



Course Prefix/Number/Title: ENGL 120 College Composition II

Number of Credits: 3

Course Description:

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

Pre-/Co-requisites: ENGL 110

Course Objectives:

To meet the course objectives – to read, write, and use information sources effectively as well as collaborate – students in this class will make progress towards the Writing Program Administrators outcomes listed below

Utilize rhetorical knowledge

Test critical thinking, reading, and composing

Utilize processes in reading, writing, and collaborating

Justify knowledge of conventions

[http://wpacouncil.org/aws/CWPA/pt/sd/news\\_article/243055/\\_PARENT/layout\\_details/false](http://wpacouncil.org/aws/CWPA/pt/sd/news_article/243055/_PARENT/layout_details/false)

Instructor: Damon Schneider

Office: N/A

Office Hours: By appointment.

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Lecture/Lab Schedule: Online

Textbook(s):

Textbook(s): Required Textbook – The St. Martin's Guide to Writing, 12th Edition, Axelrod, Cooper.  
978-1-319-10438-2

Course Requirements:

Access to a computer. Access to the internet. Access to MS Word.

Paper 1 = 10 points or 10%

Paper 2 = 15 points or 15%

Paper 3 = 20 points or 20%

Paper 4 (Research Paper) = 22 points or 22%

Workshop Reviews = 10 points or 10%

Discussion Topics = 8 points or 8% (each DT is worth .5 points)

Research Journal = 4 points or 4%

Primer Worksheet #1 = 3.5 points or 3.5%

Primer Worksheet #2 = 3.5 points or 3.5%

Assessment Worksheet #3 = 2 points or 2%

Background Paragraph = 1 points or 1%

Scavenger Hunt = 1 points or 1%

**A 93 and above**

**B 80-92**

**C 70-79**

**D 60-69**

**F Below 60%**

Tentative Course Outline:

### Fall 2025 Schedule

| Week                        | Reading Assignment                                     | Writing Assignment                                                                                                        |
|-----------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Week 1 – beginning Aug. 25  | Chapter 8                                              | Paper 1 assigned                                                                                                          |
| Week 2 – beginning Sept. 1  | Watch the film: The Truth According to Wikipedia       | Scavenger Hunt Activity                                                                                                   |
| Week 3 – beginning Sept. 8  | Chapter 15                                             | Scavenger Hunt due<br>Workshop 1                                                                                          |
| Week 4 – beginning Sept. 15 | Chapter 22                                             | Paper 1 due + Paper 2 assigned<br>+ Background Paragraph assigned                                                         |
| Week 5 – beginning Sept. 22 | Chapter 23                                             | Background Paragraph due                                                                                                  |
| Week 6 – beginning Sept. 29 | Chapter 24                                             | Workshop 2                                                                                                                |
| Week 7 – beginning Oct. 6   | Chapter 25                                             | Paper 2 due + Assessment Worksheet Assigned                                                                               |
| Week 8 – beginning Oct. 13  | Chapter 26                                             | Assessment Worksheet due + Paper 3 Assigned                                                                               |
| Week 9 – beginning Oct. 20  | Read: “The Power of Context” on Blackboard             | Primer 1: Identify main points of “The Power of Context” Applying Logos, Ethos, Pathos to “The Power of Context” assigned |
| Week 10 – Beginning Oct. 27 | Read: Where Have all the Criminals Gone” on Blackboard | Primer 1 due<br>Primer 2: Identify main points of “Where Have all the Criminals Gone?” Assigned                           |
| Week 11- beginning Nov. 3   | Chapter 27                                             | Primer 2 Due                                                                                                              |
| Week 12 – beginning Nov. 10 | Chapter 17                                             | Workshop 3                                                                                                                |
| Week 13 – beginning Nov. 17 | Chapter 18                                             | Paper 3 due + Research Journal assigned                                                                                   |
| Week 14 – beginning Nov. 24 | Chapter 19                                             | Paper 4 assigned + Research Journal Part A Due                                                                            |
| Week 15 – beginning Dec. 1  | Chapter 20                                             | Research Journal Due Part B Due                                                                                           |
| Week 16 – beginning Dec. 8  | Chapter 21                                             | Workshop 4                                                                                                                |

|                   |             |                   |
|-------------------|-------------|-------------------|
|                   |             |                   |
| Week 17 – Dec. 15 | Finals Week | Paper 4 due 12/18 |

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

#### Competency/Goal 4: Communicates effectively

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.

#### Relationship to Campus Theme

The quotation below, attributed to Dr. C.N. Nelson, no date, is published in the atrium of the Nelson Science Center here on the DCB campus.

Man lives in two worlds. The world of the biosphere and the world of the technosphere. To the degree in which man reconciles his imposed technosphere to the requirements of the biosphere will determine whether he becomes extinct, continues to exist, or enjoys enlightened living.

In his brief manifesto, Dr. Nelson uses language to alert people to the necessity of reconciling the technosphere with the biosphere. Therefore, in addition to living in the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes “language,” “word,” “concept,” and “Reason” as only some aspects of its definition. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students learn to use the resources of a third sphere that has the potential to reconcile the technosphere with the biosphere.

Classroom Policies: N/A

#### 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.

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#### 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.

#### 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 | <ul style="list-style-type: none"> <li>• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.</li> <li>• 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.</li> <li>• 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.</li> </ul> |
| Faculty  | <ul style="list-style-type: none"> <li>• Determine if the use of generative AI could enhance student learning in any assignment or project.</li> <li>• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.</li> <li>• If allowable, give specific parameters for how and when generative AI may be used.</li> <li>• 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.</li> </ul>                                                   |