

ENGLISH 202: Sophomore English
Fall 2021
Tuesday and Thursday 2:00 to 3:15

Professor Julie Tharp
Office: 445
Office Phone: 389-6514

Office Hours:
10-11 MWF and by appointment
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Office Hours: Office hours are specific times that professors set aside for you to visit with us. If you have an issue, a challenge, or you just want to check in, please stop by my office. I will try to be present during the committed office hours and am likely available at many other times.

Course Goals: In addition to giving you more opportunities to practice your reading, writing and editing skills, I want to introduce you to some of the complexities of research and to the pleasure of working within a community of writers.

Textbook:

They Say, I Say with Readings, 5th Edition-- Gerald Graff, Cathy Birkenstein, and Russell Durst
(PLEASE NOTE: This book is a specific and different edition from others currently in use with a similar title. Make sure you have the right one.)

Course Requirements:

1) Class Participation--I encourage you to participate as much as possible in class discussions. The best way to increase your participation is to prepare for the next class by reading assignments thoroughly and preparing your writing assignments. In order to participate, you must, of course, attend class. If you have challenges with internet access and appropriate equipment, please do what you can to make use of campus resources or arranging what you need at home. Find a quiet place away from commotion and noise.

2) Peer Review--In order to pass this class, you must participate with the peer review process online, submitting rough drafts and commenting on others' drafts. Read other members' drafts thoughtfully and provide detailed feedback. I will evaluate your written feedback on others' work.

3) Homework Assignments--You will have homework for almost every single class. Don't get behind!

4) 5 essays--We will be doing a variety of essays this term. They are all ostensibly analytical and intrinsically persuasive. All of your essays will involve some form of research and/or reader response. All final drafts must be typed and double-spaced.

Classroom Policies:

Attendance: If you miss more than 10% of the classes due to unexcused absences, your final grade will likely be lower, whether I lower it manually or not. The first step to success in everything is SHOWING UP! If something is keeping you from doing that, sort it out and/or let me know. If I can help, I will.

Assignment:

I will accept any final draft one class period late. There is no penalty for this, but after that class period I will not accept that paper at all unless you have a terribly good excuse. This does not apply to work done for conference groups. That work must be ON TIME. Homework SHOULD be on time so you're prepared for class.

Scholastic Dishonesty:

I have no sense of humor about plagiarism or cheating in any form. I assume we all enter the course in good faith. Do nothing to break with it.

Accommodations:

If you need accommodations for any reason, please see me outside of class as soon as convenient.

Revisions: You may revise any and all of your graded essays for reconsideration. Please highlight the changes you made and submit it in the same drop box as the original. You may also write a short note explaining your work on the revision. I encourage you to do these as soon as possible after receiving the graded copy back so it is still fresh in your mind.

Grading:

- A--Exceptional work
- B--Very good work, clearly above average
- C--Average work, satisfies the requirements
- D--Below average work, fails to satisfy some basic requirements
- Rewrite--Unsatisfactory work--please revise and resubmit within 2 weeks

If you do not revise Rewrites, they become F's at the end of the term. I strongly advise that you seek out my help on Rewrites. They usually indicate that the student is lost or confused about the assignment.

COURSE OUTLINE

<u>Date</u>	<u>Reading Assignment</u>	<u>Writing Assignment</u>
Sept. 2	First Day Intros. Introduction to They Say, I Say	Your Writing Habits
7	"They Say" chapter 1 "Are We as Awful as We Act Online"	Answer content quests.

9	<p>“Her Point Is”</p> <p>“How Smart Phones Hijack Our Minds”</p>	<p>Answer quests.</p> <p>Summary of “Are We Awful”</p>
14	<p>“As He Himself Puts It”</p> <p>“Google, Democracy and the Truth”</p>	<p>Ex. 1 with above reading</p> <p>Paraphrasing exercise in class</p> <p>Summary/Response to “How Smart”</p>
16	<p>Group Organization by Disciplinary Area</p> <p>Introduction to research techniques</p> <p>Source Evaluation</p>	<p>Summary/Response with Quotes</p>
21	<p>Documentation</p> <p>Research and Reading</p>	
23	<p>Research and Reading</p>	<p>Written Progress Report</p>
28	<p>Group Presentations</p>	<p>Presentation Outline</p>
30	<p>Peer Review</p>	<p>Rough Draft by class time</p>
Oct. 5	<p>Introduce Critical Analysis Essay</p> <p>“What’s there to Eat?” On Canvas</p> <p>“Writing in the Sciences” On Canvas</p>	<p>Final Draft of Paper</p>
7	<p>“Escape from the Western Diet” On Canvas</p>	<p>Answer quests. 1-4</p>
12	<p>“Why Don’t Convenience Stores Sell Better Food”</p> <p>On Canvas</p> <p>“Yes/No/Okay, But”</p>	<p>Answer quests. 1-5</p>
14	<p>“The Extraordinary Science of Addictive Junk Food”</p> <p>On Canvas</p> <p>“And Yet” (67-76)</p>	<p>Answer quests. 1-5</p>
19	<p>Organizing Our Responses: Thesis and Evidence</p> <p>“Skeptics May Object”</p>	
21	<p>Peer Review</p>	<p>Rough Draft by class time</p>
26	<p>Introduce Argument Essay</p>	<p>Final Draft</p>
28	<p>“What’s Gender Got to Do With It?”</p> <p>“Writing in the Social Sciences”</p>	
Nov. 2	<p>“Why Women Still Can’t Have It All”</p>	<p>Answer quests. 1-5</p>
4	<p>“Why Men Still Can’t Have It All”</p>	<p>Answer quests. 1-5</p>
9	<p>Organizing Our Responses</p> <p>“So What? Who Cares?”</p>	

11	Peer Review	Rough Draft by noon
16	Literary Analysis Essay “How Can We Bridge the Differences that Divide Us?” “Entering Conversations about Literature” on Canvas	Final Draft
18	“The Other Side is Not Dumb” “Why America is Self-Segregating”	Answer quests. 1-5 Answer quests. 1-3
23	“Everything that Rises Must Converge” on Canvas	Free write
25	NO CLASS—THANKSGIVING BREAK	
Nov. 30	Organizing our Analysis “As a Result”	
2	Peer Review “You Mean I Can Just Say It That Way?”	Rough Draft by noon
7	“Should Everyone Go to College?”	Final Draft
9	Reading of your choice from “Is College the Best Option” section Optional Online Peer Review	

Final Drafts Due by Final Exam Period