

**ENGL 202 – Sophomore English
UW Stevens Point at Marshfield
Spring 2022**

Credit Hours: 3 credits

Prerequisites: ENGL 101 or equivalent

Section: 105 MWF 1:00-1:50 p.m. via Zoom

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A composition course focusing on analytical reading and writing and the methods of inquiry common to various academic disciplines. Students will write frequently in and out of class, using suitable sources of information and appropriate documentation methods.

Learning Outcomes

After taking ENGL 202, students should achieve 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.

Required Texts:

This course has no physical textbook. All course materials are available through the course Canvas website.

Grading Scale

<u>Assignment</u>	<u>Points</u>	<u>Total Points</u>	<u>Final Grade</u>
Essay 1	200	934-1000	A
Essay 2	200	900-933	A-
Essay 3	200	867-899	B+
Essay 4	200	834-866	B
Writing Assignments	100	800-833	B-
Final Exam	<u>100</u>	767-799	C+
	1000	734-766	C
		700-733	C-
		667-699	D+
		666-600	D
		< 600	F

Course Completion

In order to receive a passing grade for the course all assignments must be turned in, but turning in all assignments does not guarantee a passing grade.

Attendance and Late Work

If you know you will be absent on a given day, you must notify the instructor in advance. In the event of a last-minute emergency, be sure to notify your instructor **before class meets** if you will be unable to attend. Late essays will be subject to penalties at the instructor's discretion. Should you be unable to complete the course, please formally withdraw by the drop date, **Friday, April 8**. I cannot drop you from the course, and if you do not withdraw I will have to give you a performance grade (i.e., an F).

Reading and Major Assignment Schedule – ENGL 202

Note: Assignments are due on the dates listed. Students are expected to do the required readings in advance of class. All course readings are available in Canvas.

- 1/24 Introduction, Orientation, Canvas website
- 1/26 Rose, “Is Saving Legal?”
- 1/28 Carrol, “Backpacks vs. Briefcases” (pp. 45-49)
- 1/31 Carrol, “Backpacks vs. Briefcases” (pp. 50-55)
- 2/2 Casselman, “Shut Up About Harvard”; Marcus, “More high school grads than ever are going to college, but 1 in 5 will quit”
- 2/4 Carrol, “Backpacks vs. Briefcases” (pp. 55-57); Essay 1 (Analysis) Handout
- 2/7 Developing summaries for Essay 1
- 2/9 **Topic Choice and Summary for Essay 1 (Analysis) Due**
- 2/11 Developing Essay 1
- 2/14 **Rough Draft of Essay 1 (Analysis) Due**
- 2/16 Workshop Day for Essay 1 (MLA Documentation)
- 2/18 **Revised Rough Draft of Essay 1 (Analysis) Due**
- 2/21 **Essay 1 (Analysis) Due**; Zinczenko, “Don’t Blame the Eater”
- 2/23 Eighner, “On Dumpster Diving”
- 2/25 Gay, “I Once Was Miss America”; Essay 2 (Personal Focus) Handout
- 2/28 **Topics for Essay 2 (Personal Focus) Due**
- 3/2 McKinney Maddelena, “I need you to say “I”: Why First Person Is Important in College Writing”
- 3/4 **Source Evaluations for Essay 2 (Personal Focus) Due**
- 3/7 **Rough Draft of Essay 2 (Personal Focus) Due**
- 3/9 Workshop Day for Essay 2
- 3/11 **Revised Rough Draft of Essay 2 (Personal Focus) Due**
- 3/14 **Essay 2 (Personal Focus) Due**; Miller, “I’m still here: back online after a year without the internet”
- 3/16 Tulane et al. “An A in Their Social Lives, but an F in School: Adolescent Perceptions of Texting in School”
- 3/18 Purdy, “Wikipedia Is Good for You!?”; Essay 3 (Communication and Technology) Handout
- 3/21 **Topics for Essay 3 (Communication and Technology) Due**
- 3/23 Stedman, “Annoying Ways People Use Sources”; Beatty, “Counterarguments”
- 3/25 *NO CLASS*
- 3/28 **Annotated Bibliography for Essay 3 (Communication and Technology) Due**; Graff and Birkenstein, “Metacommentary”
- 3/30 Developing Essay 3 (support and response strategies)
- 4/1 **Rough Draft of Essay 3 (Communication and Technology) Due**
- 4/4 Workshop Day for Essay 3 (metacommentary tactics and MLA documentation)
- 4/6 **Revised Rough Draft of Essay 3 (Communication and Technology) Due**
- 4/8 **Essay 3 (Communication and Technology) Due**; Introduction to Intellectual Property (IP)
- 4/11 IP Readings
- 4/13 Discussion of Essay 4 topics
- 4/15 *NO CLASS*
- 4/18 *NO CLASS*
- 4/20 **Topics for Essay 4 (Intellectual Property) Due**; Researching Essay 4
- 4/22 Gagich, “An Introduction to and Strategies for Multimodal Composing”
- 4/25 Developing Essay 4
- 4/27 **Annotated Bibliography for Essay 4 (Intellectual Property) Due**
- 4/29 Workshop Day on Essay 4 (Multimodal elements)
- 5/2 **Rough Draft of Essay 4 (Intellectual Property) Due**
- 5/4 Workshop Day on Essay 4 (Argument strategies)
- 5/6 **Revised Rough Draft of Essay 4 (Intellectual Property) Due**
- 5/9 Workshop Day on Essay 4 (Editing and documentation)
- 5/11 **Essay 4 (Intellectual Property) Due**
- 5/13 **All Remaining Work Due; Final Exam Due**; Course Review