

**ENGLISH 202 – Sophomore English**  
Spring 2018

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Professor:	Lauren Gantz
Meeting Times:	MWF in CCC 207 11:00-11:50AM
Email:	lgantz@uwsp.edu
Office:	CCC 428
Office Hours:	M 2:00PM-3:00PM, T 2:00-3:30PM, by appointment

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## **COURSE DESCRIPTION**

English 202 is part of the Foundation Level of the General Education Program at UWSP, providing a foundation for all the reading and writing students will do in college—and beyond. Because it is impossible to prepare specifically for every kind of task that may lie in a person’s future, our emphasis is on expanding your “toolkit” of skills and strategies that can be used in a variety of situations. This course will give you a better sense of what may be expected of you in argumentative writing assignments and help you develop the flexibility and confidence to adapt to the varied writing tasks you will undertake in the future.

Both English 101 and 202 develop students’ ability to read and think carefully, critically, and clearly. English 202 emphasizes persuasive writing and working with sources. By the time you finish the two-course composition sequence, you should be able to:

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

Beyond these goals, I will also encourage you to grow in other ways. In particular, I will ask you to understand writing as a collaborative and ongoing process—one that involves multiple phases of brainstorming, feedback, and revision—rather than an isolated and finite task. I will also ask you to become aware of your own habits of thinking and writing, and to develop your own set of best practices for writing. This kind of self-knowledge will be important not only to your success in this class, but to your success in college and beyond.

## **TEXTS**

*Rental:* Laurie G. Kirszner and Stephen R. Mandell. *Practical Argument: A Text and Anthology* (2<sup>nd</sup> edition).

*Purchase:* Diana Hacker and Nancy Sommers. *Rules for Writers* (8<sup>th</sup> edition).

*Supplies:* You should have a *folder* (any style) in which you will turn in materials (drafts, feedback, etc.) associated with each project. You will also need a *stapler* or a supply of *paperclips*. In addition, I’d recommend getting a good dictionary (in print or electronic form).

## ABSENCE AND LATENESS POLICY

You will be given **two free absences** for the semester. Absences beyond those two—for any reason other than religious observance—will impact your participation grade for the semester (see grading criteria for explanation). Please ensure you arrive to class on time; **three tardies will count as an absence, and if you are more than ten minutes late, you will be marked as absent for the meeting.**

If you have to miss class, you will still be responsible for turning in all assignments due on the date of your absence, and for completing the assigned course readings. I would also advise contacting a classmate for notes. Do not email me asking, [“Did I miss anything?”](#) The answer will always be, “Yes.”

## RELIGIOUS HOLY DAYS

By UWSP policy, you must notify me of a pending absence due to a religious holy day within the first three weeks of class. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work.

## STATEMENT ON ACADEMIC HONESTY

The assignments in this class will require the use of sources. When you use sources in a writing assignment, you **must** cite them. MLA citation style is preferable, but use any format with which you are familiar. Please refer to *Rules for Writers* if you need guidance on citation style. The use of an unacknowledged source will result, *at minimum*, in your being required to redo the assignment for reduced credit. Depending on the nature and extent of the misuse, such behavior may result in a zero for the assignment or an automatic F for the course. If you are unsure how to cite a source properly, you are welcome to ask me. Other forms of academic dishonesty, such as purchasing work, copying the work of classmates, etc., will also result in a major course penalty, including possible failure of the course. A report may also be submitted to the Dean of Students. For more information about UWSP’s policies regarding academic misconduct, see: <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

## EMAIL

Your UWSP email account is the university’s standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole or individual students; I will routinely use the course home page in D2L for reminders and announcements.

Be advised that while I do check my email regularly throughout the week and on weekends, I only read and respond to messages between 7AM-7PM. If you need to contact me, please do so during those hours unless it’s an emergency.

## TECHNOLOGY POLICY

Computers and tablets can be used for taking or referring to notes, checking D2L, or accessing class readings, *if* you can resist their temptations. However, if you are found using these devices for purposes unrelated to our class, I will ask you to turn them off and put them away. Repeated issues

may result in a ban on such devices for the entire class. Stay on task, and be considerate of my time and your classmates' time.

Cellphones should be put away, and turned off or silenced. Refusal to comply with this policy will result in the student being asked to leave the classroom.

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a disability and need accommodations for this course, please contact the Office of Disability Services. Call 715-346-3365, email [dissv@uwsp.edu](mailto:dissv@uwsp.edu), or visit the Office in room 609 of the Learning Resource Center.

## SAFE SPACE POLICY

We are all required to be respectful of each other's identities and opinions. There will be zero tolerance for slurs, derogatory language, harassment, or belittlement of ideas. If you need clarification, please refer to UWSP's Community Rights and Responsibilities Handbook (<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>). As a general rule, however, use common sense and treat others as you wish to be treated. If you feel troubled or unsafe in any class discussion, please speak to me immediately so that we can resolve the problem.

## ASSESSMENT

UWSP regularly assesses the General Education Program (including this course) to ensure that we are providing you with the best education we can. As part of this effort, samples of student work may be shared, anonymously, with a small group of faculty members. If you have any questions about the assessment process or concerns about how your work may be used, please come talk with me.

## GRADING AND REQUIREMENTS

**Reading and preparation for class:** For all class meetings, there will be assigned readings with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, *before class* is necessary preparation for you to be able to participate fully in, and benefit from, the class meeting. You should also take some notes on your observations and reactions. I may call on individual students orally, have you write briefly about the reading early in class, or give a brief reading quiz as a way to check preparation and begin discussion.

**Attendance and participation:** You should attend class regularly and participate to the best of your ability. Class activities will include discussion, workshops, informal writings, and peer review. See page five for grading criteria.

**Informal writing assignments:** You will have a number of informal, low-stakes writing assignments throughout the semester. These are designed to help you reflect on readings, explore ideas, generate material for papers, give each other feedback, and reflect on what you have learned. Prompts for these assignments will be posted on D2L. All informal writing should be turned in as part of the final submission for each project and will contribute part of the grade for that assignment.

as specified on the assignment sheet.

**Formal writing assignments:** Formal writing assignments will include three essays and four research summaries. Details about these assignments, including grading criteria, will be provided in handouts, posted on D2L, and discussed in class. The final draft of each essay should be submitted electronically to D2L, while all other materials associated with that project should be submitted in a folder at the beginning of class. Each assignment will list all the documents that should be included in the assignment portfolio and how much of that unit's grade each item is worth.

**Group peer review:** All essays must go through the peer review process—I will not accept projects that haven't been peer reviewed. If you have to miss class on a peer review day, or do not have your draft completed in time for peer review, it is *your responsibility* to find a classmate to review your paper on his/her own time. On peer review days, you must bring a *completed* draft of your essay. If you do not have a completed draft, you will be sent home and counted absent for that class period.

For each workshop, you will complete a questionnaire that will be turned in for points credited. The quality of your answers to those questions will be used to determine your grade for the workshop—simple yes/no answers are unlikely to receive full credit. Take your time. Offer your classmates thorough, constructive, and thoughtful advice about how to improve their writing.

**Revision:** You will have the opportunity to revise two of your three essays at the end of the semester. Your original grade and your revision grade will be averaged in order to determine your final score for that project. Details about revision expectations and deadlines will be included on the assignment sheets for each project.

**Your grades will be determined using the following rubric:**

Argument Map	15%
Rhetorical Analysis	20%
Argumentative Essay	30%
Research Summaries and informal writing assignments	20%
Participation	10%
Oral Presentations	5%

There will be no midterm or final exam in this class. I will be using the plus/minus system for final grades. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000 through 83.999.

A = 93-100    A- = 90-92    B+ = 87-89    B = 84-86    B- = 80-83    C+ = 77-79    C = 74-76  
 C- = 70-73    D+ = 67-69    D = 64-66    D- = 60-63    F = 0-60

## Criteria for Participation

	<b>Ideal</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Attendance	Is present for the entirety of each class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 85% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 15% of the time, or less often but without explanation.
Preparation	Always gives evidence of preparation when called on.	Gives evidence of preparation when called on at least 85% of the time.	Gives evidence of being unprepared more than 15% of the time.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Attends to something other than class activities (e.g. texting, Facebook, studying for another class).
Quality of Contributions	Makes comments that stand out for the level of careful thought they demonstrate about the material and the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions, are irrelevant, or otherwise tend to derail the conversation.
Classroom Community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect.

## SUBMISSION REQUIREMENTS AND LATE WORK:

**Take-home assignments:** In order to pass the course, you must complete every assignment. Take-home assignments are due *by the beginning of class* on the due date.

Late take-home assignments will lose a letter grade **for each calendar day (note: not each class day)** they are late. Extensions are negotiable: if, knowing your own academic schedule and obligations, you anticipate needing more time for an assignment, you must speak with me in person **at least two calendar days before the assignment is due.** Together we will arrive on a later due date that must fit into the syllabus (i.e., the new due date must precede any other due dates for the unit). I will hold you to that new due date and deduct points if you miss it. Do not e-mail me the day before something is due to ask for an extension; I will refuse. Plan ahead.

You must build in time for possible technological failure ("my computer crashed") or contingency ("I left my flash drive with my paper on it at home"). Late work is late, regardless of circumstance.

**In-class assignments and activities:** In-class work (quizzes, essays, etc.) can **only** be made up under extraordinary, unavoidable circumstances. You must provide me with documentation of the reason for your absence.

## OTHER USEFUL INFORMATION

Copies of all course documents and additional resources will be available in **Desire2Learn**.

The **Tutoring-Learning Center**, located in the basement of the library (Room 018), can provide help with writing and many other skills you will need to succeed in college. Their regular hours are Monday – Thursday 9:00am – 8:00pm, Friday 9:00AM – 1:00PM. Appointments are recommended but not required. Phone 715-346-3568 or email [tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu).

## COURSE SCHEDULE

*\*Subject to change at instructor's discretion*

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<b>M 1/22</b>	Introduction to the Course
<b>W 1/24</b>	<b>Questionnaire Due</b> Writing as Conversation <i>Reading:</i> “An Introduction to Argument” and “The Four Pillars of Argument” from <i>Practical Argument</i> (pgs. 3-23)
<b>F 1/26</b>	Introduction to Unit I: Mapping Arguments Identifying controversies for research <i>Reading:</i> Pharinet, “Is College for Everyone?” and Marshall Fitz, “Myth vs. Fact: The DREAM Act” from <i>Practical Argument</i> (pgs. 680-83 and pgs. 748-53)
<b>M 1/29</b>	Topic Proposals and Conducting Research <i>Writing:</i> Informal Writing #1 (D2L) <i>Reading:</i> “Finding and Evaluating Sources” from <i>Practical Argument</i> (pgs. 275-96)
<b>W 1/31</b>	<b>Topic Proposal Due</b> Distinguishing Opinion Sources from Informative Sources Narrowing Your Topic
<b>F 2/2</b>	<b>LIBRARY INSTRUCTION DAY (Meet in ALB 316)</b> <b>Due by midnight:</b> Research Log #1 (D2L)
<b>M 2/5</b>	Practice Research Summaries – Effective Quotations and Paraphrasing <i>Reading:</i> “Summarizing, Paraphrasing, Quoting, and Synthesizing Sources” from <i>Practical Argument</i> (pgs. 313-27)
<b>W 2/7</b>	MLA Style in a Nutshell <i>Reading:</i> “Documenting Sources: MLA” (pgs. 329-49) and “Avoiding Plagiarism” (pgs. 351-56) from <i>Practical Argument</i>

- F 2/9**            **Research Summary 1 Due**  
 Writing Workshop: Finding a Thesis for Argument Maps  
*Reading:* “Drafting a Thesis Statement” from *Practical Argument* (pg. 246)  
**Due by midnight:** Research Log #2 (D2L)
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- M 2/12**            De-briefing about Research Summary 1  
*Writing:* Research Log #3 (D2L)
- W 2/14**            **Research Summary 2 Due**  
 Writing Workshop: Outlining and Drafting Argument Maps  
*Reading:* “Thinking about Your Topic” from *Practical Argument* (pgs. 243-45)
- F 2/16**            **Research Summary 3 Due**  
 Aims and Procedures of Peer Review: Example Argument Maps
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- M 2/19**            **PEER REVIEW**
- W 2/21**            Revision Workshop  
 Visit from Tutoring and Learning Center  
*Reading:* “Revising Your Essay” and “Polishing Your Essay” from *Practical Argument* (pgs. 261-67)
- F 2/23**            **Individual Conferences**
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- M 2/26**            **Argument Maps Due**  
 Introduction to Unit II: Rhetorical Analysis  
*Reading:* “What is a Rhetorical Analysis?” and “Considering the Rhetorical Situation” from *Practical Argument* (pgs. 89-97)
- W 2/28**            Situated and Constructed Ethos  
*Writing:* Informal Writing #2 (D2L)  
*Reading:* “Considering the Means of Persuasion” from *Practical Argument* (pgs. 97-98)
- F 3/2**            Pathos  
 Discussion of Research Summary 4  
*Writing:* Informal Writing #3 (D2L)  
*Reading:* “Considering the Writer’s Rhetorical Strategies,” “Assessing the Argument,” and “Sample Rhetorical Analysis” from *Practical Argument* (pgs. 98-106)
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- M 3/5**            Logos and Warrants  
*Writing:* Research Log #4 (D2L)  
*Reading:* Selections from “Understanding Logic and Recognizing Logical Fallacies” from *Practical Argument* (pgs. 113-23 and pgs. 126-134)
- W 3/7**            **Research Summary 4 Due**  
 Logical Fallacies  
*Reading:* “Recognizing Logical Fallacies” from *Practical Argument* (pgs. 137-49)

F 3/9	Kairos and Context
M 3/12	Writing Workshop: Thesis Statements for Rhetorical Analysis
W 3/14	Writing Workshop: Outlining and Drafting Rhetorical Analysis
F 3/16	Assessing Example Rhetorical Analyses
M 3/19	<b>PEER REVIEW</b>
W 3/21	<b>LAB DAY (Meet in CCC 307)</b>
F 3/23	<b>Individual Conferences</b>
M 3/26	<b>SPRING BREAK</b>
W 3/28	<b>SPRING BREAK</b>
F 3/30	<b>SPRING BREAK</b>
M 4/2	<b>Rhetorical Analysis Due</b> Introduction to Unit III: Composing an Argument <i>Reading:</i> “Understanding Your Audience” and “Establishing Credibility” from <i>Practical Argument</i> (pgs. 247-48 and 255-57)
W 4/4	Choosing an Audience <i>Writing:</i> Informal Writing #4 (D2L)
F 4/6	Choosing a Genre <i>Writing:</i> Informal Writing #5
M 4/9	Choosing Argumentative Strategies: Rogerian Argument <i>Writing:</i> Informal Writing #6 (D2L) <i>Reading:</i> “Understanding Rogerian Argument,” “Structuring Rogerian Argument,” and “Writing Rogerian Arguments” from <i>Practical Argument</i> (pgs. 185-93)
W 4/11	Choosing Argumentative Strategies: Toulmin Logic <i>Writing:</i> Informal Writing #7 (D2L) <i>Reading:</i> “Understanding Toulmin Logic,” “Constructing Toulmin Arguments,” and “Writing Toulmin Arguments” from <i>Practical Argument</i> (pgs. 193-99)
F 4/13	Successful Rebuttals
M 4/16	Writing Workshop: Thesis Statements for Argumentative Essays
W 4/18	Writing Workshop: Outline for Argumentative Essays
F 4/20	Assessing Example Argumentative Essays



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<b>M 4/23</b>	<b>PEER REVIEW</b>
<b>W 4/25</b>	<b>Individual Conferences</b>
<b>F 4/27</b>	<b>LAB DAY (Meet in CCC 307)</b>

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<b>M 4/30</b>	<b>Argumentative Essay Due</b> Introduction to Oral Presentations <i>Reading:</i> “Understanding Oral Arguments,” “Planning an Oral Argument,” “Delivering Oral Arguments,” and “Composing an Oral Argument” from <i>Practical Argument</i> (pgs. 199-212)
<b>W 5/2</b>	Designing Visual Aids and Using Visual Rhetoric <i>Reading:</i> Selections from “Decoding Visual Arguments” from <i>Practical Argument</i> (pgs. 75-86)
<b>F 5/4</b>	Small Group Practice of Oral Presentations

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<b>M 5/7</b>	<b>Oral Presentations</b>
<b>W 5/9</b>	<b>Oral Presentations</b>
<b>F 5/11</b>	<b>Oral Presentations</b>

**Revision Portfolios Due:**

**Monday, May 14<sup>th</sup> by 10:00 AM**