



**Course Prefix/Number/Title:**

ENGL 120 Composition 2

**Number of Credits:**

3

**Course Description:**

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

**Pre-/Co-requisites:**

None

**Course Objectives:**

ENGL 120 is advanced practice in college-level writing from sources and in applying rhetorical strategies. Students will learn to find, use, and evaluate sources and to avoid misuse and abuse of sources. Students will learn to use sources in 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 finish the intended audience considers acceptable

**Instructor:**

Gary Albrightson

**Office:**

Thatcher Hall 2207

**Office Hours:**

Thursday 2:00 – 2:50

Monday, Wednesday, Friday 11:00 to Noon

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**Lecture/Lab Schedule:**

7:40 – 8:30 Monday, Wednesday, Friday on campus and on IVN

**Textbook(s):**

Barilla, James. *My Backyard Jungle*.

Kolln, Martha and Loretta Gray. *Rhetorical Grammar* 7th ed.

Wardle and Downs. *Writing about Writing*. 3rd ed. Bedford St. Martin's, 2017

**Course Requirements:**

To earn a grade in ENGL 120 students will write summaries of primary source articles published in peer-reviewed publications and will write about the issue of dialect in writing

In each class students will write, if only a sentence some classes, about reading assignments or in-class readings.

This class asks students to write sentences, paragraphs, and brief papers on reading assignments and discussion topics from the textbooks as well as issues in academic studies or in public discourse the instructor assigns. *Rhetorical Grammar* will be studied to learn how to use grammar as a resource for expression rather than a catalog of prohibited behaviors. *My Backyard Jungle* is assigned as a specific illustration of the campus focus: nature, technology, and beyond. *Writing about Writing* offers instruction in writing as thinking rather than writing as error avoidance.

**Tentative Course Outline:**

Reading Academic Writing

Ethical use of sources

Explanatory Strategies

Metadiscourse

Prewriting

Drafting

Revision

Editing

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

Learning Outcome 2: Reads at a level that allows participation in collegiate studies and chosen careers

- Performance Indicator 1: Understands the structure and organization of written work
- Performance Indicator 2: Recognizes an author's thesis and forms of support
- Performance Indicator 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Performance Indicator 4: Recognizes the connection style and language have to an author's topic, audience, context, and purpose
- Performance Indicator 5: Synthesizes information and ideas from multiple sources

**Relationship to Campus Focus:**

The quotation below, attributed to Dr. C.N. Nelson, professor emeritus, 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 concise manifesto, Dr. Nelson uses language to alert people to the necessity of reconciling the technosphere with the biosphere. Both the biosphere, nature, and the technosphere, technology, offer potential but also place limits on human action. In addition to the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes "language" and "reason" as part of its definition. Beyond – the third concept in the DCB focus on nature, technology, and beyond – is language and contains incentives and goads to action, law and religion being two well-known examples among very many more. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students begin learning to use the resources of language for more than transmitting information. DCB students learn to use language and explore its potential to reconcile the technosphere with the biosphere.

**Classroom Policies:**

In this class students will be asked to

use email or Blackboard course messages as assigned to respond to discussion topics,

submit all the prewriting exercises and outlines of essays,

revise writing assignments to meet minimal competencies and beyond on essays chosen by students from among options the course offers,

take quizzes given during class sessions.

Submit work on time: late work is assessed penalties.

Work submitted to this class should be written for this class this semester. Submitting work that earned credit in other classes is a type of plagiarism that earns a failing grade.

So that everyone enrolled in the course may learn, students should attend class, on time, and focus on the topic of each class period. Class meetings will use active learning to meet the class learning objectives. Active learning means interaction between students and the instructor but also interaction among students. Most class periods, classroom assessment techniques will be used to gauge student understanding of daily learning. This means brief in-class quizzes of different types: multiple choice, true/false, written response, or graded notes.

**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.