**Instructor: Laurie Schmeling**

**Office**: CPS 431/NFAC 211

**Email**: [lschmeli@uwsp.edu](mailto:lschmeli@uwsp.edu)

**Phone**: 715-346-3790

**Hours**: NFAC 211: Thu 3:15-4:30 and by appointment

**COURSE TEXTS**

**Rental**

Kirszner and Mandell: *Practical Argument: A Text and Anthology* (3rd edition)

**Required Purchase**

Hacker: *Rules for Writers*, 8th ed. (if not purchased for ENGL 101)

**Additional supplemental readings & videos –** Canvas & E-Reserve

**REQUIRED MATERIALS**

* Paper and pen for in-class notes and assignments
* Two-pocket folders (inexpensive) for submission of major assignment materials

**COURSE DESCRIPTION**

The goal of this course is to help you develop the critical reading and effective research and writing skills you will need to succeed at the college level. Regardless of your major, when you engage in academic writing, you enter an ongoing conversation. Throughout the semester, we will examine and employ various reading, writing, and discussion strategies to help you engage thoughtfully and respectfully with the ideas of others and to develop your own well-informed and persuasive arguments in response.

**LEARNING OUTCOMES**

ENGL 202 is a GEP Foundation Level Written Communication course. Students who commit themselves to active learning and engagement with the course content and completion of course assignments will

* Read and interpret a variety of texts
* Analyze the audience, purpose, message and context of different rhetorical situations
* Improve the abilities to describe, summarize, synthesize, explain, and evaluate written and oral arguments
* Develop, draft, revise, and edit essays more effectively
* Improve the ability to express a significant thesis or point of view
* Develop research skills through use of online and library resources (books, periodicals, videos, and digital materials) and accurately document their research
* Recognize and address problems with diction, usage, punctuation, spelling and grammar that can undermine your ability to communicate effectively with different audiences
* Critique their own and others’ writing to provide effective and useful feedback to improve their communication

**COURSEWORK**

This is an English class: plan to read and write every week. You will complete four major graded assignments during the semester: a rhetorical analysis, an evaluative essay (film review), a group bibliography, and a researched argument with annotated bibliography. The first drafts of the rhetorical analysis and evaluative essay will be written in class. You will also be given class time to work on the group bibliography.

In addition, you will write five reading and response journal blog posts (**minimum 300 words each**) on various topics. (Additional blog posts may be assigned as non-graded homework.) At the end of the semester, you will complete a blog audit and choose three entries to be revised and graded. The blogging process and guidelines will be explained in detail in class. Late blog posts will receive reduced or no credit! Plan accordingly.

All assigned homework and readings are to be completed before the start of the class meeting for which they are assigned. Bring to class a copy of all non-textbook readings assigned for that session. If you do not, you will receive no participation credit for that day. Coursework will also include in-class activities, research and documentation quizzes, and non-graded homework assignments. Detailed instructions for all homework will be given in class and/or posted on Canvas.

**FINAL GRADE: WEIGHTED DISTRIBUTION**

* 15% Essay 1: Rhetorical Analysis
* 25% Essay 2: Film Review
* 35% Researched Argument w/annotated bibliography
* 10% Reading and Response Journal
  + 5%: Six Blog Posts (ungraded)
  + 5%: Blog Portfolio (graded)
* 10% Engagement (Participation, Quizzes, and Ungraded Work)
* 5% Group Bibliography
* P/F Attendance (see “Attendance” for further explanation)

**PROJECTED DUE DATES – MAJOR ASSIGNMENTS**

Wk. 5: T 10/2 Essay 1: Rhetorical Analysis

Wk. 9: T 10/30 Essay 2: Film Review

Wk. 10: T 11/6 Group Bibliography

Wk. 15: T 12/11 Blog Portfolio

F 12/15 Optional Essay 1 & 2 Revisions

Final Exam Session Researched Argument with Annotated Bibliography

**ASSESSMENT AND GRADING SCALE**

Detailed guidelines for major graded assignments will be distributed at least one week prior to initial due dates. These guidelines will include an assignment-specific grading rubric and will indicate how many possible points you can earn for the assignment. In addition, a descriptive holistic rubric for all formal writing will be posted on Canvas.

**Approximate percentage/ final letter grade correspondence:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A | 94-100 | B | 84-86 | C | 74-76 | D | 60-66 |
| A- | 90-93 | B- | 80-83 | C- | 70-73 | F | 59.5-0 |
| B+ | 87-89 | C+ | 77-79 | D+ | 67-69 |  |  |

**LATE ASSIGNMENTS**

I will accept one late major essay during the semester, no questions asked. It must be turned in by the next class meeting after the due date, unless other arrangements have been made with the instructor. If it is not submitted at that time, your grade will be reduced by one grade step per day. You get one mulligan for the semester; that’s it. If you submit any other paper late, your grade for that paper will be reduced one grade step per day, with no “grace period.”

I make every effort to grade and return your major essays in a timely fashion. If I am unable to return your graded papers within 14 days of submission, you will receive two bonus participation points for that assignment. This bonus does not apply to late submissions.

**SUBMITTING MAJOR ASSIGNMENTS**

All major assignments must be posted to the correct Canvas dropbox; in addition, all required hard copies must be turned in at the beginning of class on the date due or by 4:00 P.M. if due on a Friday. If you do not submit all the required materials, your grade will be lowered a full letter grade (e.g., from A to B). Format your paper using the MLA guidelines in *Rules for Writers* Ch. 57 (513-25). Peer-review drafts may be printed on both sides; drafts to be graded must be printed on one side.

**GROUP WORK (including peer review workshops/conferences)**

You will participate in reading and writing groups to discuss the assigned readings and respond to journal posts, to collaborate on in-class assignments and the formal group project, and to assist your group members in revising their essays (peer review). We will discuss in class the specific procedures for peer review, which will include both written and oral feedback. Your group members will evaluate your contributions to peer review and other group activities/discussions. Refusal to participate in group activities, offering destructive instead of constructive feedback, and/or general “goofing off” will result in a significantly lower participation grade.

If you wish to earn the maximum potential credit for your essay, you must complete the peer review draft by the due date and be in class to discuss it in peer workshop or conference. If you are absent when we workshop our drafts, your paper grade will be lowered one grade step (e.g., from B to B-). In addition, you will earn no workshop points. (Any exceptions to this policy are at the instructor’s discretion.) When you submit your completed essay for a grade, include all the drafts and feedback sheets from your fellow group members in your submission folder.

**OPTIONAL FINAL REVISIONS**

If you receive a grade of B+ or lower for Essay 1 or 2, you will have the option of revising the essay for a higher grade. You must meet with me before doing so. If you don’t, I will not accept the new revision. When you submit the new revision, attach the copy of your original graded paper with my comments and the original grading rubric. Final revisions are due Friday, Dec. 15. (No extensions!)

**PARTICIPATION**

Active participation is crucial to your success in class. Students are expected to participate regularly in class discussion and group activities and to help foster an environment conducive to learning. Frequent disruptive behavior will result in an ‘F’ for participation and possible dismissal of the student from class.

The goal of all course discussion is the open and respectful sharing of ideas. If you want to earn a high participation grade, you will need to contribute vocally on a consistent basis (at least every other class). Consistent, thoughtful, insightful contributions could help raise your final grade if it’s on the bubble.

For those of you who are less comfortable doing so, an excellent strategy for entering the conversation is to ask questions. A thoughtful question can contribute more to discussion than a lengthy monologue. Your ideas and questions will be respected. If you still have difficulty meeting this requirement, please come see me sooner rather than later so that we can work it out before it negatively impacts your grade.

**ATTENDANCE**

**Attendance is mandatory and will be taken at all class meetings.** It is your responsibility to sign the attendance sheet. I do not distinguish between excused and unexcused absences.

Students may miss three class meetings without penalty. (It is, however, a courtesy to inform the instructor in advance if you can.) Miss four classes and you will receive no more than half of any attendance participation points awarded for the semester. Six absences will result in the loss of all attendance participation points. Miss seven classes and you will receive an “F” for attendance and your final grade will be lowered by as much as one full letter grade. Miss eight or more classes and you will fail the course.

If you are more than ten minutes late to class, you will be considered tardy. Each tardy arrival (or early departure) disrupts the meeting and will result in no participation credit for that day. If you are more than twenty minutes late, you will receive an absence for that meeting. The same holds for leaving early. In addition, if you leave during class and do not return within twenty minutes, you will be marked absent for that class.

***Any exceptions to the attendance policy are at my discretion and will be made only in cases of documented, verifiable severe illness or family emergency.***

**If you miss class**, it is your responsibility to find out what you missed. First: Check Canvas and UWSP email for announcements/ changes/updates. Absence from one class is not an excuse for a missed assignment in the next. Second: Contact a fellow student to find out what was discussed and/or assigned. Third: Arrange to meet with me outside class to discuss your remaining questions.

**STUDENT RIGHTS AND RESPONSIBILITIES**

The University of Wisconsin-Stevens Point Community Bill of Rights and Responsibilities can be found at [https://www.uwsp.edu/dos/Documents/CommunityRights.pdf](https://www3.uwsp.edu/dos/Documents/CommunityRights.pdf)

**ADDITIONAL CLASS POLICIES**

**PLAGIARISM AND ACADEMIC DISHONESTY**

Plagiarism and academic dishonesty will not be tolerated. If you’re having trouble with an assignment, please see me for assistance before you make a choice that you will regret. For further info regarding university policy on plagiarism, see “Student Academic Standards and Disciplinary Procedures”:

[https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11](https://www3.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11).

**ACCOMMODATIONS**

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 on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

**DIGITAL DEVICES IN CLASS**

**No laptops in class except for specific projects**. Tablets and e-readers may be used for class readings only and Wi-Fi must be disabled during class. If we need to work with computers, we will meet in an IT lab. Exception: Students may bring personal laptops to computer lab sessions.

**All phones must be turned off or silenced during class**. If you have a legitimate need to answer your phone during class, e.g., a family concern or medical emergency, please let me know before class if possible. Ignore this warning and your participation grade will suffer.

**English Department recording policy**: 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.

**OFFICE HOURS/CONTACTING ME OUTSIDE OF CLASS**

**I am on campus M-R and most Fridays**. If you want to meet with me on a Friday, please give me at least 48-hours’ notice so that I can make the necessary arrangements. You don’t need an appointment during scheduled office hours. If you can’t come at those times, contact me and we’ll set something up. If

needed, I’m happy to meet with you outside the normal work day; I just need some advance warning.

**Email is the best way to reach me.** I check my email multiple times during the day between 8:30 A.M. and 9:00 P.M. If you have a question regarding an assignment or another concern requiring a quick

response, don’t wait until the last minute to contact me or I may not see your email in time. I try very hard to answer all emails within 24 hours. I will respond to emails sent over the weekend, but I may need a little extra time to do so. Please plan ahead.

**Check your UWSP email and Canvas daily**. I will pass along information of interest to the whole class, including class cancellations, via email and Canvas. The course syllabus, instructions for all major assignments, as well as supplemental reading texts or links will be posted on Canvas.

**IMPORTANT: CHANGES TO SYLLABUS**

The syllabus and schedule are subject to change based on course needs. Changes will be made to enhance learning outcomes; they will not be made arbitrarily or without explanation. Should any changes be necessary, they will be announced during class and posted on Canvas.

***PROJECTED* SEMESTER SCHEDULE**

Required readings due on date listed. Complete before start of class.

Textbook Key: *PA*=*Practical Argument*; *RFW*=*Rules for Writers*

**Schedule subject to change based on course needs.**

**WK 1: T 9/4** **Course Introduction**

**Topics: Course Syllabus, Goals, Policies, Introductions**

**R 9/6** **Topic: Aristotle Lives! Intro to Argument & Rhetorical Situations**

**Required Readings:** PA (3-21; 23-29)

**Recommended Reading:** Losh, et al.: “Why Rhetoric?” (Canvas 35-63)

**Homework due:** “Lifetime Achievement Award Intro” (Canvas dropbox)

**Bring to class:** Hard copy of homework

**WK 2:** **T 9/11** **Unit 1: Rhetorical Analysis**

**Topic:** Reading Critically, Reading as a Writer

**Required Readings:** *PA* Ch. 2 (59-63; 67-73); Ch. 19 (656-60): Shakely, “Indian Mascots – You’re Out”; Reynolds, “Native Americans Have Become a Political Pawn” (essays also on Canvas)

**Homework due:** Annotate & highlight Shakely and Hyman essays

**Bring to class:** Hard copies of homework

**R 9/13** **Workshop:** Intro to Blogging

(**Meet in CCC Computer Lab 323)**

**Topic:** Beyond Pro & Con: Seeing Grey, Fighting Fair

**Required Reading:** “Stance” (Canvas)

**Homework due:** “The Believing Game” drafts (Canvas dropbox)

***Blog Post 1*:** “The Believing Game” (in class)

**WK 3:** **T 9/18**  **Topics:** Writing a Rhetorical Analysis – Intro to Essay 1

**Required Reading:** PA Ch. 4 (99-113)

**Recommended Reading:** PA Supplement (S2-S44)

**Topic:** Close Reading & Rhetorical Analysis

**Required Reading:** King, “A Letter from Birmingham Jail” (Canvas)

**Bring to class:** King, “A Letter from Birmingham Jail” (w/notes, annotations)

**R 9/****20 Catch-up Day**

***Blog Post 2:*** *TED Talk Summary/Reflection* (assignment on Canvas)

**WK 4: T 9/25** **Workshop:** Essay 1 (RA) In-Class Drafting Session

**(Meet in Computer Lab CPS 107)**

**Homework due:** Completed Essay 1 Pre-Writing Exercises (Canvas dropbox)

**Bring to class**: Pre-writing work and other supporting materials

**R 9/27 Workshop:** Essay 1 (RA) In-Class Peer Review

**Required Reading:** *RFW* Ch. 2 (30-48)

**Homework due:** Completed Reader’s draft for peer review

**Bring to class:** Hard copy of completed peer review draft

**WK 5: T 10/2**  **Major Assignment Due: *Essay 1 Project Folder* – Due start of class**

**Unit 2: Evaluative Writing**

**Topic:** Writing About Movies – Intro to Essay 2

**Required Reading:** PA Ch. 14 (518-26); “Evaluations [NFG]” – (Canvas)

**R 10/4 Topic:** Establishing Criteria and Incorporating Other Voices

**Required readings:** *RFW* (441-457); “*Juno*: Not Just Another Teen Movie” (Canvas)

**Bring to class:** *RFW*; “*Juno”* handout

**WK 6: T 10/9** **Screening Day** (no formal class meeting)

**Watch: *Hidden Figures*** (streaming link on Canvas)

**R 10/11 Topic:** Based on a True Story

***Blog Post 3:*** *Hidden Figures* response assignment on Canvas;

(NO extensions!)

**Homework due:** Film Choice Survey (Canvas)

**Bring to class:** Blog Post 3 (*Hidden Figures* response)

**WK 7: T 10/16 Topic:** Reviewing the Reviewers

**Required Readings**: *Hidden Figures* reviews (Canvas)

**Bring to class:** *Hidden Figures* reviews (notes/annotations)

**R 10/18 Catch-Up Day**

**WK 8: T 10/23** **Workshop:** Essay 2 (Film Review) In-Class Drafting Session

**(Meet in Computer Lab CCC 323)**

***Blog Post 4:*** *Film Choice Screening* Report (also Canvas dropbox)

**Homework due:** Completed Essay 2 Pre-Writing Exercises (Canvas dropbox)

**Bring to class:** Pre-Writing Work and other supporting materials

**R 10/25** **Workshop:** Essay 2 (Film Review) In-Class Peer Review

**Homework due:**  Completed Reader’s Draft for Peer Review (dropbox)

**Bring to class:** Hard copy of completed peer review draft

**WK 9: T 10/30** **Major Assignment Due: *Essay 2 Project Folder* – Due start of class**

**Unit 3: Group Bibliography**

**Topic: Research Skills and Information Literacy**

**(Meet in Library – ALB 316)**

**Required Readings:** *PA* Ch. 8 (288-95; 301-307); “Annotated Bibliographies” (Canvas)

**Recommended Reading:** *RFW* Ch. 52 (416-30)

**R 11/1** **Workshop:** Group Project Peer Review **(May bring laptops/devices to class)**

**Bring to class:** *RFW*; Working sources and bibliography

**WK 10: TR 11/6, 8** **T 11/6 - Major Assignment Due: *Group Bibliography*** **(Canvas dropbox only)**

**Unit 4: Final Research Project**

**Workshop:** Assisted Research Activities

**(Meet in Library – ALB 316)**

**Required Readings:** “Final Research Project Writing Guide” (handout/Canvas); *RFW* Ch. 50 & 51 (396-415)

**Recommended Reading:** Losh, et al.: “Research: More than Detective Work” (Canvas)

**Homework/In-Class Work:** “My Research Project” exercises

**WK 11: TR 11/13, 15** **Research Project Group Conferences & Research/Writing Days**

**WK 12: T 11/20 (No formal class meetings; required conference attendance)**

**Homework due @ conference:** Working Thesis and Working Source List

(Canvas dropbox and bring to conference)

**WK 13: T 11/27 Research Project Touch Base – Required class meeting**

***Blog Post 5:*** *Research Topic Reflection*

**Bring to class:** One annotated source and complete bibliographic citation (incl. summary)

**R 11/29 Research/Writing Day & Optional Individual Conferences**

**WK 14: T 12/4** **Research Project Touch Base – Required class meeting**

**Homework due:** Research Project draft of first three pages, with in-text citations (Canvas dropbox)

**Bring to class:** Hard copy of draft pages; copies of cited materials (articles or other texts); *RFW*

**R 12/6 Research/Writing Day & Optional Individual Conferences**

***Blog Post 6: Writer’s Choice*** (make-up post, if needed)

**WK 15: T 12/11 Major assignment due:** ***Blog Portfolio*** (See assignment for submission details)

**Research Project Final Q&A/Course Wrap-Up – Required class meeting**

**R 12/13 Research/Writing Day & Optional Individual Conferences**

**\*\*FRI 12/15 Due: Optional Essay 1 & 2 Revisions**

**WK 16: R 12/20 Final Exam Session 2:45-4:45**

**Due:** **Final Research Project Folder by end of exam session**

***Last day for submissions: No extensions! No exceptions!***