Course Description & Prerequisites
Composition I provides practice in the skills, research, and documentation needed for effective academic writing. The course includes analysis of a variety of academic and nonacademic texts, rhetorical structures, critical thinking, and audience.

Appropriate student placement is based on entry-level assessment or completion of (or concurrent enrollment in) ENGL 032 or 033.

Required Texts and Other Materials

- Connect Composition Essentials 3.0 (e-text embedded in Connect 3.0). This text is provided through a first-day access agreement, which means that all enrolled students will have purchased the text by enrolling in the class.
- Internet access; other course materials are available on D2L.

Technological Requirements and Student Support
For information about USD’s technical, academic and student support services, as well as how to take advantages of these services, please refer to the CDE Online Student Handbook, which can also be found under the USD Getting Started widget on our D2L homepage. This document also contains important information pertaining to minimum
technology requirements, online etiquette, registration information, and other university services and policies.

All assignments must be submitted using Microsoft Word 2003 or newer. To prevent compatibility issues, documents should be saved as .doc, .docx, or .rtf. A student version of Microsoft Office is available free to USD students (through the MyU portal). Also, you will need to be able to open and read PDF files. If your computer doesn’t already have Adobe Reader, download it as soon as possible: http://www.adobe.com/products/reader/

**Course Activities**

*Reading and Writing*
You will complete multiple drafts of three major essays; shorter low-stakes writing assignments (paragraphs, reflective writing, sketches); written feedback on your peers’ writing; various types of prewriting; written responses to course readings; and discussion posts. You will also conduct research on multiple topics. For shorter assignments, you can expect feedback within one week. Major assignments have a turnaround time of up to two weeks, as they involve extensive feedback.

*Quizzes*
Quizzes may be given on homework reading assignments, grammar, and MLA documentation. You will have one attempt at these quizzes, but an unlimited amount of time to take them (they are open book). Scores will automatically post to the grade book.

**Assessment and Grading**
Each major writing assignment will receive extensive written feedback along with a letter grade. Your portfolio, which will include a selection of your writing from the semester, will be graded A–F. You can see your total class grade at any time by clicking on the grades tab.

**Minimum Requirements for Passing English 101**
To pass this course, you must:
1. complete multiple drafts of each major writing assignment;
2. submit only writing that has been produced for this course during the semester during which you are enrolled;
3. submit your final portfolio; and
4. submit writing assignments to D2L/Turnitin.
These are the minimum requirements for passing the course. If these requirements are accomplished, your course grade will be determined as follows:

**Grade Breakdown**
- Participation (quizzes, discussions, peer review; Connect activities, SLCs; etc.): 30%
- Media Analysis process folder: 15%
- Synthesis process folder: 20%
- RBAA process folder: 20%
- Final Portfolio (final draft): 25%

**Total: 100%**
Please note: Assignment “folders” may include multiple drafts, peer review notes, a reflective memo, and/or sentence-level corrections. You will be provided with a detailed list of all required materials as each is due; for now, please be aware that the folder consists of more than just the latest version of your paper. It should be collectively representative of your writing and revision process thus far.

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<tr>
<th>Final Course Grades</th>
<th>Percentage Grading Scale for Portfolios</th>
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<tbody>
<tr>
<td>1000-900: A</td>
<td>Letter</td>
</tr>
<tr>
<td>899-800: B</td>
<td>A+</td>
</tr>
<tr>
<td>799-700: C</td>
<td>A</td>
</tr>
<tr>
<td>699-600: D</td>
<td>A-</td>
</tr>
<tr>
<td>below 600: F</td>
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Late Assignments
The three major essays, if submitted late, will lose 10 points for each day past the deadline they are turned in. (In other words, if you score 88/100 on an essay that was due on a Sunday but you turned it in the following day, Monday, it would earn 78/100.) No other work will be accepted late. (See “Minimum Requirements” above for related information.)

If you anticipate a problem with any upcoming deadline, please contact me as soon as you are aware of the issue so that we can work together to devise a solution.

Submission to D2L and Turnitin
All drafts of each major writing assignment and all out-of-class brief writing assignments must be submitted to D2L, which is integrated with Turnitin.com. Your instructor will provide designated dropboxes on D2L where you will upload your assignments. Be sure to begin the submission process well in advance of any deadline to provide leeway for technical difficulties. If you require technical support, contact the ITS Help Desk: [http://www.usd.edu/technology/contact-the-help-desk](http://www.usd.edu/technology/contact-the-help-desk)

Recycled Writing
All writing submitted for English 101 must be produced this semester. Students who have previously attempted English 101 or similar classes must produce new drafts on new topics, not “recycle” previous work. Ordinarily, a student who recycles writing will receive a warning and be
required to resubmit the assignment at issue. Any subsequent instance of recycled writing may result in the student being dropped from the course for academic misconduct.

**Attendance**
Failure to submit work for two consecutive weeks will qualify as “absence” from the online classroom. You may be dropped for non-attendance.

**Incompletes**
No incompletes will be assigned for this course without the approval of the Director of Writing or the Department Chair.

**University Writing Center**
Trained, experienced peer writing consultants are available to help at any stage of the writing process, from brainstorming and thesis development to revising and editing. Make an appointment online in myU at [http://link.usd.edu/3584](http://link.usd.edu/3584) (also listed under the Academics tab in the myUSD portal), e-mail wcwcenter@usd.edu, call 605-677-5626, or visit the peer consultants in room 133, Academic Commons, first floor of I.D. Weeks Library. Appointments and drop-ins are both welcome, although appointments are encouraged. Sessions are 30 or 60 minutes; bring your writing and assignment sheets and be prepared to work on your writing. Distance students can also schedule online appointments; contact the Writing Center at wcwcenter@usd.edu for more information.

**Academic Integrity**
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33: [www.sdbor.edu/policy/Documents/2-33.pdf](http://www.sdbor.edu/policy/Documents/2-33.pdf)

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Academic Dishonesty in English 101**
Plagiarism is a form of academic dishonesty that occurs when a student submits another person’s writing (ideas and/or language) as his/her own or has another person dictate what should be written. Academic dishonesty also includes the following, as outlined in the student code of conduct: “Cheating, which is defined as, but not limited to the following: a. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations; b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying
out other assignments; or c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.” Plagiarism or other academic dishonesty in any single assignment, including short papers, reflective assignments, and drafts, no matter how long or what degree of plagiarism, will be referred to the Director of Writing and/or the Chair of the English Department. The default penalty for academic dishonesty in English 101 is course failure. Students who appear to have engaged in academic dishonesty or to have provided writing or other inappropriate assistance to other students for the purposes of plagiarism or cheating will be referred to the Office of Student Rights and Responsibilities.

**Fair Evaluation**

Each student is entitled to a fair grade in each course in which he or she is enrolled. It is the right and the responsibility of an instructor to establish criteria for evaluation for each course that he or she teaches, and to determine the degree to which an individual student has fulfilled the standards set for the course.

Students should be apprised that extraneous factors, such as eligibility for sorority or fraternity membership, for scholarship or financial aid awards, for athletics, for timely graduation, or for admission to graduate or professional schools, have no bearing on the determination of grades. The quality of the student’s overall performance with respect to standards for evaluation will be the only basis for judgment.

**Resolving Complaints about Grades**

The first step in resolving a complaint about grades is ordinarily for the student to attempt to resolve the problem directly with the course instructor. If that attempt is unsuccessful, the student may bring the matter to the Department Chair, who will assist the instructor and the student in reaching a resolution. Grade appeals not resolved with the assistance of the Department Chair may be directed to the Office of the Dean of the College of Arts and Sciences provided that the grading decision at issue would affect the student’s final course grade. The student initiating the grade appeal should be prepared to show that the grade was decided unfairly. According to South Dakota Board of Regents Policy 2:9, any academic appeal must be initiated within thirty calendar days from the date that the student received notification of the grade, unless the grade is assigned within fifteen calendar days of the end of the term. In that case, any appeal must be initiated within fifteen calendar days after the start of the next term (fall, spring, or summer).

**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.
Assessment Disclaimer
Any written work submitted for this course may be used for purposes of program review and/or faculty development.

Disabilities
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Please note: If your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
E-mail: disabilityservices@usd.edu
Website: http://www.usd.edu/ds

Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

Course Goals
This course fulfills goals of the South Dakota System General Education Requirements. You should familiarize yourself with these goals, as you will be expected to evaluate your writing in light of these course expectations. They include:

Board of Regents Goal #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.

Student Learning Outcomes (SLO): As a result of taking courses meeting this goal, students will:

SLO 1.1: Write using standard American English, including correct punctuation, grammar, and sentence structure. Assessment: Students will (a) submit final drafts of three or four major essays; (b) complete in-class and out-of-class brief reflective essays; and (c) complete sentence-level corrections on formal and reflective essays.

SLO 1.2: Write logically by adopting appropriate organizational strategies. Assessment: Students will successfully complete at least one argumentative essay using formal methods of persuasion.
SLO 1.3: Write persuasively using a variety of rhetorical effects (i.e., ethos, pathos, logos) for a particular audience, purpose, and genre. Assessment: Students will successfully complete three major essays and a series of brief reflective statements.

SLO 1.4: Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools. Assessment: Students will successfully complete the research-based argumentative essay and another essay requiring research.

Board of Regents Goal #7: Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity.

Student Learning Outcomes (SLO): As a result of taking courses supporting this goal, students will:

SLO 7.1: Determine the extent of information needed. Assessment: Students will compose at least two essays with a research component.

SLO 7.2: Access the needed information effectively and efficiently. Assessment: Students will compose at least two essays with a research component.

SLO 7.3: Evaluate information and its source critically. Assessment: Students will compose at least two essays with a research component.

SLO 7.4: Use information effectively to accomplish a specific purpose. Assessment: Students will compose at least two essays with a research component.

SLO 7.5: Use information in an ethical and legal manner. Assessment: Students will compose at least two essays with a research component.

Additional Student Learning Outcomes

Become practiced critical readers. Assessment: Students will successfully complete multiple reading and analysis assignments, including regular peer review workshops and research-based essays.

Learn methods for drafting, developing and focusing ideas, revising, assessing audience needs, and editing. Assessment: Students will submit multiple draft essays that include at least two invention activities and are accompanied by statements of purpose/audience.

Learn vocabulary associated with writing and the writing process in order to articulate and communicate ideas about writing. Assessment: Course participation grade includes a “classroom discussion” component and peer review activities.