

**UW - Stevens Point at Wausau**  
**English 202: Academic Writing and Research**  
**Spring 2023**

credits: 3	instructor: Professor Jill Stukenberg (Jill) Associate Professor of English (she, her, hers)
section: W02- MWF 10:00 to 10:50 am meets: room 300	email: <b>jstukenb@uwsp.edu</b> Personal zoom meeting room (can used for conferences): <a href="https://uwsp.zoom.us/j/8831574589">https://uwsp.zoom.us/j/8831574589</a>
final exam (portfolios due to Canvas): Tuesday, May 16, 2023, 12:15 pm	office: #305; Wausau campus office hours: WF 11 – 12. (I will be on main campus on T and TR, and occasionally in Marshfield on some Mondays.) Meetings available at other times than official office hours, and by zoom. Just ask!
prerequisite: English 101  Suggested co-requisite: Some students also benefit from taking Eng 99: Writing Studio along with this course for additional support on research and writing for this class. Ask me for more information!	AAS degree: Students working toward an Associate Degree must earn a C or higher in this course. Many UW System 4-year campuses may also require a C or higher for completion of the writing requirement.

**Why take this course? Here’s what some past students say:**

*“[this course] has taught me more than just paraphrasing and other writing skills. It has taught me what it truly means to be a curious person.”—past student*

*“Another skill I learned was how to develop my opinion over the course of my research. I think that this is the most valuable skill I learned this semester because I can apply it to many aspects of my life. It will allow me to develop knowledgeable viewpoints.” –past student*

**books, materials, requirements:**

- storage media for saving your work such as a jump or flash drive. **Save all versions of all drafts, and keep all graded work returned to you. A portfolio will be due at the end of the course.**
- Email account. Check your college email.
- This course will use a Canvas site for materials, essay submissions, and grades. Documents uploaded need to be in Word. (Students have access to Word through the college.)
- Students will be assigned to keep a journal. I suggest using google docs for this, sharing access with me. It is possible to keep a hard copy journal. Turn in at assigned dates.
- Style guide for MLA citation. I don’t require you to buy a print version of a style guide, though some students find it useful to own one. I will often refer you to the free Purdue OWL (Online Writing Lab) for access to an up-to-date MLA citation guideline.  
<https://owl.english.purdue.edu/owl/section/2/11/>
- Students may additionally wish to budget for paper/printing costs for printing some readings or other research materials or their own drafts for peer review or proofreading.

**learning outcomes:**

**UW-Stevens Point General Education Program Written Composition Learning Outcomes:**

1. 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.
2. Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.

**UW-Stevens Point English Department learning outcomes for Eng 202:**

	By the end of the course, students will be able to:
<b>Reading</b>	<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>• 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>• 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>• 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>

*"[The journal] kind of served the same purpose as pre-writing... It was helpful writing out my thoughts somewhere. It was also really interesting to see all my other class mates' ideas [on the discussion board]. Seeing their feedback was helpful. It's cool to look back at my first [journal entries] and see the beginning of this long journey, and it's cool to see that I got here. I made it. The first idea became a final portfolio."—past student.*

### major assignments:

Essay 1: Critical Reflection on Jamboard Arguments and Question Posing. *Topic: Three topic choices shared by class, with group research.*

Essay 2: Research Proposal: *Choose your own topic and pose your question for the rest of the semester! Survey and analyze early sources.*

Midterm Portfolio: Cover Letter, 3 Best Journal Posts, Revised Final Drafts of Essays 1 and 2 **(25% final grade)**

Essay 3: The Three Views Essay and Annotated Bibliography of 15 Sources *Topic: Continue with your selected topic for this course, exploring answers to question and building your source bank.* **(15% final grade)**

Essay 4: The Major Research Paper *Topic: Finish and make an analytic argument about your selected topic for this course!*

Final Portfolio: Cover Letter, 3 Best Journal Posts, and Revised Final Draft of Essay 4. **(25% final course grade)**

The remaining **35% of your final course grade is based on:**

#### **20% daily activities in the form of**

- In class writing in a google journal (Checked for 30 points two times, near midterm and at semester end. This informal writing is graded on effort—entries completed as assigned—and not correctness. Additionally, you'll select entries for portfolios.)
- Discussion board posts, sometimes including uploading copies of notes
- Quizzes

#### **15% peer review and conferences**

- This is an important part of class and where a lot of your individualized learning will occur. Giving quality feedback is required for high points (and you'll improve in your ability to give quality feedback).
- Submitting drafts on time is important for these points—though if you communicate with the instructor there are ways to make up missed points with writing center visits, and even to earn extra credit with writing center visits (or work with the DUO writing tutor, if you are a member of DUO).

### policies and how to do well in this class:

- **Attending class is important and expected.** This class uses discussion and collaboration as a method of learning. On a few occasions, class will be cancelled for online activities for students to complete or conferences with the instructor.
- **Use the daily schedule** (under the syllabus tab) so you know what's due what day and what activities may be completed in class for points (journaling).
- **Absences:**  
**What to do if you miss a class?**
  - Send me an email. You are not required to explain private details, but at least let me know your plan to catch up.
  - To get caught up: 1) look at the daily schedule to see what we did, anything you should make up, and what to do next, 2) let me know if you think you would benefit from a zoom or in-person conference.
- **Late Work**  
**Late assignments (discussions, notes, quizzes):**
  - Assignments due before a class period are designed that way so learning in class can build on that work. Assignments due “by the start of class time” are only worth half credit if completed late—unless prior arrangement was made or in the case of illness or absence. (Email me.) That late work is due by the end of the module/unit.

### Late essay drafts:

- **A late draft for peer review means you miss the Canvas “swap” and so you may lose points for participating in the review and may miss getting a review.** You can contact the instructor to see if there are other students who want to be in a late group. (You *may* get lucky—but not always.) **Or you can have a writing center appointment with your draft to earn some points and get feedback, which is also an ongoing extra credit option.** (Although you can’t earn both make up and extra credit for the same writing center visit.) See more on the Canvas discussion board for discussion of extra credit writing center sessions, which is where you’d post a reflection about the appointment after having it.

### Portfolios:

- Late Midterm Portfolios or late Essay 3s will receive a 10% deduction for each 48 hours late, unless you have an extension or prior arrangement or contact me right away after an emergency.
- No late final portfolios can be accepted. Final portfolios are due at the end of our scheduled final exam period, and so the official end of our class. In the case of illness or emergency for a student who was otherwise on track to pass the class, an “I” or “incomplete” grade may be possible, allowing a student to finish the class late. Contact the instructor for more information.

- **Extensions:** You may ask for an extension when something is due to the instructor (not for peer review). Ask at least 24 hours in advance, and extensions usually give you two days’ extra time, without penalty. (No extensions possible for the final portfolio.)
- **Revisions:** All semester long you’ll get feedback from peers and the instructor and using feedback to make revisions will be part of portfolio grading.
- **Plagiarism (turning in writing that is not yours as if it is yours) will result in a 0 grade, and possibly course failure and referral for campus disciplinary action.**

When it comes to writing with sources, you are responsible for giving credit to other writers for their words, by quoting, and for their ideas, by naming authors. We’ll study the MLA method for doing this and you will be responsible for a good faith effort to credit your sources. Photocopies of sources may be requested at any time. A good faith but faulted effort to credit sources may result in a required revision; but, be careful to note that *very* faulted efforts simply add up to plagiarism, and a 0 grade. The UW System handbook outlines more information about student rights and further actions for academic misconduct.

Students must create new work for all classes. It is considered academic dishonesty to re-submit work written for a previous class (even a previous English 202) or to submit a paper to two courses simultaneously without discussing this with the instructors first.

Students must also demonstrate their own learning, which in this class includes their own original thinking and writing. ChatGPT or other AI composition tools might be helpful and interesting for some kinds of writing and learning tasks but will likely not work well for writing tasks in this class that depend on the use of high-quality sources. (AI tools do not evaluate sources before drawing information from them.) Writing (especially informal freewriting or reflective writing) is also an opportunity for thinking that can be shortchanged if relying too much on technology. If you have an idea for how to explore using AI tools in ways that also allow you to show your development toward course learning goals, discuss it with the instructor. Otherwise, submitting AI-generated writing as your own can be seen as academic dishonesty, and in the wider world may be seen as fraudulent.

- **Save and back up your work.** You are responsible for assignments and deadlines, even in the harsh and horrifying circumstance of computer error.

*a bit of instructor philosophy:*

*Students start courses with different writing experiences and abilities, but everyone can improve. I mean that optimistically, as well as in challenge.*

**extra help: UWSP at Wausau Writing Center:** Writing Center tutors are successful UWSP students who are available to discuss all types of writing at any stage of the drafting process, including brainstorming, conducting research, editing, or handling citations. Tutors work with experienced as well as struggling writers. One-time and regular appointments are available, free of charge to all students. Find the link for more information in our Canvas course. See Canvas for information about DUO.

**grading and assessment of essays:**

Guidelines listing assignment criteria will be distributed with essays.

A A-	93-100 90-92	<b>A work</b> exceeds assignment criteria and shows very strong command of writing principles of focus, development, organization, and strong critical thinking. Showing an element of going “above and beyond, it reflects deep engagement with subject and essay form, demonstrating insight, wit, originality, outstanding source use. Writer’s work through the writing process is evident; final draft is written with style, and cited and edited to near-perfection.
B+ B B-	87-89 83-86 80-82	<b>B work</b> meets assignment criteria while showing command of underlying concepts and mastery of skills. It is focused, organized, and well developed and shows critical thinking. There may be originality, strong source use and attribution, editing polish and grace of expression—but there is probably not <i>all</i> of these things at once.
C+ C	77-79 73-76	<b>C work</b> meets all (or all of the major) assignment criteria and is for the most part focused and organized. It may lack some depth or vigor in critical thinking, development, originality, or grace in expression. Sources are credited, but perhaps with some technical problems. Some grammatical or sentence errors present.
C- D+ D	70- 72 67-69 63-66	<b>C- and D work</b> does not meet expectations at this level. This work may lack focus, development, or organization, or fail to demonstrate understanding of the assignment or readings and arguments related to assignment. There may be overriding issues with documentation, grammar, style, or voice.
F below	62 and below	<b>F work</b> does not meet expectations at this level in multiple areas. It often shows very little attention to the assignment description, and very little attention to the writing process. Assignments not submitted at all earn 0’s. Works found to be plagiarized earn 0’s.

**ADA:** Students desirous of specific accommodation as may fall under the Americans with Disabilities Act are encouraged to contact the disabilities resource center at UWSP main, or to inquire in the Solution Center on the Wausau campus.

**names and pronouns:** Please let me know if you use a different name than the one listed on the roster, or in Canvas. I can also help you figure out how to request changes to names on class rosters and Canvas—please just ask! Also, please let me know if I ever mispronounce or misspell your name or use an incorrect pronoun. I do care that I get it right and it matters.

**confidentiality, reporting, counseling resources:** I take my responsibility to protect your privacy seriously. At the same time, please know that if I learn of anything through a student or from student writing that makes me fear someone is in harm's way, I may report it. I am required to report sexual violence or discrimination, and crime on campus, and students may do so too using the following: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx> . If you would like to speak with someone who is not required to report, the campus counseling resources are a confidential resource for you. Ask in the Solution Center or ask me to put you in touch with campus counseling resources. You are not alone. Please reach out.

**tentative course schedule:** See Canvas for daily schedules. This gives a broad overview.

Jan. 23 - 27	Intro to course collaborative inquiry project. Syllabus quiz. Google journals.
Jan. 30 – Feb. 3	Critical reading and evaluating database articles, as teams collaborate in research and begin to create jamboards.
Feb. 6 - 10	Reading, finding, and evaluating scholarly sources. Early brainstorming for your own topic, and groups add to jamboards.
Feb. 13- 17	<b>Jamboard exchange!</b> Share and review other groups' projects and write reflections.
Feb. 20 - 24	Essay 1 and peer review; Forming your own research questions for Essay 2 research proposal and sign up for topic and research conferences.
Feb. 27 – March -3	Reading past students' research papers and using the scientific method to approach research writing. Ongoing conferences with the instructor with Essay 2 Research Proposal draft.
March 6 - 10	Ongoing conferences with the instructor with Essay 2 Research Proposal draft. Writing the Midterm Portfolio cover letter.
March 13 - 17	<b>Midterm Portfolios due.</b> Evaluating websites and Intro to Essay 3 and Annotated bibliography.
March 20 - 25	<b>No class. Spring Break!</b> <i>Some Eng 202 students use some time over break for their ongoing research, getting some work out of the way for when they come back.</i>
Mar. 27 – 31	Carving out 3 views and analyzing values for Essay 3. Ongoing individual research.
Apr. 3 - 7	Peer Review of annotated bibliography draft, and freewriting for Essay 3.
April 10 - 14	<b>Essay 3 peer review, and final draft Essay 3 and annotated bibliographies due.</b> Intro to the Toulmin model and freewriting to Essay 4.
April 17 - 21	Organizing arguments, writing introductions, and outlining.
April 24 - 28	Dirty drafts of Essay 4, and peer review of Essay 4 starts.
May 1 – 5	Conferences with instructor and peer review of Essay 4.
May 8 - 12	Editing and finalizing Essay 4 and Final Portfolio.

**Final Portfolios due by end of scheduled final exam period on May 16. Submit to Canvas.**