

Engl 202-16 *Spring 18*  
**Sophomore Composition (Research Writing)**  
**(GEP: WC; GDR: ENGL)**  
(This syllabus is subject to change.)

Instructor: Tomoko Kuribayashi, Ph.D.  
Class Location: CCC 106  
Class Time: TR 1230-1345  
Office Location: CCC 430  
Office Hours: TR 1400-1450, W 1430-1520 (not on 1/24, 2/14, 3/14, 4/11, or 5/9), and by  
appointment  
Office Phone Number: 715-346-4348  
E-mail Address: tkuribay@uwsp.edu

### **Course Description**

What skills are needed to write a good research paper? They are various and many: selecting an appropriate subject and scope for the paper, conducting research on the chosen subject, evaluating and documenting the sources found, presenting a comparative summary of the information collected, constructing and presenting persuasive arguments, and supporting arguments with creditable sources. In this writing course we will try to address each of those areas as much as time allows. We will also spend a considerable amount of time on research and documentation workshops and sessions, whether in the classroom or in the library. There will be a fair amount of group work, especially related to critiquing of essay drafts, as well as discussion of readings and some practical writing exercises.

This section of Engl 202 has the subject focus on Gender and LGBTQ, and all topics for research papers in this course are to be related to Gender and LGBTQ concerns. There will be a series of required readings that will help you become familiar with Gender and LGBTQ topics and issues. This particular section of Engl 202 can be used as an elective course for UWSP's Women's and Gender Studies Minor.

### **Course Objectives**

At the end of this semester, you should have acquired and/or improved many of the skills indispensable to research writing. You should feel confident that you can write coherent, well-balanced, and persuasive research papers accompanied by correctly formatted documentation. In addition, you will be able to explain and apply some concepts and ways of thinking that are important to women's, gender and LGBTQ studies.

## **GEP Learning Outcomes (Written Communication)**

Upon completing this requirement, students will be able to

1. 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; and
2. Apply their understanding of elements that shape successful writing to critique and improve their own and others' writing through effective and useful feedback.

## **Textbooks**

Laurie G. Kirszner and Stephen R. Mandell. *Practical Argument*. Second Edition. Bedford/St. Martin's. (Text Rental)

Diana Hacker. *Rules for Writers*. Eighth Edition. Bedford/St. Martin's. (Purchase)\*

There will also be a number of readings that you will be asked to print out or bring to class on an electronic device.

\*This is the newest edition available with 2016 updates on the MLA documentation format. If you have an older edition from your Engl 101 or another writing course, you may still be able to use it with some additional information made available to you on D2L.

## **Major Assignments**

1. Literature Review (750 words or longer plus works cited list)
2. Argumentative Essay (1350 words or longer plus works cited list)

## **Final Grade Break-Down**

Literature Review	approx. 20 %
Literature Review Works Cited List	approx. 5 %
Argumentative Essay	approx. 45 %
Works Cited List for Argumentative Essay	approx. 10 %
Group Work (Mostly Feedback on Drafts)	approx. 10 %
Homework (D2L Submissions)	approx. 10 %*

\*This percentage may be reduced to 5% if the writing assigned is much less than anticipated at the beginning of the semester. If that should happen, the rest of the percentage (5%) will be added to either the literature review and/or the argumentative essay.

Please read the info on attendance below, for possible effects of absences on your final grade.

## Responsibilities and Assessment Info

\*Regular **attendance** is required. The first two absences are excused, after which each absence, unless for illness or some other emergency and explicitly excused by the instructor, will lower your final grade by half a letter grade. For example, missing a total of four class meetings will lower your final grade by one letter grade, and missing a total of six classes will lower your final grade by two letter grades. Coming to class late or leaving early will be considered partial absence. This applies also to library workshops and computer lab sessions. You are strongly encouraged to inform the instructor of reasons for your absences.

\*There will be a fair amount of **homework**, mostly based on the assigned readings and/or related to upcoming essay assignments. In a typical semester, there are ten to sixteen sets of writing to be completed, usually due at class time. You will be asked to submit the writing on D2L or to bring a printout to class (or both on some occasions). You also will be asked to submit the draft and revision of each essay assignment on D2L, and at least the draft will be evaluated in terms of its length and quality as part of the homework grade. This semester, the homework will be an official part of the final grade, comprising about 10% of the grade. (It is possible that the percentage will be lowered to 5%. See above under "Final Grade Break-Down.") Homework that is not submitted at all or submitted late, as well as homework that is only partially completed or not well executed, will affect your homework grade.

\* I do appreciate **active class participation**, and think it fair that whoever contributes to class discussions regularly and helpfully should be given additional points toward a better final grade. For example, if your final grade comes to 3.45 (which normally corresponds to the grade of B+) but you have actively and constructively participated in class, you may receive the grade of A-.

\*An important part of this course is **group work**! You will give oral and written critiques to the other members of your group. Write extensive comments on your copy of each member's draft and return the copy to the author on the day of the group conference so that the author can use your suggestions in revising the essay. Critique both the writing and content of the essay, as well as the format of in-text citations and works cited list, and give concrete suggestions. There will also be feedback forms specifically designed for each longer assignment, which you will have to fill in and give to the author. I plan to ask your group members officially (i.e., by filling a questionnaire towards the end of the semester) to evaluate your group participation. You are also expected to contribute to class and small group discussions. If you miss a conference meeting (or a group presentation if any is requested), your grade may be significantly affected beyond what the guidelines above suggest.

\* Perhaps needless to say, **drafts and revisions** must be typed (word-processed), double-spaced with one-inch margins. Each page should have about 300 words. You should proofread carefully to avoid spelling and typographical errors. No handwritten papers (either drafts or revisions) will be accepted.

\*Copies (or printouts) of **drafts** should be brought to class on the day they are due and handed to group members on time. Late drafts may not receive adequate feedback and can cause other difficulties.

\*In general, **late work** is not acceptable. If you anticipate difficulty with any of the deadlines, please notify your group members and the instructor (in the case of draft deadlines) or the instructor (in the case of revisions) in advance. In-class assignments usually may not be made up. Most importantly, you must try to submit your drafts on time to your group members.

\*You are much encouraged to seek feedback from one of the campus **tutors**. You can have a tutor review your essay draft before you share it with your group members or after the group conference takes place. If you go to a tutor after the group conference, you should improve your essay based on the group feedback before going to the tutor. The best time to go to a tutor is before you exchange drafts with your group or between the group conference and the submission of the revision for grading. Going to a tutor after an essay has been graded may not be as effective because I will have given you a fair amount of written feedback on the graded essay.

\*All major written assignments should be **revised** at least once (to be called First Revisions). If an essay/paper remains at the draft stage, there will be no letter grade assigned to the essay/paper.

\*You may have an opportunity to revise one of the longer essays one more time (to be called **Optional Second Revision**) to improve the grade on that assignment, if one of the following conditions has been met: you have gone to a tutor to discuss the revision of at least one of the two essays (usually before it is graded) or you have received a B+ or better grade on one (or both, depending on the situation) of the essays. For the purpose of qualifying to do the optional second revision, I may ask you to seek tutor help before an essay is graded. If appropriate, the requirement to seek tutor help may be replaced by submission of revision plans.

\*At this point I intend for the **final exam** to focus on the documentation methods. You are absolutely required to take it; missing the exam can count as an absence and may further affect your final grade negatively. If you do well on the final exam, on the other hand, it can positively affect your final grade if your final grade ends up in between two grades.

\*I may wish to use any of your essays as **sample essays** in my future courses. I may make copies of such essays before I return the originals to you or I may use the files uploaded to D2L. They will be used without your name on them, but if you would rather not have them employed that way, please let me know before the next semester begins.

\***Cell phones and other electronic devices** are not to be used during class unless they are directly related to the academic work being done. For example, you may use a tablet to review readings assigned for class discussion and/or homework, but I may ask you to get explicit permission from me in advance for such use. If you are expecting a phone call or message related to an emergency while in class, you may leave your cell phone on, but please take the call

outside the room if/when it comes in. If a cell phone or another type of electronic device is used for non-academic purposes in the classroom and it proves to be disruptive or otherwise problematic, the person using it may be asked to leave the room. In general, it is expected that phone and other electronic devices be turned off in the classroom unless they are used for explicitly academic purposes related to the ongoing class.

\*Students may not make audio, video, or photographic **recordings** of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students. (English Department Policy on Recording of Classroom Activities)

\*For information on more general, campus-wide regulations, please go to the **UWSP Community Bill of Rights and Responsibilities** document (UW-Stevens Point Rights and Responsibilities Handbook) at <http://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>. Information especially relevant to this course is presented in Chapter 14, which begins on page 11 of the document.

### Tentative Schedule

1/23	T	Introduction/ Syllabus Review/ Discussion of Subject Focus
1/25	R	Group Formation/ Discussion of the Literature Review Assignment
1/30	T	Women's Studies
2/1	R	Gender Studies
2/6	T	Gender Studies & LGBTQ History
2/8	R	Discussion of Possible Research Topics /Discussion of Chapter 8 of Rental
2/13	T	Documentation Workshop/ Discussion of Chapter 11
2/15	R	Library Workshop (ALB 316)
2/20	T	Computer Lab Session (TBA)
2/22	R	Literature Review Draft Due/ Discussion of Feedback Process and Other Relevant Issues
2/27	T	Group Conference on Literature Review Drafts

3/1	R	TBA
3/6	T	Revision of Literature Review Due (Attach All Feedback Received)/ Discussion of Argumentative Essay Assignment/ Discussion of Chapter 12
3/8	R	Discussion of Chapters 13 & 14
3/13	T	Discussion of Chapter 15 & Other Readings
3/15	R	Discussion of Chapter 16 & Other Readings
3/20	T	Discussion of Chapter 17 & Other Readings
3/22	R	Discussion of Chapters 6 & 7
<< Spring Break >>		
4/3	T	TBA
4/5	R	Library Workshop (ALB 316)
4/10	T	Computer Lab Session (TBA)
4/12	R	Computer Lab Session (TBA)
4/17	T	Argumentative Essay Draft Due/ TBA
4/19	R	Group Conference on Argumentative Essay Drafts
4/24	T	TBA
4/26	R	Argumentative Essay Revision Due (Attach All Feedback Received)
5/1	T	TBA (Optional Presentations)
5/3	R	TBA (Optional Presentations)
5/8	T	TBA (Optional Presentations)
5/10	R	TBA (Optional Presentations)
5/16	W	<b>Final Exam</b> (1015-1215) (Alternative time is 1330 on 5/14 M.)