Meeting Time: Online
Instructor: Cheyenne Marco
Email: Cheyenne.Marco@coyotes.usd.edu

Class Location: Online
Office Hours: Available via Email
Office Location: Dakota Hall 216

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

Course Prerequisites: ENGL 101 and 210.

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 Theme
Aliens, the Loch Ness monster, big foot. What makes people believe in the unbelievable? Was 9/11 an inside job? Did Wall Street sink the Titanic? Are selfies and Facebook really NSA plots? Though we tend to look as conspiracy theory and myth as evidence of paranoid minds, every day we are posed with the question of what is real and what is not. Is global warming real? Which is the myth: Creation or evolution? How did Hitler create the myth that the Jews were ruining Germany? Why did we go to war in Iraq: to fight terror or steal oil? I want to believe. But what do I believe? When we look at these questions, we often ask ourselves “how can someone believe that?” The answer is easy: someone made a good argument. The assertion was based on evidence (real or fabricated). It felt right. It came from someone who appeared knowledgeable. These are the skills of a master persuader. 201 is about enhancing theses skills and giving you the tools to make people believe your argument—whether you’re asserting that illegal aliens should be granted citizenship or extraterrestrial aliens are responsible for the Kennedy assassination.

Required Texts and Other Materials
- Email and Internet Access

Course Activities

Reading
This will be a reading intensive course, and in some ways, this class will feel more like Introduction to Literature than Composition I. Unlike Comp I, Comp II expects you to engage with contemporary arguments presented in contemporary media, politics, and the like. Engaging with these arguments means doing research, reading about what’s going on and learning the basic claims behind the argument. These readings will either be posted to D2L or come from Conspiracy Theories and Secret Societies for Dummies. In the event that you are doing research on your own preferred topic, I highly recommend pulling reading/research material from USD’s Library Databases.

In addition to pop culture readings, I will also have you reading chapters out of The Complete Idiot’s Guide to Persuasion. The purpose of these readings is to enhance your writing skills, particularly those associated with persuasive—also known as argumentative—writing. These chapters will focus on developing ethos, pathos, and logos and serve as models for your essays.

Any and all assigned reading is fair game for quizzes.

Writing
Since this is a composition course, there will be writing. Most of this writing will occur out of class in the form of major essay drafts, an annotated bibliography, paper proposal, outlines, and weekly discussion posts. A breakdown of major assignments can be found below, and the due dates for these assignments can be found on the course schedule and posted online. When submitting assignments, I prefer .docx, .rtf, and .pdf. I do not accept documents saved as .pages.

Other Activities and Policies

Participation/Discussion Board
Because class participation is essential to a course with a reading and writing workshop format, you will be graded on how well you contribute to our class discussion board. This grade will reflect not only the degree of your participation, but also the quality of your contributions. A rubric is available on our course site. Discussion posts, including original posts and responses, should be a minimum of 100 words and should avoid simple agreement statements. Students will be given feedback on their posts in the D2L gradebook one week from their respective due dates.

Quizzes
I will give announced quizzes on homework reading assignments. Quizzes are multiple choice and open book. They will be graded automatically, and grades can be viewed in the D2L gradebook.

Assessment & Grading
One of the goals for this course is to encourage you to develop critical reading and analytical skills as you practice thoughtful reading and writing about contemporary issues. A second and equally important goal is to help you continue to develop your writing skills. Response papers and major essays will receive letter grades as the semester progresses.

All feedback will be posted in the D2L gradebook. Grades and comments will be made available one week after the due date, unless the assignment is turned in late.

Final Course Grades
To pass this course, you MUST meet the following requirements: (1) complete multiple drafts of TWO essays, both of which must have a significant research component; (2) submit ONLY writing you have produced during the current semester for English 201; and (3) submit all essay drafts and brief writing assignments, as required, to D2L. This is the minimum for PASSING. Then your course grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay One: Conspiracy Theory/Myth Analysis</td>
<td>150</td>
</tr>
<tr>
<td>Essay Two: Conspiracy Theory Persuasion Paper</td>
<td>220</td>
</tr>
<tr>
<td>Final Paper: Application Paper &amp; Reflective Memo</td>
<td>200</td>
</tr>
<tr>
<td>Small Papers</td>
<td>150</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Discussion Posts &amp; Responses</td>
<td>180</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Course Grades (whole letter grades only):</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 1000-900</td>
</tr>
<tr>
<td>B = 899-800</td>
</tr>
<tr>
<td>C = 799-700</td>
</tr>
<tr>
<td>D = 699-600</td>
</tr>
<tr>
<td>F = below 600</td>
</tr>
</tbody>
</table>
Grading Scale for individual assignments (+/- system):

<table>
<thead>
<tr>
<th>Letter</th>
<th>%</th>
<th>Letter</th>
<th>%</th>
<th>Letter</th>
<th>%</th>
<th>Letter</th>
<th>%</th>
<th>Letter</th>
<th>%</th>
<th>Letter</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100+</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>77-79</td>
<td>D+</td>
<td>67-69</td>
<td>F</td>
<td>below 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93-100</td>
<td>B</td>
<td>83-86</td>
<td>C</td>
<td>73-76</td>
<td>D</td>
<td>63-66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>B-</td>
<td>80-82</td>
<td>C-</td>
<td>70-72</td>
<td>D-</td>
<td>60-62</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

End of the Semester Grade Concerns
The last week of the semester is NOT the time to be concerned about your overall course grade, nor is it the time to consult me about extra credit or ways to improve your current grade. Please monitor your grade throughout the semester to keep on top of missing/late assignments, extra credit, or requests for additional help. I will not award extra credit or accept late assignments during the last week of the semester.

D2L
Students can find information about accessing D2L in the Online Student Handbook. For this course, students will submit all final drafts of each major writing assignment and all out-of-class brief writing assignments to D2L.

Attendance
Students who fail to login the first week of classes will be dropped from the course. Students who fail to participate in four consecutive online discussions will be dropped from the course for non-participation. Your participation is extremely important to your success in this course.

Email
I will do my best to respond to emails within twenty-four (24) hours during the week or forty-eight (48) hours on the weekend.

Extra Credit
Extra credit will be available only to students who are in good standing in the course (in other words, students cannot pass the course with help from extra credit). Students may earn points for selected Writing Center Workshops they attend. Other opportunities will be at my discretion. Extra credit will not exceed more than 5% of a student’s grade (50 points).

“Recycled Writing” Policy
All writing submitted for English 201 must be produced this semester for this course. Students who “recycle” writing submitted during previous attempts at English 201 or for other courses may be dropped from the course for non-participation.

Policies for Research
Research for this class must be discipline specific. Unacceptable research sources include general encyclopedia and dictionaries, book reviews, other sources of brief notes or abstracts, and unapproved websites.

Late Writing Assignments & Make-up Policy
All major essays and response papers must be submitted to D2L to receive credit. Late papers submitted to D2L will lose 5 percent from their overall grade for each day they are late (not just each class period). I will not accept papers after one week past the final due date. If you know that you will have to submit a late paper you must speak with me before the due date to make specific arrangements. Other late writing assignments, homework, and quizzes will not be accepted. Students who miss in-class assignments, including exams, will not be allowed to make up that work except under extenuating circumstances, and then only at the discretion of the instructor.

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

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).

Program Review and Faculty Development
Any written work submitted for this course may be used for purposes of program review and/or faculty development.

Netiquette
Discussion posts should be respectful and civil. If a student becomes rude, antagonistic, or mean during a discussion session, s/he will be asked to discontinue the behavior and lose participation points for the day. If this attitude persists, the student may be dropped from the course.

University Writing Center
Information about the Writing Center is available on the USD portal at http://link.usd.edu/3584 and on the Writing Center blog at http://blogs.usd.edu/wcenter. Scheduling an appointment is advisable; however, drop-in sessions are welcome for both online and face-to-face Writing Center sessions.

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.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1: Write using standard American English, including correct punctuation, grammar, and sentence structure.</td>
<td>To meet this outcome, students will submit final drafts of major essays and will complete in-class and out-of-class writing assignments.</td>
</tr>
<tr>
<td>1.2: Write logically.</td>
<td>To meet this outcome, students will successfully complete several persuasive essays.</td>
</tr>
<tr>
<td>1.3: Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive).</td>
<td>To meet this outcome, students will successfully complete essays focused on academic argumentation.</td>
</tr>
<tr>
<td>1.4: Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.</td>
<td>To meet this outcome, students will successfully complete research-based argumentative essays, as well as a research proposal and an annotated bibliography.</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1: Determine the extent of information needed.</td>
<td>Students will compose essays that have research components, as well as a research proposal and an annotated bibliography.</td>
</tr>
<tr>
<td>7.2: Access the needed information effectively and efficiently.</td>
<td>Students will compose essays that have research components, as well as a research proposal and an annotated bibliography.</td>
</tr>
<tr>
<td>7.3: Evaluate information and its source critically.</td>
<td>Students will compose essays that have research components, as well as a research proposal and an annotated bibliography.</td>
</tr>
<tr>
<td>7.4: Use information effectively to accomplish a specific purpose.</td>
<td>Students will compose essays that have research components, as well as a research proposal and an annotated bibliography.</td>
</tr>
<tr>
<td>7.5: Use information in an ethical and legal manner.</td>
<td>Students will compose essays that have research components, as well as a research proposal and an annotated bibliography.</td>
</tr>
</tbody>
</table>

**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:

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.

**English 201 Plagiarism Addendum**

Plagiarism occurs when a student submits another person’s writing 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 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 English Department Chair. The default penalty for plagiarism or academic dishonesty is **course failure. I will not tolerate any form of plagiarism in my class and will make sure any instance of plagiarism receives the maximum penalty. Discussing issues with me beforehand or taking a zero on an assignment are preferable to being tried with plagiarism. DO NOT TAKE THIS RISK.**

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.

**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.
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.