

**University of Wisconsin-Stevens Point  
English 202 – Spring 2023**

**Sec. M101 CESA Dual Enrollment  
MWF: 8-8:50 a.m.**

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Office Hours: By appointment  
(via Zoom or email)  
Email is best way to contact me.**

**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.

**To meet these requirements the courses below have the following specific learning outcomes:**

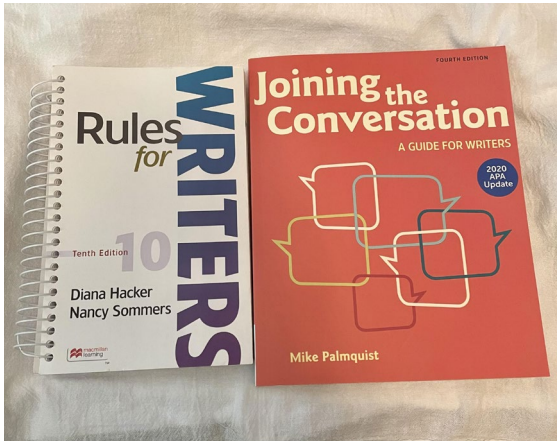
	<b><u>Eng 101: Academic Reading and Writing</u></b> By the end of the course, students will be able to:	<b><u>English 150: Accelerated Reading, Writing, and Research</u></b> <b><u>and English 202: Academic Writing and Research</u></b> By the end of the course, students will be able to:
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Critically read, analyze, and discuss a variety of texts for meanings stated and implied, purpose, patterns of organization, and effectiveness of supporting evidence</li> <li>• Describe the rhetorical situation/context of a piece of writing, and evaluate author’s choices within that situation and genre</li> </ul>	<ul style="list-style-type: none"> <li>• Apply critical thinking to analyzing arguments in both scholarly and popular sources with emphasis on persuasive strategies</li> <li>• Describe the audience, purpose, and genre of a piece of writing, and evaluate author’s choices within that situation and genre</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Apply critical reading skills in order to compose coherent, thesis-based texts</li> <li>• Adapt content, form, and style to various audiences, purposes, and situations</li> <li>• Use techniques to edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre</li> </ul>	<ul style="list-style-type: none"> <li>• Use persuasive strategies and evidence to write effective arguments, adapting content, form, and style to various audiences, purposes, genres, and situations</li> <li>• Use techniques to effectively edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre</li> </ul>
<b>Process</b>	<ul style="list-style-type: none"> <li>• Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.</li> <li>• Self-assess individual writing strengths and weaknesses to develop effective strategies that can be transferred</li> <li>• Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Independently select and use effective and appropriate research, writing, and note-taking strategies</li> <li>• Self-assess individual writing and research strengths and weaknesses to develop effective strategies that can be transferred</li> <li>• Conduct research as a process of inquiry by posing a question, reviewing sources, and synthesizing information to arrive at a claim</li> <li>• Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions</li> </ul>
<b>Information Literacy/Research</b>	<ul style="list-style-type: none"> <li>• Understand that sources have different levels of credibility that should inform how students use those sources in their writing</li> <li>• Select and use information from sources using paraphrase, quotation, and/or summary in a manner that avoids plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• Use library resources and internet searches effectively to locate potential sources, including scholarly ones</li> <li>• Assess the relevance, reliability, authority, and bias of potential sources</li> <li>• Use sources purposefully and ethically in their writing</li> <li>• Recognize and use discipline-specific guidelines to document sources</li> </ul>

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**



***Joining the Conversation, 4<sup>th</sup> ed.*, Mike Palmquist (JC)**  
***Rules for Writers, 10<sup>th</sup> ed.* Diana Hacker, Nancy Sommers (RW)**  
Flash drive  
Various handouts to be posted on Canvas

## **Online writing resources:**

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; no word count = loss of 5 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 10 points**

**This class is operated workshop format, with the majority of our time 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 drafts of the required length for each of the workshops (two-page draft and final draft) 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.**

**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.**

**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 either their two-page or their final draft essays by the deadline will see their essay grade redced by a full letter grade.**

**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 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. All grades are posted 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**

- **Appointments or drop-in times available**
- **You can send 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**

**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 link below).

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI generated submissions are not permitted and will be treated as plagiarism.

One goal of this course is for you to work on developing the discipline-specific writing skills that you will need to be successful as a professional in this field. I want to acknowledge that recent buzz about ChatGPT and other generative AI tools poses some interesting questions about the need for developing these skills, and how such tools can be used in higher education. **Given that this technology is still in its infancy and that my goal is for you to develop your skills as a writer, the unauthorized use of ChatGPT, or other AI writing tools, is not permitted in this course.** Students found to be using such tools will be considered as engaging in conduct aimed at making false representations of a student's academic performance, and will be subject to disciplinary action as defined in the [UWSP Academic Misconduct Policies.](#)"

### **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.

**Final Exam Session: Thursday, May 18, 8-10 a.m.****Academic Calendar:**

- Last day to add or drop a 16-week course without a grade - Feb. 1**
- Undergraduate student registration for summer courses begins - March 27**
- Spring Break begins at 6 p.m. - March 17**
- Classes resume - March 27**
- Last day to drop a 16-week course - April 7**
- Graduate/Undergraduate student registration for fall begins - April 17**
- Last day of classes - May 12**
- Reading Day - May 13**
- Final Exams - May 15-19**

