



Course Prefix/Number/Title:

ENGL 120: College Composition II

Number of Credits:

3 semester credits

Course Description:

Advanced practice in college-level writing from sources and in applying rhetorical strategies

Prerequisites:

Successful completion of ENGL 110

Co-requisites:

None

Course Objectives:

To write effectively to show an understanding of develop, organize, and present ideas; to understand purpose, context, and audience; to understand the purpose of a thesis, evidence, structure, and style; to use standard written English

To read at a level that allows participation in collegiate studies and chosen careers to understand the structure of written work; to determine a writer's thesis and evidence; to evaluate a writer's style, organization, support, evidence, and presentation; to comprehend ideas from multiple sources

To integrate information sources effectively by finding information sources; to evaluate reliability of sources; to use borrowed sources ethically; and to synthesize information in a student's own texts

To collaborate with others by working with other students and participate in discussions as well as provide peer feedback

To demonstrate effective oral communication by producing original text while adapting to a variety of speaking and listening situations; by using volume, eye contact, rate of pronunciation, articulation, and gesticulation correctly; and by using listening skills to critique, evaluate, and assess oral communication

Instructor:

Laurie Culbreth, Ph.D.

Office:

Thatcher 2108

Office Hours:

Tuesdays/Thursdays: 10:00-12:00

Wednesday: 11:00-12:15

and by appointment

and by Laurie's personal cell phone: seven days a week, including weekends (Please end calls at 5:00 pm.)

Phone:**Office:** 701-228-5456 (Please do **not** leave a voice mail at this number. The voice mail does not work.)**Cell:** 720-331-1299 (Leave a voice mail at this number.)**Email:**Laurie.culbreth@dakotacollege.edu**(Use Blackboard's Course Messages, instead.)****Lecture/Lab Schedule: SPRING 2022**

Monday	Tuesday	Wednesday	Thursday	Friday
	9:30-10:45 ASC 87 TH 212		9:30-10:45 ASC 87 TH 212	
10:00-10:50 ENGL 120 Thatcher 214		10:00-10:50 ENGL 120 Thatcher 214		10:00-10:50 ENGL 120 Thatcher 214
11:00-11:50 ENGL 110 TH 1107	Office TH 2108	11:00-11:50 ENGL 110 TH 1107	Office TH2108	11:00-11:50 ENGL 110 TH 1107
	11:00-12:15 Children's Lit TH 2212	Office TH 2108	11:00-12:15 Children's Lit TH 2212	Office TH 2108
12:00-1:00 Lunch and Renny's Break	12:00-1:00 Lunch and Renny's Break	12:00-1:00 Lunch and Renny's Break	12:00-1:00 Lunch and Renny's Break	12:00-1:00 Lunch and Renny's Break
1:00-1:50 ENGL 120 TH 1107	Office TH 2108	1:00-1:50 ENGL 120 TH 1107	1:00-1:50 ASC 88 TH 1108	1:00-1:50 ENGL 120 TH 1107

Textbook:

Axelrod, Rise B., and Charles Raymond Cooper. *The St. Martin's Guide to Writing*. Bedford/St. Martins, 2019.

Course Requirements:

Course requirements include rough drafts and peer reviews of major papers, edited major papers for posted grades, short assignments to check reading/writing skills, discussions, mid-term/final and research paper, and visual presentations. Since this class relies heavily on Blackboard, please bring your personal laptops to class.

Tentative Course Outline:

NOTE: Detailed assignments and due dates are in Blackboard, NOT the syllabus.

Week One:

INTRODUCTION TO THE COURSE

Syllabus review

Type a letter to Laurie (Tell me about yourself, and offer any suggestions to make class interesting, thereby, making you more successful.) and email her through Course Messages in Blackboard.

NOTE FOR ENTIRE SEMESTER:

See Blackboard for calendar of due dates and directions/rubrics for short and long activities.

NOTE: You MUST post your Discussions work in an attached WORD document. Please do not type in the Blackboard boxes!

Weeks Two-Seven:

Mondays and Wednesdays:

St. Martin's

Friday:

Grammar and documentation practice

Weeks Three-Twelve:

Last semester, Laurie's 110 students spent six weeks on one big research paper. This semester in 120, there will be smaller documented papers spread out through most of the semester. For example, instead of writing about three reasons college athletes should be paid, you will focus on one reason.

Weeks Thirteen-Fourteen:

Propose a Solution to a local problem using diverse means: letter to the editor, op-ed, blog, Twitter/Facebook, etc.

Week Fifteen:

Finals

Education Competencies/Outcomes:

Competency/Goal 2: Students will read at a level that allows students to participate in college-level studies and chosen careers.

*** Performance Indicator 1:**

Students will understand the structure and organization of written work

• **Performance Indicator 2:**

Students will recognize an author's thesis and forms of support

• **Performance Indicator 3:**

Students will evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation

• **Performance Indicator 4:**

Students will recognize the connection style and language have to an author's topic, audience, content, and purpose

• **Performance Indicator 5:**

Students will synthesize information and ideas from multiple sources

Relationship to Campus Focus:

Students will discuss model essays in the *St. Martin's* and online articles related to nature, technology, and beyond while connecting to technosphere and biosphere issues.

Classroom Policies:

MASKS

Masks are optional in English.

ATTENDANCE AND PARTICIPATION

Absences: Occasionally there are circumstances in life that may prevent you from attending class. It is your responsibility to follow Blackboard to get caught up with missed work should you be absent. If you are absent a day an assignment is due, contact me as soon as possible (after watching Blackboard recordings) so we can talk about the possibility of a new due date. Most assignments are due at mid-night in Blackboard. If you are having difficulties keeping up, contact me.

Attendance: Student participation is essential to your success and your peers' success. A missed class session can never really be made up, although there will be recordings. According to our Tech Dept., you have to ask for links to the recordings. After three unexcused absences, consider withdrawing from the class. Athletes and other busy students: If you are on the road one day, you have one extra day to turn in work; if you are on the road two days, you have two days to turn in work, etc.

Withdraws: It is your responsibility to withdraw/drop the course if you are failing or decide not to complete the course. If either is the case, you need to meet with your advisor. **I will not withdraw students, even if I think it is in your best interest, but I will email Starfish with my concerns.**

EARLY RELEASE with IVAN classes: Occasionally, I will dismiss Bottineau students in IVAN classes so that I can spend time with off-campus students.

TARDIES: You are expected to be in class on time. Students who are late are also confused about assignments and expectations because class always starts with announcements, important notifications, and explanations of any changes to the schedule. Around lunch time, students are welcomed to come to class with their food, but please do not share your food, and make sure there is a secure top on drinks. IMMEDIATELY, pick up food you drop on the floor so that Renny does not eat it.

SERVICE DOG IN-TRAINING:

There will be a service dog in-training in class, so please ignore him beginning Week Two. He is hypoallergenic like poodles are, but if there are any concerns about allergies, please contact your advisor about your options.

LATE WORK POLICIES:

Rough drafts posted late in Blackboard will NOT be reviewed. Final drafts which are late will be docked five points per day, including weekends. Athletes and busy students **MUST** remind me via Blackboard email that they are late due to travel or other circumstances.

GRADING POLICY:

All graded work is percentage based, and the lowest passing percentage for the semester is **“60%.”** The final documented paper grade will be recorded twice because we spend so much class time on it.

Final calculations will be the following:

60% final-for-a-grade-edited essays

20% mid-term and final

20% all other assignments

ELECTRIC DEVICES IN CLASS:

Students are urged to bring laptops or use computer in scheduled labs since so much is posted in Blackboard. The Tech Department might have laptops for you to borrow, but don't wait too long to ask for one. **PHONES ARE NOT ALLOWED IN CLASS AT ANY TIME. PLEASE KEEP THEM IN YOUR BACKPACKS! Listening to music is not allowed during lectures or paired work, and if there is a violation, you will be asked to leave.**

ALWAYS A DANGER: Some students will not stay on task during class since laptops are encouraged. I will not reprimand you for having twenty windows and three chats open, but the consequences of not paying attention are obvious.

FOOD AND CHILDREN:

Food is allowed in containers. Immediately, pick up food you drop on the floor. Water or coffee with tops are allowed in class but must be on the floor in any computer lab.

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.

ALL students in ALL of Dr. Culbreth's classes MUST use COURSE MESSAGES in 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.

If a student's work is suspected to be plagiarized, the instructor will ask the student to rewrite

portions of submitted work to compare for consistency.

Disabilities and 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.