



Course Prefix/Number/Title: ENGL 110/120 Composition 110/120

Number of Credits: 3 per semester

Course Description: Guided practice in college-level reading, writing, and critical thinking; multi-modal writing

Pre-/Co-requisites: none

Course Objectives:

- To prepare students for demands of academic reading and writing
- To identify, research, write, and present a comprehensive capstone paper
- To provide students with skills needed to complete various modes of writing for multiple purposes
- To provide students with skills needed to complete extensive, multi-modal writing tasks
- To enhance students' online and in person discussion skills through critical thinking and listening techniques

Instructor: Leah Johnson

Office: Rugby High School, A102

Office Hours: M-W, 8-8:30 and by appointment

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Lecture/Lab Schedule: M-F, 8:30-9:20

Textbook(s): Lunsford, Ruszkiewicz, and Walters (2013). *Everything's an Argument*, 6th ed. Bedford/St. Martin's; APA Handbook, 7th Edition; 1984 by George Orwell

Course Requirements: This class assigns and tests on readings in *Everything's an Argument* and other readings as provided. 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. This class requires a culminating capstone project in which numerous modes of research and writing are used.

Tentative Course Outline:

1. Critical Thinking elements, traits, and standards
2. Examination of media analysis (misinformation/disinformation), bias, and style
3. Rhetorical argument structure and analysis
4. Reading academic writing
5. Plagiarism

6. Prewriting, drafting, editing, and revision
7. Examination and practice of multiple modes of writing (causal analysis, argument analysis, etc.)
8. Study of book of choice and *1984*
9. Capstone project and presentation (year-long in depth research project inclusive of primary research, public presentation, and paper)

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: 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:

In this class students will be asked to

- Use email or Google Classroom 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.

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.