



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

Number of Credits: 3 credit hours

Instructor: Professor Leanne Wilson-Douglas

Office: Online

Office Hours: By Appointment

Email: leanne.wilsondouglas@dakotacollege.edu

Lecture Schedule: M, W, & F 9:23-10:08 AM

Course Description:

College Composition I provides instruction and practice in the foundational skills of academic writing, with an emphasis on clear communication, critical thinking, and the writing process. Students will engage with a variety of texts and topics while learning to write effective essays that are focused, organized, and supported. The course emphasizes the development of voice, audience awareness, and revision strategies to build writing confidence and competence across multiple academic contexts.

Course Objectives:

By the end of the course, students will be able to:

- Apply the writing process to produce multiple types of college-level essays.
- Analyze and respond to a variety of texts using summary, critique, and synthesis.
- Use research to support original arguments and incorporate sources ethically.
- Demonstrate proficiency in grammar, sentence structure, and documentation styles (MLA/APA).
- Reflect on their own writing and progress as a writer.

Course Requirements:

- Mandatory supplies:
 - Access to word processing software (Google Docs or Microsoft Word)
 - Internet access for research and submissions (Blackboard)
- Optional supplies (as needed):
 - Pens/Pencils- if you print handouts/ articles to annotate
 - Highlighters- if you print handouts/ articles to annotate
 - Paper/Notebook- for brainstorming and notes
 - Planner/Calendar

Textbook(s): NA

Course Outline:

This is a course designed to enrich your compositional expertise. We will explore modes of writing such as expressive, informative, and persuasive. We will consider and study stylistic attributes for each mode and the writing process. We will, therefore, be producing timed writings and long-term assignments. Expect to work diligently to master the assigned material. Due to the heavy amount of material that we will cover during this semester, outside reading is a must. Consider that this class will be taught as an introductory-level college composition class. Having

read the material *before* you come to class is the only way to guarantee success in this course.

The basic course objectives are as follows:

- Students develop advanced writing skills
- Students become more competent thinkers, readers, and writers
- Students become more aware and appreciative of the roles that reading, writing, thinking, and listening play in our lives
- Through improved communication skills, students will be able to establish and maintain satisfying relationships with others
- Students will be more well-rounded, complex individuals after much reflection upon composition and literature

Learning Outcomes:

Upon successful completion of this course, students will:

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas with appropriate support and attribution.
- Write in a style appropriate to the audience and purpose.
- Read, reflect, and respond critically to a variety of texts.

Relationship to Campus Focus:

Dakota College at Bottineau emphasizes student-centered learning that builds critical thinking, effective communication, and collaboration. The learning outcomes for ENG 110 support these institutional priorities:

Learning Outcome	Alignment to Campus Focus
Demonstrate knowledge of individual and collaborative writing processes	Supports DCB's focus on collaborative learning and student engagement. Students work through drafting, peer review, and revision, promoting shared responsibility and reflective practice.
Develop ideas with appropriate support and attribution	Reinforces the institution's goal of academic integrity, critical thinking, and information literacy by teaching students to integrate and credit credible sources effectively.
Write in a style appropriate to the audience and purpose	Aligns with the campus emphasis on effective communication—students learn to tailor tone, style, and content for various rhetorical contexts, a skill valuable across disciplines and professions.
Read, reflect, and respond critically to a variety of texts	Enhances critical thinking and analytical skills, helping students evaluate diverse perspectives and engage meaningfully with complex issues—a cornerstone of a liberal arts education.

Evaluation Procedures:

Each semester will consist of a minimum of 15+ grades. You will have several writing grades by the end of the semester. Each essay will include the option for revision based on performance and need. Some revisions will be required. Rubrics will be provided for essay expectations.

Extra Credit is not given, but I do drop 2 of your lowest daily grades at the end of the semester.

Grading Scale Overview: (subject to change per situation)

Essays, Tests, Projects	30%
Classwork/Assignments, Quizzes, Homework	60%
Cycle Exam/Culminating Project/Presentation	10%
90-100= A	
80-89= B	
70-79= C	
60-69=D	
59 and Below= F	

Assignments:

This is a college-level class. As such, in conjunction with college-level policies, **late work is not accepted**. You are responsible for work due even if absent unless you have made arrangements with me. There are no retakes for quizzes or tests. Testing will follow Dakota College guidelines and policies for DC-level classes. Extra Credit is not given, but I do drop 2 of your lowest daily grades at the end of the semester.

Writing Expectations:

All major essay assignments will be submitted typed, double-spaced, unless otherwise instructed. All typed work must be in MLA format. **Plagiarized assignments will receive an automatic 0 and will be reported to Dakota College for disciplinary action. This includes AI (unless specified by professor) as well as using information and/or quotes without proper citation. Be aware that Dakota College software and writing submission platforms have built-in plagiarism and AI checks.**

Classroom Policies:

Classroom Etiquette

Disrespectful comments (written or spoken) and/or disrespectful behaviors (body language, eye rolling, etc) are not acceptable in this class.

Read the assigned material. Please consider that not coming to class prepared could seriously affect your grade and constitute disrespect to the learning environment of your peers.

Attendance Policy

You are under High School's attendance policy. Therefore, those rules will apply to you in this class. You are responsible for work due or turned in, even if you were absent from the previous class. Get a study buddy!!!

In all cases of absence from class, you are expected to be responsible for your work, including deadlines for essay drafts, projects, and readings.

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.

Make-Up Work Policy

Deadlines and classwork due dates are not soft. You are expected to turn work in on time. If you are absent, send your instructor an email immediately to request extensions. If a test or project is assigned before a student's absence, they will be expected to take the test or present a project upon their return to class. You have one day for each day of absence.

Late Work Policy

Late work is not accepted.

Incompletes

A semester grade of Incomplete will be available only in extreme emergencies. If such occurs, a form must be filed with the Division of Arts and Letters that indicates the exact date by which work will be completed. This must also have the approval of the high school principal.

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. All 504/IEP accommodations will be made available to qualifying students. Please contact me with any questions or concerns about accommodations and student needs, so we can work together to ensure student equity and success.

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.

Course Schedule

Content and/or Skills Taught:

Unit 1: College Culture vs. High School Culture: Identity of the College Student (Adulting is Overrated), Rhetorical Situation

Skills:

- Identify components of the rhetorical situation, exigence, audience, writer, purpose, context, and message.
- Explain claims and evidence within an argument.
- Develop an essay that analyzes the rhetorical situation and provides claims and evidence that connect and support the claims.

Reading: Select articles and speeches exploring college vs. high school culture.

Unit 2: Multicultural Identity: Bridging the Gaps

Skills:

- Rhetorical Analysis and Close Reading
- Explain how an argument demonstrates an understanding of an audience's beliefs, values, or needs.

- Identify and explain claims and evidence within an argument.
- Identify and describe the overarching thesis of an argument, and any indication it provides the argument's structure.
- Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- Write an essay analyzing the author's overall purpose and strategies, detailing the effect on the audience as well as an evaluation of the effectiveness of the author's argument.

Reading: Short works/articles by various authors - i.e., Amy Tan, Sandra Cisneros, Cesar Chavez, Frederick Douglass, Elissa Washuta, Chimamanda Ngozi Adichie.

Unit 3: Socio-economic Identity, Money and Power, Synthesis Argument

Skills:

- Develop a line of reasoning and commentary that explains it throughout an argument.
- Develop a strong thesis that guides the overall argument.
- Recognize and explain the use of methods of development to accomplish a purpose.
- Use appropriate methods of development to advance an argument.
- Incorporate specific strategies with the purposeful intention of interacting with and affecting an audience.
- Identify logical fallacies within a line of reasoning.
- Write an essay with a strong thesis statement and provide proof, defensive claims, and evidence that support the thesis.

Reading: *The Crucible* by Arthur Miller, Speeches by Edward R. Murrow

Unit 4: Societal Identity, Individual Identity, and Ethnocentrism- Synthesis Argument

Skills:

- Develop a line of reasoning and commentary that explains it throughout an argument.
- Recognize and explain the use of methods of development to accomplish a purpose.
- Use appropriate methods of development to advance an argument.
- Incorporate outside sources to advance an argument.
- Employ appropriate citation methods, including in-text citations and bibliographic information.
- Identify the satirical argument and purpose.

Readings:

Anthem by Ayn Rand

A calendar will be provided with all due dates in Brightspace.

Please be aware that the material in this course is commensurate with college-level coursework and expectations. Some texts may deal with ethical and/or moral issues as well as language appropriate to that level of maturity, all of which is approved by Dakota College.

Acknowledgment:

After reviewing the course syllabus, please acknowledge by signing below. I have read the course syllabus and support the policies, procedures, and expectations for Mrs. Douglas's class.

Student's Printed Name:

Student's Signature:

Student email address:

Parent's/Guardian's Printed Name:

Parent's/Guardian's Signature:

Parent's/Guardian's email address and or phone number: