

UW - Stevens Point at Wausau
English 202: Sophomore English
Spring 2021

credits: 3	instructor: Professor Jill Stukenberg Associate Professor of English (she, her, hers)
section: W02- MW 9:30 to 10:45 am section: W03- MW 11:00 am to 12:15 pm meets: synchronously on zoom. Students are expected to attend all scheduled class meetings on zoom. On occasion, class will not meet and there will be conferences or other online activities instead. See the daily course schedule.	email: jstukenb@uwsp.edu Personal zoom meeting room (often used for conferences or office hours): https://uwsp.zoom.us/j/8831574589
final exam (portfolios due to Canvas): W02 (9:30 section): Monday, May 17, 2:30 pm W03 (11 section): Weds, May 19, 2:30 pm	office: #305 hours: MW 1-2 pm, TR 2-3 pm. Appointments encouraged—and with an appointment I can other times to be available too.
prerequisite: English 101 Suggested co-requisite: Some students also benefit from taking Eng 99: Writing Studio along with this course for additional support on research and writing for this class. Ask me for more information!	AAS degree: Students working toward an Associate Degree must earn a C or higher in this course. Many UW System 4-year campuses may also require a C or higher for completion of the writing requirement.

Why take this course? Here's what some past students say:

"[This course] has taught me more than just paraphrasing and other writing skills. It has taught me what it truly means to be a curious person."—past student

"Another skill I learned was how to develop my opinion over the course of my research. I think that this is the most valuable skill I learned this semester because I can apply it to many aspects of my life. It will allow me to develop knowledgeable viewpoints." -past student

Notes for Spring 2021 class mode: What is “synchronous online”?

Because of the ongoing spread of Covid-19 in our community, this class’s mode for this semester will be synchronous online.

Synchronous Online means members of the class will meet online at the same time (using zoom) for our regular class meetings. This is not a class that uses a lot of lecture. It’s a class where students develop research and writing skills by practicing them, and learn through discussion, brainstorming, and reviewing with others. Students should:

- Plan to attend all scheduled synchronous online meetings.
- Turn on your camera and unmute during break-out room meetings. This really helps communication in small groups and is important for active learning and community building. (Contact the instructor to discuss issues—I might have some ideas that will help you!)

- The instructor will let you know when it's okay to turn your camera off, and preferable if you do mute your microphone—for example during brief (usually no more than 20 minutes) explanations or demonstrations from the instructor.
- Students should expect to complete activities during class, sometimes for points: brainstorming, freewriting to prompts in a journal, adding to a google doc, annotating a reading collaboratively, taking quizzes or surveys, participating in a debate, giving feedback comments to others on their drafts, practicing and sharing specific skills with others.
- Class recordings: I will attempt to record parts of class that include when I talk or give a demonstration, and these recordings will be available later through the zoom link in Canvas. I will not always record all class discussions, and work in break out rooms can't be recorded. But as you can see from the above bullet points describing this class, watching recordings later is *not* the primary or best way to attempt this class. (It is not designed as an “asynchronous online” class.)
- In zoom meetings, I welcome student use of the group “chat” to communicate and engage. I will encourage you to connect with classmates in other ways too, even sharing social media contacts or platforms if you wish.
- I hope you will find that I am flexible and want the best for you. I am willing to make appointments when you need them (during or not during my office hours) and give extensions on major assignments or find workarounds like using the writing center for feedback and points if illness or emergency meant you missed peer review. I fully understand mental health concerns as an illness or emergency. I don't ask for details if you don't choose to give them, and I believe you when you tell me you had an illness or emergency. (Though sometimes for extended illness or emergency, dropping/withdrawing from the class is the best choice.)
- If you have concerns using your camera or microphone, contact me at the start of the semester so we can discuss. You can similarly contact me with concerns about backgrounds, or others in your background, but please know that I will gently advise you to try to find some kind of workspace, camera angle, or headset that will work for you at home, or to come to campus to connect from the library (wi-fi issues). Laptops can also be checked out from our campus. I'm okay if you're in bed, sitting up, if you're dressed. I'm okay with kids or babies on screen. If this seems like it will not work at all for you, you may prefer to sign up for a different “asynchronous” section. We are working under unusual conditions with the virus. I am still aiming to provide you with the very best learning experience possible.

learning outcomes:

After taking 202, students should demonstrate progress in these areas:

1. **Rhetorical knowledge:** Read and understand the rhetorical features of a variety of scholarly (research-based) texts and write a variety of research-based texts that adapt content, form, and style with attention to audience and purpose.
2. **Critical Thinking, Reading, and Writing:** Identify and analyze perspectives in arguments and write cohesive academic essays supported by appropriate scholarly research.
3. **Processes:** Use multi-stage and recursive writing processes to produce academic writing; give and use writing feedback, and use discipline-specific language to assess the writer's own writing and processes.
4. **Composing in Electronic Environments:** Understand and choose appropriate reading, writing, and research tools to meet the demands of writing tasks, including composing and researching in electronic environments. Use and adapt to new technologies for writing and research processes

5. **Knowledge of Conventions:** Demonstrate an understanding of the conventions of standard written English including documenting source material ethically in a recognized documentation system.

In addition, this course helps students advance toward general education Written Communication outcomes at UW-Stevens Point:

- 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.

books, materials, requirements:

- paper and/or printing costs for printing some course materials such as research from electronic sources and drafts of your work for peer review
- storage media for saving your work such as a jump or flash drive. **Save all versions of all drafts, and keep all graded work returned to you; a portfolio will be due at the end of the course.** Back up files with a second drive, rewritable CDs, or email work to yourself, or store online in a (free!) Google docs account.
- Email account. Check your college email.
- This course will use a Canvas site for materials, essay submissions, and grades. Documents uploaded need to be in Word. (Students have access to Word through the college.)
- Students in this course will also be assigned to keep an online journal on google docs, which can be set up for free with a free gmail account.
- Style guide for MLA citation. I don't require you to buy a print version of a style guide, though some students find it useful to own one. I will often refer you to the free Purdue OWL (Online Writing Lab) for access to an up-to-date MLA citation guideline.
<https://owl.english.purdue.edu/owl/section/2/11/>

"[The journal] kind of served the same purpose as pre-writing... It was helpful writing out my thoughts somewhere. It was also really interesting to see all my other class mates' ideas [on the discussion board]. Seeing their feedback was helpful. It's cool to look back at my first [journal entries] and see the beginning of this long journey, and it's cool to see that I got here. I made it. The first idea became a final portfolio."—past student.

major assignments:

Essay 1: Synthesis and Question Posing. Topic: *Common topic for the class.*

Essay 2: Research Proposal: *Choose your own topic and pose your question for the rest of the semester! Survey and analyze early sources.*

Midterm Portfolio: Cover Letter, 3 Best Journal Posts, Revised Final Drafts of Essays 1 and 2 **(30% final grade)**

Essay 3: The Three Views Essay and Annotated Bibliography of 15 Sources *Topic: Continue with your selected topic for this course, exploring answers to question and building your source bank!* **(15% final grade)**

Essay 4: The Major Research Paper *Topic: Finish and make an analytic argument about your selected topic for this course!*

Final Portfolio: Cover Letter, 3 Best Journal Posts, and Revised Final Draft of Essay 4. **(30% final course grade)**

The remaining **25% of your final course grade is based on daily activities assigned for preparation for class (due before class starts) or activities completed in class. They may take the following forms:**

- Discussion posts and replies (5 points)
- Copies of notes you've taken on readings (uploaded Word docs or screen shots) (5 points)
- Finding and posting articles (5 points)
- Debate preparation and attendance/participation in your role (15 points)
- Quizzes (5 – 10 points)
- Submitting a rough draft for a conference with instructor (10 points)
- Submitting a rough draft for peer feedback (on time) and giving quality feedback (10 points)
- Google journal entries for the first half of the semester (up to 30 points)
- Google journal entries for the second half of the semester (up to 30 points)

What is the google journal?

Each student will create a google document (using a free google account) and email the link to the instructor once at the start of the semester. Add to your google journal as assigned or prompted, often during class, dating the entries. Google journals are not graded on grammar or spelling; as informal writing, they are about brainstorming and reflection, giving you a chance to practice those writing skills. The instructor will not always check what everyone writes for each freewriting assignment, but “spot checks” for a picture of class learning and checks each student’s journal for completion and points twice during the semester, at the midterm and at the end.

If you have a concern or question, it's best to email it to me! I probably won't see it right away in your journal.

policies and how to do well in this class:

- **Attending every scheduled class period/synchronous zoom meeting is expected.** On occasion, these meetings will be cancelled for online activities for students to complete or conferences or small group peer reviews.
- **Use the daily schedule** (under the syllabus tab) so you know what's due what day—and which days we may have alternate activities rather than meeting. You are responsible for coming to class prepared. The calendar in Canvas will also show due dates for assignments.
- **Absences:**

What to do if you miss a class?

- Send me an email. You are not required to explain private details, but at least let me know your plan to catch up.
- To get caught up: 1) look at the daily schedule to see what we did, and what's due next, and 2) view the zoom recording from class. (Look under the zoom tab and click on the “eye” icon to reveal the code.) Recordings will help you not miss key information on upcoming essays and will give prompts for in-class journal writing or activities, so you can make up those points. 3) View announcements posted on Canvas.

- **Late Work**

- **Assignments:**

- Assignments due before a class period are designed that way so learning in class can build on that work. Assignments due “by the start of class time” are only worth half credit if completed late—unless prior arrangement was made or in the case of illness or absence. (Email me.)
- All late assignments, including work done in class for points or assignments completed late for half credit, are due by the end of the module/unit.
- A few assignments in each unit may be marked as “must do” before a submission window for an essay will open. These assignments give such an important foundation for the paper, that students “must do” them before submitting the paper, even if it is too late to earn points.

- **Essay drafts:**

- **A late draft for peer review means you miss the Canvas “swap” and so you may lose points for participating in the review and may miss getting a review.** You can contact the instructor to see if there are other students who want to be in a late group. (You *may* get lucky—but not always.) Or you can have a writing center appointment with your draft to earn some points and get feedback, which is also an ongoing extra credit option. See more on the Canvas discussion board for discussion of extra credit writing center sessions, which is where you’d post a reflection about the appointment after having it.

- **Portfolios:**

- Late Midterm Portfolios or late Essay 3s will receive a 10% deduction for each 48 hours late, unless you have an extension or prior arrangement or contact me after an emergency.
- No late final portfolios can be accepted. Final portfolios are due at the end of our scheduled final exam period, and so the official end of our class. In the case of illness or emergency for a student who was otherwise on track to pass the class, an “I” or “incomplete” grade may be possible, allowing a student to finish the class late. Contact the instructor for more information.

- **Extensions:** You may ask for an extension when something is due to the instructor (not for peer review). Ask at least 24 hours in advance, and extensions usually give you two days’ extra time, without penalty. (No extensions possible for the final portfolio.)

- **Revisions:** All semester long you’ll get feedback from peers and the instructor and using feedback to make revisions will be part of portfolio grading.

- **Plagiarism (turning in writing that is not yours as if it is yours) will result in a 0 grade, and possibly course failure and referral for campus disciplinary action.**

When it comes to writing with sources, you are responsible for giving credit to other writers for their words, by quoting, and for their ideas, by naming authors. We’ll study the MLA method for doing this and you will be responsible for a good faith effort to credit your sources. Photocopies of sources may be requested at any time. A good faith but faulted effort to credit sources may result in a required revision; but, be careful to note that *very* faulted efforts simply add up to plagiarism, and a 0 grade.

Students must create new work for all classes. It is considered academic dishonesty to re-submit work written for a previous class (even a previous English 202) or to submit a paper to two courses simultaneously without discussing this with the instructors first.

- **Save and back-up your work.** You are responsible for assignments and deadlines, even in the harsh and horrifying circumstance of computer error.

a bit of instructor philosophy:

Students start courses with different writing experiences and abilities, but everyone can improve. I mean that optimistically, as well as in challenge.

extra help: UWSP at Wausau Writing Center: Writing Center tutors are successful UWSP students who are available to discuss all types of writing at any stage of the drafting process, including brainstorming, conducting research, editing, or handling citations. Tutors work with experienced as well as struggling writers. One-time and regular appointments are available, free of charge to all students. Find the link for online appointments in our Canvas course.

grading and assessment of essays:

Guidelines listing assignment criteria will be distributed with essays.

A A-	93-100 90-92	A work exceeds assignment criteria and shows very strong command of writing principles of focus, development, organization, and strong critical thinking. Showing an element of going “above and beyond, it reflects deep engagement with subject and essay form, demonstrating insight, wit, originality, outstanding source use. Writer’s work through the writing process is evident; final draft is written with style, and cited and edited to near-perfection.
B+ B B-	87-89 83-86 80-82	B work meets assignment criteria while showing command of underlying concepts and mastery of skills. It is focused, organized, and well developed and shows critical thinking. There may be originality, strong source use and attribution, editing polish and grace of expression—but there is probably not <i>all</i> of these things at once.
C+ C	77-79 73-76	C work meets all (or all of the major) assignment criteria and is for the most part focused and organized. It may lack some depth or vigor in critical thinking, development, originality, or grace in expression. Sources are credited, but perhaps with some technical problems. Some grammatical or sentence errors present.
C- D+ D	70- 72 67-69 63-66	C- and D work does not meet expectations at this level. This work may lack focus, development, or organization, or fail to demonstrate understanding of the assignment or readings and arguments related to assignment. There may be overriding issues with documentation, grammar, style, or voice.
F below	62 and below	F work does not meet expectations at this level in multiple areas. It often shows very little attention to the assignment description, and very little attention to the writing process. Assignments not submitted at all earn 0’s. Works found to be plagiarized earn 0’s.

ADA: Students desirous of specific accommodation as may fall under the Americans with Disabilities Act are encouraged to contact the disabilities resource center at UWSP main, or to inquire in the Solution Center on the Wausau campus.

Names and pronouns: Please let me know if you use a different name than the one listed on the roster, or in Canvas, or if you use a name on zoom that I might not be able to match with the one on my roster. I can give directions about how to request changes to names on class rosters and Canvas. Students can use Canvas settings to let classmates and professors know the pronouns they use. Please

let me know if I ever mispronounce or misspell your name or use an incorrect pronoun. I will correct myself right away and be grateful that you told me.

Confidentiality, reporting, counseling resources: I take my responsibility to protect your privacy seriously. At the same time, please know that if I learn of anything through a student or from student writing that makes me fear someone is in harm's way, I may report it. I am required to report sexual violence or discrimination, and crime on campus, and students may do so too using the following: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx> . If you would like to speak with someone who is not required to report, the campus counseling resources are a confidential resource for you. Ask in the Solution Center or ask me to put you in touch with campus counseling resources. You are not alone. Please reach out.

tentative course schedule: See Canvas for daily schedules. This gives a broad overview.

Jan. 25 - 27	Intro to course and team members. Debate topics and notetaking. Syllabus quiz. Google journal set up.
Feb. 1 - 3	Critical reading and evaluating database articles, as teams work toward debate days.
Feb. 8 - 10	Reading, finding, and evaluating scholarly sources, as teams work toward debate days. Early brainstorming for your own topic.
Feb. 15 - 17	Debate Days! Participate in and review other groups' debate and write reflections.
Feb. 22 - 24	Essay 1 and peer review; Forming your own research questions for Essay 2 research proposal and sign up for topic and research conferences.
Mar. 1 -3	Reading past students' research papers and using the scientific method to approach research writing. Ongoing conferences with the instructor with Essay 2 Research Proposal draft.
March 8 - 10	Ongoing conferences with the instructor with Essay 2 Research Proposal draft. Writing the Midterm Portfolio cover letter.
March 15 - 17	Midterm Portfolios due. Evaluating websites and Intro to Essay 3 and Annotated bibliography.
March 22 - 25	No class. Spring Break! <i>Some Eng 202 students use some time over break for their ongoing research, getting some work out of the way for when they come back.</i>
Mar. 29 – Apr. 1	Carving out 3 views and analyzing values for Essay 3. Ongoing individual research.
Apr. 5 - 7	Peer Review of annotated bibliography draft, and freewriting for Essay 3.
April 12 - 14	Essay 3 peer review, and final draft Essay 3 and annotated bibliographies due. Intro to the Toulmin model and freewriting toward Essay 4.
April 19 - 21	Organizing arguments, writing introductions, and outlining.
April 26 - 28	Dirty drafts of Essay 4, and peer review of Essay 4 starts.
May 3 – 5 1	Conferences with instructor and peer review of Essay 4.
May 10 - 12	Editing and finalizing Essay 4 and Final Portfolio.

Final Portfolios due by end of scheduled final exam period. Submit to Canvas.