ENG 202 Syllabus

English 202 Course Overview

English 202: Sophomore English is the core college writing course for the UWSP campuses and fulfills the first-year writing requirement for four-year UW System schools. The primary goal of the course is for students to learn advanced critical reading, writing, and research skills to prepare them for intermediate and upper-division college coursework. English 202 presents students with multiple opportunities to develop advanced critical thinking skills including analysis, synthesis, and argument of scholarly, source-based texts. Reading and writing assignments focused primarily on writing about scholarly sources and other research-based academic texts. Students independently locate the majority of course texts as part of a larger research process in which they learn to identify, analyze, and assess scholarly research material. By the end of English 202, students should be able to analyze and use independently located research sources in a way that effectively supports a central claim based on the writer's audience and purpose.

Course Description

English 202: Critical Writing, Reading, and Research

A composition course focusing on researched academic writing that presents information, ideas, and arguments. Emphasis will be on the writing process, critical thinking, and critical reading.

Prerequisites

A grade of C or better in English 101 or exemption through a sufficiently high placement assessment.

Course Objectives

After successfully taking English 202, students demonstrate proficiency in seven areas:

1. ***Rhetorical Knowledge:*** Make appropriate and effective rhetorical choices for producing academic, source-based texts with varying purposes and audiences
2. ***Critical Reading:*** Evaluate, synthesize, and analyze arguments in research-based scholarly texts.
3. ***Academic Writing:*** Write cohesive academic texts for a variety of rhetorical purposes that support complex arguments with research.
4. ***Research Skills:*** Independently locate and analyze scholarly source-based texts appropriate for specific writing tasks and rhetorical purposes.
5. ***Processes:*** Independently apply effective strategies in the writing and research processes, including invention, drafting, peer review, revision, and editing.
6. ***Composing in Electronic Environments:*** Choose appropriate reading, writing, and research tools to meet the demands of writing tasks, including using scholarly databases.

7. ***Knowledge of Conventions:*** Make appropriate and effective choices about academic writing conventions based on the audience and purpose of the assignment, including using a formal documentation style to attribute and cite sources.

Instructor Contact Information

Instructor: Gwendolyn Blume

Email: gblume@uwsp.edu

Office Address: UWSP-Wausau, Room 320

Office Telephone Number: 715-251-6339

Online Office Hours: Available through Zoom Mondays and Wednesdays 10-12.

Best Way to Contact: Email!

Required Texts

- All required texts will be supplied online or found through your own research.

Recommended Resources

- A resource for citation, such as a style guide or a web resource like [the Purdue OWL](#) (Links to an external site.)

Required Technology

- A computer or tablet with a keyboard and word processing capabilities
- Microsoft Office, google docs, or a word processing application that permits you to save documents in Word or PDF format
- Adobe Acrobat Reader
- Zoom (recommended for instructor conferences but but not required)

The most current edition of MS Office (containing MS Word, Excel and other valuable programs) is available to University of Wisconsin students at discounted prices through the Wisconsin Integrated Software Catalog.

Recommended (But Not Required) Materials

- A USB drive for saving electronic copies of your writing assignments
- A folder for organizing course materials if you want to print assignments for revision and editing

How to Find Due Dates

Assignment due dates are available in the course calendar, as well as being given with the assignments. If you have any questions about due dates, please email me: gblume@uwsp.edu.

Each lesson gives a detailed list of required assignments and other learning tasks. We will typically complete one lesson each week. Be sure to contact me if you have any concerns.

Major Course Components

You will complete the following types of learning activities for this course:

Portfolio and Writing Assignments (75% of the course grade)

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  o Formal Research Proposal
  o Scholarly Source Analysis
  o Annotated Bibliography
  o Midterm Portfolio and Cover Letter (a revised and edited collection of writing)
  o Research Review
  o Researched Argument
  o Final Portfolio and Cover Letter (a revised and edited collection of writing)

Writing Process Activities (part of the portfolio grade)

-
  o Essay drafts and revisions
  o Essay planning and/or outlining
  o Participation in peer review workshops

Critical Reading and Learning Activities (25% of the course grade)

-
  o Reading and analyzing assigned texts
  o Reading discussions
  o Reading discussion journals (an organized collecting of discussion postings)
  o Learning Activities and Writing Exercises

Course Organization

The course is organized into units focused around formal essay assignments and course portfolios. For most lessons, you will complete readings and writing process activities, engage in discussion activities, and participate in writing workshops. These shorter learning activities will help you plan for and write course essays. Each week, you will work on planning for, drafting, revising, and/or editing essay assignments. You will also work on revisions for the course portfolio throughout the course.

English 202 Writing Assignments: Portfolio, Essays, and Self-Assessment Writing

Most of your work for this course (75% of the course grade) will focus on creating a portfolio of revised and edited writing. A college portfolio is a collection of writing or other work that documents a student's learning in a course or field of study. A portfolio helps an instructor evaluate a student's overall learning and progress toward achieving course objectives.

Course Portfolio

Throughout the course, you will work toward organizing a portfolio of revised and edited essays and related self-assessments. In the middle of the course and during finals week, you will submit a polished, edited version of the portfolio for feedback and grading. The final portfolio will be a single electronic document that will demonstrate what you have learned in the course.

You may continue to revise essays throughout the semester. The course portfolio grade will be based on the overall quality of the revised and edited writing that you submit in the portfolio, writing process activities, and peer review workshops. You will not receive a grade for individual essays separate from the portfolio grade. However, you will receive regular feedback on Canvas submissions and during instructor conferences.

The portfolio is worth 75% of your course grade (30% of the portfolio grade will come from the Midterm Portfolio and 45% from the Final Portfolio).

Essay Assignments

You will plan, draft, revise, and edit five different assignments for your portfolios:

1. Formal Research Proposal
2. Scholarly Source Analysis
3. Annotated Bibliography
4. Research Review
5. Researched Argument

Self-Assessment Writing

For each essay, you will write a short self-assessment (or author's note) to introduce your writing to readers, evaluate your essay, and discuss your writing process. The midterm and final portfolios will also include cover letters that will evaluate your overall progress in the course. Your reading discussion journal will include additional self-assessment writing. The purpose of the self-assessment writing is to help you a) trace your progress as a college writer and critical reader and b) develop the ability to evaluate your own writing and then make subsequent revisions.

Writing Activities for Essays

Throughout the course, you will complete writing process activities to help you successfully complete each required essay assignment and develop the skills required for college-level writing. These activities include planning for essays, conducting research, drafting essays, revising essays in response to feedback, editing, formatting, and proofreading. Writing process work will help you successfully complete a course portfolio.

Peer Review Workshops

You will also participate in regular online writing workshops to get feedback on your essay planning and drafts from other students and the instructor. The online writing workshops will help you develop the ability to analyze and evaluate college-level writing.

Peer review workshops will take place in the Canvas discussion board. To receive full credit for writing workshops, you need to post your required writing assignment to the discussion board before the scheduled workshop. You must also respond to other students' writing before the deadline for each workshop.

Grading for Writing Process Activities

Part of the course portfolio grade will come from writing process activities, including participating in online writing workshops. The following activities will be included in your portfolio grade:

- Completing required writing process activities
- Submitting your work for peer review before the scheduled workshop
- Participating in required instructor conferences
- Participating actively in writing workshop discussions
- Providing effective feedback to your peers that demonstrates your ability to evaluate and discuss college-level writing.

Reading Discussion and Learning Activities

Each lesson describes what you are expected to read in order to complete its learning activities. Your readings include instructor commentaries, outside resources, journal articles, and web-based and multimedia sources. Much of the reading for this course includes the careful study of research sources you will locate for your essays.

Reading Discussions and Journal

In this course, you will participate in regular online reading discussions to help you develop college-level critical reading skills and prepare for more advanced writing from sources in other courses. You will not receive a grade for each individual discussion posting. Instead, you will organize your contributions to online reading discussions into a reading discussion journal to submit at midterm and at the end of the semester. Each journal will also include a short self-assessment. Your discussion journal grades will be part of your Discussions and Exercises grade (25% of the course grade).

Learning Activities

In this course, you will also complete learning and writing exercises which will help you practice the learning objectives required to complete the formal writing assignment within each unit. Your learning activity grades will be part of your Discussions and Exercises grade (25% of the course).

Grading

Overview of Course Grading

Course Component	Percentage of Final Grade
Discussions & Learning Activities	25 %
Midterm Portfolio	35 %
Final Portfolio	40 %
TOTAL	**100%**

Grading Scale

A   93 - 100

A- 90 - 92

B+ 87 - 89

B   83 - 86

B- 80 - 82

C+ 77 - 79

C   73 - 76

C- 70 - 72

D+ 67 - 69

D   63 - 66

D- 60 - 62

F 0 - 59

Required Grading for Completing the Course

Students in many programs must receive a grade of C or higher to successfully complete core skills courses. Students who receive a C-, D, or F grade will need to contact their advisors.

Incomplete Grade

An incomplete grade is available only if a student cannot complete a limited number of major course requirements at the end of a semester because of emergency circumstances (such as a serious illness). To qualify for an incomplete, a student must a) attend class regularly throughout the semester, b) complete most assignments except for those directly affected by the emergency situation, c) receive a passing grade on completed work, and d) meet with the instructor before the end of classes to arrange a contract for completing missing assignments. A student taking an incomplete grade will have one semester to make up missing assignments.

English 202 Learning Outcomes and Competencies

The learning outcomes are goals for the course and describe the general things that each student needs to be able to do in order to meet the core writing requirement. The learning outcomes provide a foundation for the entire course curriculum and serve as the starting point for designing the course, selecting texts, organizing a course schedule, writing instructional materials, creating assignments, and developing learning activities. The competencies are more specific measurable skills and proficiencies that an instructor can assess by analyzing an essay or other writing assignment, evaluating a portfolio, or observing evidence of learning during workshops and discussions.

	202 Learning Outcomes	**202 Competencies**
Rhetorical Knowledge: **Reading Texts**	Read and understand the rhetorical features of a variety of scholarly (research-based) texts to identify relevant source material appropriate to the writer's needs Analyze and evaluate how disciplinary and generic conventions shape a text	The writer produces source-based texts that: • Demonstrate an understanding of scholarly genre conventions • Identify how discipline-specific conventions shape the form and content of a text • Select supporting sources appropriate to the writing situation
Rhetorical Knowledge: **Writing (Audience, Purpose, and Form)**	Produce a variety of research-based texts that adapt content, form, and style with attention to audience and purpose Write for a variety of rhetorical purposes and in genres typical of research-based writing (the research proposal, synthesis of research, annotated bibliography, or rhetorical analyses)	The writer produces multi-page and source-based academic texts that: • Provide appropriate context, include sufficiently complex content, and offer background information appropriate for the demands of specific writing situations • Make formal and structural choices appropriate to the conventions of an academic discipline and the needs of a specific reader as identified in the instructions for the writing task • Use language choices that meet the demands of a specific writing situation The writer produces a text that accurately assesses the writer's own rhetorical choices and the effect of those choices for readers

Critical Thinking, Reading, Writing, and Research: **Reading**	Identify subjectivity and bias in complex, scholarly (research-based) texts Identify multiple researched perspectives on a narrowly focused issue Understand, analyze, and evaluate arguments in research-based texts Synthesize scholarly sources and other texts that make complex arguments Discuss a scholarly text in dialogue with other readers	The reader accurately and appropriately identifies main claim(s) and key supporting points of a scholarly text The reader identifies the values, assumptions, expertise, and context that inform an author's position and claims in a text The reader recognizes valid reasoning by evaluating a text's internal consistency, clarity, and coherence The reader evaluates scholarly texts and identifies relevant evidence that is appropriate to support and contextualize a position The reader demonstrates the ability to distinguish between relevant and irrelevant information. The reader engages with others in a discussion of a text where the student: • Accurately and specifically discusses the text • Accurately summarizes peers' responses • Synthesizes different viewpoints • Responds through concession, rebuttal or qualification with the use of specific evidence from the text

Critical Thinking, Reading, Writing, and Research: **Writing**	Write cohesive academic essays for a variety of rhetorical purposes supported by scholarly research Distinguish an author's position and the writer's own position using evidence from a scholarly text Accurately paraphrase and summarize scholarly source material to use as support in a research-based text	The writer produces texts that use scholarly research articles and that: • Organize content around a central claim so that each section of the text advances key point in support of that claim • Incorporate summary, paraphrasing, and quoting from sources to achieve the writer's rhetorical purpose • Use effective signal phrases to contextualize source material • Provide explanation about the relevance of evidence to the main point(s) and subpoints of the text The writer produces a research-based argument that: • Situates the writer's position within the context of a scholarly conversation about a narrowly-focused issue • Addresses multiple valid positions • Articulate the differences and similarities between an author's position and the writer's own position

Critical Thinking, Reading, Writing, and Research: **Research**	Organize and manage a research process Develop a research question and connect it to a larger process of inquiry and entry into an existing conversation Independently evaluate the credibility of source material and its relevance and appropriateness to the writer's task, purpose, and audience	The writer produces a text that • Formulates a research question with significance • Identifies an issue or idea that warrants an investigation • Identifies gaps in knowledge that need to be addressed by the research process • Identifies the major stakeholders and sources of information with the capacity for answering the research question Uses scholarly and academic sources appropriate to the writer's audience and purposes
Writing Processes	Demonstrate a command of a multi-stage and recursive writing process to complete a successful research-based academic text Use appropriate discipline-specific language to accurately assess the writer's own writing process and final products in relation to the department learning outcomes for English 102 Demonstrates proficiency in working collaboratively on complex assignments by: • Using appropriate resources for feedback • Critically using reader feedback to shape revision • Providing effective feedback as a reader to other writers	Through the creation of multiple drafts of a research-based academic essay, the writer will demonstrate the ability to: • Use a recursive writing process that permits writers to use later invention and rethinking to revise their work • Use successful strategies for generating, drafting, revising, editing, and proofreading appropriate for the writing situation • Use feedback from readers to revise and rethink a text The writer will produce multiple self-assessments that analyze and evaluate the student's writing processes and products with specific evidence from the student's own writing The student demonstrates the ability to provide effective peer feedback on the higher- order

		concerns of a variety of specific writing situations The student accesses and uses appropriate sources for feedback (the instructor, peers, tutors, writing centers, academic support centers, and the online writing lab)
Composing in Electronic Environments	Understand and choose appropriate reading, writing, and research tools to meet the demands of writing tasks, including composing and researching in electronic environments Use and adapt to new technologies for writing and research processes	The writer documents the ability to independently: • Use appropriate word processing programs to format an academic document incorporating research • Navigate research systems (databases, web, etc.) to access, evaluate, and use research material • Use technologies critically and effectively to meet multiple writing objectives

Knowledge of Conventions	Demonstrate a command of standard written English, recognizing the social and discursive contexts of language usage Ethically incorporate source material to support the writer's ideas Accurately use in-text and bibliographic conventions of a recognized documentation system (including summary, paraphrase, and quotation)	The writer accurately applies rules of Standard written English to sentence structure, punctuation, and word choice appropriate for more complex writing situations in a revised and edited formal text The writer accurately, consistently, and ethically represents a source's original meaning when quoting, paraphrasing, and summarizing The writer accurately cites multiple types of print and electronic scholarly sources in an established documentation style

Technical Skills

Technical skills in an online course are something to not be ignored. In order to be successful in the online environment, you must have a minimum working knowledge of computers and a word processing program. Being able to troubleshoot small issues is important. Not being able to address these issues could be detrimental to your learning online.

Online students are expected to be able to:

- Use a Web Browser
- Upload documents
- Download information from the Internet
- Complete simple Word processing tasks (type, cut, paste, copy, name, save, rename, etc.)
- Participate in online discussions

Technology Requirements for Canvas Courses

Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements.

Screen Size

Canvas is best viewed at a minimum resolution of 800x600. If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile app.

Operating Systems

- Windows 7 and newer
- Mac OSX 10.10 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

As of January 5, 2019, Android apps require version 5.0 or later and iOS apps require version 11 or later. All Android and iOS both support the two most recent versions of their respective operating systems.

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Screen Readers

- Macintosh: VoiceOver (Links to an external site.) (latest version for Safari)
- PC: JAWS (Links to an external site.) (latest version for Firefox)
- PC: NVDA (Links to an external site.) (latest version for Firefox)
- There is no screen reader support for Canvas in Chrome

Privacy Practices

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. https://www.wisconsin.edu/dle/external-application-integration-requests/

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

· Use different usernames and passwords for each service you use

· Do not use your UWSP username and password for any other services

· Use secure versions of websites whenever possible (HTTPS instead of HTTP)

· Have updated antivirus software installed on your devices

Accommodations

Inform Your Instructor of Any Accommodations Needed If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation before classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu.

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Academic Honesty and Plagiarism

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and

integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic

endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

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 or performed by a person other than the student under whose name the work is submitted or performed.

Because we will be working with complicated sources in this class, you will also be practicing your skills at summarizing and paraphrasing while avoiding plagiarism. As part of this effort, we will use Turnitin software on your drafts to identify issues with paraphrases that are too close.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question,

not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

● Do not dominate any discussion.

● Give other students the opportunity to join in the discussion.

● Do not use offensive language. Present ideas appropriately.

● Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.

● Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

● Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.

● Never make fun of someone's ability to read or write.

● Share tips with other students.

● Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.

● Think and edit before you push the "Send" button.

● Do not hesitate to ask for feedback.

● Using humor is acceptable