Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:	English 110/21074/College Composition I
Number of credits:	3
Course Description:	Guided practice in college-level reading, writing, and critical thinking.
Pre-/Co-requisites:	Must meet standardized test requirements or have obtained at least a C in preparatory course.

Course Objectives:

Goals:

- 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.

Express ideas through effective writing:

- 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.

Instructor:	Stacy K. Nordstrom
Office:	N/A
Office Hours:	Online, via Skype by appointment
Phone:	785-340-5833
Email:	stacy.baldus@dakotacollege.edu
Lecture/Lab Schedule:	2nd 8 weeks of semester, online course
Textbook(s):	*St. Martin's Guide to Writing* *Into the Wild* by Jon Krakauer

Course Requirements: Each week will contain its own set of assignments. All readings and assignments must be completed. Forum posts will be graded as assignments.

Tentative Course Outline:

Week	Topic	Required Reading
1	Getting Started	SMG Chapter 1, Essay Description
2	1st Essay Outline	SMG Chapter 11, *Into the Wild* Chapters 1 - 3
3	1st Draft Due	SMG Chapter 13, *Into the Wild* Chapters 4 - 8
4	Final Draft Due	SMG pgs. 14-25, *Into the Wild* Chapters 7 -9
5	Getting Started	SMG Chapter 19, *Into the Wild* Chapters 10 – 13; Essay Description
6	2nd Essay Outline	SMG Chapter 24, *Into the Wild* Chapters 14 - 16
7	1st Draft Due	SMG Chapter 6, *Into the Wild* Chapters 17 – Epilogue (end)
8	Final Draft Due, Revision Due	

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 and 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.

Sill 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 of 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 discussion 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 identify how the assigned reading can be related to the campus theme.
Classroom Policies:	Work is to be submitted on time and points will be deducted for tardy and incomplete work. If legitimate problems arise during the course that prevent the student from submitting on time, students are to contact the instructor as soon as possible so the necessary adjustments can be made.
Academic Integrity:	Students are to submit all work in an ethical and responsible manner. Plagiarism will not be tolerated. The information on below comes from the Council of Writing Program Administrators and should be used as a guideline for academic integrity in this course. "***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.*" It continues on to say: "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 take from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately." Accordingly, while plagiarism will not be tolerated in this course, it is acknowledged that the student will be learning how to correctly cite their sources so failures of citation, if made honestly, will not be treated as plagiarism.
Disabilities and Special Needs:	Any student with disabilities or special needs should inform the instructor, who will make accommodations so students can meet their educational goals.