English 201-U822T: Composition II, Writing to Explore Place and the Environment

English 201. 3 Credit Hours
Spring 2018
University of South Dakota

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Description of Course: In English 201, you will engage in a study of rhetorical situations in visual and written contexts. This course will challenge you to learn the skills you’ll need to excel as a scholar at the University of South Dakota. Throughout the semester, you will learn to engage rhetorical habits of mind in order to write confident, graceful, research-based academic essays on interesting (and sometimes curious) topics.

The purpose of English 201 is to help you develop your abilities as a writer and reader of texts to encourage you to think critically and communicate effectively in the world. I’ll ask you to inquire into different personal, academic, and civic contexts and compose and read different genres. I’ll also help you develop flexible reading, writing, and research processes to help you develop as a college writer. Much of your work will involve different kinds of collaboration, including small group workshops. Because writing development is an important process that takes place over time and across different writing situations, all English 201 classes involve extensive revision processes.

Catalog Description
Study of and practice in writing persuasive prose, with the aim to improve writing skills in all disciplines. Prerequisites: ENGL 101 and 210 or instructor’s consent.

Course Overview
English 201 Composition II is an intensive 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 significantly exceed those of English 101 Composition I.

Course Texts
- *Dances with Wolves*. dir. Kevin Costner. Oricon Pictures, 1990. Note: Many libraries in South Dakota have this film available on DVD. Amazon Prime does have *Dances with Wolves* available for streaming, and Amazon Video (if you don’t have Prime) rents the film for $2.99. It is not currently available for streaming on Netflix (but it is available via Netflix DVD).

Other requirements
- computer and regular Internet access
- Microsoft Word for sketches (low-stakes writing assignments) and formal essays
- Email access
Major Inquiry Projects
Expect to write and revise three different projects over the course of this class, in addition to a research proposal and annotated bibliography. You will also compose other informal writing in and out of class. I will give you a detailed assignment sheet as we begin each of these major assignments.

Essay One: Lifeplace Essay. 1200-1600 words (4-5 pages).
Essay Two: Environmental Issue Essay. 1500-1800 words (5-6 pages).
Proposal and Annotated Bibliography for Essay Three: Research 1300-1600 words (4-5 pages).
Essay Three: Personal Academic Argument. 3000-3500 words (10-12 pages).

Your three major inquiry projects will give you the opportunity to compose in a range of genres for a variety of academic and civic situations. You’ll have opportunities to use observations and experience as evidence, as well as learn strategies for composing effective arguments and conducting academic research.

Common Policies and Procedures

General Class Expectations:
All reading assignments will be completed by the assigned date.
All writing assignments must be turned in on time.
Actively participate in class discussions on our D2L discussion board.
Any individual assignments will be completed by the assigned date and submitted to the dropbox on D2L.

Course Activities
Reading and Writing: Since this course is designed as a writing workshop, you will be reading and writing a lot. You’ll be reading example essays and chapters from your texts throughout the semester as well as your peers’ writing. In addition to the four major writing assignments outlined above, you will be responsible for giving feedback on your peers’ writing and responses to course readings. By the end of the semester, you will have completed four major writing assignments of varying lengths. Due dates for drafts will be clearly indicated on individual assignment sheets.

Participation: Because class participation is essential to a course with a reading and writing workshop format, you will be graded on your contributions to our class discussions. Every week, your instructor will set up two discussion threads on D2L, and you must submit responses to both topics. Additionally, students will need to respond to two of their classmates’ posts for each of these threads. In other words, to get full participation points, you must submit two responses and four replies to your classmates each week. In these replies to your classmates, be respectful of their ideas and try to take the discussion a bit further.

Assessment and Grading
To pass this course, you MUST meet the following requirements: (1) complete each major writing assignment; (2) submit ONLY writing that has been produced during the semester in which you are enrolled in this class; (3) submit all writing to Turnitin.com as directed; and (4) meet participation requirements for classes and peer review workshops. This is the MINIMUM for PASSING. Then your course grade will be determined as follows:

- Essay One: 15%
- Essay Two: 20%
- Research Proposal and Annotated Bibliography: 10%
- Essay Three: 30%
- Peer Review/Conferences: 10%
- Participation: 15% (Active participation in class discussions and peer workshops.)
**Final Course Grades:** 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; below 60 = F.

**Grading Scale for Final Essays:**

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**Course Policies**

**Attendance:** Your “attendance” in an online course is demonstrated through the regular and timely submission of weekly assignments, both large and small. **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 Writing Assignments & Make-up Policy:** If a deadline is approaching and you know that you will be unable to submit your paper at the appropriate time, contact me early and submit your work **before the due date.** Drafts of major essays submitted late to TurnItIn.com will lower both your final assignment grade and your participation grade by five percentage points. Other late writing assignments (such as sketches) will not be accepted.

**Due Dates/Times:** Please note that due dates for all assignments are given for central time. If you are in Western South Dakota, you are probably on mountain time. You will need to make sure that your work is turned in for central time, not your time zone.

**Email Response Time**

My goal will be to response to emails sent on weekdays within 24 hours. Emails sent on weekends may take up to 48 hours to receive a response. Before emailing, make sure to consult the documents I’ve uploaded for you, including the syllabus, course calendar, and any assignment directions to ensure that the question you have is not already answered on them.

**E-mail Etiquette:** All e-mails must begin with a greeting/salutation and end with a proper closing. You should also follow standard spelling, punctuation, and grammar rules. Remember to proofread your e-mail before you send it as it is a direct reflection of you. Your emails should be (like the rest of your writing) a stellar piece of deathless prose.

**Respect for Others’ Opinions:** Each of us has a different world view to bring to the table. As a class participant, you are expected to respect the diverse opinions that might be voiced during class discussions. Be respectful of others, value others’ contributions, and learn from them.

**Course Disclaimer:** 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 “arguments” should be conducted with respect for all participants and their opinions.
Required Essay Format: All essays and all drafts are to be typed and double-spaced. Font size should be 12-point Times New Roman. Basic MLA format is to be followed. Any draft turned in that does not follow these guidelines may be docked points from the final grade. Computer breakdowns and busy computer labs are NOT excuses for late work. **Always back up your work.** Note: we will be using the most recent, 8th edition of MLA documentation for this course. Consult the Purdue OWL, the Writing Center, or the instructor if you have questions. Also, do not simply trust citation generators, for they often make mistakes. Double check your citations carefully.

“Recycled Writing” Policy: All writing submitted for English 201 must be produced this semester in order to meet the requirements for this course. **Students who continue after initial warning to submit writing completed during previous attempts at English 201 or for other courses may be dropped from the course for non-participation.** In other words, you MUST produce NEW drafts and write on NEW topics.

Technology Use for Course Management: This online course uses various websites and resources to manage class activities, handouts, grading, and communication. Most writing assignments will be submitted and feedback and/or grading will be completed electronically. This class utilizes the following websites and word processing software:

1. Turnitin.com – used to submit all writing for plagiarism review.
2. Microsoft Word – used for all sketch and essay assignments.
3. Desire2Learn (D2L is accessed through the student U. portal) – Used for maintaining an archive of electronic files of class handouts, resources, and/or assignments.
4. USD E-Mail – used for ALL student-instructor communication. **Email should be checked at least once daily.**

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

University Writing Center: At some point in the semester, I might refer you to the USD Writing Center for assistance with your writing. By participating in online Writing Center sessions, you will not only improve your writing on a single paper, you will also improve overall as a writer. Contact the UWC at 677-5626 for more information about the Writing Center, or peruse their website at www.usd.edu/academics/writing-center.

Course Goals

This course fulfills the following goals of the South Dakota System General Education Requirements: Board of Regents (BOR) 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:

SLO 1.1: Write using standard American English, including correct punctuation, grammar, and sentence structure. Assessment: To meet this outcome, students will submit final drafts of three major essays and will complete in-class and out-of-class writing assignments.

SLO 1.2: Write logically. Assessment: To meet this outcome, students will successfully complete three essay assignments.

SLO 1.3: Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive). Assessment: To meet this outcome, students will successfully complete three essay assignments focused on academic argumentation.

SLO 1.4: Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools. Assessments: To meet this outcome, students will successfully complete research-based argumentative essays, as well as a research proposal and an annotated bibliography.
Board of Regents (BOR) 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. Assessments: Students will compose three essays that have research components, as well as a research proposal and an annotated bibliography. SLO 7.2: Access the needed information effectively and efficiently. Assessments: Students will compose at least three essays that have research components, as well as a research proposal and an annotated bibliography.
SLO 7.3: Evaluate information and its source critically. Assessments: Students will compose at least three essays that have research components, as well as a research proposal and an annotated bibliography.
SLO 7.4: Use information effectively to accomplish a specific purpose. Assessments: Students will compose at least three essays that have research components, as well as a research proposal and an annotated bibliography.
SLO 7.5: Use information in an ethical and legal manner. Assessments: Students will compose at least three essays that have research components, as well as a research proposal and an annotated bibliography.

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. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may 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.

-- Adopted by vote of the faculty of the College, April 12, 2005

Students who have engaged in academic dishonesty may be referred to the USD Office of Rights and Responsibilities for violation of the Student Code of Conduct.

English 201 Plagiarism and Cheating Addendum: Plagiarism occurs when a student submits another person’s writing as his/her own or has another person dictate what should be written. Plagiarism also occurs when a writer either intentionally or unintentionally fails to document another person’s words and/or ideas. Failure to credit the source of verbatim text, whether on early drafts or final drafts, graded or ungraded work, major writing assignments or homework, constitutes plagiarism. 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 academic dishonesty in any single assignment, including short papers and drafts, no matter how long or what degree of plagiarism, will be referred to the Director of Writing. The default penalty for plagiarism or academic dishonesty is course failure.
Students who appear to have plagiarized or appear 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 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**
The following statement is required by the South Dakota Board of Regents.

Freedom in Learning: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which 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:
Late Work
Your work needs to be typed and submitted to the appropriate dropbox on D2L to be considered "on time."

Academic Conduct. You must abide by the rules for academic conduct described in the Student Conduct Code. If you have any questions about when and how to avoid academic dishonesty, particularly plagiarism, please review the Conduct Code and talk with your instructor. The Council of Writing Program Administrators describes plagiarism as follows: “plagiarism occurs when a writer deliberately uses someone else’s language, ideas or other original (not common-knowledge) material without acknowledging its source.” Academic honesty is highly valued in the University community and acts of plagiarism will not be tolerated.

Students with Disabilities
Qualified students with disabilities will receive appropriate accommodations in this course. Please contact me via email and be prepared to provide a letter from your DSS Coordinator.