

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

ENGL 110 Composition 1

Course Description:

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

Instructor:

Gary Albrightson

Office:

Thatcher Hall 2207

Office Hours:

10-11 Monday through Friday

Phone:

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Email:

Please send email to gary.albrightson@dakotacollege.edu and use your Dakota College at Bottineau account for all email for this course.

Lecture/Lab Schedule:

Email, Moodle LMS and classroom

Textbook(s):

Axelrod and Cooper. *St. Martin's Guide to Writing*. 9th ed. Bedford St. Martin's, 2010

Wardle and Downs. *Writing about Writing*. 1st ed. Bedford St. Martin's, 2011

Egan, Timothy. *The Big Burn*. Houghton Mifflin, 2009

Classroom Policies:

Students should post or email responses to all discussion topics, read the assignments, submit all the essays and revisions, and take the daily quizzes given during class sessions. Late work earns half credit and no credit if a week late. Work submitted to this class should be written for this class this semester.

Plagiarized work of the sort described in the section below “Academic Integrity” will earn zero points, and the student will be required to do additional work to demonstrate understanding of plagiarism. After demonstrating understanding of plagiarism, the assignment that earned a zero can be rewritten for a higher grade but only on a topic chosen by the instructor. A second instance of plagiarism of the sort described in the section below “Academic Integrity” will fail the student for the class.

Policy on Devices and Class Participation

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. This means brief in-class quizzes of different types: multiple choice, true false, written response or graded notes.

Course Requirements:

Students will read assignments in the *St Martins Guide*, *The Big Burn*, and *Writing about Writing*, will write on reading assignments and discussion topics from the textbook, and will write paragraphs and essays on assigned topics.

Tentative Course Outline

Weeks 1 and 2: Introduction to the class, to academic writing and vernaculars

Week 3: narrating

Week 4: describing

Week 5: defining

Week 6: classifying

Week 7: Comparing and contrasting

Week 8: arguing

Week 9: arguing

Week 10: arguing

Week 11: cueing techniques

Week 12: essay analyzing techniques of development and cueing used in an assignment written for another class

Week 13: essay analyzing techniques of development and cueing used in an assignment written for another class

Week 14: essay justifying an evaluation

Week 15: essay justifying an evaluation

General Education Objectives

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.

Competency:

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.

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 academic 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.

Competency:

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.

Relationship to Campus Theme:

For one of the assignments, students will define a concept or explain a process relevant to the campus theme: nature, technology, and beyond.

Academic Integrity:

The discussion of plagiarism below comes from the Council of Writing Program Administrators.

“In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: *In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and carelessly or inadequately citing ideas and words borrowed from another source. Such discussions conflate *plagiarism* with the *misuse of sources*.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.”

(<http://www.wpacouncil.org/node/9>)

Disabilities and Special Needs:

Any student with disabilities or special needs should inform the instructor, who will make accommodations so all students can meet their educational goals.