

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:

10-11 Monday through Friday

Phone:

701-228-5602

Email:

Please use the course mail function on the website for the class. That course mail gets forwarded to the instructor's university account.

Lecture/Lab Schedule:

hybrid delivery: Moodle LMS and classroom

Textbook(s):

Axelrod and Cooper. *St. Martin's Guide to Writing*. 9th ed. Bedford St. Martin's, 2010

Krakauer, Jon. *Into the Wild*. Anchor Books, 1996.

Strong, William. *Sentence Combining, A Composing Book*. 3 ed. McGraw-Hill, 1994.

Classroom Policies:

Since this is a writing class and writing is a skill that is learned by doing, students should plan to use 9-12 hours a week to successfully learn the course's competencies described below under "Course Objectives." In addition, writing and reading are not skills learned best by cramming information for an hour or two ahead of a deadline. Attend class regularly and visit the class website frequently. Classroom participation is part of the grade for this class.

Students should post responses to all discussion topics, read the assignments, and submit all the essays and revisions. Late work earns half credit and no credit if a week late. 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 be failed, and the student will be allowed to write on a different topic chosen by the instructor. A second instance of plagiarism of the sort described in the section below "Academic Integrity" will fail the student for the class.

Course Requirements:

Every week, students will read assignments in the *St Martins Guide* and will write on reading assignments and discussion topics from the textbook and will write paragraphs and essays on assigned topics.

Tentative Course Outline

Week 1-2: writing for college: models and genres

Week 3-4: Writing about a remembered event

Week 5-6: Writing profiles about a place

Week 7-8: Writing to explain a concept

Week 9-10: Writing to propose a solution

Week 11-12: Writing to justify an evaluation

Week 13-14: Writing to speculate about causes

Week 15-16: revision and editing of portfolio

Week 17: Final essay

Course 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.

- Students will be able to write in different genres (such as memoir, letter, proposal, exam essay) or essay types for a variety of audiences and in

a variety of contexts. Students will be aware of and will practice inventing, planning, drafting, and revising.

- Students will read closely and analyze what is read.
- Students will begin to learn to find and evaluate information resources, then integrate and acknowledge sources in their writing.
- 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.

Competency: Express ideas through effective writing

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 College Composition I writing through finished writing that includes a clear, original thesis or claim, appropriate evidence and support, a 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 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 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, context, and purpose.
- Assimilate and connect information and ideas from multiple written sources.

Competency: Begin to use information resources effectively

Sub-competencies:

- Find, consult, and use a variety of information resources.
- Evaluate the relevance and reliability of sources.
- Use information resources 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.

Competency: Work collaboratively with others

Sub-competencies:

- Participate in class discussions and in any group projects or activities.
- Participate effectively in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others with respect and consideration.

General Education Goals/Objectives**Goal 4: Demonstrates effective communication****Objective 1: Expresses ideas through effective writing**

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing

Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity

Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience

Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Objective 2: Reads at a level that allows participation in collegiate studies and chosen careers

Skill 1: Anticipates and understands the structure and organization of written work

Skill 2: Recognizes an author's thesis and forms of support

Skill 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation

Skill 4: Demonstrates awareness of the connection that style and language have to an author's topic, audience, context, and purpose

Skill 5: Assimilates and connects information and ideas from multiple written sources

Objective 3: Uses information resources effectively

Skill 1: Finds, consults, and uses a variety of information resources

Skill 2: Evaluates the relevance and reliability of sources

Skill 3: Uses information resources 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

Skill 4: Integrates source material smoothly and clearly into the student's own text

Objective 4: Works collaboratively with others

Skill 1: Participates in class discussions and in any group projects or activities

Skill 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others

Relationship to Campus Theme:

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

Academic Integrity:

The discussion of plagiarism below comes from the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>.

“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.”

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.