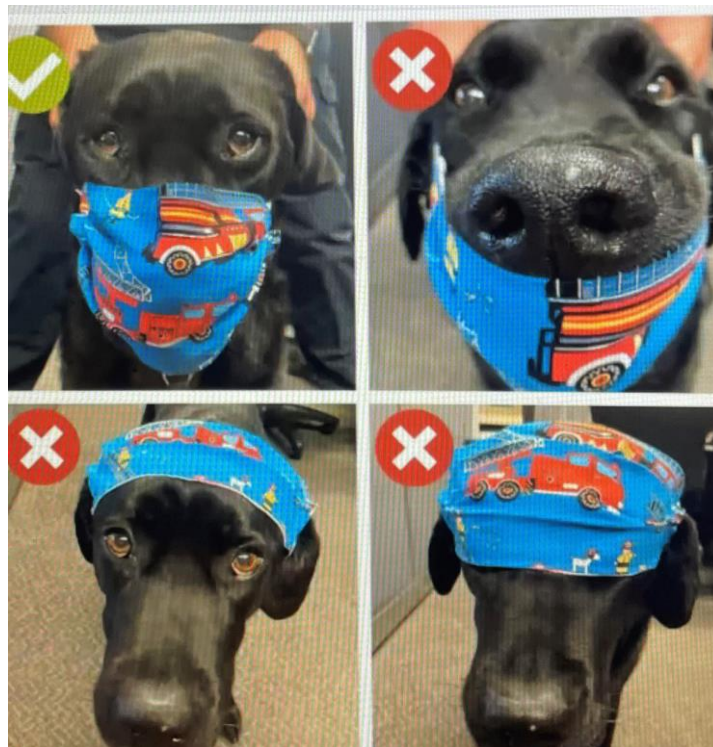
University of Wisconsin-Stevens Point  
English 202 – Spring 2021

Sec. 11  
Monday/Wednesday: 9:30-10:45 a.m.  
CCC 233

Lynn M. Kordus  
lkordus@uwsp.edu  
Office Hours: By appointment  
(via Zoom or email)  
Email is best way to contact me.

Per UW-Stevens Point Chancellor Thomas Gibson’s order of August 30, 2021, 12:01 a.m., all students, employees, and visitors to any UW-Stevens Point campus or facility are required to wear face coverings when inside campus buildings. This Order will expire September 30, 2021, unless extended, terminated, or otherwise modified based on changing conditions related the COVID-19 Delta (or other) variants, including but not limited to changes in CDC guidance, state, and local public health conditions, and campus safety.”

Student requests for exceptions to this order should be made to the Disability and Assistive Technology Center (DATC) and will be evaluated on an individualized basis utilizing the interactive reasonable accommodations process. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.



## **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.

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**

*CP Practical Argument, 3rd ed.*, Laurie G. Kirszner & Stephen R. Mandell (**PA**)

*CP Rules for Writers, 9th ed.* Diana Hacker, Nancy Sommers (**RW**)

Flash drive

Various handouts to be posted on Canvas

## **Online writing resources:**

UW Colleges Online Writing Lab:

<http://uwc.edu/students/academic-support/owl/online-writing-lab>

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

**Recommended:** Unabridged dictionary, thesaurus

## **REQUIREMENTS**

**Four Formal Individual Essays – Total points: 900 (200 for Essays 1, 2, 3; 300 for Essay 4 (submitted for Final Exam Session))**

**The four essays include: I-Search, Defending a Belief, Devil's Advocate, and a Problem/Solution Essay**

Each individual essay should be 1,250 words (this does not include any cover page, which is not necessary, nor any Works Cited page).

**When you turn in your final essays you should submit your essay to the appropriate Canvas area. 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**
- 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**
- 4. Checklist of Errors for Essays 2, 3, 4; missing checklist = loss of 5 points**
- 5. Feedback statement as to who of your small group did not provide feedback or provided insufficient feedback; missing statement = loss of 5 points**

**This class is operated in a “revised” workshop format, taking into consideration the Covid protocols we need to follow. The majority of our time will be spent reading and critiquing the work of others. You will be assigned to a small group, but you will do your critiquing online rather than face-to-face. So, this means you must come to class with your laptop and prepared with your writing to discuss it with your peer review partners online. If you do not, you will be charged with an absence. (See guidelines for proper Peer Review work under Start Here in Canvas.)**

**Critiquing workshops are most effective when each student brings a draft of at least two pages to receive substantive feedback. Students who do not come prepared with copies of their two pages posted in Canvas for their group members will be marked absent.**

**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.**

**The majority of our time will be spent reading, writing, and critiquing the work of others online in small-group (three-four students each) formats.**

**Students do not receive extra points for posting and responding in Small Group Peer Review, but if they do not post or respond they will lose points from their essay scores.**

**Classmates will post critiques on your essay before essays are due so you are able to use the comments in your revision process. **Incomplete feedback includes brief comments such as “good job,” “interesting topic,” “well done.” You must provide substantive feedback to help the writer.** When creating a peer review, you are expected to provide meaningful,**

constructive comments regarding each essay. If you do not post feedback, 5 points will be deducted from your essay.

**Remember, critique the CONTENT FIRST, then if you have time give feedback on the mechanics (grammar, spelling, punctuation, etc.)!!!**

**See guidelines for proper Peer Review work later in this Syllabus, before the Class Schedule.**

**Students failing to post their draft essays by the deadline will receive a deduction of 5 points on their essays.**

**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 four MAJOR ESSAYS, you will automatically lose 25 points for each one not submitted.** (See guidelines for writing a Reflective Statement at the end of the Syllabus, before the Class Schedule.)

**Final Exam Session:** You will submit Essay 4 during the Final Exam Session, 300 points

**Essays and Quizzes are always due on Saturdays 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 102, 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 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. I will also post all grades in the Canvas Gradebook.**

**OPEN-BOOK QUIZZES:** 10 quizzes @ 10 points each = 100 points. These are open-book reading quizzes based on your readings in *Rules for Writers*. Make sure you check the schedule so you bring your text *Rules for Writers* on quiz days. I do not have extra copies!

**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, attentively, and effectively, and refraining from distracting or obnoxious behavior in class; ensuring that cell phones are turned off; bringing copies of our work on workshop days; 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 class disruption, 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. Also, please do not consistently arrive late or leave early. This also disrupts the class.

Also, do not get ready to leave class until class is finished for the day. It is disrespectful and rude to be zipping up coats and backpacks when someone is still speaking. Trust me, I will let you out of class.

Cell phones **MUST BE TURNED OFF OR SILENT** during class. A ringing cell phone constitutes class disruption. I will only allow cell phones to be answered in cases of extreme emergency, and you must notify me before class if you might be receiving a call. If necessary, phones will be collected and then returned at the end of class.

**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](mailto: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

- **The Writing Center is located in the basement of the library—ALB 018**
- **Appointments or drop-in times available**
- **You can send us 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](mailto:tlctutor@uwsp.edu)) or phone (715-346-3568).

## **POLICIES AND PROCEDURES**

**In an effort to keep us all healthy and save paper in the process, 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. No paper materials will be distributed.**

**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.

**Six or more unexcused absences will result in an F grade for the semester, regardless of the number of points earned to that point.**

For frequent absences due to significant medical and/or psychological conditions (anticipated or otherwise) please contact the Disability and Assistive Technology Center (609 ALB, 346-3365) to discuss possible accommodations.

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).

Each 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.aspx>)  
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.

**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. We will talk 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 pages 5 and 6 at <http://www.uwsp.edu/centers/rights/RRBOOKLET8-2005-06.pdf> ).

**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:  
600 – Three essays (200 points each)  
100 – Quizzes (10 @ 10 points each)  
300 – Essay 4 Submission during the Final Exam Session

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.

In addition, while individual grades will not be given for the discussion postings and peer review work in Canvas we will do, if you do not post your discussion responses or peer reviews or post them late, points will be deducted from your overall grade.

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 always coming to class and 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.

### **GRADING CLASS CITIZENSHIP AND ATTENDANCE**

#### **An “A” student.....**

- Speaks up frequently with fresh and insightful comments
- Actively listens
- Takes a leadership role in group work and peer workshops
- Demonstrates exceptional speaking and/or writing in in-class and online assignments

#### **A “B” student.....**

- Speaks up frequently
- Actively listens
- Participates fully in group work and peer workshops
- Demonstrates above average speaking and/or writing in in-class and online assignments

**A “C” student.....**

- Speaks up occasionally
- Actively listens
- Contributes somewhat to group work and peer workshops
- Demonstrates average speaking and/or writing in in-class and online assignments

**A “D” student.....**

- Speaks up rarely or never
- Usually listens
- Takes a passive role in group work and peer workshops
- Demonstrates below average speaking and/or writing in in-class and online assignments

**An “F” student.....**

- Speaks up rarely or never, or speaks in a derogatory or disruptive manner
- Usually doesn’t listen; may sleep, put head down, read or write material for another class, text message on cell phone, IM on laptop
- Usually doesn’t participate in group work or peer workshops
- Does not complete in-class and/or online speaking and/or writing assignments

**Reflective Statements**

Each of your individual formal writing assignments must include a reflective statement of 500 words, 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.

For example, don’t tell me that you started with a catchy introduction because it’s important to grab the reader’s attention. We already know that. To write an effective reflective statement, pick out a question from each section of the list below, look at specific aspects of your paper, explore your past thinking against your present thinking, and support your analysis with adequate details:

1. Process questions, which address the specific writing strategies you used to complete this paper:
  - What was the biggest problem I faced in writing this paper, and how successful was I in solving that problem? Provide specific examples from your paper.
  - What were my favorite sentence or word-level revisions that added some fire or spark to my writing? Provide specific examples from your paper.
2. Subject-related questions, which address how the subject of your paper caused you to wallow in complexity:
  - What passages in the paper show my independent thinking about the subject, my unresolved problems or mixed feelings about it? Provide specific examples from your paper.
  - What were the major content problems I had with this paper, and how successful was I in solving them?
  - What did writing about this subject teach me?
3. Rhetoric-related questions, which discuss the audience you imagined and how it influenced your writing:

- What do I want readers to take away from reading my paper?
  - What do readers expect from this kind of paper? Did I fulfill those expectations?
  - How would I describe my voice in this paper? Is this voice appropriate? Is it similar to my everyday voice or to the voices I have used in other kinds of writing?
4. Self-assessment questions, which address the most significant strengths and weaknesses in the essay:
- What are my most significant strengths and weaknesses? Do I think others will also see these as important strengths or weaknesses? Why or why not?
  - If I had more time, what specific ideas and plans would I have for revision?
5. Peer Critique question, which addresses your responses to those exercises:
- How did you revise your final paper based on your peer critique?
  - Did you find that your peers gave useful feedback? Did they provide feedback that you found useless?

**This is a paper that is separate from the essay you are discussing, but which is submitted in the folder with the essay it relates to.** The number of pages you write for this paper is not included in the page-length requirements for each major essay. Write in complete sentences and in paragraph form.

While you do not receive any extra credit for this paper, failure to submit one for each essay will result in an automatic deduction of 25 points from that essay's grade. **Also, failure to submit an adequate Reflective Statement (less than one full page) will result in a loss of 10 points from the essay grade.** I know that this exercise may seem like "busy work," but it will honestly, at least subconsciously, help you think about the writing process for your essays.

## Peer Review/Responding to Draft Essays

### **Before/while you read paper**

- Find out what the writer is intending to do in the paper (purpose) and what the intended audience is.
- Find out what the writer wants from a reader at this stage.
- Read (or listen) to the entire draft before commenting.

### **What to include in your critique**

- Praise what works well in the draft; point to specific passages.
- Comment on large issues first (Does the draft respond to the assignment? Are important and interesting ideas presented? Is the main point clear and interesting? Is there a clear focus? Is the draft effectively organized? Is the sequence of points logical? Are ideas adequately developed? If appropriate, is the draft convincing in its argument? Is evidence used properly?). Go on to smaller issues later (awkward or confusing sentences, style, grammar, word choice, proofreading).
- Time is limited (for your response and for the author's revision), so concentrate on the most important ways the draft could be improved.
- Comment on whether the introduction clearly announces the topic and suggests the approach that will be taken; on whether ideas are clear and understandable.
- Be specific in your response (explain where you get stuck, what you don't understand) and in your suggestions for revision. And as much as you can, explain why you're making particular suggestions.
- Try describing what you see (or hear) in the paper--what you see as the main point, what you see as the organizational pattern.
- Identify what's missing, what needs to be explained more fully. Also identify what can be cut.

### **How to criticize appropriately**

- Be honest (but polite and constructive) in your response
- Don't argue with the author or with other respondents.

## Peer Review Critique Questions

1. What is one thing the writer does well in this essay?
2. What is the one big thing the writer needs to work on with this essay?
3. What is the writer's main point? Phrase it briefly in your own words.
4. Is the main point an arguable assertion? Could someone argue an opposing or contrasting point of view? What would that contrasting point be?
5. Does the essay offer insights that go beyond the obvious and offer original observations? How so? Did you learn something new from reading the essay? What? Why not?
6. Does the introduction lead up to the thesis in a smooth, informative way? If not, what do you suggest the writer do?
7. Is the thesis placed in a clear manner in the introduction?
8. Does each paragraph begin with a topic sentence? Do the topic sentences correctly describe the main points of the paragraphs?
9. Does each of the topic sentences tie back to the thesis?
10. Are the paragraphs proportionately balanced? Are there any really short paragraphs that could be developed more? Long paragraphs that could be broken or shortened?
11. Does each paragraph develop one main idea? What are the main ideas of each of the paragraphs? Write them out briefly (5 words or less each). (Use a separate sheet of paper if necessary.) If any paragraph is particularly difficult to pin down, perhaps the focus is off.
12. Does the writer offer evidence for the points he or she makes in each paragraph? If so, is the evidence convincing?
13. Does the conclusion briefly summarize in a fresh way the writer's main argument and then end on a memorable note (such as a quotation, thought, image, or call to action)? What is that memorable impression that the conclusion leaves?
14. Are quotations integrated smoothly? Do they flow with the grammar of the sentence? Are authors named in signal phrases or source titles put in parentheses after the quotations?
15. Is there a Works Cited page reflecting each author quoted in the body of the essay?

16. Are the entries of the Works Cited page in correct MLA format? Are they alphabetized? Does each entry have all the necessary citation information? Does the Works Cited section appear on its own page?
17. Is the essay itself formatted correctly (one-inch margins, 11 font Times New Roman/Arial text, double-spacing, correct personal details on first page, header with last name and page number)?
18. Does the essay have a creative title that describes the purpose/point of the paper in a catchy, clear way?
19. Are there grammar and spelling errors in the essay?
20. If you were writing this essay, what would you do differently? Why?

**Final Exam Session: Wednesday, May 18, 8-10 a.m., CCC233**

**Academic Calendar:**

**Last day to drop a 16-week course without a grade – February 2**

**Last day to drop a 16-week course – April 8**

**Spring Break begins 6 p.m. March 18; classes resume Monday, March 28**

**Last day of classes – May 13**

**Reading Day – May 14**

**Exams May 16-20**