ENGL 201: Composition II (Online)
UNIVERSITY OF SOUTH DAKOTA
Fall 2017, Aug 21 - Dec 13
Section 822
3 Credit Hours

Instructor: Dr. Jillian Linster

Contact Information
Email: Jillian.Linster@usd.edu

⇒ Email is the best way to contact me. You can expect a reply within 24 hours on weekdays, or within 48 hours over the weekend. If you have not heard back from me after that amount of time, please try emailing again.
Office hours: By appointment, online only (via Skype, chat, or email)

Please note: For all communication regarding this course, we are required to use the regular USD email system. You can use the D2L system as a backup (it will automatically forward to my USD email account), but you should never email me from a non-school (Gmail, Yahoo, Hotmail, etc.) account; if you do, all I will be able to do is respond asking you to email me again from your USD account.

Course Overview
English 201 Composition II is a writing course focusing on advanced research and argumentation. The course satisfies the University’s General Education 200-level Advanced Composition requirement and meets the expectations of BOR General Education Objectives defined in Goals 1 and 7. The expectations for writing and research in English 201 should significantly exceed those of English 101 Composition I.

Catalog Description
Study of and practice in writing persuasive prose, with the aim to improve writing skills in all disciplines.

Detailed Course Description: “Part of the Solution”
You’ve probably heard the saying, “If you’re not part of the solution, you’re part of the problem.” Originally created as a marketing campaign in the 1960s, the phrase is now deeply embedded in the American consciousness. It reverberates in similar admonitions that have recently seen resurgence in popular culture, such as the words of Martin Luther King, Jr.: “The silence of good people is more dangerous than the brutality of bad people.” Recent political conflicts have made clear that this country is not always sure of how to handle deeply complex and highly charged social and ethical dilemmas. As its central theme, this course will reflect on questions of action vs. inaction, silence vs. speech, and problems vs. solutions. We will consider whether inaction is always a negative thing, work to assess problems from a variety of perspectives, and learn how to appropriately focus and direct our own solutions to local and global problems.

Course Prerequisites: ENGL 101 and 210.
Required Texts
Connect Composition 3.0. McGraw-Hill Education, 2017. This text is offered through first-
day access, so you automatically purchased the product through a course fee when
you enrolled in the course. ISBN: 978-1259995903
Everything’s an Argument (with readings), 7th edition. Bedford/St. Martin’s, 2016. ISBN:
978-1319039509
Reliable and regular internet access; additional materials will be provided on D2L

Assignments
For each assignment, detailed requirements will be posted on D2L under “Content.”

Essay 1 (900 words): Rhetorical Analysis of an Argument – Choose one source from
your initial research (must have instructor approval) and use rhetorical analysis to
perform a close, critical reading of the text.

Essay 2 (1500 words): Definition or Causal Argument – For this essay, choose 3-4
academic sources from your ongoing research and use the structure of a definition or
causal argument to give shape, weight, and purpose to your ideas.

Formal Research Proposal (600 words) and Annotated Bibliography (100 words per
entry/10 entries) for Essay 3: At this point in the semester, you should have a clear idea
of how you’d like to narrow and focus your chosen topic for Essay 3. The proposal and
annotated bibliography should reflect the focus you’ve developed.

Essay 3 (3000 words): Disciplinary Specific Argument – Using the research and writing
you’ve done thus far, you will compose a sustained and supported argument which
incorporates multiple argumentative strategies and 10-12 academic sources. (Ideally,
this essay will build upon the exploration done in Essay 2, but that is not mandatory.)

Reading Responses (100 words each/10 responses): Research for this course should be
begun early and conducted in the spirit of inquiry. You’re looking for insights and
connections between texts/sources and your topic, searching for answers and
developing ideas (not just looking for sources that back up what you already think).
Each week one of these is due, you’ll turn in an informal response to a source. These
responses should include a very brief (2-3 sentences) summary of the source, but they
should move past summary to explore ideas and questions raised by the source and to
pose ideas and questions concerning your topic. You will submit these to two places: 1)
D2L dropbox, and 2) D2L discussion “Reading Responses,” so students may share
resources if possible. These responses may or may not be revised to become entries in
your annotated bibliography; it will depend upon the shape and direction of your
project. If responses from this exercise do make it to your annotated bibliography for
Essay 3, they must be appropriately revised and error free.

Workshop Groups: Within the first few weeks of the course, each student will be
placed into a smaller workshop group within the class. Each group will be comprised of
three or four students who will serve as an academic community for one another
throughout the course. Members of each group will read and comment upon one
another’s weekly postings and essay drafts, offering insightful feedback and peer
support as we each develop as writers throughout the course of the semester.
**Peer Reviews:** For each of our three essays, we will hold a Peer Review. To participate fully and receive credit, you must have your draft ready, meeting all requirements, and provide substantive feedback on your peers’ work. During each peer review, you will critically respond to the work of your peers and receive feedback for improving your own writing. Careful reading and thoughtful response will be expected. Failure to respond adequately to the work of your peers will result in your participation grade being lowered. Failure to submit a draft or failure to submit a draft that meets requirements for peer reviews will result in your final essay grade being lowered 50%.

**Weekly Discussions:** On a weekly basis, you will be asked to respond to a prompt located on the “Discussion” section of our D2L course. Once you have posted your response, you will be asked to comment upon a posting by one of your peers from within your workshop group. Posting assignments will vary by task throughout the course of the semester. Consider each one of these posting assignments as an opportunity to join in an academic discussion and hone your writing skills as you address an audience made up of classmates and instructor.

**Weekly Quizzes:** You will be responsible for completing a quiz over the weekly reading assignments. Each quiz will be located on the “Quiz” portion of our D2L course page. Generally, you will be asked five to ten questions relating to the week’s content that will test your understanding of the assigned materials. Each quiz will be available only during the week (M-F) in which we are covering the related materials. You will have unlimited time to complete each quiz; however, you will have only one attempt to finish the quiz. This means that you should set aside a time each week in which you can fully concentrate and complete the quiz to the best of your abilities.

**Grading**

Final grades will be calculated as follows:

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<thead>
<tr>
<th>Category</th>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Quizzes – 10%</td>
<td>30%</td>
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<tr>
<td></td>
<td>Reading Responses – 5%</td>
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<td></td>
<td>Discussions – 15%</td>
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<tr>
<td>Formal Writing</td>
<td>Proposal – 5%</td>
<td>70%</td>
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<td></td>
<td>Annotated Bibliography – 5%</td>
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<tr>
<td></td>
<td>Essay #1 – 10%</td>
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<td>Essay #2 – 20%</td>
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<td></td>
<td>Essay #3 – 40%</td>
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<td>Total:</td>
<td>100%</td>
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Overall course letter grades are assigned on a 10-point scale (90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 59-0% = F). The three major essays will be graded on a +/- scale, according to the rubric provided on D2L. **No incomplete grades will be given.** Scoring and feedback on most assignments will be completed within a week of the submission deadline; for the essay assignments, scoring and feedback will take up to two weeks.
Course Conduct
The readings in this course have been chosen to provoke discussion and thought, not because I think you should agree with all of them. My goal is that everyone will feel free to express their opinions, since productive dialogue will only happen if all our ideas can be discussed and examined in an open atmosphere. All discussions should be conducted with respect for all participants and their opinions. Each of us has a different worldview and unique perspective to contribute to debates. As a class participant, you are expected to respect the diverse opinions that might be voiced during class discussions; failure to do so will negatively affect your participation grade. Be respectful of others, value others’ contributions, and listen and learn.

“Recycled Writing” Policy
All writing submitted for ENGL 201 must be produced this semester—during Fall 2017—in order to meet the requirements for this course. Students who insist on “recycling” writing submitted to other courses will be dropped from the course for non-participation.

University Writing Center
The Writing Center is a place where students can meet with writing consultants to discuss their writing and get assistance with developing their writing skills. Any USD student, faculty member, or staff person may come to the Writing Center (online or in person) for individualized help with any writing. The Writing Center provides knowledgeable, experienced writing consultants who will work with students on a variety of writing, including the kind of writing you will be doing for this class. Students wishing to make an appointment with a consultant should email wcenter@usd.edu.

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

Submission to D2L and Turnitin
Drafts of the two major essays must be submitted to D2L, which is integrated with Turnitin.com. You will be provided designated dropboxes on D2L where you will upload your submissions. Be sure to begin the upload 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

Attendance
This course is designed as a reading and writing workshop that depends upon active student participation. As such, your presence online is imperative to your success in the course. All students must post to the discussion board at least once before the end of the first week or they may be dropped for non-attendance. After that, students who do not participate in the online community of the class for two consecutive weeks may be automatically dropped from the class by the instructor for non-participation. Participation means both submitting assignments on time and being active in the
discussion forums. Just as in a traditional classroom, if you must be absent from class for an extended period of time, you should make me aware of the circumstances prior to your absence. Online courses allow for flexibility but also demand an extremely high level of communication. I can work with you if you let me know what is going on.

Late Papers and Drafts
I will accept final drafts of the three major essays up to three calendar days past the original due date with a penalty of 10% for each day it is late. After three days, I will not accept any submissions, and you will receive a score of zero for the assignment. Failure to complete a rough draft of any of the major papers on time will result in a 50% deduction off of the respective final paper score. Participation items (quizzes, reading responses, discussions) cannot be completed late or made up if missed, except at the sole discretion of the instructor, which will only be considered in extraordinary circumstances, on a case-by-case basis.

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 (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.

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**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.

**Disability Accommodation**
Any student who feels they 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.
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.

Student Learning Outcomes
BOR System GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others. As a result of taking courses meeting this goal, students will:

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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 sentence structure</td>
<td>Reading responses, discussion board posts, peer review responses, essay writing process work, formal essays</td>
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<tr>
<td>2. Write logically</td>
<td>Reading responses, discussion board posts, peer review responses, essay writing process work, formal essays</td>
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<tr>
<td>3. Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive)</td>
<td>Essay writing process work, formal essays</td>
</tr>
<tr>
<td>4. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools</td>
<td>Some discussion board posts, essay writing process work, formal essays</td>
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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. As a result of taking courses meeting this goal, students will:

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES:</th>
<th>ASSESSMENT:</th>
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<tbody>
<tr>
<td>1. Determine the extent of information needed</td>
<td>Reading responses, discussion board posts, essay writing process work, formal essays</td>
</tr>
<tr>
<td>2. Access the needed information effectively and efficiently</td>
<td>Reading responses, essay writing process work, formal essays</td>
</tr>
<tr>
<td>3. Evaluate information and its sources critically</td>
<td>Reading responses, discussion board posts, peer review responses, essay writing process work, formal essays</td>
</tr>
<tr>
<td>4. Use information effectively to accomplish a specific purpose</td>
<td>Reading responses, discussion board posts, peer review responses, essay writing process work, formal essays</td>
</tr>
<tr>
<td>5. Use information in an ethical and legal manner</td>
<td>Reading responses, discussion board posts, peer review responses, essay writing process work, formal essays</td>
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