



Course Prefix/Number/Title: ENGL 110 College Composition I (Dual Credit)

Number of Credits: 3

Course Description: Guided practice in college level reading, writing, and critical thinking.

Pre-/Co-requisites: Appropriate English placement test score or ASC 87 with a grade of C or higher.

Course Objectives:

- 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. (Meets DCB General Education Goal 4.)
- Students will be aware of and will practice inventing, planning, drafting, and revising. (Meets DCB General Education Goal 4.)
- Students will read closely and analyze what is read. (Meets DCB General Education Goal 4.)
- Students will begin to learn to find and evaluate information resources, then integrate and acknowledge sources in their writing. (Meets DCB General Education Goal 4.)
- 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 writing. (Meets DCB General Education Goal 4.)

Instructor: Ashley Seykora

Office: Rugby High School

Office Hours:

Phone:

Email: ashley.seykora@rugbyschools.org

Lecture/Lab Schedule:

Textbook(s):

Course Requirements:

Tentative Course Outline:

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 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.

- 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.

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:

- Be kind, be open, and be honest with yourself, with us, and with each other whether online or in person.
- Grades:
 - Major assessments (papers, projects, presentations): 60%
 - Tests and quizzes: 30%
 - Classwork: 10%
- Work with integrity at all times and in all situations.
- Academic honesty: Having integrity both in and out of the classroom is the foundation of a strong student. Cheating has numerous forms--from looking at someone else's old assignments to reading papers online for ideas to blatant plagiarism to using AI tools unethically. When a student cheats, it violates the trust between the teacher and student, which cannot be rebuilt quickly or easily. Cheating will be handled on a case-by-case basis as privately as possible; consequences could include failure of the assignment without an opportunity to re-take or resubmit.
 - AI Use: It is our belief that all students learn to write best when the writing produced is, in fact, the product of their own intelligence, not that of a machine. Therefore, the use of AI-generated content, including text, images, figures, and other materials is NOT permitted unless noted in the assignment. If permitted for an assignment, use of this content must be explicitly disclosed. AI is constantly changing; therefore, if you have questions about its ethical use, please ask.
- Assignments, whether graded or not, are expected to be completed on time. The pace of class is energetic, thus, falling behind will undoubtedly create additional challenges.

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 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.
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