

## ENGLISH 202 COURSE SYLLABUS

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### *Welcome to English 202 online*

The purpose of this course is to build on writing skills learned in English 101. This course emphasizes argumentation, research, critical analysis of information, and integration of correctly documented information into our writing.

We will learn to examine and write different types of well-supported arguments, how to conduct research, how to incorporate our research into our writing, properly document that research, and better communicate through writing our specific reasons to write. This will provide an essential starting point for the more specialized writing that will be required in your academic and professional careers. (Specific goals and outcomes are included on another document in this module.)

### *Course materials*

1. (Rental text) ***Practical Argument (3rd edition)***, Kirsznner and Mandell.
2. (Purchase) ***Rules for Writers*** (8<sup>th</sup> edition), Hacker.
3. (Purchase) ***They Say/I Say: The Moves that Matter in Academic Writing*** (2<sup>nd</sup> edition), Graff and Birkenstein.
4. UWSP email account that you check frequently

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### *Course Expectations*

**This course functions much like a standard classroom course** in that you will be expected to keep up with weekly textbook readings and material, meet deadlines for assignments, and participate actively in discussions online.

**This course differs from a standard classroom course** in that you can participate in class at any time of day and choose where to participate...at the library, at home in your bunny slippers, or anywhere else you have reliable Internet access...providing that you stay on schedule.

**Another characteristic of an online course** is that students are responsible for much of their own learning. In other words, my role as the instructor is to be a learning facilitator while you (the student) take

charge of your own learning process. The necessary learning resources and instructional activities will be provided so you can successfully learn, but I will not provide instruction in the form of lectures.

Successful students “stay in contact” with the course and required work rather than “checking in” periodically to see what is occurring.

That said, I will not supply information and leave you on your own. We all will be active participants in the process.

Students should expect to spend 6-12 hours per week on this course. This includes readings, viewing course content, completing homework assignments, posting to the discussion area, etc.

I will use UWSP email for communication. My email address is [lmorgan@uwsp.edu](mailto:lmorgan@uwsp.edu).

An email from our UWSP Online office that you should have received offers useful suggestions and helpful links for success in an online course. Included in the email was this link to the [student support](#) web page for online courses.

**If you'd like to meet with me, face-to-face, to discuss any aspect of the course (material, assignments, etc.),** I have regular office hours on Mondays and Wednesdays, 11:00 a.m. to 12:00 noon, in my campus office—CCC 432. We also can schedule a meeting at another time because I am on campus nearly every day.

**Because this is a course centered on improving writing skills,** any emails to me or class members are expected to be written in a professional manner. This means emails should have a clear subject line (e.g., English 202: Assignment question), a greeting (with the correct title/name), a closing, your name, and use paragraphs, punctuation, and correct grammar. Emails that do not follow these writing guidelines are not likely to receive a response.

All announcements/changes/due dates also will be posted on D2L. It is your responsibility to check our D2L site for communications and changes to the course several times a week.

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## Computer Requirements

Since this is an online course, there are hardware and software requirements to complete the course. (The first requirement, of course, is a reliable internet connection.)

### D2L Questions

For recommended operating system requirements, web browser compatibility, and other issues involving D2L, see the “Student Resources” section on the front page of D2L.

### Microsoft Word

All homework assignments must be completed in a format compatible with Turnitin.com (which essentially means Microsoft **Word** or a .pdf file) and submitted electronically via D2L. Please *do not submit work as .zip files* because they are not compatible with Turnitin.com.

### Adobe Acrobat Reader

You will need to obtain [Adobe Acrobat Reader](#), which can be downloaded free from the Internet. You will use Acrobat Reader to access some of the course material.

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## Technical Support

If you are having technical problems with D2L (such as submitting work), contact free technical support through one of the following ways:

- Phone: 715-346-4357 (HELP)
- Email: help@uwsp.edu
- Web: See the main D2L page under “Student Resources”
- Walk-in service in room 108a of Albertson Hall (library), next to Food for Thought cafe.

Any course content-related questions should be directed to Prof. Morgan.

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## Assignments and Grading

These are the assignments for the class and their associated points:

Assignment	Points
Rhetorical analysis	100
Annotated bibliography	50
Causal argument	210
Combined strategy argument	210
Peer reviews	80
Professionalism (Discussion/participation)	150
<b>Total</b>	800

**Points and letter grades:** The total course points and associated final letter grades are as follows:

Course Grade	Total Points
A	745+
A-	720-744
B+	705-719
B	665-704
B-	640-664
C+	625-639
C	585-624
C-	560-584

D+	545-559
D	505-544
F	Below 505

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## Discussions / Class Participation

This class is your opportunity to practice informal and formal writing. You will do formal writing in assignments. You will do informal writing by posting discussion responses. Participating in discussions is our way of attending class.

In an online class, each missed response is like an absence in a regular class.

### FAQs about discussions:

1. *How many prompts will there be each week?* There will generally be one prompt each week. Specific instructions will be included with the weekly “lecture notes” in the last section labeled “Tasks for the Week.” Most often, these tasks will be among members of small groups that I will set up (typically, four students per group) and you will be required to post an original response to the prompt and two responses to the postings of classmates in your group. In this way, we can develop a conversation on topics presented in class.
2. *How much are discussion responses worth?* There are 150 points allocated to Professionalism—meaning doing your work as a student in a professional manner—which will work out to about 10 points per discussion (this may not be exact because there will be a week or two without a formal discussion). These 150 points can be an easy way to bank 16% of your final grade or a way to waste 16% and get no better than a B in the class.
3. *Do I have to submit a response to every prompt?* To get the most out of the course and to receive a good Professionalism grade, you should respond to every prompt.
4. *What happens if I don't submit a response in time?* You can't make up a missed response. At the end of the week, I will close the discussion. If you didn't respond at all that week, you will lose 10 points. Any incomplete or weak responses will not receive the full 10 points.
5. *How long should my discussion response be?* I don't count words but I do consider content. I look to see if you have given serious thought to the prompt and have fully answered it. If you do this, you get full credit. But if your response is hurried and short, and doesn't relate to the prompt well, you won't get full credit. But it is better to post something than nothing at all.

**Collaboration:** Collaborative work, such as studying or discussing course assignments and materials with other class members, is highly encouraged. Students are encouraged to collaborate with each other using the D2L email, discussion, and chat tools.

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## Grammar & Spelling

Bad grammar and spelling mistakes are annoying. They tell people that you haven't taken the time to proofread. They reflect negatively on you in the classroom and beyond in your professional life.

That said, in an online class like this one where most of our correspondence is written, the occasional bad sentence construction or misspelling is understandable in discussion responses. It's very important that you communicate in this class, and you should not let your fear of mistakes get in the way. But in your formal assignments, bad grammar and spelling will be penalized.

You should know basic grammar. If you don't, thoroughly review your copy of *Rules for Writers*.

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## Late Work

This class moves fast. It's important to keep up or you'll be left behind wondering what happened. So, don't turn assignments in late.

That said, late is better than not at all. If an assignment will be late, email me in advance of the due date, to tell me your assignment will be late and when you plan to submit it. I don't need excuses. However, turning in assignments late may cost you a half grade per day on that assignment and I **will not accept assignments more than five days after the deadline** except with extenuating circumstances.

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## Plagiarism

In an effort to cut down on plagiarism, the following is an explanation of plagiarism and the consequences of committing plagiarism. I understand that most students are honest. This information is offered because I realize that unintentional plagiarism is a problem for all writers and I want to help students avoid it.

### What is Plagiarism?

In academic writing, plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging the source. ("Original" means information that is not common knowledge in our society.) This definition applies to writing that appears in print or online, to manuscripts, and to the work of other student writers.

### How Do Student Writers Commit Plagiarism?

Plagiarism usually takes several forms in university writing courses:

- Students submit papers or portions of papers that someone else has written—whether from a commercial service, a web site, or a friend—and then claim the writing as their own;
- Students get too much help from friends, relatives or tutors and claim their writing as their own;
- Students are careless about documenting sources. When they sit down to write, they cannot remember where they got their information and so neglect attribution altogether;
- Students have not learned how to properly cite sources: They do not know how to quote, how to paraphrase, or how to summarize, or they do not recognize when to document sources.

### How Can I Avoid Plagiarism?

Understand writing assignments as opportunities for genuine and rigorous inquiry and learning. Such an understanding means that:

- You do not purchase papers from commercial services or copy and paste information from a web site without citing it (this includes graphics as well as text);
- When you ask tutoring services or friends and family to read your work (as you should), you make sure

they leave all decisions about what to write and how to revise in your hands.

- You acknowledge clearly when and how you are drawing on the ideas or phrasings of others;
- You learn the conventions for citing documents and acknowledging sources.
- You consult your instructor when you are unsure about how to acknowledge the contributions of others to your thinking and writing.

## What Happens If The Professor Thinks I've Committed Plagiarism?

If there is a suspicion that you have committed plagiarism or concern that you have not mastered academic conventions for properly acknowledging your sources, first, you and I will discuss these concerns. If we can not come to a resolution, we will invite the chair of the English Department, Dr. Michael Williams, to join our discussion.

If your work falls into the category of plagiarism, one of the following actions will be taken:

- You may be asked to rewrite your paper.
- You may be assigned a grade of "F" for the assignment or for the course.
- You may be asked to discuss the matter with the Dean of Students, who may choose to pursue further disciplinary action.

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## Course Policies

**Access to Education:** Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

**Copyright:** All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purposes outside of this course.

**Privacy and D2L Tracking Notice:** D2L or the course web site automatically records all students' activities including your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, chat room discussion text, and posted discussion topics. The primary reason to access this data is to evaluate class participation and identify students having difficulty using D2L features.

**UWSP Policies:** This course falls under all UWSP policies for last day to drop courses, etc.

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