



Course Prefix/Number/Title:

ENGL 110 Composition 1

Number of Credits:

3

Course Description:

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

Pre-/Co-requisites:

This class has no prerequisites although a corequisite may be required based on a score that indicates extra instruction could help students succeed.

Course Objectives:

ENGL 110 is guided practice in college-level reading, writing, and critical thinking. Students meet the learning objectives for this course by learning how to read texts written for academic purposes. Students will learn to find, use, and evaluate sources and to avoid misuse and abuse of sources. 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 produce writing that meets the expectations of readers in academic discourse communities.

Instructor:

Gary Albrightson

Office:

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Office Hours:

Monday, Wednesday, Friday 10:00 - 11:00

Phone:

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Email:

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Lecture/Lab Schedule:

Monday, Wednesday, Friday

Textbook(s):

Kolln, Martha and Loretta Gray. Rhetorical Grammar 8th ed.

Open Educational Resources at links on the class Blackboard Learning Management System

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.

Students meet the learning objectives for this class by completing the assignments on the table below.

Points	Assignments
200	Course message assignments
200	In-class assignments



200	Midterm Reading Exam of a text to be delivered at the exam 40 Close reading markup of the article assigned 40 reverse outline of the article assigned 40 AI prompted 500 word summary of article read closely and reverse outlined 40 grammatical analysis of a sentence 40 Mind map of article assigned with self-reflection on reading for academic purposes
200	Paper 2: Writing from assigned sources to answer the question “Should every HS graduate get a four-year degree?” 40 evaluate sources 40 mind map organization 40 draft of the introduction 40 Draft with sources integrated and cited with APA or MLA 40 Self reflection on writing for academic purposes
200	Final 100 Final examination: Reading 100 Final examination: Writing
1000	Total

Tentative Course Outline:

Reading Academic Writing

Plagiarism

Explanatory Strategies

Metadiscourse



Prewriting

Drafting

Revision

Editing

General Education Competency/Learning Outcomes

Competency/Goal 4: Communicates effectively

Learning Outcome 1: Write effectively

The term “effectively” used by the North Dakota University System implies that students who have successfully completed Composition 1 can perform the actions listed below

- Use the stages of the writing process to develop, organize, and present ideas in writing.
- Analyze the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity.
- Demonstrate competent College Composition I writing through finished writing that includes a clear, original idea, appropriate evidence and support, and a style of language that serves the writer’s purpose and audience.
- Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting

<https://ndus.edu/wp-content/uploads/sites/6/2021/05/ENGL.pdf>

Learning Outcome 2: Integrates information sources effectively

A student who “integrates information sources effectively” will have learned to perform the actions below

- Understands the structure and organization of written work
- Recognizes an author’s thesis and forms of support
- Evaluates the effectiveness and validity of an author’s style, organization, support, evidence, and presentation.
- Recognizes the connection style and language have to an author’s topic, audience, context, and purpose



- Synthesizes information and ideas from multiple sources
- Finds a variety of information resources
- Evaluates the relevance and reliability of sources
- Uses information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field
- Synthesizes information effectively in the student's own text

<https://ndus.edu/wp-content/uploads/sites/6/2021/05/ENGL.pdf>

Relationship to Campus Focus:

The quotation below, attributed to Dr. C.N. Nelson, professor emeritus, is published in the atrium of the Nelson Science Center here on the DCB campus.

Man lives in two worlds. The world of the biosphere and the world of the technosphere. To the degree in which man reconciles his imposed technosphere to the requirements of the biosphere will determine whether he becomes extinct, continues to exist, or enjoys enlightened living.

In addition to the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes “language” and “reason” as part of its definition. Language is the third concept in the DCB focus on nature, technology, and beyond. Language communicates information but also carries incentives and goads to action. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students begin learning to use language for more than transmitting information correctly. DCB students learn to use language and explore its potential to reconcile the technosphere with the biosphere.

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 and beyond on essays chosen by students from among options the course offers,

take quizzes given during class sessions.

MS Word is required for all assignment submissions; work in any other format submitted to an assignment dropbox is not eligible for a grade. MS Office is available as a free download at <https://www.dakotacollege.edu/student-life/computer-services/microsoft-office-365>

No credit for assignments submitted anywhere other than the designated dropbox. Use "Comments" for information about the assignment you wish to communicate.

No credit for assignments submitted that have originality reports displaying more than ten percent quoted information in the body.

Late work earns half credit and work submitted a week or more late earns no credit.

To avoid a late penalty, when you know in advance your work will be late, post a brief explanation for your late submission rather than the assignment to be saved in the submission space. Include the date you plan to submit the assignment. Students who use this option should submit within one week of the submission date announced at the assignment submission space.

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 is assigned a failing grade.

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. The classroom assessment techniques will be brief in-class written responses to discussion topics presented. The discussion topics will be readings in Rhetorical Grammar and other titles as assigned. The assessment exercises used in-class will be graded.

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.

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 of 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.

In this section of English 110 Composition 1, students will explore how to use the social collaboration tool mistakenly identified as “AI” for learning in higher education. Jaron Lanier, the Prime Unifying Scientist at Microsoft, and considered by many to be the father of Virtual Reality, explains that so-called AI is frequently mythologized in apocalyptic or dystopian terms, and less frequently in utopian terms. In a 2023 New Yorker article, Lanier explains the idea that so called AI can be used more productively when considered as a social collaboration tool.

Lanier, Jaron. “There is no AI” published April 20, 2023 in the New Yorker
<https://www.newyorker.com>.

The AI policy for this class permits use of AI so long as it is identified and cited so everyone in the class can learn from everyone else’s experience. Since this class explores how AI might be used to enhance learning, prompting AI to generate content that is then submitted as final draft bypasses the goal of the class: learning. If this use of AI is detected, the assignment will earn a



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zero. Since earlier assignments are prerequisites for later assignments, a zero prevents further submissions.