ENGL 370: Critical Writing (Online)
UNIVERSITY OF SOUTH DAKOTA
Spring 2018, Jan 8 – May 4
Section 820
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

Catalog Description
This course, which meets the University’s upper-division critical writing requirement for graduation, is an interdisciplinary writing course on a specific topic or theme. Course content includes readings from across the disciplines and emphasizes advanced research-based critical writing skills.

Detailed Course Description: “What’s in a Name?”

What’s in a name? That which we call a rose by any other name would smell as sweet.
~ William Shakespeare, Romeo & Juliet

The name of a man is a numbing blow from which he never recovers.
~ Marshall McLuhan

Does it matter what we call something? A person, a group, a phenomenon? How much impact does a particular name have on the nature of a person or thing? In this advanced writing course we will consider the personal, cultural, social, mental, and emotional significance of naming choices, both self-selected and given. Our shared exploration of this line of inquiry will enhance and hone your critical thinking, research, interpretation, and argumentation skills via multiple writing assignments and other vigorous intellectual and cooperative activities.

Course Prerequisites
Students must have completed one of the following: ANTH 211, CJUS 202, ENGL 201, ENGL 205, ENGL 283, ENGL 284, POLS 202, SOC 211 or UHON 211 and must have 60 credits completed or in progress.
Required Materials


Access to a handbook. You may have access to McGraw-Hill’s Connect Composition 3.0 from prior writing classes; links on our D2L homepage will get you to Connect and to its tech support. You will use Connect as a writing and revision resource to which the instructor may direct you for help with specific issues. ISBN: 978-1259995903

Regular and reliable internet access; additional required readings will be made available online via 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.
A Note on Sensitive Content
Please be aware that some of the subject matter for this class is sensitive and may at times make you uncomfortable. Our online classroom is an open learning environment, and the free exchange of ideas is encouraged; however, any forms of hate speech or bigotry will not be tolerated. If you feel you have been treated unfairly, whether by another student or the instructor, please contact the instructor as soon as possible.

Content warnings will be provided to identify potentially disturbing material. (If a content warning is not provided for material you think should have one, please let the instructor know so that the error can be rectified.) If you encounter content that is potentially triggering for you, please contact the instructor immediately about alternate reading material/media options.

Please note: This course does not promote any particular political ideology. You are encouraged to voice your opinions, both in support of and against material presented in our texts and through the media we encounter. The online classroom is a space for open discourse and exchange of ideas, but discriminatory, racist, sexist, or otherwise offensive remarks will not be tolerated.

Assignments

Major Writing Assignments: Two essays will comprise the major portion of your final grade: a shorter, in-depth name exploration (5-7 pages; 20%) and a longer, extended evaluation and analysis of naming practices (10-12 pages; 40%). You will have multiple choices regarding how you approach each assignment and the topic you choose to write about; detailed prompts and deadlines will be provided in accordance with the course schedule. Both essays will be evaluated according to written criteria made available to you online well in advance of the due date. Essays will be scored on a 100-point scale. Submissions must be made in MLA format, or they will earn reduced points. Feedback for these longer assignments will take up to two weeks to be returned to you.

Reflective Writing Assignments: During the semester you will produce regular responses (300-500 words each) to assigned readings, videos, discussions, and other course content. Your reflections should demonstrate thoughtful engagement with the topic and reflect your best writing skills. A prompt for each reflection will be provided on the Discussion board where your assignment will be posted. Reflective responses will receive a score in the D2L gradebook within one week of the assignment deadline. All together, these responses constitute 15% of your final grade.

Participation:
While you will first encounter course content individually and reflect and comment on that content independently, you will then be expected to engage intellectually and
respectfully with one another’s writings and ideas. In the context of a wholly online course such as this, that engagement will take place in the forum of the D2L Discussion board and will involve both open conversation and more structured peer review activities.

The success of this class largely depends on your preparation and active participation, and points will be deducted from your participation grade for not demonstrating active engagement. Keep in mind, however, that quality is more important than quantity; a sheer quantity of posting does not in and of itself constitute active engagement with the course. Your participation grade will be scored weekly and accounts for 15% of your final grade.

**Reading Quizzes:**
You will regularly be assigned required course readings; some of that reading will have quizzes attached to keep you accountable in completing the reading and to help reinforce the key concepts you should be learning from it. Quizzes will be given online through D2L. You will have one attempt at these quizzes, but an unlimited amount of time to take them (they are open book). 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. All together, the reading quizzes are worth 10% of your final grade.

**Grading**
Final grades will be calculated as follows:

- Essay #1: 20%
- Essay #2: 40%
- Reflective Writing: 15%
- Participation: 15%
- Reading Quizzes: 10%

*(Total points: 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 two 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.

**“Recycled Writing” Policy**
All writing submitted for ENGL 370 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
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 Assignments
Final drafts of the two 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 either of the two major papers 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](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 ENGL 370**
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 370 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 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  
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  
This course fulfills the following goals of the University of South Dakota Institutional Graduation Requirements: BOR Writing Intensive Requirement: Students will demonstrate advanced research-based writing skills.

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

1. Students will complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc. **Assessment:** Annotated bibliography, final research paper
2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field. **Assessment:** Course readings, discussion posts, and final research paper
3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback. **Assessment:** First essay, reflective writing, and final research paper
4. Write using standard American English, including correct punctuation, grammar, and sentence structure. **Assessment:** Reflective writing assignments, discussion posts, drafts, and all other major writing assignments