



## **Engl. 120-College Composition II**

### **10:18-11:08 MWF Spring 2021 3 credits**

#### **Course Description:**

A basic writing course which allows students to write about a variety of topics while considering and evaluating the writing of others. The course will focus on Analysis, Argument, and Persuasion as main modes of college writing. Advanced practice in college-level writing from sources and in applying rhetorical strategies.

#### **Pre-/Co-requisites:**

This course requires satisfactory completion of pre-requisite English 110.

#### **Course Objectives:**

- To identify and evaluate the thesis and supporting details in your own and others' writing
- To use writing and revising strategies to produce essays
- To cite sources accurately using MLA guidelines
- To identify important concepts in a text and discuss them
- To recognize ways that arguments are built and how in incorporate relevant strategies in writing

**Instructor:** Melissa Remick  
**Office:** McFarland 136  
**Office Hours:** MWF 2-3:30 pm and by appointment  
**Phone:** 845-7490  
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#### **Textbook(s):**

Axelrod and Cooper. *St. Martin's Guide to Writing*. 11th ed. Boston. Bedford St. Martin's, 2016.

Barry, John M. *The Great Influenza: The Story of the Deadliest Pandemic in History*. New York:Penguin Books, 2018.

## **Course Requirements:**

Students will read weekly assignments from in the textbook and other materials, will complete assignments on readings, and will write/revise paragraphs and essays on assigned topics, and complete several journal entries. Students will focus on revision strategies to address writing toward particular rhetorical situations.

A student's final grade is based on total points received from the following:

- Essays
- In Class Assignments, Journals, & Quizzes
- Exams

## **Tentative Course Outline:**

Weeks 1-3: Background on argument; terms, definitions, and process.

Weeks 4-5: Visual Argument and debate.

Weeks 6-9: Argument analysis and creation

Weeks 10-12: Campus Read

Weeks 13-16: Final research on argument.

## **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 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 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:**

Please refrain from doing anything that might be disruptive and disturb other students or the instructor. This academic environment is an open and harassment free zone. Participation within the classroom is highly encouraged and is an integral part of the

higher education experience. Ask questions-comment on discussions, etc. Better thinkers do make better writers.

**Late Work:**

Students in college are required to hand in assignments when they are due. If you contact me ahead of the assigned due date you may be able to receive an extension of one class period. You must contact me at least 24 hours prior to the assignments due date. Late work will not be accepted without prior approval.

**Grade Scale:**

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

**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.

**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.