English 201, 821: Composition II
Your World, Your Reactions: Presenting Solid Arguments in a Global (Media) Society
University of South Dakota
Fall, 2017 (August 21 - December 13)
3 credit hours; online

Instructor: Teri Kramer-Mandel
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Catalog Description:
Study of and practice in writing persuasive prose, with the aim to improve writing skills in all disciplines.

Course Description:
In this online, class, we’ll be thinking and writing about current events. In today’s global society that links people around the world via technology and mass media, we take in a great deal of information, some of which is misinformation. People tend to feel strongly about hot button issues, so we often witness verbal brawls on social media platforms, where we often congregate with those of like minds versus those whose worldviews challenge ours. If we’re honest, how many of us have ever changed our opinions via these kinds of quarrels or aggressive exchanges? Instead, such interactions make it considerably more difficult to embrace open-mindedness as everyone retreats back to his or her camp even more determined that his or her ideas are superior. We live and work in a diverse society that requires empathy and reason, so how might we begin to communicate persuasively in ways that are meaningful and credible versus quarrelsome in order to avoid isolating ourselves or others? This is the question we will use to guide our studies this term. As we learn about the various facets of good writing (argumentation, organization, grammar, research and citation, etc.), we’ll use these communication concepts as a topic to demonstrate effective writing in essays. This class will be conducted completely online, through D2L.

Course Goals:
• To develop critical thinking, critical reading, and critical writing skills, including the ability to research effectively and write persuasively.
• To gain a deeper understanding of how technology and mass media influences our opinions and communication styles in order to ensure we’re not falling into poor communication strategies and instead, reacting to and engaging in our world appropriately and productively.

Course Prerequisites:
English 101 and 210.

Last day to add/drop: August 31
Last day to withdraw: November 3
Required Materials:


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 CE Online Student Orientation packet. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

Attendance/participation policy:
This is an online class, so we’ll have no face-to-face meeting times. Attendance will be assessed by participation in the class. If you don’t submit 3 consecutive assignments, you may be dropped from the class.

Late policy:
Late work may be penalized at the instructor’s discretion. No late work that is submitted more than 2 weeks past the due date will be accepted.

Grading system:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Final draft of Rhetorical Essay (2000 words)</td>
<td>20%</td>
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<tr>
<td>Proposal and Abstracts of Sources for Argument of Fact Essay</td>
<td>5%</td>
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<tr>
<td>Final draft of Argument of Fact Essay (2000 words)</td>
<td>20%</td>
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<tr>
<td>Annotated Bibliography for Causal Essay</td>
<td>10%</td>
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<tr>
<td>Final draft of Causal Argument Essay (3000 words)</td>
<td>25%</td>
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<tr>
<td>Weekly Work (quizzes and discussions)</td>
<td>20%</td>
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Letter grades are assigned on a 10 point scale (90-100% = A, 80-89% = B, etc.)

*BOR System GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.*

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

<table>
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<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT OF OUTCOMES IN ENGLISH 201</th>
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<tbody>
<tr>
<td>1. Write using standard American English, including correct punctuation, grammar, and</td>
<td>Essays 1, 2, &amp; 3; Long-answer quizzes; Discussion board posts; Reflections and</td>
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2. Write logically
Worksheets; Abstracts; Annotated Bibliography; Proposal.

3. Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive)
Essays 1, 2, & 3; Abstracts; Annotated Bibliography; Proposal.

4. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools
Essays 1, 2, & 3; Abstracts; Annotated Bibliography; Proposal.

BOR System 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: As a result of taking courses meeting this goal, students will:

<table>
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<tr>
<th>LEARNING OUTCOMES:</th>
<th>ASSESSMENT:</th>
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<tr>
<td>1. Determine the extent of information needed</td>
<td>Essays 1, 2, &amp; 3; Abstracts; Annotated Bibliography; Proposal.</td>
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<tr>
<td>2. Access the needed information effectively and efficiently</td>
<td>Essays 1, 2, &amp; 3; Abstracts; Annotated Bibliography; Proposal.</td>
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<tr>
<td>3. Evaluate information and its sources critically</td>
<td>Essays 1, 2, &amp; 3; Abstracts; Annotated Bibliography; Proposal.</td>
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<tr>
<td>4. Use information effectively to accomplish a specific purpose</td>
<td>Essays 1, 2, &amp; 3; Abstracts; Annotated Bibliography; Proposal.</td>
</tr>
<tr>
<td>5. Use information in an ethical and legal manner</td>
<td>Essays 1, 2, &amp; 3; Abstracts; Annotated Bibliography; Proposal.</td>
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Academic Integrity
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

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:
- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

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 which 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 (for undergraduates) or to the Dean of the Graduate School (for graduate students), 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).

**Statement on 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 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. 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. For information contact:
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.