

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

ENGL 120 Composition 2

Course Description:

Advanced practice in college-level writing from sources and in applying rhetorical strategies.

Instructor:

Gary Albrightson

Office:

Thatcher Hall 2207

Office Hours:

MWF 10-11:00, Thursday 1:00 pm, and by appointment too

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Lecture/Lab Schedule:

Face to face in classroom with work submitted to a class LMS—Moodle.

Textbook(s):

Axelrod and Cooper. *St. Martin's Guide to Writing*. 9th ed. Bedford St. Martin's, 2010

Kolln and Gray. *Rhetorical Grammar*. 6th ed. Pearson, 2010.

Wardle and Downs. *Writing about Writing*. Bedford St. Martin's, 2011

Classroom Policies:

Students should come to every scheduled class on time and prepared to participate in the class session's activities. Students should post responses to all online discussion topics, read the

assignments, and submit all the process work for the essays as well as the essays. Late work earns half credit and earns nothing if seven or more days late. Work submitted to this class should be written for this class this semester. Plagiarized work of the sort described in the section below “Academic Integrity” will be failed.

Course Requirements:

Students will read and work assignments in the *St Martin’s Guide, Writing about Writing,* and *Rhetorical Grammar* as well as articles to be assigned in the library’s Online Library Resources. Students can expect to write weekly on reading assignments and discussion topics based on the readings mentioned above and will write paragraphs and essays on assigned topics. Weekly work on grammar will be given, and issues in grammar will be analyzed and illustrated from the readings for the course.

Tentative Course Outline

Week 1-2 writing for college: writing with sources and argumentation

Week 3-7 essay explaining common ground

Week 8-12 annotated bibliography for essay arguing a position

Week 13-16 essay arguing a position

Week 17 Final essay evaluating progress against an independent measure

Students’ final grades will be calculated on the total points earned on the essays assigned, which are listed below on the tentative course outline the course shell’s grade grid.

Course Objectives/Competencies

The following competencies reflect the contribution of College Composition II to the General Education Objectives and thus are assessed as part of the course as well as part of the assessment of learning outcomes of the General Education Curriculum.

- Students will be able to write academic essays or other genres with clarity and accuracy after learning and practicing the stages of writing.
- Students will read closely and analyze and appreciate what is read.
- Students will learn to find and evaluate sources, then integrate and acknowledge sources in their writing.
- Students will learn to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other’s writings.

Express ideas through effective writing

Sub-competencies:

- Use the stages of a writing process to develop, organize, and present ideas in writing.

- Analyze the demands and possible strategies of a writing task, based on topic, purpose, and audience, and then accomplish that task with clarity, understanding, and sensitivity.
- Demonstrate competent college-level writing through finished written texts that typically include a clear, original idea, appropriate evidence and support, and a style of language that serves the writer's purpose and audience.
- Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.

Read at a level that allows students to participate in collegiate studies and chosen careers

Sub-competencies:

- Anticipate and understand the structure and organization of written work.
- Recognize the purpose of a written text, and understand the rhetorical strategies used in a text to convey meaning.
- Relate the students' own life experiences to the information in literary, public, scholarly or professional texts.
- Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Demonstrate awareness of the connection that style and language have to an author's topic, audience, and purpose.
- Assimilate and connect information and ideas from multiple written sources.

Use information resources effectively

Sub-competencies:

- Find, consult, and use a variety of information resources.
- Evaluate the relevance and reliability of sources.
- Use information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field.
- Integrate source material smoothly and clearly into the student's own text.

Work collaboratively with others

Sub-competencies:

- Participate in class discussions and in any group projects or activities.
- Participate effectively in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others with respect and consideration.

General Education Goals/Objectives

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience

Relationship to Campus Theme:

For one of the essays, students will write about a concept relevant to the campus theme: nature, technology, and beyond.

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.