

ENGLISH 120: COLLEGE COMPOSITION II
120-1
3 semester credits
Fall 2019 Syllabus
Tuesday & Thursday 11:00-12:15
ITV
8/27/19-12/20/19
Thatcher Hall 1107
VCSU Rhoades Room 101
MiSU Admin Building 359

CONTACT INFORMATION

Professor: Laurie Culbreth, Ph.D.
Phone: 720-331-1299
E-Mail: laurie.culbreth@ndus.edu
Office: 2208

English Department's Chair Information:

Gary Albrightson, Ph.D.
Office Phone: 701-228-5602
Email: gary.albrightson@ndus.edu

WELCOME

Welcome! I am delighted to have you in College Composition II! This course is designed to assist you with your academic reading, writing, critical thinking, and research skills, with an emphasis on research. We will focus on your finished “products” and on the process of writing them. You will learn that all writing involves a recursive (and often messy) process of thinking and writing strategies. In this course we use active learning techniques and cooperative learning groups, where you are responsible for sharing ideas, for assisting others, and for being accountable for your own learning. We will spend most of our class time in short discussions, explanations of directions, and workshops. I view my role as a facilitator to help you improve your writing and reasoning skills. I look forward to working with you and to our semester together!

CATALOG DESCRIPTION

Advanced practice in college-level writing from sources and in applying rhetorical strategies
Prerequisites: Successful completion of ENGL 110

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS

Axelrod, Rise B. and Charles Cooper R. *The St. Martin's Guide to Writing*. 11th ed. Bedford/St. Martin, 2016.

MEASUREABLE LEARNING OUTCOMES

Competency/Goal 4: Communicates effectively

Learning Outcome 1: Write effectively

- Performance Indicator 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
- Performance Indicator 2: Recognizes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience-
- Performance Indicator 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.
- Performance Indicator 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting.

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

- Performance Indicator 1: Understands the structure and organization of written work
- Performance Indicator 2: Recognizes an author's thesis and forms of support
- Performance Indicator 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Performance Indicator 4: Recognizes the connection style and language have to an author's topic, audience, context, and purpose
- Performance Indicator 5: Synthesizes information and ideas from multiple sources

Learning Outcome 3: Integrates information sources effectively

- Performance Indicator 1: Finds a variety of information resources
- Performance Indicator 2: Evaluates the relevance and reliability of sources
- Performance Indicator 3: Uses 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
- Performance Indicator 4: Synthesizes information effectively in the student's own text

Learning Outcome 4: Collaborates with others

- Performance Indicator 1: Participates in class discussions and in any group projects and activities
- Performance Indicator 2: Participates 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.

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Each student will be expected to read all material assigned in the syllabus.
2. A student-faculty conference is required during the first six weeks of class **for all students with a D or F average**. Faculty will schedule this conference during their office hours. Students wishing to withdraw from the class **must have two documented conferences** with the instructor.
3. Each student will be responsible for working on his/her areas of weakness. The instructor may assign remediation work and make an appointment with the student in the writing center during scheduled hours.
4. Pop quizzes, and/or weekly quizzes, may be used by the instructor to assess student progress.
5. Impromptu class essays, assigned class essays, and/or out-of-class essays will be required and graded on a regular basis. Approximately 6,000 words will be required in order for any student to receive a passing grade. Multiple essays, including documented essays (research paper), must be written by each student. Short writing exercises may be used to teach specific objectives. Final drafts will be prepared on a computer and submitted to Blackboard. Each essay is expected to be neat, edited for careless errors, and turned in on time. Each instructor may specify other requirements. Make-up work is the responsibility of the student.
6. PLAGIARISM is academic dishonesty and may be defined as submitting another's work as your own. It includes failure to use quotation marks or other conventional marking around material quoted from any printed or electronic source. Plagiarism shall also include paraphrasing a specific source without indicating accurately what the source is. Plagiarism shall further include downloading essays or letting another person compose or rewrite a student's written assignment. Plagiarism will result in a zero (0) for the assignment.

NOTE: At any time during the semester, the instructor may ask a student to meet with him or her and rewrite any submitted work suspected to be plagiarized.
7. Each instructor is responsible for conducting class in an orderly, efficient, professional manner and following this syllabus. All of each class period will be composed of a recognizable part of the subject matter of the course and syllabus, relating to one or more of the above objectives. The instructor is expected to be the expert, the authority, on the content of the course and is further expected to assist the student in mastering this content. In order to do this, the instructor will discuss the assigned reading and will carefully evaluate all written or oral work used in determining grades as specified in the syllabus.

COURSE REQUIREMENTS

Course requirements include rough drafts and peer reviews of major papers, edited major papers for posted grades, short assignments to check reading comprehension and to check documentation skills, group work, discussions, mid-term and final papers and presentations.

RELATIONSHIP TO CAMPUS THEME

Students will read and discuss articles posted in Blackboard as it relates to nature, technology, and humanity.

ACADEMIC INTEGRITY

All assignments, tests, and quizzes will meet the standards of accepted Academic Integrity.

GRADING POLICY

All graded work is percentage based, and the lowest passing percentage for the semester is “60%.” All major papers must be submitted.

Final calculations will be the following:

1/3 edited essays

1/3 mid-term and final (in class)

1/3 all other assignments

Types of Essays:

Analyze a story (500 words)/Chapter 10

Defining (500 words)/Chapter 16/Library

Comparing & Contrasting (500 words)/Chapter 18

Arguing/Chapter 19/Write a short piece with logical fallacies/logos, pathos, ethos (200 words)

Field Research (300 words)/Chapter 21

Evaluating Sources (300 words) Chapter 22

Mid-term (500 words)

Using Sources to Support Your Ideas/(short exercises) Chapter 23

Chapter 24/Student sample

Chapter 28/Analyzing Visuals ((500 words)

Arguing a Position/Chapter 6 (2000 words with two-three sources)

Proposing a Solution (2000 words with three-six sources)/Chapter 7

Presentations and debates

Final Department Essay exam (500 words)

ATTENDANCE AND PARTICIPATION

Absences: Occasionally there are circumstances in life that may prevent you from attending class. It is your responsibility to follow the syllabus, contact a classmate, and go to our Blackboard site to get caught up with missed work should you be absent. If you are absent a day an assignment is due, you still must submit it to me that day by the time class begins. If you are having difficulties keeping up, contact me.

Attendance: Student participation is essential to your success and your peers' success. A missed class session can never really be made up. With three absences, consider withdrawing from the class. All absences count equally, even a school-sanctioned event, irrespective of the cause. (If you are attending a school-sanctioned event, you may turn in any assignments done in class that day.)

Withdraws: It is your responsibility to withdraw/drop the course if you are failing or decide not to complete the course. If either is the case, you need to fill out a drop form in the Registrar's Office; you do not need instructor permission and I will not withdraw students. The last day to withdraw is November 15.

Tardies: You are expected to be in class on time. Students who arrive late will not be allowed extra time to make up quizzes. Being late is rude and disruptive to the rest of the class and to me.

CLASSROOM CONDUCT & EXPECTATIONS

Amount of work: For every credit hour earned for the course, you will need to spend at least two hours outside of class working on coursework. This class will include many collaborative assignments, so you need to be prepared not only for yourself but also in order to assist your classmates. Writing is a solitary process that benefits from collaborative feedback for revision. This means to succeed in this class and to learn the most possible, your ideas and voice are essential as is coming to class and completing all the assignments by the due date.

Late Work Policy:

Late work may receive 50% credit. **Late work after assignments are graded is not allowed.**

DISABILITIES AND SPECIAL NEEDS

DCB seeks to provide reasonable accommodations for all qualified individuals with disabilities. This college will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide equal educational opportunities. It is the student's responsibility to register with the Disability Resource Office in a timely manner to determine reasonable accommodations. Once the student registers with the Disability Resource Office and provides documentation identifying the need for accommodations, an Accommodation Plan will be provided to the student. It is the student's responsibility to show the Accommodation Plan to his/her instructor. The Disability Resource Office is located in the Thatcher Building. Students may contact the Disability Resource Service Coordinator. All information is kept confidential.

ACADEMIC DISHONESTY/PLAGIARISM

Prohibited conduct includes, but is not limited to, the following descriptions:

All forms of student academic dishonesty, including but not limited to, cheating, inventing facts or sources, causing others to be dishonest, or representing another's words as one's own. Cheating is defined as the use or attempted use of information, academic work, research or property of another as one's own. Cheating includes, but is not limited to, plagiarism, sharing knowledge during an examination, the unauthorized use of notes or other materials in an examination, or the willful disobedience of testing rules.

Plagiarism: DCB recognizes the seriousness of plagiarism, which is defined as turning in someone else's work and calling it your own. At DCB, plagiarism is treated as a dishonest action, an issue of dishonorable behavior. There are two types of plagiarism: intentional and unintentional plagiarism. Intentional plagiarism is an obvious type of cheating that includes turning in writing that you are falsely presenting as your own. It may be writing that was produced by a roommate, a spouse, an essay bought from the Internet, and/or passages copied from a research source such as a book, magazine, or web site. Allowing another student to copy your work is another type of intentional plagiarism.

In addition, students are expected to avoid unintentional plagiarism, which means including in your own work and passing off as your own writing, phrases, sentences, paragraphs, or more, that are only slightly changed from the original source. To avoid unintentional plagiarism, you must paraphrase properly and identify the original writer and source; this is called citing your work. Citations can be done in a few different formats, and your instructors are eager to help you learn how to cite your sources correctly. Unintentional plagiarism can also include passing off somebody else's ideas (not just words) as your own without indicating that the idea or

information came from somewhere else. Finally, unintentional plagiarism also can be allowing someone else to make significant wording alterations or editing changes to your writing.

Penalties for plagiarism can be severe. They may range from failure of an assignment to failure of a course, to referral to the Dean, to dismissal from a program of study. These actions are not meant to be threatening, but to ensure that students understand that the school takes plagiarism seriously. The underlying message of the DCB plagiarism policy is that instructors are committed to encouraging student writers to use source material correctly and develop the confidence to express themselves in their own unique ways.

Learning Center:

Students can find assistance with their writing and other classes at the Learning Center in Thatcher Hall. Bring a draft and the assignment instructions when you go for assistance. The tutors will assist you with ideas development, organization, and sentence-level problems; they will not, however, edit the entire paper. Off-campus students may make one-on-one arrangements.

Blackboard and E-mail: Knowing how to log into Blackboard is essential for this course. *It is essential that you check your college e-mail account. This is how I contact you. Do not use other e-mail accounts; they often are blocked by the college or dumped into instructors' spam e-mail.*

While I know most of you are familiar with e-mail, below I offer a few suggestions on how to properly format any e-mails sent to me (or other instructors) or fellow classmates.

- Never assume that your instructor knows who sent the e-mail; include the information in the body of your message (e.g. Hi, this is Joe Smith from ENG 101/class time).
- The subject line should be brief and should refer to the content of the message. For example, Subject: ENG 101 Question about Essay #1.
- My turn-around time on e-mail is about 24 hours Monday through Friday. E-mails received on weekends should expect about 48 hours.

Formatting Your Essays: The format for your typed work should be as follows: All typed assignments must be double spaced (no space between paragraphs), using 1 and 1 ¼ margins all around.

Font should be Times New Roman in size 12.

Your *title* should be centered, but not bolded, underlined, nor italicized. Follow the rules for capitalization (first letter of every word capitalization except articles and prepositions. The letter of first word always capitalized.).

Your name

Your instructor's name

The class (English 101)

Date (November 11, 2018)

Word count

Hit enter/return, center your title, then hit enter/return again and begin your first paragraph.

Writing Reminders: Please consider all the writing you do for this class to be “public property.” Remember that you will be expected to share your writing with others. All materials for this class must be written specifically for this class. Reusing a paper you wrote for another class constitutes academic dishonesty.

Essays: You will submit the final draft of every writing project on Blackboard as an attachment and will bring a TYPED, rough draft paper copy to class when we do group work related to peer reviews of initial essays. You will be graded on the following criteria:

Content (examples):25

Organization: 5

Expression of ideas (syntax):25

Mechanics:20

Documentation:25

LIBRARY AND ON-LINE REFERENCE MATERIALS: The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed through dakotacollege.edu/library. All classes will be visiting the Library early in the semester.

TECHNOLOGY RESOURCES: The college’s learning management system is Blackboard. Classes become available on Blackboard on the first day of the semester. It is the student’s responsibility to log onto the Blackboard system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Blackboard. For any issues accessing Blackboard, contact

Micheal.O’Toole

Instructional Tech Coordinator

701-228-5601

Michael.otoole@dakotacollege.edu

Or

Stacy.allrad@ndus.edu

ELECTRIC DEVICES IN CLASS

All students must have all electronic devices (cell phones, pagers, etc.) turned off and put away when class starts. If you are texting etc. during class time, you may be dismissed from class and receive an absence for the day. If on-going texting is a problem, you will be referred to the Division Chair in order to have a discussion on proper student behavior.

FOOD AND CHILDREN

Both are not permitted in class unless there are special circumstances that you have discussed with me. Water or coffee with tops are allowed in class but not in any computer lab.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND

NONDISCRIMINATION: Dakota College at Bottineau does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment. If you have any concerns related to this notice, please contact

Laura Halvorson

Thatcher Hall Room 1104

701-228-5680

Laurie.halvorson@dakotacollege.edu

NOTE: A DETAILED schedule and calendar of major writing assignments and weekly activities are located on Blackboard. Check daily for announcements, and be sure to communicate with the instructor using Blackboard.

COURSE OUTLINE

Week One:

INTRODUCTION TO THE COURSE

Collaboration: "Find your match," interview, and present

Blackboard: Review format

Reading: (See Blackboard)

Writing: (See Blackboard)

Grammar: (See Blackboard)

NOTE FOR THE ENTIRE SEMESTER: When reading in *St. Martin's Guide*, do NOT complete every section titled, "ANALYZE AND WRITE." Instead, you might do some of them in class or online.

Week Two:

ANALYZING A STORY/CHAPTER 10

Reading: pp. 440-455

Writing: "The Writing Assignment" pp. 445-466

Grammar: "Peer Review"

Short writing activities: See Blackboard

Reflections: See Blackboard

SKILLS: literary analysis, organization, using text to analyze a thesis, audience, purpose, reading comprehension, culture, quoting, paraphrasing, including a Work Cited, argue a thesis, peer review, editing

NOTE FOR SEMESTER: All four learning outcomes will be included in Blackboard activities.

NOTE: See Blackboard for calendar

Week Three:

CHAPTER 4/EXPLAINING A CONCEPT/Library

Reading: pp. 119-148

Writing: "The Writing Assignment" pp. 149-160

Grammar: "Peer Review" pp. 160-168

Short activities: See Blackboard instructions

Reflection: See Blackboard

SKILLS: incorporating research, using the Library, quote, paraphrase, summarize, introduce sources, Works Cited, purpose, audience, explanatory writing strategies, in-text citations, peer editing, editing

Week Four:

CHAPTER 18/COMPARING & CONTRASTING

Reading: pp. 576-581

Writing: See Blackboard

Grammar: See Blackboard

Short writing activities: See Blackboard

Reflection: pp. /See Blackboard

NOTE: See Blackboard for calendar

SKILLS: Transitions, organizations, purpose, audience, details, peer review, editing

Week Five:

CHAPTER NINETEEN/ARGUING “PRACTICE”/Write a short piece with logical fallacies/logos, pathos, ethos (200 words)

Reading: pp. 582-599

Writing: Topics will be very specific/See Blackboard

Grammar: See Blackboard

Short writing activities: See Blackboard

Reflection: See Blackboard

NOTE: See Blackboard for calendar

SKILLS: Organization for arguing, current events, library, reading comprehension, incorporating sources, in-text and Works Cited, understanding the opposition, purpose, audience, supporting the argument, logos, pathos, ethos, fallacies, peer review, reviews, how to edit.

Weeks Six-Seven

CHAPTER TWENTY-ONE/FIELD RESEARCH/ (300 words)/

CHAPTER TWENTY-TWO/EVALUATING SOURCES (300 words)

Week Eight:

Using Sources to Support Your Ideas/(short exercises) Chapter 23

Chapter 24/Student sample

Week Nine:

CHAPTER TWENTY-EIGHT/ANALYZING VISUALS (500 words)

Weeks Ten-Eleven:

CHAPTER SIX/ARGUING A POSITION (2000 words with two-three sources)

Reading: pp. 229-260

Writing: "The Writing Assignment" pp. 261-273

Grammar: "Peer Review" pp. 273-280

Short Activities: See Blackboard

Reflections: See Blackboard

Skills: Organization for arguing, current events, library, reading comprehension, incorporating sources, in-text and Works Cited, understanding the opposition, purpose, audience, supporting the argument, logos, pathos, ethos, fallacies, peer review, editing

Weeks Twelve-Fourteen

CHAPTER SEVEN/PROPOSING A SOLUTION (2000 words with three-six sources)

Reading: pp. 283-316

Writing: "The Writing Assignment" pp. 316-328

Grammar: See Blackboard

Short writing activities: See Blackboard

Reflection: pp. /See Blackboard

NOTE: See Blackboard for calendar

SKILLS: purpose, audience, refuting, conceding, in-text and Works Cited, Library, organization, reading comprehension, tone, explaining a concept peer review, editing,

Week 15

Presentations and debates

Skills: visual presentations, speech skills, listening skills, positive learning environment

Week Sixteen:

Final