**ENGL 201-B09 – Composition II**

**3 credit hours**

Black Hills State University

College of Liberal Arts

Spearfish, SD, 57799

Spring 2022

Monday, Wednesday, Friday 12:00-12:50

Jonas Hall 107

**Census Date: Last Day to Add/Drop Course without transcript entry – January 19**

**Last Day to Drop Course with an automatic “W” – April 5**

**IDEA Surveys administered – April 12 – April 29**

Dr. Andrey Reznikov

Office: MH316

Office hours: Monday, Tuesday, Wednesday, Thursday 11:00-12:00, and by appointment.

Office phone: 642-6249

E-mail: [Andrey.Reznikov@bhsu.edu](mailto:Andrey.Reznikov@bhsu.edu)

**Course description:**

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

**PreRequisite:**

English 101

**Instructional Methods**

There will be a few short lectures if and when there is the need to deliver information. However, the main work of this class will be done through your reading of the assigned texts, your reflection on the meaning of the texts and the way in which the author has conveyed that meaning, your sharing of your ideas with your colleagues in the class, your writing, and your comments on the writing of others. My role in all this will be to guide you individually and as a class through your learning, providing information to you as you demonstrate a need for information. Feel free to email me or call me with any questions or concerns.

We will not need to make any major modifications to instruction. You are expected to attend face-to-face. If you become ill or have extenuating circumstances during this semester, you and I will arrange for your participation in some other way.

**Course requirements**

*Textbooks:*

Andrey Reznikov. *Mercury Reader.* 3rd ed. Pearson Custom Publishing, 2016.

Diana Hacker, Nancy Sommers. *A Pocket Style Manual*. 9th ed. Bedford/St. Martin’s, 2021.

**Class attendance and make-up policy.**

There are several reasons why you need to come to class. The first is that this course depends on your participation, and you will ultimately be responsible for the success of other students. The second is that you are getting not only a grade but also a college credit. In other words, you are being credited with doing a certain quality of work and a certain quantity – three college credits’ worth. Since 45 hours of that work is done in class, if you do not come to class, I can’t certify that you have done three credits-hours’ worth of work.

At the same time, I do believe that students should be allowed to make their own decisions about how they live their lives and accomplish their goals. Therefore, up to three absences (one week) are acceptable without penalty; *if you miss more than one week of classes, for any reason, you may choose to make it up or to have me lower your grade.* If you wish to make the classes up, let me know, and I will assign reading and writing equivalent to 50 minutes for every class you wish to make up. You will have *two weeks* to make up work for a missed class. A typical assignment will be to read an essay and respond to it in writing, about 500 words.

     Please understand that all absences are excused equally, and all absences have to be made up equally. Students excuse themselves from class, and any excuse is valid if the student says it is. At the same time, only academic work deserves college credit, so absences will have to be made up with academic work that substitutes the missed class. *This policy also applies to university-sponsored activities.* The point of the policy is to allow you to make choices about your attendance but allow me to maintain the integrity of the course and of a college credit. Keep track of your own attendance, so that you know when you reach your third absence.

     Finally, there is a limit on your make-up work; if you have 15 absences or more, you cannot pass the class.

**If you are sick:** To protect the health and safety of their classmates, students who are exhibiting symptoms of COVID-19—such as cough, fever, shortness of breath, muscle pain, headache, chills, sore throat, or loss of taste or smell—should not attend in-person classes. The same holds true for those who have been in close contact with others who have symptoms, or who are engaging in self-quarantine at the direction of the SD Department of Health or their healthcare professional.

If a student is unable to attend a class or course activity as described above, the student should take the following steps.

* Notify instructors in advance of the absence or inability to participate if possible.
* Monitor your symptoms.  Consult website.  Call BHSU Student Health Services.
* Keep up with coursework as much as possible.
* Participate in class activities and submit assignments electronically to the extent possible and as directed by the instructor.
* Reach out to the instructor if illness will require late submission or other modifications to deadlines or work requirements.
* Work with their instructors to reschedule exams, labs, and other critical academic activities when it is necessary.

***Class behavior***: If you have a cell phone or any other gadget, be sure it is turned off in class.

**Emergency Notification**

If we are unable to come to campus to meet for class, please check your BHSU email immediately. Zoom will be used for class meetings at the same time and on the same days as our in-person classes. If BHSU is in session, your attendance and participation will be expected regardless of method course delivery.

**Academic Dishonesty/Plagiarism**

Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University’s Academic Appeals Committee.

Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook.  Cheating and plagiarism are defined in Section 2, Part B, 1.  Disciplinary sanctions are outlined in Section 3, Judicial Policies.

***Course goals:***

Students successfully completing this course will have met SD Board of Regions General Education Goal # 1: *Students will write effectively and responsibly and will understand and interpret the written expression of others.*

*Student Learning Outcomes:*

1. Write standard American English, including correct punctuation, grammar, and sentence structure.
2. Write logically.
3. Write persuasively, with a variety of rhetorical strategies (e.g. expository, argumentative, descriptive).
4. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.

Students successfully completing this course will have met SD Board of Regions General EducationGoal #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:*

Students will:

1. Determine the extent of information needed;

2. Access the needed information effectively and efficiently;

3. Evaluate information and its sources critically;

4. Use information effectively to accomplish a specific purpose;

5. Use information in an ethical and legal manner.

**Evaluation procedure**

You will be writing five home essays, four pages long (20 pages total). With each of these writing assignments you will be given ample time and opportunity for feedback (peer reviews). Once you have received feedback on your paper and revised it, you will submit it for a grade. Rough drafts are due on the dates assigned; you will have a week to submit the final drafts. Late submissions (including late submissions of rough drafts) will reduce your grade by one letter.

I use the following scale for grading:

A= 90-100, excellent work for college level (*exceptional*)

B= 80-89, good work for college level (*above average*)

C=70-79, competent work for college level (*average*)

D= 60-69, below competent work for college level (*lowest passing grade*)

F= 59 (and below), failing work for college level (*failure*)

*Components:*

1. Attendance =10%
2. Essay #1= 15%
3. Essay #2= 15%
4. Essay #3 =15%
5. Essay #4= 15%
6. Essay #5 =15%
7. Final exam (essay #6) =15%

**Accessibility Statement**

Black Hills State University strives to ensure that physical resources, information, and communication technologies are accessible to all. If you have any concerns regarding accessibility, please contact the instructor of the course or the Office of Disability Services Coordinator, Jennifer Lucero, at [Jennifer.Lucero@bhsu.edu](mailto:Jennifer.Lucero@bhsu.edu) or by phone at (605) 642-6099. Her office is in the E.Y. Berry Library & Learning Center, Rm 003.

Additional information can also be found at:

<http://www.bhsu.edu/Student-Life/Student-Services/Disability-Services>

**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 chair of the department in which the course is being taught to initiate a review of the evaluation.

**Tentative outline** (subject to change). In this course we will cover the following main subjects/themes:

*Writing:* Position Papers (argumentation)

               Research Papers

*Major Themes*

* Issues in Education
* Language and Society
* Human Values
* Making Choices
* Modern Technology Issues

|  |  |
| --- | --- |
| January 10-14        January 19-21      **January 24** - 28        Jan. 31- Feb. 4      February 7-11      **February 14**-18          February 23-25      **Feb. 28-**March 4          March 7-11      *March 14-18*    March 21-25          **March 28**-Apr. 1      April 4-8            April 11-15        **April 18**-22              April 25-29    **May 2** | Syllabus, schedule.  Introduction (1-16); Appendix (413-447)  The Human Cost of an Illiterate Society (18-28)    The Death of Reading (29-44)  Staying Awake (45-55)    **Essay # 1 (rough draft)**  School Is Bad for Children (56-62)  School vs. Education (63-66)    Home School (web)  The Montessori Method (67-81)    Can you Be Educated from a Distance? (82-86)  Propaganda under a Dictatorship (89-96)    **Essay #2 (rough draft)**  Where Are You, Beloved General? (97-108)  The Principles of Newspeak (109-122)  The Newspeak Model (123-139)    Don’t You Think It’s Time You Start Thinking? (140-143)  Doublespeak and the War on Terrorism (144-164)    **Essay # 3 (rough draft)**  Speech Codes on the Campus (166-175)  Censorship Wasn’t All Bad (176-180)  Cartoon Wars (181-185)    It’s Time to Get Serious (186-191)  Embedded (195-205)    *Spring break*    Why Doctors Must Not Kill (206-217)  A Case of Assisted Suicide (218-225)  Dying Wishes (226-238)  The Great Canadian Euthanasia Debate (239-242)    **Essay # 4 (rough draft)**  The Perils of Obedience (245-261)    The Abu-Ghraib Prison Scandal (262-265)  What Abu-Ghraib Taught Me (266-271)  The Ones Who Walk Away from Omelas (272-279)  Shopping for Sweat (280-300)  Two Cheers for Sweatshops (301-307)    Lifeboat Ethics (308-319)  Death Watch in the Desert (320-330)  Putting a Stop to Slave Labor (331-337)    **Essay # 5** (**rough draft)**  Is Google Making Us Stupid? (342--354)  How Computers Change the Way We Think (355-364)  What Adolescents Miss (365-368)  Always On (369-377)  Hooked on Gadgets (378-389)    **Conferences with Instructor**    ***Final exam*** |

**Topics for Composition II home essays**

**(*Mercury Reader*, “Writing Assignments” section)**

**Essay # 1**

* page 28 - # 3 (elections)
* page 66 - # 2 (true education)

**Essay # 2**

* page 96 (Internet controlling the masses)
* page 121 - # 2 (Orwellian language)
* page 185 - # 1 (limits of free speech)

**Essay # 3**

* page 242 - # 2 (euthanasia)
* page 260 - # 2 (obedience)
* page 265- # 2 (Abu-Ghraib)

**Essay # 4**

* page 279 - # 1 (personal responsibility)
* page 330 - # 3 (immigration)
* page 337 - # 2 (illegal immigrant labor)

**Essay # 5**

* page 389 - # 2 (multitasking)
* page 403 - # 2 (cell phone laws)
* page 407 - # 3 (social networks)