



Course Prefix/Number/Title:

ENG 1101/ 37324/ 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: 2208

Office Hours: TBA

Phone: 239-776-0492

Email: spenser.luther@ndus.edu

Lecture/Lab Schedule:

Mo/We/Fr

1:00PM - 1:50PM

Location:

Thatcher Hall, Rm 1108

SCHEDULE

Week 1:

1/13:

Introduction to the Syllabus.

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

Week 2:

1/20

No Class Monday: MLK Day

Review Job Hunter's Essay

What do we know about the jobs that we want

How do we construct an essay?

The Big Triangle

Weeks 3:

1/27:

Thesis presentation

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

In-Class thesis activity; Construct your thesis

Week 4:

2/3

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

Weeks 5:

2/10

Review drafts of Job Hunters Essay

Submit Essay

Week 6:

2/17

Review Literature Essay

Understanding Literature

Literary Devices

Read Fences

Week 7:

2/24

Presentation on Fences

In-Class Quiz on Fences.

Read: Raisin In the Sun

Week 8:

3/3

Presentation on Raisin in the Sun
In-Class Quiz on Raisin in the Sun
Read: Bartleby, the Scrivener

Week 9:
3/10
Spring Break:

Weeks 10:
3/17
No Class: 17th and 18th
Presentation on Bartleby, the Scrivener
Read: Death of a Salesman
Read: The Aunt and the Sluggard

Week 11:
3/24
Presentation on Death of a Salesman
Presentation: Aunt and the Sluggard
What is good analysis; Summary vs ideas

Weeks 12:
3/31
Submit Literature Essay
Understanding Fallacies
How do Ads work

Week 13:
4/7
Understanding Fallacies
How do Ads work
Review Final Essay
Homework: Make your own Advertisement

Weeks 14:
4/14
No Class 18th. Campus Closed
Present Your Advertisement
Homework: Submit your Advertisement

Week 15:
4/21
What is good analysis; Summary vs ideas

Week 16:
4/28
The importance of revision and self-reflection.

Why is Criticism so Hard to Take

Week 17:

5/5:

Presentation Week: All groups must present

Submit Final Essay

***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.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students

- Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.
- Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.
- In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.

Faculty

- Determine if the use of generative AI could enhance student learning in any assignment or project.
- Clearly indicate in all course syllabi if generative AI is allowable for any academic work.
- If allowable, give specific parameters for how and when generative AI may be used.
- If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.