



Course Prefix/Number/Title:

ENG 1101/ 32764/ Composition I

Number of Credits: 3

Course Description: This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. This writing-intensive course requires a minimum of 4,000 words across multiple college-level, faculty-evaluated written assignments. If completed with a "C" or better, this course will be counted toward partial fulfillment of the Writing Intensive course requirements.

Pre-/Co-requisites:

Course Objectives: ENGL 110 is guided practice in college-level reading, writing, and critical thinking. The objectives are met by students learning how to read academic writing among other kinds of writing. Students will learn to find, use, and evaluate sources and to avoid misuse and abuse of sources, plagiarism in other words. Students will learn to use sources for different writing objectives and for different readers. Students will learn prewriting techniques to begin a paper and will practice drafting a paper during in-class drafting sessions. Students will learn how revision is the process by which writers make their writing understandable and usable for their intended readers. Students will study and practice critical thinking to identify and refine ideas in their writing and to critically evaluate messages they encounter in their studies and in their lives outside school. Students will learn to use explanatory strategies to develop content in revisions and will learn to link those ideas with metadiscourse at the global level and local level to make writing more usable. Editing techniques will be learned and practiced to polish writing to the degree of finish the intended audience considers acceptable.

Instructor: Professor Spenser Luther

Office: TBA

Office Hours: TBA

Phone: 239-776-0492

Email: spenser.luther@ndus.edu

Lecture/Lab Schedule:

Mo/We/Fr

10:18AM-11:08AM

Location TBA

SCHEDULE

Week 1

8/26:

Introduction to the Syllabus.

What is composition, and why do we choose to write?

Week 2:

9/2:

Review Job Hunter's Essay

What do we know about the jobs that we want

How do we construct an essay?

The Big Triangle

Week 3

9/9:

Thesis presentation

Bring to class your career and reasons why you find it ideal

In-Class thesis activity; Construct your thesis

Week 4

9/16:

Finding evidence

What is a good source vs a bad source

Bring in examples of reliable sources and bad sources

How do we implement sources

In-Text citation

Week 5

9/23:

Review drafts of Job Hunters Essay

Submit Essay

Week 6

9/30:

Review Literature Essay

Understanding Literature

Literary Devices

Introduction to August Wilson *Fences*

Read *Fences*

Week 7

10/7:

In-Class Quiz on *Fences*.

Presentation on *Fences*

Read the P.G Wodehouse's *The Aunt and Sluggard*

Week 8:

10/14

In-Class Quiz on P.G Wodehouse's *The Aunt and Sluggard*

Presentation on *The Aunt and the Sluggard*

Read Miller's Death of a Salesman

Week 9:

10/21:

In-Class Quiz of Miller's Death of a Salesman

Presentation of Death of a Salesman

Read Melville's *Bartleby the Scrivener*

Week 10

10/28:

In-Class Quiz of Melville's *Bartleby the Scrivener*

Worker's relationships

Week 11

11/4:

What is good analysis; Summary vs ideas

Thesis workshop

Literature Essay Development

Week 12

11/11:

Understanding Fallacies

How do Ads work

In-class product assignment

Homework: Make your own Advertisement

Week 13

11/18:

Present your own Ad

Review final research essay

Week 14

11/25:

No class: Turkey Time

Homework: Work on Draft of Final Research Essay

Review Video: How does Technology Transform our Lives?

Week 15

12/2:

Work in-class on Essays

Week 16:

12/9:

Presentation Week: All groups must present

Week 17:
12/16:
Finals Week

Final Paper Due 12/17, by 11:59 PM
Final Portfolio Due 12/17, by 11:59 PM
***Course schedule is subject to change

Textbook(s): N/A

Course Requirements:

In each class students will write, if only a sentence some days, about reading assignments or in-class readings. This class asks students to write sentences, paragraphs, and short papers on reading assignments and discussion topics from the required textbooks as well as issues in academic disciplines or in public discourse. Students study Rhetorical Grammar to learn how to write a variety of types of English and to use grammar as a resource for expression rather than a catalog of prohibited behaviors. Students read and write to understand a synthesis of academic disciplines in the DCB campus focus: nature, technology, and beyond

Tentative Course Outline:

Reading Academic
Writing Plagiarism
Explanatory Strategies
Metadiscourse Prewriting
Drafting Revision Editing

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

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 Program.

- 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 Focus: Students will participate in writing assignments that relate to the campus theme: Nature, Technology and Beyond

Classroom Policies: Students are responsible for following all policies, guidelines, and procedures as stated in the college catalog and the individual course syllabi.

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.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Please contact me in regard to accommodation that can be provided to ensure that you succeed.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.