

## **Dakota College at Bottineau Course Syllabus-Bridges Program**

### **ENGL 110 College Composition I**

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

#### **Course Objectives:**

Then following competencies and sub-competencies reflect the contribution of College Composition I to the General Education Objectives and thus are assessed as part of the course

- 1 Students will write essays of narration, description, exposition and argumentation with ease, clarity and accuracy after learning and practicing the stages of writing.
  - Use stages of a writing process to develop, organize and present ideas in writing
  - Analyze the demands and possible strategies of a writing task based on topic, purpose and audience, and then accomplish that task with clarity
  - Demonstrate competent writing through finished writing that includes clear, original thesis, appropriate evidence and support, logical structure 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 follow Modern Language Association (MLA) style
- 2 Students will read closely and analyze what is read.
  - Anticipate and understand the structure and organization of written work
  - Recognize an author's thesis 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 and purpose
  - Assimilate and connect information and ideas from multiple written sources
- 3 Students will find and evaluate sources, then integrate and acknowledge sources in their writing.
  - Find, consult and use a variety of research sources
  - Evaluate the relevance and reliability of sources
  - Use sources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field
  - Integrate source material smoothly and clearly into the student's own text
- 4 Students will work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings
  - Participate effectively during in class discussions, peer editing and group activities or projects
  - Respond respectfully and with consideration when discussing the work and ideas of others

**Instructor:** Kate Skophammer

**Office:** Allen Memorial Library 215/VCSU Campus

**Office Hours:** 1:00-3:00 Monday, Wednesday; 2:00-3:00 Tuesday, Thursday; 8:00-9:45 Friday

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**Lecture/Lab Schedule:** 12:35-1:50 Tuesday and Thursday

**Textbook(s):** *Models for Writers: Short Essays for Composition* (10<sup>th</sup> edition)  
Alfred Rosa and Paul Eschol ©2010  
*The Bones of Plenty* by Lois Phillips Hudson

**Course Requirements:**

Students will read weekly assignments in the textbook, will take quizzes on reading assignments and lectures and will write paragraphs and essays on assigned topics. Attendance is required. The point total for the class is 1000. If you miss 2 classes, you will lose 1 letter grade; miss 3 classes, lose 2 letter grades; miss 4 or more classes, you will fail the class. You cannot make up missed assignments, unless the absence was excused.

A student's final grade is based on total points received from the following:

- 5 Written Essays
- Portfolio Project
- Final Exam
- In-class Writing Activities/Assignments

Grade Scale: 90-100%-A, 80-89%-B, 70-79%-C, 60-69%-D, Below 60%-F

**Tentative Course Outline:**

Week 1-6:	Narration, thesis, unity, organization, beginnings and endings, paragraphs, transitions
Week 7-9:	Description, effective sentences, diction and tone, figurative language
Week 10-11:	Summary Essay
Week 12-13:	Process Analysis, Definition
Week 14-15:	Division and Classification/Compare and Contrast
Week 16:	Sources Assignment
Final:	Portfolio Presentation

**General Education Goals/Objectives:**

**Goal 4: Demonstrates effective communication**

VCSU Ability and Skill Level: This course meets the following ability and skill level:  
Communication Ability (Writing Skill Levels 1 and 2).

Relationship to Campus Theme: Students will read and discuss *The Bones of Plenty* as it relates to the DCB campus theme: Nature, Technology and Beyond

**Classroom Policies:**

Please refrain from doing anything that might be disruptive and disturb other students or the instructor. This academic environment is an open and harassment free zone. Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions-comment on discussions, etc. Offensive language is NOT tolerated. You will be asked to leave the classroom and receive zeros for that day. If it happens too often, you may be asked to withdraw from the class.

**Academic Integrity:**

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, [Plagiarism](#). Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in DCB's Student Handbook.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact Jan Drake, [jan.drake@vcsu.edu](mailto:jan.drake@vcsu.edu)