

South Dakota School of Mines & Technology

Course Syllabus – Summer 2024

ENGL 101 – English Composition

Professor Carlie Herrick

Office: CB 324

Office Hours: Zoom 11-12 on MTW

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Course Information

Course Start/End Dates:

May 6th through May 31st

Course Delivery Method and Time Expectation:

This course is an online asynchronous class. You are expected to log into D2L daily, and since this class is one month and representative of a semester long course, please set aside two hours a day to watch the lesson posted MTWTh, complete readings and homework assignments, and participate in peer review and conferences.

Course Description

Practice in the skills, research, and documentation needed for the effective academic writing. Analysis of a variety of academic and non-academic texts, rhetorical structures, critical thinking, and audience will be included.

Additional Course Information:

This is an asynchronous course that is designed as a writing workshop, which means that every day you will write and read something. One of the goals for this course is for everyone, including your professor, to learn something about what makes writing successful in a variety of rhetorical situations. A second goal is to learn that writing is most often an acquired skill, not an innate gift that some people have and some don't. When you've begun composing essays, you will be required to work through a **minimum** of two drafts of each major writing assignment. We learn by doing in this course, and "doing" means drafting, revising, experimenting, discussing ideas with peers, playing with language, polishing, proofreading, editing, finalizing a draft, and thinking about ourselves as writers.

Required Texts and Materials:

- Lamott, Anne. *Bird by Bird*. The Canongate. New York, 1994.

Course Goals:

Goals and Outcomes: As required by the SD Board of Regents (BOR), English 101 will meet Gen Ed Goal #1 and address the following student learning outcomes and assessments.

Gen Ed 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

1. Write using standard American English, including correct punctuation, grammar, and sentence structure.

Assessment: Students will

- Recognize and repair common errors in grammar, punctuation, and usage in their papers.
- Apply standard English grammar, punctuation, and other mechanical aspects to all written assignments.
- Compose clear, effective sentences and combine them into focused, coherent paragraphs that match the assigned writing purpose.
- Improve their mastery of punctuation, grammar, and sentence structure through class discussions and exercises, quizzes, instructor feedback, and the draft and revision process.

2. Write logically.

Assessment: Students will

- Recognize and repair common focus and organization errors in their papers.
- Apply common organizational strategies to all written assignments.
- Write clear, effective paragraphs and combine them into a logical sequence and focal pattern that matches the assigned writing purpose.
- Improve their mastery of organization and logical writing through class discussions, written exercises, instructor feedback, and the draft and revision process.

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

Assessment: Students will

- Identify and repair common rhetorical and reasoning errors in their papers.
- Apply common rhetorical and reasoning strategies to all written assignments.
- Design and produce writing using appropriate rhetorical strategies that match audience needs and assigned writing purpose.
- Improve their mastery of persuasion and rhetorical strategies through class discussions, written exercises, instructor feedback, and the draft and revision process.

4. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.

Assessment: Students will

- Identify and repair common documentation errors in their papers.
- Apply common research strategies to all written assignments that require it.
- Design and produce writing using appropriate research tools that match audience needs, proper documentation requirements, professional ethical standards, and assigned writing purpose.

- Improve their mastery of research and documentation methods through class discussion, written exercises, quizzes, instructor feedback, and the draft and revision process.

Course Activities and Grading

Reading and Writing: You will be writing three formal essays: Personal Narrative, Writing a Profile, and Analyzing and Synthesizing Opposing Arguments. In preparation for these essays, you will be reading from your texts and from sources posted on D2L; also, you will be writing and revising drafts.

Narrating an Event: May 10
Writing a Profile: May 20
Analyzing an Argument: May 28
Closing Memo & Journals: May 31

Assessment and Grading:

Through a process of pre-writing, drafting, revising, and critiquing, you will produce three essays; two require research. Your essays will be critiqued by your classmates and instructor. After your essay is critiqued, you will rewrite it using the insights you have gained from both your classmates and instructor. The second draft of each essay will receive feedback and a grade.

To take the place of a final exam, you will have to prepare a final portfolio.

- ☐ Narrating an Event: 15%
- ☐ Writing a Profile: 20%
- ☐ Analyzing an Argument: 25%
- ☐ Participation: 40% (Active participation in class discussion posts; regular logging into for lessons; journals; active participation in peer review; completion of homework reading and writing; attendance of all required student-teacher conferences; reading quizzes; meeting deadlines consistently)

Course Grading: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; below 59 = F.

Grading Criteria for Essays

A: Writing demonstrates excellence. The thesis statement is clear and is supported with sufficient evidence. Diction is precise, and vocabulary usage is above average. The introduction and conclusion are beyond a basic preliminary overview and summary of the essay. The introduction invites reading further, and the conclusion invites re-reading the essay. The body of the essay is unified around the thesis, consistent with claims that support the thesis, and clear and concise. Sentence patterns are varied, and there are few errors throughout the essay. Documentation and citation are correct.

- B:** Writing is competent. The thesis statement is clear and supported with sufficient evidence. Diction is accurate, and vocabulary usage is average. The introduction and conclusion sufficiently introduce and conclude the essay. The body of the essay is unified around the thesis, consistent with claims that support the thesis, and clear and concise. Sentence patterns are typically varied. There are some errors, but they do not detract from the meaning of the paper. Documentation and citation have few errors.
- C:** Writing is average. The thesis statement is present but is not sufficiently supported. Diction is, at times, informal, and vocabulary usage is below average and somewhat repetitious. The introduction and conclusion sufficiently conclude the essay. The body of the essay is generally unified but not all the claims directly support the thesis. Sentence patterns are not varied. Grammatical errors and structure errors detract from the meaning. Documentation and citation errors exist, but they are consistent with most freshmen writing.
- D:** Writing is below average for freshman writing. The essay lacks a clear thesis statement. The diction is limited and very informal. The introduction and conclusion insufficiently introduce and conclude the essay. The body of the essay is not unified, and the claims do not sufficiently support the topic. Sentence patterns are repetitive. Grammatical and mechanical errors are prevalent and detract from the meaning of the essay. Documentation and citation errors abound.
- F:** Writing is incompetent and appears to be written in haste. The essay lacks a thesis statement. The diction is very limited. The introduction and conclusion are insufficient. The body of the essay lacks unity. There is no variation in sentence patterns. Organization is confusing. Grammatical and mechanical errors abound. There is little or no documentation, and citation is incorrect or lacking.

Student Services

ADA Accommodation: Students with special needs or requiring special accommodations should contact Prof. Carlie Herrick at 394-4127 and/or the campus ADA coordinator, Angela Lopez, at 605-394-2721 at the **earliest** opportunity.

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 contact the Chair of the department which offers the class to initiate a review of the evaluation.

Title IX: Title IX of the Educational Amendments Act of 1972 is the federal law prohibiting discrimination based on sex under any education program and/or activity operated by an institution receiving and/or benefiting from federal financial assistance. Behaviors that can be considered “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. You are encouraged to report these behaviors. SD Mines can better support you as a student if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one complainant reports having been assaulted or harassed by the same individual.

SD Mines is committed to providing a safe and positive learning experience. To report a violation of sexual misconduct or gender discrimination, please contact the Title IX Coordinator, Amanda Lopez, at 605-394-2533 or submit an online report at <https://www.sdsmt.edu/TitleIX/>. *Please note that as your professor, I am required to report any incidences to the Title IX Coordinator. Confidential support for students is available by contacting the Student Counseling Center at 605-394-1924 or counseling@sdsmt.edu.

Student Resources

- A “Student Resources for Online Learning” (<https://www.sdsmt.edu/Online-Learning-FAQs/>) site designed for SD Mines students is a resource you may want to bookmark. You can go there to ask questions and get information. It is designed to ensure that you, as an SD Mines student with some or all of your instruction being online remain supported and updated this semester.
- The Student Success Center is a hub for learning support, resources, and help in identifying sources of assistance or support on campus. Go to <http://www.sdsmt.edu/Academics/Student-Success-Center/> for more information or stop by the office in the Surbeck Center (next to the Dean of Students office) to visit with Lisa.Carlson@sdsmt.edu. The phone number is 605.394.5261.
- All tutoring is available online via Zoom: Go to <https://www.sdsmt.edu/Academics/Student-Success-Center/Online-Tutoring/> to learn more about these and other programs:
- Student Resource List: <http://www.sdsmt.edu/Campus-Life/Student-Resources/Student-Resources-List/>
- Information about how to use or access ITS resources (e.g., computer, Internet, email) <http://www.sdsmt.edu/Campus-Services/ITS/How-Do-I/>

Course Policies

USE of the CLASS D2L SITE: All assignments and handouts will be posted to the class D2L site. (At the SDSMT homepage, pull down Quick Links to Desire to Learn and read the instructions on using Login/Password. Once you are on the course home page, click on the Content link.) If you have trouble accessing any material for the class, please send email to the D2L instructor’s account.

Statement on Recording of Lectures by Students: Lectures, presentations, and other course materials are protected intellectual property under South Dakota Board of Regents Policy. Accordingly, recording and disseminating lectures, presentations or course materials is strictly prohibited without the express permission of the faculty member. Violation of this prohibition may result in the student being subject to Student Conduct proceedings under SDBOR Policy 3:4.**Course Policies**

REQUIRED TECHNOLOGY SKILLS: Students must have at least a moderate level of computer literacy, e.g., be capable of producing documents using software such as MS Word and MS PowerPoint, and sending or receiving email messages.

Participation: Because this course is designed as an online, asynchronous class, you will need to participate regularly through discussion posts and journals. Writing classes are not lecture based; it is a skills based class. Therefore, practicing that skill through *daily* writing is very important.

Late Writing Assignments & Make-up Policy: If you know that you will miss a due date for when an assignment is due, submit your work **before the due date**. For each day that the paper is late ten percent of the grade will be deducted from the **final grade**. Essays over one week late **will not be given a grade**; however, **all** essays must be submitted in order to pass the class.

*** Academic Fraud and Plagiarism:** For the purposes of this course, *plagiarism* 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.

Unintentional plagiarism occurs when a student makes documentation errors due to inadequate understanding of documentation rules and includes the following: inadequate documentation of verbatim or paraphrased source text (providing a works cited page but inadequate in-text or parenthetical citations, for example); inadequate paraphrasing; inaccurate page citations. *Unintentional* plagiarism is grounds for revision with or without penalty according to the instructor's discretion. The instructor may also require the student to write an additional reflective essay outlining the documentation errors and discussing *why* those errors resulted in plagiarism.

Plagiarism/academic fraud occurs when a student submits another person's writing as his/her own or has another person dictate what should be written or has another person write an assignment and submits that work as his/her own. Academic fraud will result in a **referral to the Academic Conduct Officer**.

Also, within this category of plagiarism is the use of AI/Machine Learning to generate essays. Your writing should be your own thoughts and ideas. The AI generated essays have been known to make many plagiarism errors within the paper, so do not think that this will provide a shortcut to getting your work done. If you are struggling with ideas or need help, set up a time to meet with me.

Note: To help you avoid plagiarizing, you will be required to submit all of your formal written work to the "Turnitin" software which is now built into the D2L Dropbox. Details to follow.

“Recycled Writing” Policy: All writing submitted for Composition 101 must be produced this semester—during Summer 2024—in order to meet the requirements for this course. Students who insist on “recycling” writing submitted during previous attempts at Composition 101 or for other courses will fail Composition 101.

Interaction Plan: For weekly announcements, I will use the Announcements on D2L. If I notice that many people have questions or need clarification on an assignment, I will use the Announcements function on D2L or post of video under Content in D2L.

As for email, please use my Mines email: carlie.herrick@sdsmt.edu. I will check my email during the business work week and work hours at 8:30 and 2, possibly more often but those are the times that you can expect a response. You can expect a response within 24hrs during the work week. If you send an email on the weekend, it may take 48hrs for me to respond.

I will have office hours on Monday, Tuesday, Wednesday between 11-12 am on Zoom so that you can email if you need help with something. Also, during this time, if you need help with your writing, we can meet on Zoom, and I would be glad to help with any assignments or answer any questions for you. If I need to change the office hours, I will post an Announcement to D2L to let everyone know that I will be absent for my office hour.

Many of the writing and some speaking assignments will be posted in the dropbox on D2L, and with the major assignments, speaking and writing, you will be able to see a grade with feedback within a week. For discussion posts, you can expect feedback within 24-48hrs. If for some reason you cannot access the feedback or it is missing, please don’t hesitate to ask about it. If you have a question regarding feedback or a grade you received on an assignment, send an email or set up a time during the office hour to have a live conference using Zoom.

Emailing Your Instructor: I welcome your emails, particularly when you have a question that can easily be answered outside of office hours. However, I reserve the right to ignore an email that fails to follow simple grammar, punctuation, and capitalization rules. Email is not text messaging. It’s common courtesy to use a salutation, e.g. Dear Professor Herrick. “I” and the first word in a sentence are always capitalized. Sentences have end punctuation. Spelling counts.

Tentative Course Schedule

Week and Dates	Activities – Assignments – Due Dates (Use D2L Calendar)
Day 1 May 6	<i>Introduction to Course</i> <ul style="list-style-type: none">• Read pp. 3-26• Discussion board post and syllabus quiz• Journal 1

Day 2 May 7	<i>Narrating an Event</i> <ul style="list-style-type: none"> Read pp. 29-48 Journal 2
Day 3 May 8	<ul style="list-style-type: none"> Read “Losing my Innocence” and “Henry County” Rough draft of narrative and peer review Journal 3
Day 4 May 9	<ul style="list-style-type: none"> Peer Review (Look for email from me attaching two essays to review)
Day 5 May 10	<ul style="list-style-type: none"> Narrating an event due. Journal 4
Day 6 May 13	<i>Writing Profiles</i> <ul style="list-style-type: none"> Read pp. 49-62 & “Meet Lucy Jones” Discussion post Project proposal due
Day 7 May 14	<ul style="list-style-type: none"> Read pp. 70-86 & “‘Tantalizing’ decay of nature’s rarest isotope may finally be within reach” Questions for interview and journal 5 Set interview
Day 8 May 15	<ul style="list-style-type: none"> Interview!! After interview reflection journal 6 Read pp. 87-107
Day 9 May 16	<ul style="list-style-type: none"> Write rough draft Read pp. 133-147 Journal 7
Day 10 May 17	<ul style="list-style-type: none"> Peer Review Journal 8 Pp. 205-215
Day 11 May 20	<ul style="list-style-type: none"> Writing a Profile due. Discussion board post

Day 12 May 21	<i>Analyzing an Argument</i> <ul style="list-style-type: none"> • Read <i>They Say</i> D2L • “The Rising Tide of Global Sadness” D2L • Discussion post
Day 13 May 22	<ul style="list-style-type: none"> • Student essay in response to “The Rising...” D2L • Journal 9 • Topic Proposal
Day 14 May 23	<ul style="list-style-type: none"> • Evaluating sources • Journal 10 • Persuasive outline with sources
Day 15 May 24	<ul style="list-style-type: none"> • Rough draft of analyzing an argument
Day 16 May 28	<ul style="list-style-type: none"> • Peer Review • Journal 11
Day 17 May 31	<ul style="list-style-type: none"> • Final draft of analyzing an argument due. • Closing Letter due.