

English 202, sec. 2 English 202, sec. 3 English 202, sec. 17
 Spring 2023 Spring 2023 Spring 2023
 TR 8-9:15 TR 9:30-10:45 TR 2-3:15
 CCC 206 CCC 206 CCC 206

Dr. Wade Mahon
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 Office hrs. TR 11-12,
 MW 2-3, and by appt.

English 202, Academic Writing and Research Syllabus

Required Texts: • Kirszner & Mandell. *Practical Argument*. 3rd ed.
 • Hacker, Diana. *Rules for Writers*.

This course is designed to prepare you to communicate effectively in an academic setting and to arm you with helpful strategies for successful writing outside of the university. Our focus will be on the methods of inquiry and argumentation most commonly practiced within academic communities. Because academic discourse relies so heavily on a thorough documentation of claims, a large component of the work you do this semester will involve library research. You will be working together with your classmates in a workshop environment, which means you will be writing almost every day and will be reading and commenting on your classmates' work.

Papers. You will complete 2 longer research papers (5 pages each), and 4 shorter papers (2-3 pages). See Guidelines for Papers (below) for more specific instructions on paper expectations. *Plagiarism* will not be tolerated; see the University's "Community Rights and Responsibilities" for more information on academic expectations.

Participation: (120 points)

Daily Homework assignments. (60 points total, 2 points per day) You will need to post responses to homework assignments once or twice a week. Most homework assignments will be turned in through Canvas, but some might be completed in class.

Attendance. (60 points total, 2 points per day). Regular attendance is required and is important for completing the course successfully. If you are unable to come to class, please let me know ahead of time if possible. You are responsible for making up any work missed due to an absence. There is no Zoom option for attendance.

Your final grade will be calculated as follows:

Research papers (2)	400
Short papers (4)	350
Participation	<u>120</u>
	870 points

Guidelines For Papers

All papers must adhere to the following guidelines*:

1. They must be typed, double-spaced, and proofread with any errors neatly corrected.
2. Use 1" margins all around, use a 10- or 12-point regular (not **bold** or *italicized*) font, and number each page.
3. There is no need for a separate title page; however, you must use a creative title at the beginning of your paper.
4. Put your name and the date in the upper right-hand corner of the first page.

Late Papers: All papers must be turned in on the day assigned; however, a *late paper* may be accepted if you work out a reasonable plan of completion with me. There is no guarantee that late papers will be returned to you before the end of the semester.

* Failure to follow these guidelines may affect your grade.

Semester Calendar

(**Short papers**; **Research Papers**; chapter #s refer to *Practical Argument*. Schedule subject to change.)

<p><i>Part 1 – Question Authority: Developing a Healthy Skepticism of Conventional Wisdom</i></p> <p>Jan 24: Course introduction—Conventional Wisdom Jan 26: Using reliable sources—chapter 12 Jan 31: Using sources reliably—chapters 9, 10, MLA Feb 2: Using sources reliably—chapter 11 Feb 7: Writing effective sentences</p> <p style="text-align: center;">Seven Sentence Essay (50 pts)</p> <p><i>Part 2 – Trust but Verify: Evaluating Sources Critically</i></p> <p>Feb 9: Intro Unconventional Opinion Analysis Feb 14: Criteria for Evaluating sources—chapter 8 Feb 16: Understanding pseudoscience and conspiracy theories Feb 21: Popular sources Feb 23: Scholarly sources Feb 28: Using sources reliably—APA</p> <p style="text-align: center;">Unconventional Opinion Analysis (200 pts)</p> <p><i>Part 3 – Writing is Rewriting: Expanding Arguments</i></p> <p>Mar 2: Argumentation and Reasoning—chapter 5 Mar 7: Logical Fallacies—chapter 5 Mar 9: Argument maps Mar 14: Thesis statements Mar 16: Organization—chapter 1</p> <p style="text-align: center;">Revision: Conventional Wisdom (200 pts)</p>	<p style="text-align: center;">SPRING BREAK – Mar 21-23</p> <p><i>Part 4 – Design Your Own Primary Research Project</i></p> <p>Mar 28: Introduce primary research project Mar 30: Preliminary research question Apr 4: Primary/Secondary sources Apr 6: Proposal planning</p> <p style="text-align: center;">Research Proposal (50 pts)</p> <p>Apr 11: Working with archives, texts, data Apr 13: Designing surveys, interviews, experiments Apr 18: Bring secondary source(s) Apr 20: Analyzing results Apr 25: Logistics, ethics Apr 27: Primary research strategic outlines May 2: Individual conferences May 4: Individual conferences May 9: Draft Workshop May 11: Final exam prep</p> <p style="text-align: center;">Primary Research Final Report (200 pts)</p> <p>Final: Reflective Essay (50 pts) (Section 2) Thur., May 18, 10:15am-12:15pm (Section 3) Mon., May 15, 12:30-2:30pm (Section 17) Tues., May 16, 8-10 am</p>
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Learning Outcomes, <i>English 202: Academic Writing and Research</i>		By the end of the course, students will be able to:
Reading	<ul style="list-style-type: none"> • Apply critical thinking to analyzing arguments in both scholarly and popular sources with emphasis on persuasive strategies • Describe the audience, purpose, and genre of a piece of writing, and evaluate author’s choices within that situation and genre 	
Writing	<ul style="list-style-type: none"> • Use persuasive strategies and evidence to write effective arguments, adapting content, form, and style to various audiences, purposes, genres, and situations • Use techniques to effectively edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre 	
Process	<ul style="list-style-type: none"> • Independently select and use effective and appropriate research, writing, and note-taking strategies • Self-assess individual writing and research strengths and weaknesses to develop effective strategies that can be transferred • Conduct research as a process of inquiry by posing a question, reviewing sources, and synthesizing information to arrive at a claim • 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 	
Information Literacy/ Research	<ul style="list-style-type: none"> • Use library resources and internet searches effectively to locate potential sources, including scholarly ones • Assess the relevance, reliability, authority, and bias of potential sources • Use sources purposefully and ethically in their writing • Recognize and use discipline-specific guidelines to document sources 	