Sophomore English 202

Fall 2018

202.2: T/Th 8:00-9:15 - CCC 323

ENG 202.14: T/Th 12:30-1:45 - CCC 240

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**Books and Materials**

**Available in Text Rental**

*Practical Argument,* 3rd Ed.by Laurie Kirszner and Stephen Mandell

**Purchase in UWSP Bookstore**

*Rules for Writers, 8*th Edition by Diana Hacker.

**Purchase**

-Spiral Notebook

-2-Two Pocket folders: One folder will be for handouts, the other to turn in final essay assignments.

**Purpose:**

Welcome to Sophomore English 202. This course works as a building block to the academic writing process. Many of you were enrolled in ENG 101. Therefore, you will be familiar with the writing process and the beginning phases of writing at the academic level. This course will take you through the next phase of research and argumentative writing. You will be introduced to various principles of argument and formulate your writing through methods of research. I believe in order to become a better writer one must read and write extensively. As such, the texts, literature and scholarly articles assigned must be read with critical reading skills. This course is designed to develop your reading skills, the application of critical thought to the readings assigned, your ability to examine these thoughts through the writing process and finally, obtain research documents to support your ideas and integrate these into your argumentative essays. Writing is a continuous process, and in order to become academic writers you must apply the skills learned in this course, in this classroom, but even more importantly you must set time aside each week to read and write outside the classroom. If you commit to these expectations and requirements immediately, you will achieve a writing foundation which will benefit future endeavors in college and your future career.

**Enduring Understanding:**

*English 202 students will understand that…*

* Writing is a way to communicate specific ideas and theories to an audience; this is a skill needed in all disciplines and future careers.
* Various forms of argumentation and reasoning are essential to applying these skills in writing.
* Critical reading and interpretation is needed in order to integrate source material into the writing process.

**GEP Learning Outcomes:** Upon completion student will 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.
* Apply your understanding of elements that shape successful writing to critique and improve your own and others’ writing through effective and usefulfeedback.

One of the most important skills which can be obtained in this course is critical reading and learning skills to help you challenge and assess the material presented. Some of the reading in this course will be challenging. We will work on these issues together to be certain you obtain a clear understanding of the material.

**Reading**

In order to be successful in this course, the reading assignments must be completed before the class period of the week they are assigned. The readings will provide a basis for the discussions and assignments, as well as other activities we will do in the classroom to reinforce the ideas presented in the reading material. Some areas of the syllabus include “suggested reading”. While this is not required, keep in mind quizzes and exams will have information from these readings, so you may want to browse through these chapters and familiarize yourself with the information presented. Required readings are absolutely required and there may be short pop quizzes. If you fall behind in the reading and writing assignments you will be unable to complete the necessary assignments and failure is imminent.

**Essays**

There are written essays you will be composing in this course. Each essay will consist of two drafts. The first draft of each essay will be brought to class, on the assigned day, to be reviewed and critiqued by members of your class. **Workshops cannot be made up, and the final grade for the paper may be reduced due to an absence.** The final draft will be due the **beginning** of class the date it is due, and a copy of the final essay must be placed in Canvas in the corresponding folder. When handing in the final essay place any prewriting, all drafts, peer review sheet/s and final essay in the two-pocket assignment folder. Essays will not be graded if the final essay is not placed in the Canvas Drop Box folder. Please do not include any other items from this class or other classes in the two pocket folder.

**Essays are due at the beginning of class on the due date.**  **No late essays will be accepted. Be aware-past history indicates late essays rarely earn a passing grade, so it is very important to meet the required due date.**

**Formatting**

Specific requirements are expected with all essays. All MLA written assignments must be formatted as follows:

* All journals, drafts and final drafts must be typed, double spaced with one-inch margins, and a standard 12-point font. **The final draft must be one-sided copies.**
* **Place name, class, assignment, my name and date in upper left-hand corner for MLA essays. A running head with last name and page number/s in upper right corner is appropriate. See page example essay in RFW beginning on page 517.**
* Always place an original title, centered above the text, on your assigned essays.
* **Secure the pages of each essay with a staple or paper clip on the left, upper corner.**
* Please do not include a title page or hand in your essay with a cover folder.
* All assignments should be placed neatly in your assignment folder when complete.
* A copy of the final essays must be placed in the D2L drop box prior to class the date it is due.

**Conferences**

Conferences will be during week 6. We will go over your writing style, thesis statements, organization, grammar and mechanical skills. This is a great time to ask specific questions you may have regarding your writing. There is also a group conference scheduled during week 15.

**In addition to this meeting I will be available during office hours to help you with any concerns you may have regarding this course. Always remember, I am here to assist you in becoming a proficient critical reader and writer, and my door will always be open. However, I only know of your concerns if you are proactive in your own education and ask for the help you need.**

**Classroom Etiquette**

Throughout this course we will be discussing and responding in writing to various readings and literature. Be aware that many topics may include sensitive issues; and therefore, must be approached in a respectful manner. I encourage discourse as this is a way for each of us to be exposed to ideas and theories we may not understand. As such, please respect your peers’ ideas and respond in a respectful manner.

**One request I ask of each of you is to turn your cell phone off, or place put it in “silent” mode, and put the cell phone away.** It is distracting to others in the class if a cell phone rings or vibrates. It is also distracting when a student is texting during class. If I become aware of this, I will ask you to leave the class and return when your business is finished. **I also ask that headphones or “ear buds” be put away prior to coming into class.**

**Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom and possibly being reported to the Dean of Students.**

**Academic Misconduct**

The writing you do at an academic level must be your own work. Plagiarism is taken very seriously in this class, as in all courses at the UWSP. Copying something from the internet or another source without giving them credit is plagiarism. The *University Handbook* has detailed definitions and examples of academic misconduct. I suggest reviewing this material on the UWSP website.

The following is taken from the *University Handbook*, Chapter 5 “Policies Pertaining to Classroom Activities,” Section 5, 14.03.

**UWSP 14.03 Academic misconduct subject to disciplinary action.**

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;

(d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted

Be aware, that according to University policy, an instructor can impose penalties when plagiarism occurs, intentional, or otherwise. This can result in a lower or failing grade. Plagiarism occurs when a person uses information created by an individual/organization as your own without giving credit and/or using a previously written essay for another institution or class and turning it in as original work for this course or other courses at UWSP. All written work must be original. If you have questions regarding proper citations with the work you are submitting, please contact me **before** handing in your paper. We can discuss proper MLA citation procedures to avoid this offense.

**Attendance**

Attendance is important. Each time we meet we will be conducting workshops, discussion of the reading material and future assignments. It is imperative you attend class. You are allowed to miss 2 classes with no questions asked, a 3rd absence will impact your attendance, participation and final grade up to one full grade for each subsequent absence (A to B, B to C, etc.), 6 or more absences and failure is eminent. **Exams, in-class work and workshops cannot be made up; often these activities are associated with a point value, so if you are absent the points are forfeited.**

As stated, attendance is important. **Equally important is arriving to class on time.** It is disruptive to the class when a student arrives late. Occasional tardiness is understood; however, repetitive tardiness is disrespectful. If this becomes an issue, I will address this with you. Consider your time in the college classroom as employment, an employer does not tolerate tardiness and neither will I. **Excessive tardiness will be noted in D2L and affect the attendance portion of your grade and possibly the final grade outcome.**

**Grading**

Your grade in this class will be determined by the approach you take to the reading assignments, discussion/participation, journals, quizzes, essays (drafts and revisions) and the final essay. If you come to class prepared, join in discussion, complete assignments on time, strive to improve your critical reading and writing skills, you will enjoy a successful semester in English 202.

Your final letter grade will be a point-based system, in which you can earn points for each assignment you complete.

**Maximum Points Possible**

* Preparation 175 pointsPreparation 175 points

 Attendance – 50 points

Participation/Discussion - 125 points

* Visual Analysis 75 points
* Rhetorical Analysis (MLA) 150 points
* Evaluation Essay 200 points
	1. Outline=50 points
	2. Essay=150 points
* **FINAL PROJECT**:
	1. Annotated Bibliography 150 points
	2. Final Research Essay TBA 200 points
* Final Presentation/Exam 50points

 1000 points

Throughout the semester, bonus point opportunities (a value of up to 15 points) can be achieved. These points are “extra” point opportunities not included in the 1000 point rubric which are based on class preparedness, readings and participation on random dates during the course. Due to these extra point possibilities, the final point outcome for the course is the final grade. In regard to the participation grade, this grade is includes participation in the classroom, in revision work, attendance and preparation for class.

**Final Grade Scale**

There is a maximum of 1000 points available in the course. The total points you accumulate through the semester for all assignments will convert to the following letter grade:

93+ =A 80-82 =B- 68-69 =D+

90-92 =A- 78-79 =C+ 60-67 =D

88-89 =B+ 73-77 =C 59.5-0 =F

83-87 =B 70-72 =C-

**Assessment**

This course will fulfill the Written Communication requirement as part of the General Education Program (GEP). Consequently, assignments may be collected and copied for use in GEP assessment; in the process, names or identifying marks will be removed from copies of collected artifacts. GEP assessment will have no effect on a student’s academic record.

**Resource Information**

There are several resources available to university students if you find you need additional help. Of course, you can always schedule an appointment with me to discuss your writing, or you can contact the resources below. No referral is necessary.

* The Tutoring and Learning Center is located in the basement of the University Library, Room 118. The Learning Center has tutors available in all disciplines by appointment. This is a great resource to remember for all of your courses at the university.

**CALENDAR: (Subject to change if needed) Assignments need to be completed by the corresponding date the assignment is described.**

**Week 1:**

Tuesday, 9/4: Introduction.

Thursday, 9/6: *Practical Argument (*In the future PA) suggested reading Intro &Ch. 1, pages 3-29; Ch. 2, pages 59-78. Read PA Ch. 3, pages 83-95 “Decoding Visual Arguments”. Essay #1 assigned.

**Week 2:**

Tuesday, 9/11: **Peer review Essay #1**

Thursday, 9/13: Suggested reading PA Ch. 4, pages 99-113 “Writing a Rhetorical Analysis” and Ch. 8 “Finding and Evaluating Sources” pages 287-307. Introduce music as rhetoric. Choose lyrics. **Essay #1 due.**.

**Week 3:**

Tuesday, 9/18: Suggested reading PA Ch. 9 “Summarizing, Paraphrasing, Quoting, and Synthesizing Sources” pages 329-43, PA Ch. 10, pages 345-67, “Documenting Sources: MLA”. Group work: Rhetorical Analysis.

Thursday, 9/20:Suggested reading: PA, “Evaluating Arguments” Chapter 14, pages 517-29.

Continue lyric discussion.

**Week 4:**

Thursday, 9/25: **Peer Review Rhetorical Analysis Essay #1.** Bring completed draft.

Thursday, 9/27: Read: “The Privileges of the Parents” PA, pages 673-75 and “Is College for Everyone?” PA, pages 680-82. Plan to discuss and evaluate each argument. Introduce Literature Circle Project.

**Week 5:**

Tuesday, 10/2: **2nd peer review Rhetorical Analysis**

Thursday, 10/4: **FINAL RHETORICAL ANALYSIS ESSAY DUE TODAY.** Read E-reserve readings; In-depth discussion of E-reserve readings.

**Week 6:**

Tuesday, 10/9 **Evaluation Outline Due.** Mini Conferences.

Thursday, 10/11: **ENG 202.14 MEET IN COMPUTER LAB; CCC 307:** Work on Evaluation Essay, Mini conferences during class.

**Week 7**

**Tuesday, 10/16:** Peer review of Evaluation Essay.

**Thursday, 10/18: TBA**

**Week 8:**

Tuesday, 10/23: **ENG 202.14 Computer Lab; CCC 307**

Thursday, 10/25: : **2nd Peer Review Evaluation Essay.** Discussion of research topics.

**Week 9:**

Tuesday, 10/30. **FINAL EVALUATION ESSAY DUE TODAY. TBA**

Thursday, 11/1: Annotated Bibliography/APA Essay; groups determined

**Week 10:**

Tuesday. 11/6: Discuss Annotated Bibliography requirements

Thursday, 11/8: Discuss APA Literature Review requirements

**Week 11:**

Tuesday, 11/13: **CLASS MEETS IN LIBRARY; ALB 316**

Thursday, 11/15**: CLASS MEETS IN LIBRARY; ALB 316**

**Week 12:**

Tuesday, 11/20: **ENG 202.14 MEET IN COMPUTER LAB; CPS 107**

Thursday, 11/22: **HAPPY THANKSGIVING!**

**Week 13:**

Tuesday, 11/27: **PEER REVIEW ANNOTATED BIBLIOGRAPHY.** Final Essay assignment discussion.

Thursday, 11/29: **FINAL DRAFT ANNOTATED BIBLIOGRAPHY DUE-**  Final Essay planning.

 **ENG 202.14 MEET IN COMPUTER LAB; CPS 105**

**Week 14:**

Tuesday, 12/4: **ENG 202.14 MEET IN COMPUTER LAB; CPS 105:** **GROUP CONFERENCES APA LITERAURE REVIEW.**

Thursday, 12/6: **ENG 202.14 MEET IN COMPUTER LAB; CPS 105**

**Week 15:**

Tuesday, 12/11:**FINAL APA ESSAY DUE TODAY. PRESENTATIONS BEGIN**

Thursday, 12/13: **PRESENTATIONS CONTINUE**

**Week 16: FINALS WEEK**