

## **Dakota College at Bottineau Course Syllabus**

### **Course Prefix/Number/Title:**

ENGL 120H—Composition 2 Honors

### **Number of credits:**

1 credit

### **Course Description:**

In this course, students will learn to do close reading by using form, transformations, and argumentation to understand more of a text than a single reading can yield. Students will learn these techniques by studying the discussion, examples, and exercises in the textbook assigned. Once the textbook's lessons are completed, students will apply close reading techniques to *The Trouble with Wilderness; or, Getting Back to the Wrong Nature* by William Cronon, a text assigned in ENGL 120 for its relevance to DCB's campus theme: Nature, Technology, and Beyond.

### **Pre-/Co-requisites:**

Pre-requisite: ENGL 110—Composition 1

Co-requisite: ENGL 120—Composition 2

### **Course Objectives:**

Students will:

1. Define the textual feature of form
2. Recognize the textual feature of transformations
3. Analyze argumentation.
4. Apply close reading techniques to assigned readings and to a long essay, *The Trouble with Wilderness; or, Getting Back to the Wrong Nature* by William Cronon.

### **Instructor:**

Gary Albrightson, PhD

### **Office:**

Thatcher Hall 2207

### **Office Hours:**

10:00 a.m. Monday through Friday and by appointment

### **Phone:**

701 228-5602

**Email:** [gary.albrightson@dakotacollege.edu](mailto:gary.albrightson@dakotacollege.edu)

**Lecture/Lab Schedule:**

TBA

**Textbook(s):**

*The St. Martin's Guide to Writing*. Axelrod/Cooper. 9E

*Writing About Writing*. Wardle/Downs. 2011

*Rhetorical Grammar*. Kolln/Gray. 6E

*Techniques of Close Reading*. Brummett, Barry. 2010

**Course Requirements:**

- Read each week's assigned readings
- Post responses to each week's assigned discussion board prompt
- Critique class participants' essays about close reading Cronon's *Trouble with Wilderness*

**No credit will be earned for ENGL 120H if students do not meet these course requirements.**

**Major Assignments:**

- **Weekly Readings:** ENGL 120H students will start the semester reading Brummett's textbook on close reading and then apply close reading techniques to the readings assigned for ENGL 120.
- **Weekly Discussion Board Posts:** ENGL 120H students will post responses to instructor's prompts for assessing understanding and application of close reading techniques.

**Tentative Course Outline:**

Week	Topic
Week 1	Class Introduction
Week 2	<i>Brummett chapter 1</i>
Week 3	<i>Brummett chapter 2</i>
Week 4	<i>Brummett chapter 3</i>
Week 5	<i>Brummett chapter 4</i>
Week 6	<i>Brummett chapter 5</i>
Week 7	Close reading poetry: Wm Blake <i>London</i>
Week 8	Close reading poetry: Wilfrid Owen <i>Dulce Decorum Est</i>
Week 9	Close reading film: Chan-wook Park <i>Old Boy</i>
Week 10	Spring Break (No School)
Week 11	Close reading public discourse: <i>Death to High School English</i>

Week 12	Close reading academic discourse: Rhetorical Grammar--selection
Week 13	Close reading academic discourse: Wardle and Downs--selection
Week 14	Close reading <i>The Trouble with Wilderness; or, Getting Back to the Wrong Nature</i> by William Cronon.
Week 15	Close reading <i>The Trouble with Wilderness; or, Getting Back to the Wrong Nature</i> by William Cronon.
Week 16	Close reading <i>The Trouble with Wilderness; or, Getting Back to the Wrong Nature</i> by William Cronon.
Week 17	Submit for critique by instructor and students an essay on close reading <i>The Trouble with Wilderness; or, Getting Back to the Wrong Nature</i> by William Cronon.

### General Education Goals/Objectives:

Goal 2: Demonstrates knowledge and application of technology

Objective 1: Completes an assignment using an appropriate application software

Skill 1: Creates, edits, and formats a word processing document

Skill 5: Demonstrates the ability to send and receive e-mail

Goal 4: Demonstrates effective communication

Objective 2: Reads at a level that allows participation in collegiate studies and chosen careers

Skill 1: Anticipates and understands the structure and organization of written work

Skill 2: Recognizes an author's thesis and forms of support

Skill 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation

Skill 4: Demonstrates awareness of the connection that style and language have to an author's topic, audience, context, and purpose

### Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will use communication technologies to participate in the class.
- Students will demonstrate an understanding of the possibilities of meaning in the term "wilderness" and explore the implications of those different meanings.
- Students will use close reading techniques to go beyond the understanding of text superficial reading makes available.

### Classroom Policies:

- **Participation.** Students should participate in this class through the discussion board and by email. Late work earns half credit and work more than 72 hours late earns no credit although the instructor will comment on late work submitted
- **Grades.** The weekly reading and weekly posts make half the grade for this class. The final essay makes the other half of the final grade.

### Academic Integrity:

The discussion of plagiarism below comes from the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>.

“In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

**Definition:** *In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source,

and

carelessly or inadequately citing ideas and words borrowed from another source. Such discussions conflate *plagiarism* with the *misuse of sources*.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.”

### **Disabilities and Special Needs:**

Any student with disabilities or special needs should inform the instructor, who will make accommodations so all students can meet their educational goals.