English 110H
Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

College Composition I Honors: English 110H,
1 Credit

Course Description:

College Composition I, English 110H, is a writing course that teaches students to use rhetorical analysis to analyze lyric poetry so an Honors student in Composition 1 can better understand techniques used to craft voice, an essential feature of writing that persuades readers and enables writers to meet their goals.

Pre-Co-requisites:
ENGL 110

Course Objectives:

Students will learn to use rhetorical analysis to read lyric poetry

Instructor:

Gary Albrightson
Office: Thatcher Addition Room 2207
Telephone: 228-5602
E-mail: gary.albrightson@dakotacollege.edu

Student email Policy

Dakota College at Bottineau sends official communications to students at their campus-assigned email address and not to other email addresses. Students will not receive information the college sends if they do not check their DCB email or do not forward their email to a provider they prefer. The instructor communicates course information to students at the same campus assigned email address and does not receive email from any other email providers.

Office Hours:

TBD

Lecture/Lab Schedule:

TBD

Textbooks:

Wardle and Downs. *Writing about Writing* 1st ed. St. Martin's Guide, 2011

Other readings for the course are online and in public domain. The instructor will provide the URLs to access the readings needed as the class progresses.

Course Requirements:

This course requires students to do rhetorical analysis of assigned poems and write an analytical essay that applies rhetorical analysis to a poem or a group of poems.

Relationship to Campus Theme:

Students will learn about different poetic perspectives on nature, technology, and beyond and will learn how rhetorical analysis can describe those perspectives.

Grading:

Grades will be based on the written analytical work submitted.

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."

Text earns a zero if it meets the definition of plagiarism above. A second instance of plagiarism earns a failing grade for the class

Disabilities and Special Needs:

Students with disabilities or special needs must inform the instructor of those needs as soon as possible.