DAKOTA COLLEGE AT BOTTINEAU

COURSE SYLLABUS

Course Prefix/Number/Title:

ENGL 120 / 27451/ Composition II

Number of Credits: 3

Course Description: This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. This writing-intensive course requires a minimum of 4,000 words across multiple college-level, faculty-evaluated written assignments. If completed with a "C" or better, this course will be counted toward partial fulfillment of the Writing Intensive course requirements.

Pre-/Co-requisites:

Course Objectives: ENGL 120 is guided practice in college-level reading, writing, and critical thinking. The objectives are met by students learning how to read academic writing among other kinds of writing. Students will learn to find, use, and evaluate sources and to avoid misuse and abuse of sources, plagiarism in other words. Students will learn to use sources for different writing objectives and for different readers. Students will learn prewriting techniques to begin a paper and will practice drafting a paper during in-class drafting sessions. Students will learn how revision is the process by which writers make their writing understandable and usable for their intended readers. Students will study and practice critical thinking to identify and refine ideas in their writing and to critically evaluate messages they encounter in their studies and in their lives outside school. Students will learn to use explanatory strategies to develop content in revisions and will learn to link those ideas with metadiscourse at the global level and local level to make writing more usable. Editing techniques will be learned and practiced to polish writing to the degree of finish the intended audience considers acceptable.

Instructor: Professor Spenser Luther

Office: 2208

Office Hours: TBA

Phone: 239-776-0492

Email: spenser.luther@ndus.edu

Lecture/Lab Schedule:
Mo/We/Fr
10:18AM - 11:08AM

Location:
TBA

SCHEDULE

Week 1:
1/13:
Introduction to the Syllabus.
What is composition and why do we choose to write?

Week 2:
1/20
No Class Monday: MLK Day
Understanding Film
Enjoying Film

Weeks 3:
1/27:
Annotated Biography
Finding evidence
Class discussion about film you enjoy
Read this:
Humor in the 18th-century

Week 4:
2/3
Understanding Humor
Understanding Literary Devices
Annotated Biographies due
Small Writing on Film Due
Read: Joe Miller's Jest (Joe Miller's jests : or, The wits vade-mecum : Mottley, John, 1692-1750 : Free Download, Borrow, and Streaming : Internet Archive)
Read some of his humor and make your own joke

Weeks 5:
2/10
Joe's Miller's Jest; Understanding
Understanding Thesis Statements:
Homework: Construct your Thesis Statement
Read: Raisin in the Sun

Week 6:
2/17
Presentation on Raisin in the Sun
Understanding Introductory Paragraphs
Understanding Satire
Read Hawthornes: "Dr. Heidegger's Experiment"

Week 7:
2/24
Understanding "Dr. Heidegger's Experiment"
Read: The Spectacles by Edgar Allan Poe

Week 8:
3/3
Presentation on The Spectacles by Edgar Allan Poe

Understanding how to utilize evidence in research
Homework: Read Rip Van Winkle

Week 9:
3/10
Spring Break:

Weeks 10:
3/17
No class the 17th and 18th
Presentation on Rip Van Winkle
Prepare for Spring Break

Week 11:
3/24
Read: Arms and the Man Act I-II

Weeks 12:
3/31
Presentation: Arms and the Man Act I-II
Read Arms and the Man Act III

Week 13:
4/7
Presentation on reading Arms and the Man Act III
Understanding Conclusions
Understanding Ad's

Weeks 14:
4/14
No Class 18th Campus Closed
Present Your Advertisement
Homework: Submit your Advertisement

Week 15:
4/21
What is good analysis; Summary vs ideas

Week 16:
4/28
Understand the Value of Critism

Week 17:
5/5: Presentation Week: All groups must present
Submit Final Essay

Textbook(s): N/A

Course Requirements:

In each class students will write, if only a sentence some days, about reading assignments or in-class readings. This class asks students to write sentences, paragraphs, and short papers on reading assignments and discussion topics from the required textbooks as well as issues in academic disciplines or in public discourse. Students study Rhetorical Grammar to learn how to write a variety of types of English and to use grammar as a resource for expression rather than a catalog of prohibited behaviors. Students read and write to understand a synthesis of academic disciplines in the DCB campus focus: nature, technology, and beyond

Tentative Course Outline:
Reading Academic
Writing Plagiarism
Explanatory Strategies
Metadiscourse Prewriting
Drafting Revision Editing

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

The information in this section is quoted from the ND University System website at the link below that ends the quoted material of this section. The following competencies reflect the contribution of College Composition I 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 Program.

• Students will be able to write in different essay types or genres (such as memoir, letter, proposal, exam essay) for a variety of audiences and in a variety of contexts. Students will be aware of and will practice inventing, planning, drafting, and revising. • Students will read closely and analyze what is read.

• Students will begin to learn to find and evaluate information resources, 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.

http:www.ndus.edu/uploads%5Cresources%5C1730%5Cenglish-competencies.pdf

Relationship to Campus Focus: Students will participate in writing assignments that relate to the campus theme: Nature, Technology and Beyond

Classroom Policies: Students are responsible for following all policies, guidelines, and procedures as stated in the college catalog and the individual course syllabi.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Please contact me in regard to accommodation that can be provided to ensure that you succeed.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students · Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. · Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. · In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.

Faculty · Determine if the use of generative AI could enhance student learning in any assignment of project. · Clearly indicate in all course syllabi if generative AI is allowable for any academic work. · If allowable, give specific parameters for how and when generative AI may be used. · If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.