ENGL 201: Composition II (Online)
UNIVERSITY OF SOUTH DAKOTA
Spring 2018, Jan 8 - May 4
Sections 820 & 821
3 Credit Hours

Instructor: Dr. Jillian Linster

Contact Information

Email: jillian.linster@usd.edu
➢ Please review full communication policy, below (p. 2)

Office hours: By appointment, online only
➢ via Skype, Collaborate, phone, or email

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: “Writing Solutions”
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 circulated 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.” Actions may speak louder than words, but words are frequently necessary to instigate action. Our textbook asserts that Everything’s an Argument; but where does all this arguing take us?

This course is both about finding solutions to our writing problems and about finding solutions to larger social and ethical problems through and in writing. Through practical lessons in how to construct sound, logical, and convincing arguments, we will 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 Materials
Connect Composition 3.0. McGraw-Hill Education, 2017. Please note: 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

Reliable and regular internet access; additional materials will be provided 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 Online Student Handbook. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

Communication
For all communication regarding this course, the instructor and students are required to use the regular USD email system. Do not use the D2L messaging system, and do not send emails to the instructor from any non-USD account. If you enrolled in this course, you have a coyotes.usd.edu email address; that is the only email account you should use for this course. All emails must meet basic etiquette expectations, as outlined in the Online Student Handbook (link above).

You should make a habit of checking your USD email account (as well as the course D2L page) at least once daily, in case of any communication from the instructor. Important course information and updates will be sent to you via USD email, the News section on D2L, or both. If there is ever a problem with one of your assignment submissions, the instructor will attempt to contact you via USD email.

The instructor will regularly check her USD email account between 8am-5pm Monday through Friday, with the exception of official university holidays. You can expect a reply within 24 hours (often much sooner) to any email sent within that time frame. An email sent after 5pm on a Friday should not expect a reply before 8am the following Monday morning.

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

Quizzes: Each week you will be responsible for completing a quiz over the assigned reading. The quizzes are located on our D2L course page under Assessments>Quizzes. 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 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. Most quiz scores
will automatically post to the grade book; for any quiz requiring instructor grading,
scores will be returned within one week of the deadline.

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 respond to at least two of your classmates’ postings. Each week’s discussion is an
opportunity to join in an academic discussion and hone your writing skills as you
address an audience made up of your classmates and instructor. Some weeks, whole-
class discussion will be replaced by peer review activities conducted in small workshop
groups; see below. Discussion assignments will be scored no later than the end of the
following week.

Workshop Groups & Peer Reviews: Within the first few weeks of the course,
all students will be placed into permanent small workshop groups that
will serve as a supportive academic community. These workshop groups
will conduct a peer review session for each of the three essays.

To participate fully in and receive credit for peer reviews, 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 accordingly. 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%.

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 grades and feedback will be posted
within two weeks of the final draft deadline.

Proposal for Essay 2 (400 words): In a couple of paragraphs, you will suggest a
working thesis, indicate which argumentative approach (definition or causal) you plan
to take, and describe and assess the sources you plan to use for Essay 2. You will be
provided feedback and a score for your proposal within one week of the deadline.

Essay 2 (1500 words): Definition or Causal Argument – For this essay, you will 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. Essay grades and feedback will be posted within two weeks of the final draft deadline.

Proposal (600 words) and Annotated Bibliography (100 words per entry/10 entries) for Essay 3: At this point in the semester, you will have a clear idea of how you’d like to narrow and focus your chosen topic for Essay 3. Your proposal and annotated bibliography will reflect the focus you’ve developed and your writing plan. You will be provided feedback and a score for your proposal and bibliography within one week of the respective deadline for each.

Essay 3 (3000 words): Discipline-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.) Essay grades and feedback will be posted within two weeks of the final draft deadline.

Grading
Final course grades will be calculated as follows:

- Quizzes: 10%
- Discussions: 10%
  - Participation subtotal – 20%
- Essay Proposals: 5%
- Annotated Bibliography: 5%
  - Process Work subtotal – 10%
- Essay 1 final draft: 10%
- Essay 2 final draft: 20%
- Essay 3 final draft: 40%
  - Formal Writing subtotal – 70%

  Total Overall Grade – 100%

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 the instructor thinks you should agree with all of them. The 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 Spring 2018—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
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. Visit their website at http://www.usd.edu/academics/writing-center. 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 schedule online appointments; contact the Writing Center at wcenter@usd.edu for more information.

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. All dropbox submissions must be made in MLA-formatted documents.

Be sure to begin the dropbox 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. Please note: The instructor is not able to provide technical support for the online course interfaces.

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, if you fail to submit any three consecutive assignments, you may be dropped from the class for non-attendance. If the instructor deems your overall participation insufficient and you do not respond in a timely fashion to attempts at communication, you may be dropped for non-participation.
**Late Assignments**
Final drafts of the three major essays, if submitted late, will lose 10 points (out of 100 points possible) 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.) After three days, no submissions will be accepted, and you will receive a score of zero for the essay assignment. **No other work will be accepted late.**

Failure to complete a rough draft of any essay on time and according to instructions will result in a 50% reduction of total points possible from the final paper score. Similarly, failure to fully participate in any peer review activity will result in a 50% reduction of total points possible from the final paper score.

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

**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).
Assessment Disclaimer
Any written work submitted for this course may be used for purposes of program review and/or faculty development.

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.

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.

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 ENGL 201
Plagiarism is a form of academic dishonesty that occurs when a student submits another person’s writing (ideas and/or words) 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 ENGL 201 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.

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.

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

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</td>
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3. Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive)

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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>Reading responses, discussion board posts, essay writing process work, formal essays</td>
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<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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**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: