Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:
ENGL 110 Composition 1

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

Instructor:
Gary Albrightson

Office:
Thatcher Hall 2207

Office Hours:
1-2 Monday, Tuesday, Wednesday, and Friday

Phone:
701-228-5602

Email:
Please send email to gary.albrightson@dakotacollege.edu and use your Dakota College at Bottineau account for all email for this course.

Lecture/Lab Schedule:
On campus in an IVN enabled classroom with work to be submitted by email.

Final exam to be given last two class periods: May 6 and May 8

Textbook(s):


Classroom Policies:
Students should post or email responses to all discussion topics, read the assignments, submit all the essays and revisions, and take the daily quizzes given during class sessions. Late work earns no credit. Work submitted to this class should be written for this class this semester. Plagiarized work of the sort described in the section below “Academic Integrity” will earn zero points, and the student will be required to do additional work to demonstrate understanding of plagiarism.

Policy on Devices and Class Participation

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.

Course Requirements:

Students will read assignments in the St Martins Guide, The Big Burn, Sentence Combining, and Writing about Writing, will write on reading assignments and discussion topics from the textbook, and will write paragraphs and essays on assigned topics.

Tentative Course Outline

Weeks 1 and 2: Introduction to the class, to academic writing and vernaculars

Week 3: explanatory techniques

Week 4: cueing techniques

Week 5: Essay 1 due—writing a profile of place or event

Week 6: academic genre—defining a concept

Week 7: academic genre—justifying an evaluation

Week 8: midterm—in class essay analyzing techniques of development and cueing used in an academic genre

Week 9: Essay 2 due today;

Week 10: academic genre—arguing a position

Week 11: academic genre—justifying a solution

Week 12: academic genre—speculating about causes

Week 13: using and synthesizing sources—six sources

Week 14: Essay 3 due
Week 15: Revision

General Education Objectives
The following competencies reflect the contribution of College Composition I 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.

Competency:
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.

Sub-competencies:
• Use the stages of the writing process to develop, organize, and present ideas in writing.
• Analyze the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity.
• Demonstrate competent academic writing through finished writing that includes a clear, original idea, appropriate evidence and support, and a style of language that serves the writer’s purpose and audience.
• Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.

Competency:
Read at a level that allows students to participate in collegiate studies and chosen careers

Sub-competencies:
• Anticipate and understand the structure and organization of written work.
• Recognize an author’s purpose and forms of support.
• Evaluate the effectiveness and validity of an author’s style, organization, support, evidence, and presentation.
• Demonstrate awareness of the connection that style and language have to an author’s topic, audience, context, and purpose.
• Assimilate and connect information and ideas from multiple written sources.

Relationship to Campus Theme:

For one of the assignments, students will define a concept or explain a process relevant to the campus theme: nature, technology, and beyond.

Academic Integrity:

The discussion of plagiarism below comes from the Council of Writing Program Administrators.

“In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.
This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and carelessly or inadequately citing ideas and words borrowed from another source. Such discussions conflate plagiarism with the misuse of sources.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.” (http://www.wpacouncil.org/node/9)

**Disabilities and Special Needs:**

Any student with disabilities or special needs should inform the instructor, who will make accommodations so all students can meet their educational goals.