

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

Course Section/Term: Dual Credit at Bottineau High School / Spring 2022

Number of Credits: 3

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

Pre-/Co-requisites: ENGL110 / College Composition I

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.
2. Students will be aware of and will practice inventing, planning, drafting, and revising. Students will read closely and analyze what is read.
3. Students will learn to find and evaluate information resources, then integrate and acknowledge sources in their writing.
4. 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.

Instructor: Mrs. Cynthia Bedard

Office: BHS Room 100

Office Hours: BHS Period 4 (11:05 – 11:45 A.M. Monday - Friday)

Phone: 701-228-2266

Email: 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: The materials used for the class are listed below. All books are provided by Bottineau High School, except for the book used for the campus book read (*My Backyard Jungle*). Only certain sections of the textbooks will be used, and this information will be provided in class. Students will need to acquire a copy of *My Backyard Jungle*, either by buying it or checking it out of a library..

- *My Backyard Jungle: The Adventures of an Urban Wildlife Lover Who Turned His Yard into Habitat and Learned to Live with It* by James Barilla
- *St. Martin's Guide to Writing* 11th Edition, by Rise Axelrod and Charles Cooper
- *Sticks and Stones* 9th Edition, edited by Rise Axelrod and Charles Cooper
- *50 Essays: A Portable Anthology* 2nd Edition, by Samuel Cohen
- *They Say / I Say* by Gerald Graff and Cathy Birkenstein

Course Requirements: English 120

Note: Grammar instruction and exercises will be incorporated as needed. Areas addressed will include sentence structure, usage, and mechanics, and will be determined by student need. Grammar instruction will occur on a weekly rotation.

Course Requirements -

Two main areas of focus:

1. Writing in specific modes & the writing process
2. Reading and rhetorical analysis

Focus 1: Writing & the Writing Process

This course contains three researched, argumentative writing units:
Arguing for a Position, Proposing a Solution, and Arguing for Cause or Effect (Causal Analysis)

Each writing unit will contain the following:

Prewriting: Topic, Thesis, and Informal (jot) Outline
Formal Outline
Synthesis Chart - for research notes
Annotated Bibliography – for source material

Drafting and Revising: 1st Draft / Peer Review
2nd Draft / Instructor Revision Comments
3rd Draft / Instructor Writing Conference
4th Draft / Turn in to Blackboard Assignment Posting

Please note: Revision mini-lessons will be incorporated as the need arises. Online videos and textbook sections may be assigned as needed.

Safe Assign and/or Turnitin will be used with each writing unit.

Focus 2: Reading and Rhetorical Analysis

In this course, students will read one book-length work:
My Backyard Jungle (nonfiction)

Students will also read short selections (essays) exhibiting a specific writing mode. This will match the current writing unit. Selections will be taken from *50 Essays: A Portable Anthology*.

The study of these reading selections will include the following:

1. In-class discussion, reading-check quizzes, discussion board assignments, and a rhetorical analysis essay (midterm and final)

2. The midterm and final assessment pieces are in-class pre-planned essays. At midterm each student will write a comparative analysis essay on selections from *50 Essays*, and as the final exam each student will write an analysis essay on selections from *50 Essays* or on *My Backyard Jungle*. Extensive class discussions (both in class and through discussion board) will help prepare the students for these exams.

Tentative Course Outline:

Week 1

Introduction / Overview of Class & Syllabus

The Process of Writing the Research Paper

- Developing an Argument & Argument Structure

Week 2

Analyzing Position Arguments

- Notes on Argument Structure
- Selecting a topic for the first paper (Arguing a Position)
- Formulating a working thesis / developing support / developing an informal outline

Rhetorical Analysis Component – *My Backyard Jungle* and/or *50 Essays*

- Weekly Discussion Board

Week 3

Paper #1: Arguing a Position – Gathering sources and starting the planning process

- Taking notes / Paraphrasing & Summary / MLA Format
- Annotated Bibliography Format

Rhetorical Analysis Component– *My Backyard Jungle* and/or *50 Essays*

- Weekly Discussion Board

Week 4

Annotated Bib. Is due – Paper #1

- Synthesis Chart formatting / methods of taking notes
- Documenting sources in text (MLA)
- Creating a Works Cited list (MLA)
- Avoiding logical fallacies in persuasion
- Research notes are due.

Rhetorical Analysis Component – *My Backyard Jungle* and/or *50 Essays*

- Weekly Discussion Board

Week 5

Formal Outline is due – Paper #1

- Evaluating the draft – instruction on constructive criticism
- First draft of Paper #1 is due.
- Peer Review in class through Blackboard Discussion Board.
- Submit 2nd Draft – Paper #1.

Rhetorical Analysis Component – *My Backyard Jungle* and/or *50 Essays*

-Weekly Discussion Board

Week 6

Paper #1 – Writing Conferences / Revision / Final Draft

-Arguing a Position (Paper #1) is due.

Rhetorical Analysis Component – *My Backyard Jungle* and/or *50 Essays*

- Weekly Discussion Board

Week 7

Introduce Paper #2 – Proposing a Solution

-Select topics

- Thesis & Scratch Outline are due.

Planning for midterm essay.

Rhetorical Analysis Component – *My Backyard Jungle* and/or *50 Essays*

-Weekly Discussion Board

Week 8

Annotated Bibliography is due.

-Proposing a Solution Structure

-Formatting for notes – Synthesis Chart

Midterm Rhetorical Analysis Essay – In Class Midterm (*50 Essays* selections)

Week 9

Proposing a Solution Structure – problem, proposed solution, countering of alternative solution/s

-Research notes are due.

- Formal Outline is due.

Rhetorical Analysis Component – *My Backyard Jungle* and/or *50 Essays*

-Weekly Discussion Board

Week 10

First Draft of Paper #2 (Proposing a Solution) is due.

-Peer Revision in class – through Blackboard Discussion Board

-Revision / Submission of Draft 2

Rhetorical Analysis Component – *My Backyard Jungle* and/or *50 Essays*

-Weekly Discussion Board

Week 11

Paper #2 – Writing Conferences / Revision / Final Draft

-Paper #2 (Proposing a Solution) is due.

Rhetorical Analysis Component – *My Backyard Jungle* and/or *50 Essays*

-Weekly Discussion Board

Week 12

Paper #3: Arguing for Cause or Effect

- Select a topic for Paper #3
- Thesis and scratch outline are due.
- Analysis of Causal Argument Structure

Rhetorical Analysis Component – *My Backyard Jungle* and/or *50 Essays*
 -Weekly Discussion Board

Week 13

Annotated Bibliography is due (Paper #3).
 -Analysis of Causal Argument Structure
 -Research notes are due.

Rhetorical Analysis Component – *My Backyard Jungle* and/or *50 Essays*
 -Weekly Discussion Board

Week 14

Formal Outline is due (Paper #3).
 -Structure Activity – Arguing for Cause or Effect
 -First Draft of Paper #3 is due.
 - Peer Review / Revision

Rhetorical Analysis Component – *My Backyard Jungle* and/or *50 Essays*
 -Weekly Discussion Board

Week 15

Paper #3 – Writing Conferences / Revision / Final Draft
 -Paper #3 (Arguing for Cause or Effect) is due.

Rhetorical Analysis— *My Backyard Jungle* and/or *50 Essays* - Plan for Final Exam Essay

Week 16

Final Exam Essay – Completed with prepared notes in a timed setting

Please note: Daily schedule and assignment postings are available through Course Content in Blackboard.

General Education Competency/Learning Outcomes:

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.
2. compose polished writing by way of drafting, revising, and editing—applying rules and conventions for standard, edited English (spelling, usage, mechanics).

4. use information, effectively and ethically.
5. synthesize information, utilize listening skills and critical thinking to engage in intellectual discussions.
6. critique others' work as a group, self-analysis, and/or through writing.

Relationship to Campus Focus: Students will read and discuss *My Backyard Jungle* as it relates 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, class discussion
- Midterm Essay/Exam = Combined total of 250 points
- Final Essay/Exam = Combined Total of 350 points

Rubrics will be provided in class and through Blackboard.

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 Safe Assign prior to final Blackboard submission.

Late Work:

Students are expected to complete all assignments in a timely fashion, including assigned reading, work, and writing. Late work will result in a 20% dock. In the event that a class activity is dependent on student work being submitted on time (such as with peer review), the missed assignment may result in a zero percentage for that portion of the grade. Further details will be provided in class.

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.

Student Technology and Email Requirements for this Section of English 110:

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 for the drafting process. The best way to contact the instructor is also through the Google Classroom email (cynthia.bedard@bottineaupublicschool.org). Class notices and announcements, however, will be sent utilizing both Google Classroom and Blackboard.

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.

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)
- Collaborating with another person or copying another'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 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.