



ENGL 120: College Composition II

COURSE SYLLABUS

COURSE INFORMATION

ENGL 120: College Composition II, 3 semester credits, Courses 15874 held on-campus in Stevens 104 from 930-1045, TUE/THU and 15984 held via IVN from Stevens 200 from 830-920, MON/WED/FRI

Course Description: **ENGL 110 with a minimum grade of C.** Second course. Writing academic essays or other genres with clarity and accuracy after learning and practicing stages of writing. Close reading, analyses, appreciation. Finding, evaluating, integrating, acknowledging sources. Collaborative invention and revision techniques.”

INSTRUCTOR

Jim Stout, Stevens Hall 115E, 701-774-4286, james.stout@willistonstate.edu

Office Hours: 11-Noon, MON/TUE/WED/THU/FRI; e-mail me for an appointment at another time

YOUR official means of communication (Item XXIII from [Student Code of Conduct](#)): “Upon enrollment at WSC, every student is issued an official Williston State College email address. **This college email address is considered the official means of communication, and will be used for all notices, general bulletins, and other communications,** including mandated provision of consumer information. WSC exercises the right to send e-mail communication to students and expects that e-mail communication is received and read by students in a timely manner.”

TEXTBOOK & MATERIALS

- Ballenger, Bruce. *The Curious Writer* (5th edition). 2017. ISBN: 978-0-13-409002-3
- Hacker & Sommers. *A Writer's Reference* (8th edition). 2016. ISBN: 978-1-319-08353-3
- Kennedy & Gioia, *Backpack Literature* (5th edition with 2016 MLA update). 2016. ISBN: 978-0-13-458644-1
- EdReady English program (extra credit opportunity)
- Purdue Online Writing Lab at <https://owl.english.purdue.edu/>

STUDENT LEARNING OUTCOMES

INSTITUTIONAL OUTCOMES

- I. Students will demonstrate effective communication skills

PROGRAM OUTCOMES

- I. Students will demonstrate effective communication skills

COURSE OUTCOMES

1. Demonstrate competent college-level writing that meets the demands of the rhetorical situation
2. Use the stages of the writing process to develop, organize, and present ideas in writing
3. Develop collaborative writing skills
4. Read college-level writings

ASSESSMENT TASKS (FOR COURSE OUTCOMES)

- Participate in guided writing processes
- Create original papers acceptable by college writing standards
- Write responses to college-level material

PROCESS SKILLS

- Express ideas through effective writing
- Read at levels that allow students to participate in collegiate studies and chosen careers
- Evaluate written work collaboratively with peers
- Demonstrate college reading in written work

CONCEPTS & ISSUES

- Stages of writing process
- Rhetorical situation
- Language study and style
- Peer editing and respect
- Intellectual property, plagiarism, & academic honesty
- Collaboration and learning community
- Identify rhetorical situation

Stout's Procedure for Successfully Completing Academic Writing Projects

MAKE TIME YOUR FRIEND!

MAKE USE OF HUMAN, PRINT, AND ELECTRONIC RESOURCES!

It will be tough, hard WORK, but make it worth doing (and worth reading/grading)!

Manuscripts are optical illusions

Care about what you do; get your instructor to care about reading & grading your work!

Step 1: Select approved topic (in which you are curious/interested).

Step 2: Create and/or collect data which can be used on the project: memories, thoughts, emotions, or observations; AVOID using complete sentences at this stage. If secondary sources are necessary, begin a working bibliography at this stage.

Step 3: When you have a critical mass of material, compose, if necessary, a **sketch** (to which you KNOW you need more material), then complete a **draft** in sentences and paragraphs

Step 4: Conference with trusted people (including your instructor, classmates, people outside this class, the Writing Lab staff, and SmarThinking) – on only one element (**SUBJECT, PURPOSE, AUDIENCE, DIRECTIONS, MATERIAL, STRUCTURE, DICTION, IMAGE, LANGUAGE MECHANICS, or FORMAT. See Appendix C.**) at a time – and take notes on how to improve the draft; conference as often as needed. Use *AWR*. Have as many meetings as you need to improve your draft. [Feel free to conference for steps 1-2!]

Step 5: When ready or necessary, revise the draft itself; continue conferencing until you have a manuscript which meets the instructor's directions & expectations; hand in your paper early or on time

Step 6: When the instructor returns your document, make a note of specific lessons you have learned and will use in your future papers.

ASSESSMENT PORTFOLIO

Each degree seeking student is required to maintain an assessment portfolio on Blackboard for his/her time at Williston State College. For this class you should include your syllabus, evidence of completing learning outcomes, and a reflection paper of what you learned in this class.

GRADING POLICY

Your grade for this course is determined by the grade book record of the quality and quantity of your work in this course.

Eligibility: If you are an individual who needs to be maintaining eligibility, now and each week during the semester is the time to be concerned about it, not at the end of the semester or after the semester ends (R. Stenberg, Spring 2016, edited).

No extra-credit is made available to any individual which is not made available to all class members. Options: 1. Use SmarThinking during Step 4 of Stout's Procedure. 2. Complete a step up to midnight of night before due date. 3. Take EdReady English Diagnostic. 4. Complete EdReady English study plan. 5. Catch and politely correct instructor error to insure that teaching is accurate.

Not identifying direct or manipulated quoted material, not citing material taken from secondary sources (including work you have done previously), and/or not documenting secondary sources (including work you have done previously), or using someone else's paper may result in zero points on the manuscript in question.

This is the overall scale to determine your grade status at any one period of time in the course:

A: 90% or more of possible points

B: 80-89% of possible points

C: 70-79% of possible points

F: less than 70% of possible points

Participation

1. Be present at each class session **or perform documented alternative work arranged PRIOR to the class you miss:**
 - a. Full class: **10 points.**
 - b. Late: **-1 point.**
 - c. Leave early: **-1 points**
 - d. WSC absence: **9 points.**
 - e. Absent and not completing alternative work: **Zero points.**
2. Complete exercises, quizzes, activities each evaluated for
 - a. quantity of work
 - i. Complete: **10 points.**
 - ii. Partial: **7 points.**
 - iii. Unacceptable: **6 points.**
 - iv. Undone: **Zero points**
 - b. and quality of work
 - i. High: **10 points.**
 - ii. Acceptable: **8 points.**
 - iii. Unacceptable: **6 points.**
 - iv. Undone: **Zero points**

Writing Projects Each Worth Up to 170 points

Step 1: Declare topic

- at assigned time: **10 points.**
- Within one week after due date: **7 points.**
- Not declared nor cleared by me within one week: **Zero points.**

Step 2: Demonstrate to me your pre-draft work, possibly including sketch and, if applicable, a bibliography: Evaluated for

quantity of work

- Complete coverage of material and structure: **10 points.**

- Complete, but up to one week late: **9 points**
- Not enough: **8 points**
- Not enough and up to one week late: **7 points.**
- Not shown to me within one week: **Zero points.**

and for **quality of work**

- High: **10 points.**
- Acceptable: **8 points.**
- Unacceptable: **6 points**
- Not shown to me within one week: **Zero points.**

Step 3: Produce draft

- on or before deadline: **10 points.**
- After deadline but within 7-day grace period: **7 points.**
- No draft demonstrated: **Zero points.**

Step 4: Conference, workshop, and work individually to revise the draft, covering only one aspect of the draft per meeting with others.

- Meeting documented (person's name, date, and aspect covered OR SmarThinking printout): **10 points;**
- No documented meeting: **Zero points.**

Step 5: Submit paper

- on deadline: **60 points.**
- Quality & Quantity of Manuscript: Evaluated according to LEAP Written Communication elements, @ maximum 8 points
 - Context
 - Content
 - Convention
 - Evidence
 - Control
- **NOT submitting paper on deadline: -10 points up to 7 days after due date.**
- **After one week: zero points.**

Step 6: Reflect on lessons learned during the entire project. Evaluated

- For what you say (**up to 10 points**)
 - Subject
 - Purpose
 - Audience
 - Material
 - Image
- And for how you say it (**up to 10 points**)

- Directions
- Format
- Structure
- Diction
- Language Mechanics
- Not shown to me within one week: **Zero points.**)

Each project is worth up to 170 points.

Final examination: worth maximum 220 points

1. Present at scheduled final examination time: **40 points.**
 - a. Absence from final exam approved which I approve and you complete during Week 17: **28 points.**
 - b. AWOL: **Zero points; failing grade for class**
2. Assessment and reflection of 1. your role in this class, 2. the instructor's role in this class, 3. the class textbooks, 4. assignments, 5. grading scales, 6. classmates' role in this class, 7. technology used in this class, 8. educational benefits of this class, and 9. recommendations for improving this class each is evaluated
 - a. For what you say (**up to 10 points**)
 - i. Subject
 - ii. Purpose
 - iii. Audience
 - iv. Material
 - v. Image
 - b. And for how you say it (**up to 10 points**)
 - i. Directions
 - ii. Format
 - iii. Structure
 - iv. Diction
 - v. Language Mechanics

Total possible assessment points: 180 points

Total possible final exam points: 220 points.

DISABILITY STATEMENT

Williston State College is committed to providing equal access to students. If you have a disability which may impact your performance, attendance, or grades in this course that requires accommodations, you must first register with Accessibility Support Services. Please note that classroom accommodations cannot be provided until your instructors receive an Accommodations Form, signed by you and the Accessibility Support Services Coordinator.

IMPORTANT DATES

- Last day to drop: 18 JAN
- Last day to withdraw: 06 APR

- For important dates concerning holidays, last date to withdraw from class, etc., please visit the WSC catalog available on the website: www.willistonstate.edu.

ACADEMIC RESOURCES

Take advantage of academic resources available to you at Williston State College:

- Communication Lab: Supplemental instruction is provided to assist students who are either having difficulty or desiring extra help with specific subjects. The Communication Lab assists with composition, writing, communication, and public speaking. The Communication Lab is located in Stevens Hall 120. Students should make appointments at wsc.writinglab@willistonstate.edu.
- Math Lab: Supplemental instruction is provided to assist students who are either having difficulty or desiring extra help with specific subjects. The Math Lab assists with all math needs. The Math Lab is located in Stevens Hall 120.
- Learning Commons: It's not just the Library anymore. In addition to the normal library functions (book checkout, research assistance, etc.), the Learning Commons serves a number of other functions. Get help with Blackboard and other Distance Ed questions. The "technology counter" provides an opportunity to play with some of the latest technology. Computers and printers available. If you have questions, call (701-774-4226). To contact the Office of Extended Learning please email wsc.extendedlearning@willistonstate.edu.
- SmarThinking: Web based program that offers live tutoring services in a variety of subject areas at no cost to the student. With SmarThinking you can access live tutors, ask a question and come back the next day for a response, and/or submit writing pieces to be reviewed. If you have further questions or need assistance in using this great tool, please stop in the Learning Commons in Stevens Hall or contact Katie Peterson at 701-774-4594.

STUDENT ACADEMIC INTEGRITY

Work submitted for this course must follow Student Academic Integrity as cited in the 2016-2017 Catalog, p. 20:

Integrity of the academic process requires that credit be given where credit is due. Accordingly, it is a breach of academic integrity to present as one's own work the ideas, representation, or works of another, or to permit another to present one's work without customary and proper acknowledgement of authorship. Students are expected to conduct themselves at all times within permissible limits of assistance as stated by faculty.

Students will be held responsible for any breaches of academic integrity. More common breaches of academic integrity include but are not limited to: cheating, plagiarism, forgery, fabrication, facilitation, or aiding academic dishonesty; theft of instructional materials or tests; unauthorized access or otherwise manipulating laboratory equipment

or computer programs without proper authorization; alteration of grades or permanent files; misuse of research data in reporting results; use of personal relationships to gain grades or academic favors; or otherwise attempting to obtain grades or credit through fraudulent means. These breaches of academic integrity are also viewed as misconduct and are treated accordingly.

Students who violate the Student Academic Integrity guidelines may face scholastic or disciplinary consequences. Instructors that treat the case as a scholastic matter have the authority to decide how the violation will affect the student's grade in the course. If the instructor has treated the case as a scholastic matter involving the a course grade and the student has a grievance related to this action, that grievance shall be processed as outlined in the WSC Student Code of Conduct. Instructors that treat the case as a disciplinary matter will refer the case to the Vice President for Student Affairs for possible resolution. If final resolution does not occur, the Vice President for Student Affairs may refer the case to the Student Review Committee. The Committee will handle the matter according to the procedure outlined in the WSC Student Code of Conduct. A written report of the incident will be placed in the student's academic file in the admission and Records Office and will be withdrawn when the file becomes inactive. A copy of the report will be provided to the faculty advisor. Students are advised to become familiar with the campus copyright policy as outlined in the WSC Student Code of Conduct.

Breach of academic integrity may result in failure of the assignment, exam, and/or class.

STUDENT RESPONSIBILITIES:

- You are expected to read the relevant materials and participate in class discussions in a timely manner.
- You are expected to respect your fellow students and the Instructor in online and on campus discussions.
- It is your responsibility to ask questions when you are uncertain about assignments or course materials.
- If you have questions concerning grades, you should contact the Instructor immediately. You are responsible for checking Blackboard in a timely fashion to ensure that the grade recorded is your correct grade.
- It is your responsibility to contact the Instructor as soon as possible if you are encountering any issues that would hinder your performance in this class.
- You are responsible for earning your grade (with the Instructor making every effort to help you learn the material).
- If you are concerned about your grade, you should speak to the Instructor NO LATER than mid-term. No consideration will be given to request to adjust your grade at the end of the semester unless there is an error in calculations.

GRIEVANCE POLICY

Occasionally, students are dissatisfied with some dimension of the course. In such cases, students should first schedule a meeting with the instructor. If the student and instructor cannot reach a satisfactory resolution, the student should schedule a meeting with the Chair of the Department. (See page 10 of the Student Code of Conduct.)

TITLE IX

Survivors of sexual assault, domestic violence, and sexual harassment: please be aware that as an instructor, I am legally obligated to report all instances of sexual assault, domestic violence, and sexual harassment involving students. If you would like to speak to someone confidentially, please contact the WSC Counselor at (701)774-4212 (they are NOT mandated to report such instances).

I shall report homicidal and suicidal behavior/ideation to the school counselor.

FINAL EXAMS/ACTIVITIES

Students are required to take the final examination or engage in the final activity on the date and at the time presented as part of the course syllabus. Exceptions may be made only in emergency situations and in the case of scheduling conflicts with college sponsored events by promptly submitting a written request detailing the circumstances to the instructor of the course. Your meeting time for your final is: Section 15874 from 930-1130, TUE, 08 MAY; and Section 15984 from 830-945 on MON, 07 MAY & WED, 09 MAY

SCOPE AND SEQUENCE OF THE COURSE (SUBJECT TO CHANGE)

Day/Week	Instruction Includes
08-12 JAN	No class MON Roll Call Blackboard Tour Syllabus/Data Sheet/Questions Test Purdue OWL SmarThinking Writing Lab EdReady English Comp I Review (<i>AWR</i> sections C & A) Introductions to Literary Genres Taking Notes on this class (Ballenger p. 317 box, 318 box, "Field Notes" on pp. 319-320) both in-class and outside-of-class
15-19 JAN	No class MON Stout's Procedure Draft vs. Manuscript Intellectual Property Research Compositions (Ballenger Chapters 10, 11, 12; <i>AWR</i> Sections C and R) Literary Genres; Intro to <i>BL</i> Weekly class field notes
22-26 JAN	Team Composing Techniques That Work Annotated Bibliographies (Ballenger Appendix C) APA Manuscript Format (<i>AWR</i> Section APA-5b) <i>BL</i> Chapters 1-7 re. Fiction Literature Weekly class field notes

29 JAN-02 FEB	Project I: Argument Annotated Bibliography (Ballenger Chapter 7; <i>AWR</i> Section A) Project I, Step 1: Topic (Ballenger pp. 237-242; <i>AWR</i> Section R) Project I, Step 2: Material (Ballenger pp. 242-243, 570-571 & Chapter 11) <i>BL</i> Chapters 9-21 re. Poetry Weekly class field notes
05-09 FEB	Project I, Step 3: Draft (Ballenger pp. 571-572) Project I, Step 4: Revising (Ballenger Chapter 14; <i>AWR</i> Section CE[; sections S, W, G, M, P, or B as necessary]) SmarThinking, Writing Lab Weekly class field notes
12-16 FEB	Project I workshops Project I, Step 5: Deadline: Annotated Bib due next TUE Weekly class field notes
19-23 FEB	No class MON How “Annotated Bibliography” would be graded (Ballenger pp. 572-575) Project II: Argument Paper (Ballenger Chapter 7; <i>AWR</i> Sections A & R) <i>BL</i> Chapters 23-27 re. Drama Weekly class field notes
26-FEB-02 MAR	Project I, Step 6: Lessons Learned (<i>AWR</i> Section C4) Project II, Step 3: Drafting (Ballenger pp. 244-251) Weekly class field notes
05-09 MAR	Project II, Step 4: Revising (Ballenger pp. 251-253, Chapter 14, Appendix A) Project II, Step 5: Deadline: Manuscript II due next TUE Weekly class field notes
19-23 MAR	“Social Networking Social Good?” (Ballenger pp. 253-257) Project III: Literary Analysis (Ballenger Chapter 8; <i>BL</i> Chapters 29 & 30) Weekly class field notes
26-30 MAR	Project II, Step 6: Lessons Learned (<i>AWR</i> Section C4) Project III: Step 1: Topic (Ballenger pp. 280-284) Project III, Step 2: Material (Ballenger pp. 284-289) Weekly class field notes No class FRI
02-06 APR	No class MON MLA Format (<i>AWR</i> Section MLA; <i>BL</i> pp. 1162-1169) Project III, Step 3: Draft (Ballenger 289-290) Weekly class field notes
09-13 APR	Project III, Step 4: Revision (Ballenger 290-293) Revision Workshop Project III, Step 5: Deadline: Manuscript III due next TUE Weekly class field notes
16-20 APR	“All About That Hate: A Critical Analysis of ‘All About That Bass’”(Ballenger pp. 293-296) Project IV: Ethnographic Report (Ballenger Chapter 9)
23-27 APR	Project III, Step 6: Lessons Learned (<i>AWR</i> Section C4) Project IV, Step 1: Topic (Ballenger pp. 310-312) Project IV, Step 2: Material (Ballenger pp. 312-325)
30 APR-04 MAY	Project IV, Step 3: Draft (Ballenger pp. 325-326) Project IV, Step 4: Revising (Ballenger pp. 326-329) “Beyond ‘Gaydar’: How Gay Males Identify Other Gay Males: A Study with Four Boise, Idaho, Men” (Ballenger pp. 329-339)

	Project IV, Step 5: Manuscript IV due as part of final exam e-Portfolio
FINAL EXAM	Section 15984 from 830-945: MON, 07 MAY & WED, 09 MAY Section 15874: 930-1130, TUE, 08 MAY