



Course Prefix/Number/Title: ENGL 110 College Composition I

Number of Credits: 3

Course Description:

Guided practice in college level reading, writing, and critical thinking.

Pre-/Co-requisites: Appropriate English placement test score or ASC 87 with a grade of C or higher.

Course Objectives:

- 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. (Meets DCB General Education Goal 4.)
- Students will be aware of and will practice inventing, planning, drafting, and revising. (Meets DCB General Education Goal 4.)
- Students will read closely and analyze what is read. (Meets DCB General Education Goal 4.)
- Students will begin to learn to find and evaluate information resources, then integrate and acknowledge sources in their writing. (Meets DCB General Education Goal 4.)
- 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 writing. (Meets DCB General Education Goal 4.)

Instructor: Damon Schneider

Office: N/A

Office Hours: By appointment.

Phone: 920-203-2452

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Lecture/Lab Schedule: Online

Textbook(s):

Required Textbook – The St. Martin's Guide to Writing, 12th Edition, Axelrod, Cooper.  
978-1-319-10438-2

Course Requirements:

Access to a computer. Access to the internet. Access to MS Word.

Paper 1 = 10 points or 10%

Paper 2 = 15 points or 15%  
 Paper 3 = 20 points or 20%  
 Paper 4 (Research Paper) = 25 points or 25%  
 Narration Assignment = 5 points or 5%  
 Scavenger Hunt = 2 points or 2%  
 Workshop Reviews = 10 points or 10%  
 Primer Worksheet #1 = 3 points or 3%  
 Primer Worksheet #2 = 3 points or 3%  
 Primer Worksheet #3 = 3 points or 3%  
 Primer Worksheet #4 = 4 points or 4%

**A 93 and above**  
**B 80-92**  
**C 70-79**  
**D 60-69**  
**F Below 60%**

Tentative Course Outline:

**Fall 2024**

<b>Week</b>	<b>Reading Assignment</b>	<b>Writing Assignment</b>
Week 1 – beginning Aug. 26	Chapter 1	Paper 1 assigned
Week 2 – beginning Sept. 2	Chapter 2	Primer Worksheet 1 due
Week 3 – beginning Sept. 9	Chapter 3	Workshop 1
Week 4 – beginning Sept. 16	Chapter 19	Paper 1 due + Paper 2 assigned
Week 5 – beginning Sept. 23	Chapter 4	Primer Worksheet 2 due
Week 6 – beginning Sept. 30	Chapter 5	Workshop 2
Week 7 – beginning Oct. 7	<b>Blackboard Handouts</b> + Chapter 14	Paper 2 due + Narration Assignment assigned
Week 8 – beginning Oct. 14	<b>Blackboard Handouts</b> + Chapter 14	Work on Narration Assignment + Paper 3 assigned
Week 9 – beginning Oct. 21	Chapter 6	Narration Assignment Due
Week 10 – beginning Oct. 28	Chapter 7	Primer Worksheet 3 due
Week 11- beginning Nov. 4	Chapter 9	Workshop 3
Week 12 – Beginning Nov. 11	Chapter 10	Paper 3 due + Scavenger Hunt assigned
Week 13 – Beginning Nov. 18	Chapter 11	Scavenger Hunt due + Paper 4 assigned
Week 14 – beginning Nov. 25	Chapter 12	Primer Worksheet 4 due
Week 15 – Beginning Dec. 2	Chapter 13	Workshop 4
Week 16 – Dec. 9 Submit Missing assignments deadline is Monday, Dec 9	Pages 644-673	Paper 4 due by Friday, Dec. 13
Week 17 – Dec. 16	None (I will be grading your Paper 4)	

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 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 Focus:

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

Classroom Policies: N/A

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.

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.