

## Dakota College at Bottineau Course Syllabus

Spring 2020

(Dual Credit at Bottineau High School)

### Course Prefix/Number/Title:

College Composition II: English 120

### Number of Credits: 3

### Course Description:

Guided practice in college-level reading, writing and critical thinking

### Prerequisites: College Composition I: English 110

### Course Objectives:

1. 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. (Meets DCB General Education Goal 4)
2. Students will be aware of and will practice inventing, planning, drafting, and revising. (Meets DCB General Education Goal 4)
3. Students will read closely and analyze what is read. (Meets DCB General Education Goal 4)
4. Students will begin to learn to find and evaluate information resources, then integrate and acknowledge sources in their writing. (Meets DCB General Education Goal 4)
5. 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. (Meets DCB General Education Goal 4)

### Instructor:

Mrs. Cynthia Bedard

Classroom: BHS Room 100

Instructional Prep: Period 4

E-mail: [cynthia.bedard@bottineaupublicschool.org](mailto:cynthia.bedard@bottineaupublicschool.org) (This is the Google Classroom account, which comes to my phone. Please use this for questions if needed.)

### Class Schedule:

Monday, Wednesday, Friday: 7:10-8:00 A.M.

### Textbooks and Supplemental Readers: All books are provided by Bottineau High School.

- *The St. Martin's Guide to Writing* 11<sup>th</sup> Edition, by Rise Axelrod and Charles Cooper
- *Sticks and Stones* 9<sup>th</sup> Edition, edited by Rise Axelrod and Charles Cooper
- *50 Essays: A Portable Anthology* 2<sup>nd</sup> Edition, by Samuel Cohen

## Course Requirements:

Written revised essays  
Peer revision  
Usage and process exercises  
Reading assignments  
Class discussion and activities (including discussion board)  
Assorted short writing assignments  
Quizzes/tests  
Midterm and Final Exam

## Tentative Course Outline: English 120 (Spring 2020)

W (1-15)

Introduction / Overview of Class  
Student Preference Survey  
Group Activity – Analyzing Opposing Arguments – p. 172 – Part 1

F (1-17)

Overview of Syllabus  
The process of writing a research paper  
Introduce the first paper: *The St. Martin's Guide to Writing: Arguing a Position* pp. 229-230 – Activity: Developing an Argument Position – Part 1; Read pp. 231-246 / Notes on Argument Structure

M (1-20) – No Class – DCB is closed (Martin Luther King Day)  
BHS is closed (Teacher Training in Rugby)

W (1-22)

*The St. Martin's Guide to Writing: Analyzing Position Arguments; Reverse Outline Structure* / Read pp. 247-260 / Notes on Argument Structure

F (1-24)

Select a tentative topic for the first paper.  
*The St. Martin's Guide to Writing: Guide to Writing* pp. 261-267; Formulate a working thesis stating your position p. 266; Develop the reasons supporting your position p. 267; Outlining pp. 490-491; Outline practice activity

M (1-27)

Thesis statement and working (scratch) outline due  
*The St. Martin's Guide to Writing: Planning a Research Project* pp. 602-608; Finding Sources and Conducting Field Research pp. 609-624; Evaluating Sources pp. 625-631  
Overview and Examples: Annotated Bibliography / Practice Activity

W (1-29)

Lecture: Who owns information? Ethical use of information; Plagiarism: Accidental vs. deliberate: Online Writing Lab Purdue University; *Sticks and Stones: Arguing a Position*, pp. 101-129) – Analysis of Argument Structure / Source Summary/Commentary Sample Activity

F (1-31)

Lecture: Avoiding plagiarism and note taking; Paraphrase Activity  
*The St. Martin's Guide to Writing: Using Sources to Support Your Ideas* pp. 632-643;

M (2-3)

Annotated Bibliography is due. Overview of Discussion Board Requirement  
*50 Essays: A Portable Anthology*: Scott Russell Sanders, “The Inheritance of Tools” pp. 369-377; Sarah Vowell, “Shooting Dad” pp. 433-440 – Discussion Board

W (2-5)

*The St. Martin's Guide to Writing: Documenting Sources in the Text* pp. 645-649;  
Creating a List of Work Cited pp. 649-665  
Review outlines and first draft, *The St. Martin's Guide to Writing: Outlining* pp. 492-493;  
Planning and Drafting pp. 267-272

F (2-7)

Research notes due  
Lecture: Fallacies used in persuasion *The St. Martin's Guide to Writing*: p. 595  
Fallacy Activity *50 Essays: A Portable Anthology*: “The Myth of the Latin Woman: I Just Met a Girl Named Maria” pp. 112-118; Maxine Hong Kingston, “No Name Woman” pp. 238-250 / Discussion Board

M (2-10)

Formal outline is due.  
*The St. Martin's Guide to Writing: Evaluating the Draft* pp. 273-276;

W (2-12)

First draft: Peer revision activity in class / Revise and resubmit to Google Classroom by Feb. 14.

F (2-14) *50 Essays: A Portable Anthology*: Lars Eighner, “On Dumpster Diving” pp. 161-173;  
Nancy Mairs, “On Being a Cripple” pp. 267-279 (due Feb. 19)

M (2-17) DCB is closed. / BHS is closed. (President's Day)

W (2-19) Returned 2<sup>nd</sup> draft with instructor comments  
Student work day / Instructor Guidance

F (2-21)

Discussion / Application of Eighner & Mairs; Work/Application/Conference

M (2-24) Writing Conferences (Schedule in class or in out-of-class time slot.)

W (2-26)

Arguing a Position (Paper #1) is due.

Introduce Paper #2

*The St. Martin's Guide to Writing*: Proposing a Solution pp. 283-284, Activity; Guide to Reading pp. 285-290; Readings pp. 290-312

F (2-28)

Select topics for second paper

*The St. Martin's Guide to Writing*: Guide to Writing pp. 316-326

*50 Essays: A Portable Anthology*: Vicki Hearne, "What's Wrong with Animal Rights" pp. 192-202; Peter Singer, "Animal Liberation" pp. 384-399

M (3-2)

Thesis and scratch outline due; Planning for midterm essay

W (3-4)

Midterm assessment / In-class timed essay

F (3-6)

Annotated Bibliography due

*Sticks and Stones*: Proposing a Solution, pp. 130-156 OR *50 Essays: A Portable Anthology*: Selected Pieces

M (3-9)

Discussion of Proposing a Solution Structure

Breakdown of *Sticks and Stones* essay examples

*50 Essays: A Portable Anthology*: *50 Essays: A Portable Anthology*: Thomas Jefferson, "The Declaration of Independence" pp. 211-219; Jonathan Swift "A Modest Proposal" pp. 408-416 – Take structure notes.

W (3-11)

Research notes due

Review: Outlines pp. 325-326

Discussion of structure – "Declaration of Independence" and "A Modest Proposal" – Focus is on the problem, the proposed solution, countering of alternative solution/s / Complete the first draft of the Proposing a Solution essay for Wednesday, March 25.

F (3-13)

Work Day: Formal outline / Submit on Google Classroom

*St. Martin's Guide to Writing*: Planning and Composing, p. 326

Once outline is approved, start first draft.

M (3-16) – No Class – DCB is closed (Spring Break)

W (3-18) – No Class – No School at BHS or DCB (Spring Break)

F (3-20) – No Class – No School at BHS or DCB (Spring Break)

M (3-23)

Structure Activity – Proposing a Solution Discussion of “Letter from Birmingham Jail”  
*50 Essays: A Portable Anthology*: “Letter from Birmingham Jail” – pp. 220-237,  
Discussion Board

W (3-25)

*The St. Martin’s Guide to Writing*: Evaluating the Draft, pp. 327-328  
First draft of paper is due.  
Peer revision activity  
Revise and submit to Google Classroom by 3-22.

F (3-27)

Discussion of “Letter from Birmingham Jail”  
Instructor revision comments added to papers  
Make new revisions to papers before scheduled Writing Conference.

M (3-30)

Student Work Day / Writing Conferences  
Read *50 Essays: Note of a Native Son* – pp. 60-81, Discussion Board

W (4-1)

Writing Conferences

F (4-3)

Final draft of Proposing a Solution (Paper #2) is due.  
Introduce Paper #3  
*The St. Martin’s Guide to Writing*: Arguing for Causes or Effects pp. 385-386, Activity;  
Guide to Writing, pp. 418-419

M (4-6)

*The St. Martin’s Guide to Writing*: Guide to Reading, p. 387-391; Readings p. 391-416

W (4-8)

Select a topic for the third paper.  
*The St. Martin’s Guide to Writing*: Writing a Draft: Invention, Research, Planning, and  
Composing, pp. 420-430; *Sticks and Stones*: Arguing for Causes or Effects, pp. 171-195

F (4-10) No Class - No School at BHS or DCB (Easter Break)

M (4-13) No Class – No School at BHS or DCB (Easter Break)

W (4-15) Thesis statement and scratch outline due  
Analysis of Causal Argument Structure: *Sticks and Stones*

F (4-17)  
Annotated Bibliography is due.  
*50 Essays: A Portable Anthology*: David Sedaris, *Me Talk Pretty One Day*, pp. 378-382;  
Mike Rose, “I Just Wanna Be Average” pp. 350-363, Discussion Board

M (4-20)  
Research notes due / Discussion  
Review outlines and drafting

W (4-22)  
Formal outline is due. Structure Activity – Selected Essays  
*St. Martin’s Guide to Writing: A Peer Review Guide*, pp. 431-432

F (4-24)  
1<sup>st</sup> draft is due.  
Peer revision / Revise and submit to Google Classroom by April .

M (4-27)  
*50 Essays: A Portable Anthology*: : Malcom X, “Learning to Read” pp. 281-290; and  
Frederick Douglass, “Learning to Read and Write” pp. 144-149

W (4-29)  
Second draft is returned with instructor revision comments.  
Discussion / Activity – Malcolm X and Douglass

F (5-1)  
William Cronon “The Trouble with Wilderness; or, Getting Back to the Wrong Nature” -  
copy provided via Blackboard – Analysis Activity OR Selected Readings

M (5-4)  
Writing Conferences

W (5-6)  
Writing Conferences

F (5-8)  
Final Draft of Paper #3 is due.  
Planning Day – Final Exam Essay

M (5-11) Finals Week (Optional Work Day – Preparing for Final Exam)

W (5-13) Finals Week – Final Exam

F (5-15) Finals Week – No Class

*Course Outline is adapted, with permission, from existing DCB course syllabi.*

*Course Outline is subject to change, if needed, in order to support student learning outcomes.*

**General Education Goals/Objectives:**

Upon completion of the DCB General Education Program, the student will:

1. read critically to understand content, draw inferences, synthesize information and evaluate message and form. (2017-2018)
2. compose polished writing by way of drafting, revising, and editing—applying rules and conventions for standard, edited English (spelling, usage, mechanics). (2018-2019)
4. use information, effectively and ethically. (2019-2020)
5. synthesize information, utilize listening skills and critical thinking to engage in intellectual discussions. (2018-2019)
6. critique others' work as a group, self-analysis, and/or through writing. (2017-2018)

**Relationship to Campus Theme:** Students will read and discuss short selections as they relate to nature, technology, and humanity.

**Classroom Policies:**

Students are expected to complete all assignments in a timely fashion, including assigned reading, work, and writing. Students are expected to attend class, and to come to class with assignments and reading complete. Class discussion and student/teacher interaction are important aspects of the learning process, and any class dates that are missed will result in additional work to make up the missed learning opportunity. Care should be taken to attend every class session.

**Grading Scale:**

- A 90-100
- B 80-89
- C 70-79
- D 60-69

**Grading:**

Final grades are made up of a running total of all graded items.

Grades are weighted through point values, so the breakdown of assignments is as follows:

3 Multiple Draft Papers = 500 points each

Other work = 10-50 points each

- Discussion board responses, discussion questions
- short writing assignments, quizzes, activities

Midterm Essay and Exam = Combined total of 250 points

Final Essay and Exam = Combined total of 350 points

### **Paper Guidelines:**

All papers must be double-spaced, Times New Roman font, with 12 pt. font and 1” margins. Papers must also follow MLA-formatting guidelines, and must be completed on the bottineaupublicschool.org account in order to submit to Google Classroom. All major papers will undergo the revision process, and drafts not ready for revision feedback will result in late docking. All papers must be submitted to Turnitin.com prior to final Blackboard submission.

### **Late & Missing Work:**

Students are expected to complete all work in a timely fashion. Late work will result in a 20% dock. Missing work will result in a 0% for the corresponding grade.

### **Student Email Policy – Dakota College at Bottineau:**

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.

### **Student Technology and Email Requirements for this Section of English 120:**

This class will utilize both Blackboard and Google Classroom. It is advised that students acquire the mobile app for both of these lms systems. Students must use their bottineaupublicschool.org account for Google Classroom, and the use of Google Drive is required. Class notices will be delivered via the bottineaupublicschool.org email and Google Classroom, and this is also the best way to contact the instructor. To ensure ease of access, class announcements will also be recorded in Blackboard.

### **Academic Integrity:**

Policy on Plagiarism:

Plagiarism can be defined as representing someone else’s ideas, language, or material as your own. In today’s digital world, it is all too easy for students to copy and paste others’ ideas into their work. Doing so will result in plagiarism. Anytime another’s ideas, language, or created material is used in your work, you need to cite the source, whether you’ve used a direct quotation, a paraphrase, or a summary. Work must be cited both in-text and on a Works Cited page.



Accidental plagiarism resulting from a misuse of source material and citing guidelines will be given an opportunity for correction. Intentional plagiarism (where a student uses whole phrases, sentences, paragraphs, or other material from a source with no attempt at citation) will receive severe penalties, which could include failing the paper or potentially failing the course for Academic Dishonesty.

Academic Dishonesty would include (but is not limited to) the following:

- Turning in someone else's work as your own (ex. another student's work)
- Taking anything from the internet or other sources without citing it
- Copying or buying papers from online sources and turning them in as your own
- Submitting research reports that are not based on research (made up)

All assignments, quizzes, exams, and papers will meet the standards of accepted academic integrity.

**Disabilities and Special Needs:**

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

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