

## Dakota College at Bottineau Course Syllabus

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **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:**

10:00 – 10:50 Tues and Thurs, 1:00 – 1:50 Mon Wed Fri, and also by appointment

### **Phone:**

701-228-5602

### **Email:**

Please send email to [gary.albrightson@ndus.edu](mailto:gary.albrightson@ndus.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 or to the course learning management system.

Final exam to be given last two class periods for IVN sessions.

### **Textbook(s):**

*Required*

Axelrod and Cooper. *St. Martin's Guide to Writing*. 11<sup>th</sup> ed. Bedford St. Martin's, 2016

Axelrod and Cooper. *Sticks and Stones and other student essays*. 9th ed. Bedford St. Martin's, 2016

Wardle and Downs. *Writing about Writing*. 3<sup>rd</sup> ed. Bedford St. Martin's, 2017

Rebecca Skloot. *The Immortal Life of Henrietta Lacks*. Broadway Books, New York, 2011.

*Recommended*

Kolln, Martha and Loretta Gray. *Rhetorical Grammar* 7<sup>th</sup> ed.

### **Classroom Policies:**

In this class students will be asked to

use email or Blackboard course messages as assigned to respond to discussion topics,

submit all the prewriting exercises and outlines of essays,

revise writing assignments to meet minimal competencies or beyond on essays chosen by students from among options the course offers,

take quizzes given during class sessions.

Submit work on time: late work is assessed penalties.

Work submitted to this class should be written for this class this semester. Submitting work that earned credit in other classes is a type of plagiarism that earns a failing grade for the class.

### **Policy on 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:**

This class assigns and tests on readings in the *St Martins Guide*, *Sticks and Stones*, and *Writing about Writing*. This class asks students to write sentences, paragraphs, and texts on reading assignments and discussion topics from the textbook as well as issues students choose from approved topics. *Rhetorical Grammar* is a recommended text used by students working towards an A.

### **Tentative Course Outline**

Reading Academic Writing  
Plagiarism  
Explanatory Strategies  
Cueing Techniques  
Prewriting  
Drafting  
Revision  
Editing

### **General Education Objectives**

The information in this section is quoted from the ND University System website at the link below that ends the quoted material of this section.

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 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.
- 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.

<http://www.ndus.edu/uploads%5Cresources%5C1730%5Cenglish-competencies.pdf>

### **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:**

Academic integrity is introduced and discussed the first two weeks of the class. Any student work submitted that meets the definition of plagiarism below will fail this class. The discussion of plagiarism that follows 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>)

Students should be aware that many academic disciplines do not permit work done for one class to be submitted to another class. The Modern Language Association refers to this as **self-plagiarism**. See the statement below published at the MLA website.

**Is it possible to plagiarize yourself?** Yes, it is. If you reuse ideas or phrases that you used in prior work and do not cite the prior work, you have plagiarized. Many academic honesty policies prohibit the reuse of one's prior work, even with a citation. If you want to reuse your work, consult with your instructor. <https://style.mla.org/plagiarism-and-academic-dishonesty/>

**Collusion**, another form of plagiarism, occurs when students work together on homework or other assignments and submit identical or similar work. In cases that display collusion, all parties involved will receive a failing grade

### **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.