

ENGL 202 – Academic Writing and Research
UW Stevens Point at Marshfield
Spring 2023

Credit Hours: 3 credits

Prerequisites: ENGL 101 or equivalent

Section: M02

MWF 10:00-10:50 a.m.

Room 125

Jeff Verona

Senior Lecturer of English

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A composition course focusing on analytical reading and writing and the methods of inquiry common to various academic disciplines. Students will write frequently in and out of class, using suitable sources of information and appropriate documentation methods.

Learning Outcomes

After taking ENGL 202, students should achieve proficiency in seven areas:

1. **Rhetorical knowledge:** Make appropriate and effective rhetorical choices for producing academic, source-based texts with varying purposes and audiences
2. **Critical Reading:** Evaluate, synthesize, and analyze arguments in research-based scholarly texts.
3. **Academic Writing:** Write cohesive academic texts for a variety of rhetorical purposes that support complex arguments with research.
4. **Research Skills:** Independently locate and analyze scholarly source-based texts appropriate for specific writing tasks and rhetorical purposes.
5. **Processes:** Independently apply effective strategies in the writing and research processes, including invention, drafting, peer review, revision, and editing.
6. **Composing in Electronic Environments:** Choose appropriate reading, writing, and research tools to meet the demands of writing tasks, including using scholarly databases.
7. **Knowledge of Conventions:** Make appropriate and effective choices about academic writing conventions based on the audience and purpose of the assignment, including using a formal documentation style to attribute and cite sources.

Required Texts:

This course has no physical textbook. All course materials are available through the course Canvas website.

Grading Scale

<u>Assignment</u>	<u>Points</u>	<u>Total Points</u>	<u>Final Grade</u>
Essay 1	200	934-1000	A
Essay 2	200	900-933	A-
Essay 3	200	867-899	B+
Essay 4	200	834-866	B
Writing Assignments	100	800-833	B-
Final Exam	<u>100</u>	767-799	C+
	1000	734-766	C
		700-733	C-
		667-699	D+
		666-600	D
		< 600	F

Course Completion

In order to receive a passing grade for the course all assignments must be turned in, but turning in all assignments does not guarantee a passing grade.

Attendance and Late Work

If you know you will be absent on a given day, you must notify the instructor in advance. In the event of a last-minute emergency, be sure to notify your instructor **before class meets** if you will be unable to attend. Late essays will be subject to penalties at the instructor's discretion. Should you be unable to complete the course, please formally withdraw by the drop date, **Friday, April 7**. I cannot drop you from the course, and if you do not withdraw I will have to give you a performance grade (i.e., an F).

Wellness Policy

Please do not attend class if you are sick. Contact the instructor, and we'll work out a plan to keep your current with the course. Observe all quarantine and masking requirements, if needed. Be respectful toward those who choose to wear masks.

Tutoring-Learning Center Support

TLC Locations:

- **Marshfield: Marshfield Campus Library**

Contact Information:

- **Marshfield: roleary@uwsp.edu; 715-898-6036**

The Tutoring-Learning Center (TLC) is the UWSP academic support center. The TLC offers individual, drop-in tutoring in math, writing, and STEM, Student Success Workshops, and credited courses. We also offer Academic Coaching as an opportunity to work on skills such as goal-setting, motivation, note-taking, test-taking, time-management, study skills, etc.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form.

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Reading and Major Assignment Schedule – ENGL 202

Note: Assignments are due on the dates listed. Students are expected to do the required readings in advance of class. All course readings are available in Canvas.

- 1/23 Introduction, Orientation
- 1/25 Rose, “Is Saving Legal?”
- 1/27 Carrol, “Backpacks vs. Briefcases” (pp. 45-49)
- 1/30 Carrol, “Backpacks vs. Briefcases” (pp. 50-57)
- 2/1 Casselman, “Shut Up About Harvard”; Marcus, “More high school grads than ever are going to college, but 1 in 5 will quit”
- 2/3 Reilly, “The Lost Year”; Essay 1 (Analysis) Handout
- 2/6 Developing summaries for Essay 1
- 2/8 **Topic Choice and Summary for Essay 1 (Analysis) Due**
- 2/10 Developing Essay 1
- 2/13 **Rough Draft of Essay 1 (Analysis) Due**
- 2/15 Workshop Day for Essay 1 (MLA Documentation)
- 2/17 **Revised Rough Draft of Essay 1 (Analysis) Due**
- 2/20 **Essay 1 (Analysis) Due**; Zinczenko, “Don’t Blame the Eater”
- 2/22 Eighner, “On Dumpster Diving”
- 2/24 Gay, “I Once Was Miss America”; Essay 2 (Personal Focus) Handout
- 2/27 **Topics for Essay 2 (Personal Focus) Due**
- 3/1 McKinney Maddelena, “I need you to say “I”: Why First Person Is Important in College Writing”
- 3/3 **Source Evaluations for Essay 2 (Personal Focus) Due**
- 3/6 **Rough Draft of Essay 2 (Personal Focus) Due**
- 3/8 Workshop Day for Essay 2
- 3/10 **Revised Rough Draft of Essay 2 (Personal Focus) Due**
- 3/13 **Essay 2 (Personal Focus) Due**; Miller, “I’m still here: back online after a year without the internet”
- 3/15 Orben, “Teenagers, screens, and social media: a narrative review of reviews and key studies”
- 3/17 Purdy, “Wikipedia Is Good for You!?”; Essay 3 (Communication and Technology) Handout

Spring Break – March 20-24

- 3/27 Workshop Day for researching Essay 3
- 3/29 **Topics for Essay 3 (Communication and Technology) Due**
- 3/31 Beatty, “Counterarguments”
- 4/3 **Annotated Bibliography for Essay 3 (Communication and Technology) Due**; Graff and Birkenstein, “Metacommentary”
- 4/5 Developing Essay 3 (support and response strategies)
- 4/7 **Rough Draft of Essay 3 (Communication and Technology) Due**
- 4/10 Workshop Day for Essay 3 (metacommentary tactics and MLA documentation); Stedman, “Annoying Ways People Use Sources”
- 4/12 **Revised Rough Draft of Essay 3 (Communication and Technology) Due**
- 4/14 **Essay 3 (Communication and Technology) Due**; Introduction to Intellectual Property (IP)
- 4/17 IP Readings
- 4/19 Discussion of Essay 4 topics
- 4/21 **Topics for Essay 4 (Intellectual Property) Due**; Researching Essay 4
- 4/24 Gagich, “An Introduction to and Strategies for Multimodal Composing”
- 4/26 Developing Essay 4
- 4/28 **Annotated Bibliography for Essay 4 (Intellectual Property) Due**
- 5/1 Workshop Day on Essay 4 (Multimodal elements)
- 5/3 **Rough Draft of Essay 4 (Intellectual Property) Due**
- 5/5 Workshop Day on Essay 4 (Argument strategies)
- 5/8 **Revised Rough Draft of Essay 4 (Intellectual Property) Due**
- 5/10 **Essay 4 (Intellectual Property) Due**
- 5/12 **All Remaining Work Due**; Course Review