ENGL 201: Composition II (Online)
UNIVERSITY OF SOUTH DAKOTA
Spring 2019, Jan 7 – May 3
Sections 820T, U821T
3 Credit Hours

Instructor: Dr. Jillian Linster

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➢ Meetings available via email, phone, Skype, or Collaborate Ultra

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 Goal 1. The expectations for writing and research in English 201 significantly exceed those of English 101: Composition I. As this is a three-credit course being taught in sixteen weeks, you should expect to spend at least nine hours per week on course activities.

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

Detailed Course Description: “Thinking Problems”
We are constantly bombarded by demands on our attention. As we navigate the conflicts, debates, and confrontations of daily life, most of us hardly know what to think—must less how. Then your composition instructor asks you to think hard enough to produce a 10-page paper, and your mind explodes. In this course, we will pay close attention to the relationship between thinking and writing to learn about:
- problems that interfere with critical thinking
- how writing works as a form of thinking
- applying specific thinking techniques to essay topics
- how changes in thinking can address social and cultural problems

This course equips you with two key texts for learning your own mind and how to clearly express it in communicating with others. How to Think will be your manual for sifting through the information overload and cultivating a meaningful mental life. Concurrently, Everything’s an Argument will help you learn how to identify and craft rhetorical appeals and build convincing arguments of your own. These texts will prepare you for humanistic inquiry into the interdisciplinary subject matter of your choice... and hopefully keep your mind from exploding in the process.

Course Prerequisites: ENGL 101 or UHON 110
Instructional Methods: Online discussion, lecture, assigned reading, peer review
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.) ISBN: 978-1259113833


You must have reliable and regular internet access; additional course 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, which can also be found under the USD Getting Started widget on our D2L homepage. This document contains important information pertaining to minimum technology requirements, online etiquette, registration information, and other university services and policies.

Assignments
For each assignment, detailed requirements will be posted on the Content page of the course D2L site (see Content > Course Materials > Major Assignment Instructions).

Quizzes: Most weeks you will be responsible for completing a quiz over the assigned reading. This helps hold you accountable for completed the reading and also highlights and reinforces key points and important concepts. The quizzes are located on our D2L course page under Assessments > Quizzes and also linked from the Weekly Checklists in Content. Generally, you will be asked between five and twenty 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: Almost every week, you will be asked to respond to a prompt located in 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 or supplemented by peer review activities conducted in small workshop groups. Discussion assignments will be scored no later than the end of the following week.

Essay 1 (900 words): Argument of Definition – Look over the Wikipedia page called “List of Cognitive Biases.” From that list, select a bias that you recognize, either in your own behavior or someone else’s, and write a paper about your experience of it, forming a brief but cogent argument about the dangers and/or benefits of cognitive biases.
Essay grades and feedback will be posted within two weeks of the final draft deadline.

**Plan for Essay 2 (400 words):** In a couple of paragraphs, you will identify a problem related to thinking and one of the causes of that problem, in whole or in part. This essay-drafting plan will include a working thesis statement, description of the sources you plan to use for the essay, and clear identification of the “thinking problem” you intend to focus your research on for the remainder of the semester. You will be provided feedback and a score for your plan within one week of the deadline.

**Essay 2 (1500 words):** Causal Argument – For this essay, you will choose a minimum of three sources from your ongoing research and use the structure and approach of a causal argument to give shape, weight, and purpose to your ideas, carrying out the plan you laid forth earlier (see above). Essay grades and feedback will be posted within two weeks of the final draft deadline.

**Plan (600 words) and Annotated Bibliography (150 words per entry; 8 entries) for Essay 3:** Your plan and annotated bibliography for Essay 3 will lay out a road map of writing and research for our major course assignment. You will be provided feedback and a score for your Essay 3 plan and bibliography within one week of the respective deadline for each (they are not due at the same time).

**Essay 3 (3000 words):** Proposal Argument – Essay 3 will be an interdisciplinary research paper addressing the “thinking problem” you first identified and explored in Essay 2. In Essay 3 you will place that “thinking problem” into a broader context and craft an argument that proposes a specific solution to the problem. Building on your research and writing from throughout the semester, you will compose a sustained and supported argument that incorporates multiple intentional argumentative strategies and at least eight sources, according to the prompt instructions. Essay grades and feedback will be posted within two weeks of the final draft deadline.

**Minimum Requirements for Passing English 201**
To pass this course, you must:
1. complete all three major essay writing assignments by their final deadlines;
2. submit only writing that has been produced for this course during the semester in which you are enrolled;
3. submit writing assignments as required to D2L/Turnitin.
These are the minimum requirements for passing the course. If these requirements are accomplished, your course grade will be determined as described below.

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

- Quizzes: 10%
- Discussions: 10%
- Participation subtotal – 20%
- Plan for Essay 2: 2%
- Plan for Essay 3: 3%
- Annotated Bibliography: 5%
- Process Work subtotal – 10%

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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.

Student Learning Outcomes
This course fulfills the following goals of the South Dakota Regental System-wide Graduation Requirements:

SGR #1, Written Communication: 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>Student Learning Outcome</th>
<th>Assessment(s)</th>
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<tr>
<td>1. Write using standard American English, including correct punctuation, grammar, and sentence structure;</td>
<td>Discussion board participation; process work assignments; Essays 1, 2, and 3</td>
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<tr>
<td>2. Write logically;</td>
<td>Discussion board participation; process work assignments; Essays 1, 2, and 3</td>
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<tr>
<td>3. Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive);</td>
<td>Essays 1, 2, and 3</td>
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<tr>
<td>4. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.</td>
<td>Annotated bibliography; Essays 1, 2, and 3</td>
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