

English 202-12
Sophomore English
University of Wisconsin, SP, Fall 2021

Professor: G. Christopher Williams

Office: CCC 423

Office Hours: By appointment on Zoom

Office Phone: 346-2769

E-mail: cwilliam@uwsp.edu

Class Time: 6:30PM-9:00PM T

Classroom: CCC 206

Catalogue Description: Analytical reading and writing and the methods of inquiry common to various academic disciplines. Write frequently in and out of class, using suitable sources of information and appropriate methods of documentation.

Course Goals and Objectives:

The *primary goal* of this course is to learn how to write college-level research and argumentative essays. This goal will be met through readings and writings that allow us to critique examples of argumentative writing and to practice and master research and argumentation skills.

A *secondary goal* of the course is to develop critical reading skills. This goal will be accomplished through the reading and discussion of essays from the humanities, social sciences, and natural sciences.

A *third goal* is to enhance students' library and electronic research skills. These skills will be improved through library research, using the on-line catalog and the internet as appropriate.

Textbooks:

The primary textbook for this course will be Robert K. Miller, The Informed Argument: A Multidisciplinary Reader and Guide, 5th ed. Fort Worth: Harcourt Brace, 1998.

Additionally, you should be familiar with these two URLs for additional readings:

<http://www.salon.com>

<http://www.popmatters.com>



Grading Formula:

Evaluative Paper		100 pts.
Analysis of an advertisement		100 pts.
Argument paper		100 pts.
An Argumentative Research essay		400 pts.
Thesis proposal	25	
Bibliography (MLA format required)	100	
Rough Draft	50	
Final draft with Works Cited page	200	
Oral report	25	
In class writing		50-100 pts.
Attendance points		50 pts.

Grading Scale:

93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+
73-76% = C
70-72% = C-
67-69% = D+
63-66% = D
60-62% = D-
59% and below = F

Description of Assignments:

(NOTE: All papers will have an element of revision necessary to complete the assignment. These portions of the assignment will be announced. Final papers should be turned in with all earlier drafts of the paper. Final drafts alone will not be accepted, nor will 2 identical papers turned in as a “rough” and “final” draft.)

1. *Evaluation.* Keeping in mind our discussions of logic, authority, and persuasiveness, write a **two to three** page paper evaluating the effectiveness of an essay. Your argument should not focus dominantly on the subject matter of the essay but the rhetoric utilized by the author.
2. *Analysis of an Advertisement.* Cut out or print out an advertisement in a current magazine, newspaper or from a website. Write a **two to three** page analysis of this advertisement, looking at some of the rhetorical techniques used to appeal to the audience in order to assess the effectiveness of the ad.
3. *Argument.* Choose two videos. Watch both and write a **three to five** page paper in which you compare or contrast a particular rhetorical approach of each one. Quote the speaker in the video, discuss body language, vocal tone, or whatever else provides evidence for your claims about how they persuade their audience. You should come to your own informed conclusion about what the relevance of comparing and/or contrasting these arguments is and you should support that conclusion with your own arguments.
4. *Argumentative research essay.* This is the most important assignment in the course and must be written in the assigned sequence. You cannot receive a grade on a later stage until you have submitted all of the work previously assigned.

To write this paper you need to do the following:

- A. **Read and take notes** in the library (both time spent in class and on your own).
- B. Formulate a **working thesis** to guide your research and writing. **The thesis must have an argumentative edge.**
- C. **Research** using both the library and the internet to obtain sources of the following types: **books, chapters from books (besides the textbook), and/or journal articles.** No general web site, magazine, or newspaper articles will count towards the minimum required sources for the bibliography or for the thesis proposal or drafts of this paper.
- D. Develop a **thesis proposal** that introduces your argument and some of the research that you will use to frame the argument and/or be opposing in your argument. This should be about **one page** in length. It should

also include **direct quotation from at least two of your sources** that you will respond to in the proposal before leading up to your own thesis.

E. Develop a **bibliography** of at least **10 secondary sources (including only the aforementioned books and journal articles)** that you are considering using for your research paper.

F. Write and submit a **5 page rough draft** of the paper **focusing on the primary source of your research** (that means that quotation of the primary source as well as descriptions of scenes, characters, etc. are the most important evidence in this draft, limit use of secondary sources in this version of the paper) with an **MLA formatted works cited page**, making sure to follow the models discussed in class. **Please note:** a works cited page is **always** a part of any research paper and includes **only** those sources cited (directly quoted or paraphrased) in the paper. The contents of this page will likely be different from what you started with on your bibliography. This draft will include at least **two secondary sources** in at least the introduction. However, the dominant focus of the body should be on your **primary source(s)**. Include a **works cited page**.

G. **Revise and expand** the rough draft to **8-10 pages** using at least **five secondary sources of a scholarly nature** to help you create a framework for your own argument about your primary source or to provide some idea of what you are arguing against. Develop this based on feedback from on your rough draft and, again, using any additional helpful secondary research sources.

H. Present an **oral report** (of about five minutes) to the class on your research and findings. You should not read from the paper, but summarize your thesis and argument and any additional thoughts you have on the research process and your experience completing the paper. Be prepared to answer questions concerning your paper as well.

I. Turn in a **final draft** (8-10 pages) with a **works cited page** (not included in page count).

Classroom Regulations:

1. **Attendance.** Attendance is taken at each class. You are allowed **ONE** absence without penalty. Save it for days when you need it. Any absence following the first may result in loss of up to 50 attendance points and lost points for daily work. In addition to attendance, these 50 points are also considered participation points. As long as you attend and contribute to discussion regularly, these points are yours. Plan on coming **prepared** to discuss and debate the readings. Additionally, plan on leaving your electronic devices off during class time. Texting throughout a class, for example, is not being present and participating in a class.

2. **Make-up work and late papers.** Daily work and papers **cannot** be made up. If you do not attend a class and miss a daily writing, **you will receive no points for that assignment** regardless of the reason that you missed the class. Missing one or two of these writings will probably have no significant effect on your final grade, but missing many of them can. Therefore, regular attendance is encouraged. Likewise, late papers will not be accepted. (Note to commuters: exceptions may be made for severe or inclement weather conditions that create unsafe driving conditions)

3. **Paper specifications.** All papers must be word processed and double-spaced in a 12-point readable font with standard one-inch margins. Identifying information (your name, instructor, class and--most importantly--section number, and date) should be typed in the upper left hand of the first page. The title should be centered and correctly capitalized, and the paper stapled or paper clipped together. (**Invest in a stapler or paper clips. I don't bring one with me to class**). Special formatting instructions for the research paper will be provided. Avoid cover sheets.

4. **Plagiarism.** Students in this course are responsible for reading and understanding the University's policies on plagiarism. While inadvertent plagiarism can be easily corrected, intentional plagiarism is a serious academic offense with potentially grave consequences. With the rise of internet usage, incidents of plagiarism have risen. At the same time, internet tools have made plagiarism easier to identify. Don't take chances. Do your own work.

Many people do not understand what plagiarism is. The simple definition is this: **plagiarism is using someone else's words or ideas without properly documenting that the words or ideas belong to that original author.** If you are uncertain whether you may be plagiarizing, please **ask me** what is appropriate. We are here to learn and asking questions ahead of time is always welcome and helpful.

5. **Schedule.** The following schedule **is subject to change at my discretion.** If you have been absent, please make sure to check with your fellow students regarding possible schedule changes for the next day that you will be attending. While you may have been absent, you are still responsible for being prepared for class when you return.

6. **Students With Special Needs.** If there is anything I can do to help you to make the best of your opportunities in higher education, please let me know. If you have any or need any special equipment that would aid you in pursuing your interests in the course, I will do my best to help.

1- Week of Aug. 29	No class
2 - Week of Sept. 5	Introduction to the Syllabus & In Class Writing
3 - Week of Sept. 12	Plagiarism (68-70) Introduction to argument (1-12) & Definitions (12-16) Paul (165-170) Marvell (handout)
4 - Week of Sept. 19	Inductive and Deductive Reasoning (16-35) Jefferson (303-307) Logical Fallacies (40-46)
5 - Week of Sept. 26	King (333-346) Discuss Evaluative Paper
6 – Week of Oct. 3	Evaluative Paper due Analyzing advertisements (47-52)
7 – Week of Oct. 10	More Advertisement Analysis Discuss Analysis Paper Hitler (320-326)
8 - Week of Oct. 17	Analysis Paper Due Discuss Argument Paper
9 - Week of Oct. 24	Overview of Research Process--Topics, Thesis & Outline discussion Documentation (70-88) & Internet Resources Sign up for conferences/reports
10 - Week of Oct. 31	Argument Paper Due Sanger (314-19)
11 - Week of Nov. 7	A Topic Question and Primary Source(s) should be chosen by this date Library Orientation Library Work
12 - Week of Nov. 14	Research workshop and conferences Thesis Proposal due/ Bibliography due
13 - Week of Nov. 21	Research workshop and conferences Thesis Proposal due/ Bibliography due
14 - Week of Nov. 28	Rough Draft with Works Cited page due Oral Reports
15 - Week of Dec. 5	Oral Reports