

ENGL 110: College Composition I

Dakota College at Bottineau

Dual Credit Course – Fall 2025

Aug. 27 – Dec. 19 | M/W/F | 2nd Period (9:13–9:58 a.m.)

Delivery: Synchronous, live-streamed via Pexip

Class link: <https://join.nd.gov/202508131513>

I. COURSE INFORMATION

- **Course Title:** ENGL 110 – College Composition I
- **Credits:** 3
- **Delivery Format:** Synchronous, live-streamed via Pexip; students are also expected to complete assignments independently outside of class.
- **Dual Credit Guidelines:** <https://www.dakotacollege.edu/academics/college-credit-high-school>

As a dual credit student, you are enrolled in both high school and college simultaneously. This means you are earning college credit through Dakota College at Bottineau while still completing your high school graduation requirements. College courses move at a faster pace and expect a higher level of independence than high school classes. You are responsible for managing deadlines, seeking help when needed, and producing work that meets college-level standards. While you will still have support from your high school, the expectations, grading, and policies in this course follow college guidelines.

II. INSTRUCTOR INFORMATION

- **Instructor:** Jenny Box
- **Email:** jennifer.box@dakotacollege.edu
- **Communication Policy:** Please contact me through Blackboard or email—**no phone calls**.
- **Live Help Sessions:** Available by request; email to schedule.

***Note:** I am here to support your success. Please reach out with questions or concerns.*

III. COURSE DESCRIPTION

- Guided practice in college-level reading, writing, and critical thinking
- Students will compose essays in multiple genres, practice invention and revision strategies, analyze readings, and begin integrating credible sources.

IV. COURSE OBJECTIVES / COMPETENCIES

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.
- read closely and analyze what is read.
- begin to learn to find and evaluate information resources, then integrate and acknowledge sources in their writing.
- learn to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings.

Express ideas through effective writing

Sub-competencies:

- 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.

Read at a level that allows students to participate in collegiate studies and chosen careers.

Sub-competencies:

- Anticipate and understand the structure and organization of written work.
- Recognize an author's purpose and forms of support.
- Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Demonstrate awareness of the connection that style, and language have to an author's topic, audience, context, and purpose.
- Assimilate and connect information and ideas from multiple written sources.

Begin to use information resources effectively.

Sub-competencies:

- Find, consult, and use a variety of information resources.
- Evaluate the relevance and reliability of sources.
- Use 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.
- Integrate source material smoothly and clearly into the student's own text.

Work collaboratively with others.

Sub-competencies:

- Participate in class discussions and in any group projects or activities.
- Participate effectively in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others with respect and consideration.

DCB Goal 4: Communicates Effectively

- **Write effectively:** Apply the writing process; tailor purpose and audience; support claims with evidence; use Edited Standard Written English and MLA format
- **Read and think critically:** Analyze rhetorical strategies; evaluate arguments and evidence; distinguish summary, paraphrase, and analysis
- **Integrate sources:** Locate, evaluate, and ethically integrate sources; cite correctly in MLA
- **Collaborate:** Give and use constructive feedback; participate in peer review and workshops

V. IMPORTANT DATES & ACADEMIC CALENDAR

- **First Class:** Wed, Aug. 27
- **Labor Day (No Class):** Mon, Sept. 1
- **Fall Break:** Mon, Oct. 13
- **Veterans Day (No Class):** Tue, Nov. 11
- **Thanksgiving Break (No Class):** Wed–Fri, Nov. 26–28
- **Midterms:** Oct. 13–17
- **Final Exams:** Dec. 15–19
- **Last Class Day:** Fri, Dec. 19

Academic Calendar (regular session):

<https://www.dakotacollege.edu/academics/academic-calendar/regular-session>

VI. INSTRUCTIONAL METHODS

This course uses a variety of methods to help you grow as a writer and thinker:

- Live-streamed sessions via Pexip
- Reading assignments from the textbook and other resources
- In-class writing, practice activities, and peer review workshops
- Guided class discussions
 - participation expected in both classroom and online discussions
 - keep conversations centered on class content
- Research and research-based activities
- Videos, PowerPoints, and other multimedia presentations
- Occasional student presentations
- Quizzes and tests
 - some open-book
 - some use a lockdown browser or be proctored
- Essay drafting, revision, and editing activities

Note: All assignment submissions will use MLA style and documentation.

VII. COURSE REQUIREMENTS

- **Textbook (MLA 9th ed. citation):**
 - Bullock, Richard, et al. *The Norton Field Guide to Writing with Readings*. 7th ed., W. W. Norton & Company, 2021.
- **Technology:**
 - Reliable internet
 - Blackboard access.
 - Computer with Microsoft Word
 - Free Office 365: <https://www.dakotacollege.edu/student-life/computer-services/microsoft-office-365>

VIII. FORMATTING POLICY & MLA FORMATTING REQUIREMENTS

Formatting

- File format: Submit in Microsoft Word (.doc or .docx) only; other formats cannot be graded
- Style: Use MLA for all written work (use the MLA edition found in the textbook)

MLA format is required for all essays and all assignments related to MLA.

- 1" margins
- No title page
- MLA header and page numbers
- Works Cited page
- In-text or parenetical citations
- 12-point font; black ink only
- Double-spaced throughout
- NOTE: I advise against relying solely on online formatting tools. While they may get you started, they are often wrong. It is a best practice to always double check what is in your textbook.

I am not one to typically count pages or give word count requirements. I believe it is important to write to cover the topic fully more than it is to fulfill arbitrary page number or word count guidelines. Use this information wisely; I prefer not to have to implement guidelines because students are not performing to their best.

IX. ROUGH DRAFT POLICY

All essays require a draft submission to NetTutor. Be sure to show thoughtful effort in drafting and revising.

- Submit to NetTutor by the deadline
- Upload the NetTutor feedback to Blackboard
 - NetTutor can take several days—plan ahead.
- Upload the NetTutor PDF feedback to Blackboard for your rough draft grade.
- NetTutor can take several days—plan ahead.

Remember that all required rough drafts must go through NetTutor for feedback. AI grammar checks, editing tools, or paraphrasing programs do not meet this requirement. Submitting only AI feedback in place of NetTutor will result in a zero for the draft grade. NetTutor provides professional, human feedback designed to help you grow as a writer, and it is a required part of the drafting process in this class.

Note: Missing the NetTutor submission and/or PDF upload results in a zero for the draft grade.

X. ATTENDANCE POLICY

Regular attendance and punctuality are keys to success. Please log-in each class meeting on time.

Since this is a synchronous, livestreamed course, attendance means being physically present in the classroom and actively participating during class time. Active participation includes contributing to discussions, engaging in peer review, and completing in-class activities. Logging in but not participating does not count as full attendance.

See the DCB Student Handbook for the full policy: <https://www.dakotacollege.edu/handbook>

Communication matters:

- If you will miss class for a school activity, email me beforehand.
- If something unexpected occurs (illness, family needs, technology failure), email me as soon as possible.

XI. CLASSROOM CONDUCT & EXPECTATIONS

Our goal is a safe, inclusive, supportive environment where we can all strive to be our best selves.

- Stay focused: Use class time for ENGL 110 work (don't work on other classes during this time).
- Use technology wisely: Phones/devices only when they support learning.
- Engage respectfully: Honor the opinions, beliefs, and cultures of others; **be kind to all humans**.
- Be professional: Use netiquette; keep both online and in-person discussions centered on class content.
- Stay on task: Off-topic conversations belong outside the learning environment.

Note: Inappropriate or disruptive content will be reported to DCB and your high school's dual credit liaison.

XII. GRADING POLICY & REDO OPPORTUNITIES

Weights				
Essay	Quizzes & Tests	Reading Responses	Peer Reviews, Rough Drafts, In-Class Assignments, & Class Participation	Midterm* & Final Exams
50%	10%	15%	5%	20%

Notes:

- Essays use detailed rubrics; review them before submitting
- Midterm & final Exams will be comprehensive
 - *There may not be a midterm. It is still to be considered. Once decided, the decision will be posted in Blackboard (BB).*

Grading Scale

A	B	C	D	F
90–100	80–89	70–79	60–69	below 60

Samples/Examples: I like to see exactly what is expected of me. So, when possible, I will provide a sample of the assignment to illustrate expectations.

Redo Opportunities: Writing is a process, and growth comes from revision. Some assignments in this course may be eligible for resubmission after receiving feedback. Not every assignment will qualify for revision. In my feedback, I will clearly state if an assignment may be redone, along with the new due date and specific requirements for improvement. Students should carefully follow the instructions provided in order to earn additional credit. Unless otherwise stated, each assignment may only be revised once.

XIII. LATE WORK POLICY

Planning ahead is part of college success. Life happens—unexpected events (power/internet issues, etc.) can occur. Manage your time and start early.

- On-time submissions: Due by the posted deadline
- Essays: Accepted up to 3 days late (–10 points per day); not accepted after 3 days
- Quizzes/Tests/All other assignments: Must be completed on time unless excused

Late work will receive partial credit if submitted within the allowed window.

- Partial credit may also be awarded for partial submissions (e.g., turning in an incomplete draft instead of nothing).

Due dates may be extended at the instructor's discretion, but they will never be moved up earlier than scheduled.

Some assignments may be removed if needed for pacing, but no additional assignments will be added.

XIV. ACADEMIC HONESTY, CODE OF CONDUCT & AI POLICY

Follow the Student Code of Conduct: <https://www.dakotacollege.edu/handbook>

- Do your own work
- No reuse of work from other courses, including high school courses
- Plagiarism and cheating: Not acceptable in any form
- Academic Disciplinary actions: Violations follow the Handbook process

AI Use Policy: (this policy follows DCB's, but is specific in detail to this instructor)

AI may never be used to facilitate cheating, plagiarism, or any behavior that violates academic integrity.

Allowed AI Usage	Not Allowed AI Usage
● Brainstorming ideas ● Creating outlines ● Grammar/spelling checks ● Note-taking ● Building study materials	● Writing essays ● Fabricating/paraphrasing sources ● MLA formatting/analysis ● Any written assignments (including reading responses) ● Voiceovers for presentations ● Using AI during non-open-book or non-open-note quizzes or tests ● Generating answers or feedback for in-class discussions

There are situations where it may not be clear whether AI use is appropriate. For example:

- Using AI to summarize a reading assignment instead of doing the reading yourself
- Asking AI to suggest main points for a discussion response instead of generating your own ideas first
- Using AI grammar suggestions to change entire sentences instead of making small corrections

If you are ever unsure, **please ask me before submitting your work**. It is always better to clarify than to risk violating the academic honesty policy.

XV. STUDENT EMAIL POLICY

Email is the official communication method for this course. Use your DCB email or Blackboard email.

- You are responsible for checking messages regularly.
- Missing deadlines because you did not check is not an acceptable excuse.
- When emailing, include your name, ENGL 110, and a clear subject line.

Typical response time: 24–48 hours (business days).

XVI. ASSIGNMENTS

See the Course Outline for all assignments and, due dates, and details.

XVII. DISABILITY & ACCESSIBILITY

Students with disabilities will receive accommodations based on what is approved through the college's Accessibility Services Office: <https://www.dakotacollege.edu/student-life/academic-center-excellence/accessibility-services>. Students must self-identify and request accommodations through this office.

XVIII. TITLE IX STATEMENT

Dakota College at Bottineau is committed to a safe, inclusive environment. All faculty are mandatory reporters under Title IX. If you disclose sexual harassment, assault, discrimination, or related misconduct, I must report it to the Title IX Coordinator.

Confidential resources: <https://www.dakotacollege.edu/student-life/title-ix>

XIX. RELATIONSHIP TO CAMPUS FOCUS

Dakota College's theme is **"Nature, Technology, and Beyond."** In ENGL 110, students:

- Explore how language shapes understanding of nature, technology, and society
 - Practice communication strategies for academic, professional, and community contexts
 - Engage in writing that extends beyond the classroom into college, career, and civic life
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XX. CONTENT IN WRITING & MANDATED REPORTING

Writing can be personal and reflective. If a student discloses harm to self or others in writing or discussion, I am a mandated reporter. I must contact the appropriate personnel at DCB and, if necessary, your high school's dual credit liaison.