



ENGLISH 202: SOPHOMORE ENGLISH

Spring 2020

Section 5: M 4:00-6:30

Section 6: W 4:00-6:30

PROFESSOR: Dr. Lynn Ludwig
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OFFICE HOURS: M & W 3:00-4:00 &
by appointment

Course Purpose: English 202 is a writing class, so most of your activities throughout the semester will center on the act of writing arguments because the only way to become a better writer is to practice writing on a consistent basis. An essential element of creating a piece of writing is generating ideas and critically thinking through your own and others' opinions. Examining such ideas in English 202 means understanding the strategies of rhetoric (persuading others) and the process of integrating your own opinions and experience into the forms of academic writing. We will work on synthesizing these components into your papers through critical analysis of a variety of texts and visuals, class discussions, small group work, writing workshops, and informal writing assignments.

I hope that you will also grow in other ways: in your appreciation of the complexity of writing arguments and of the rewards that come from rising to its challenges, in your ability to think creatively and independently, and in your abilities to express awareness of your own thinking and writing processes. These are a large part of what you will gain from your entire college experience, and I encourage you to pursue them throughout your college career. You will find that the same skills are not only necessary, but expected, in the workplace.

ENGLISH DEPARTMENT STATEMENT ON ELECTRONIC CONTENT CAPTURING IN CLASSROOM

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. NOTE: I, Dr. Lynn Ludwig, am giving written permission to photograph (via any electronic device) the homework assignments that I write on the classroom board, in every class meeting.

Course Objectives: When you leave this course, you should have:

1. Engaged with a variety of ideas and sources through personal response,
2. Developed proficiency in addressing different rhetorical contexts by responding to the needs posed by specific audiences and purposes, including the use of appropriate media formats and visuals
3. Gained a greater understanding of forms of expository writing and employing rhetorical structures in argumentation,
4. Developed strategies to effectively accommodate the recursive nature of reading, writing, and research,
5. Developed additional skills in reading, observing, and synthesizing others' ideas into your writing,
6. Refined your techniques of revising and editing prose for greater clarity and precision.

COURSE MATERIALS

Required Textbook:

Practical Argument: A Text and Anthology for UWSP, 3E, by Laurie G. Kirsznner & Stephen R. Mandell (Rental)

CLASS POLICIES**Participation & Attendance: individually and in groups (25% of total grade)**

- Participation means not only being bodily present during class, but also actively focusing on and engaging in class activities and discussion.
- Completing your homework assignments on time is also a crucial part of your participation grade. All writing assignments are to be turned in to Canvas, on the given Due Date (see Schedule).

Discussions:

Some of the issues we will discuss in this class may be controversial, so intense and highly charged exchanges may occur and should be expected and welcomed. It is a requirement of the class, however, that "heated" comments must not become disrespectful comments. It is perfectly OK to disagree on issues and to voice disagreement, as long as it is remembered that individual perceptions are shaped by individual experiences and backgrounds and that differences must be approached with respectful and tolerant attitudes. Actions, behavior, or language inappropriate to a college classroom will not be acceptable, at any time.

Attendance Policy:

You are expected to attend all classes. **After 2 missed classes, your final course grade may be reduced by 1/2 letter grade for each additional class missed.**

Guidelines for all Papers:

1. Papers should be turned in to Canvas on date due (unless otherwise specified).
2. For each day a paper is late, I reserve the right to lower the grade to the next lower grade (ex: B+ to B).
3. Proofread each paper with care to remove errors. Double check that you:
 - **Double-space papers and number each page.**
 - **Use 1" margins & a 10-point regular (not bold or *italicized*) font, such as Times New Roman.**
4. All papers should have creative/informative titles, but there is **no need for a separate title page.**
5. **Page 1 should contain your name, course number, and the date in the left right corner.**
6. You will receive more detailed guidelines for each paper in Goal Sheets that I will give you.

You must turn in all 5 assignments to pass the course. Peer reviewing and revising, crucial elements of the writing process, will be practiced on every paper, unless I designate otherwise.

Assignments:

All writing assignments for this course must be turned in to Canvas, including:

- **5 Formal Writing Assignments (totaling 75% of final grade)**

Grades will be distributed by percentage, as follows:

Participation	25%
5 Formal Writing Assignments	<u>10% + 10% + 15% + 20% + 20%</u>
TOTAL	100%

EVALUATION

I will evaluate your work based on the **rubric criteria** I give with **each formal writing** assignment (5 total). I will also evaluate your work from the perspective of writing a document in any college classroom setting. The following is a brief synopsis of how your work might be viewed and the letter grade that goes with it:

A range

Yes! Your professor would be impressed and he or she would remember your work when considering using your work as a model for the class. You took extra steps to be original or creative in developing content, or developing visual or verbal style.

B range

Well, OK... You got the assignment done and it is complete content-wise, well-organized, and shows attention to style and visual design. Your professor would be satisfied with the work, but not impressed, and likely would have suggestions to revise and improve the written document.

C range	Hmmm... You finished the assignment and while it is complete, content-wise, and organized, your professor would have questions. He or she would be disappointed and would likely ask you to revise or rewrite sections before allowing others to see the document.
D range	Oh my gosh! The document is completed, but that's the best we can say. Your professor would be troubled by the poor quality of the work and would demand significant revision.
F	Uh-oh... Your professor would most likely contact you to discuss the exceptionally poor quality of the document and/or you committed plagiarism).

In addition to the specific assignment goals in each writing assignment (outlined in the handouts I give you in Canvas "Content") and the corresponding assignment rubric, specific areas I will be evaluating in all of your work are as follows:

- Reader awareness (audience)
- Goal of writing is made clear (purpose)
- Language/jargon is tailored to audience/culture (context)
- Use of appropriate document format and layout (in all media forms)
- Correctness of grammar, word choice, and punctuation

Plagiarism:

Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism—a very serious offense.

Writers generally borrow ideas from others in **two** ways:

- 1) **Paraphrasing** (restating in your own words the ideas of another), **quoting directly** (using the same words as the author of the outside source), or using a **combination** of paraphrasing and direct quotation.

NOTE: The citation guidelines for MLA format will be used to properly cite the types of borrowing outlined above. Guidelines for this format are available in your textbook.

- 2) **Deliberately placing your name on someone else's written work** (i.e., using file papers, letting friends or hired professionals write your papers for any reason, copying ideas from a friend's paper, online or print sources, etc.). **NOTE:** This type of "borrowing" will be treated in accordance with the University policy on Academic Misconduct (**UWSP Community Rights and Responsibilities, 14.03 Academic Misconduct Subject to Disciplinary Action**)

UNIVERSITY RESOURCES AVAILABLE

- Support with your papers: In addition to meeting with me, either during office hours or by appointment, individual help is also available through the Tutoring-Learning Center (the TLC) located in the basement of the LRC (Room 018, x3568).
- Students with learning differences may want to visit UWSP's Office of Disability Services (103 SSC, x3365) to work with that office to complete a Request for Accommodations Form.