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:
None

Course Objectives:
ENGL 110 is guided practice in college-level reading, writing, and critical thinking. The objectives are met by students learning how to read academic writing among other kinds of writing. Students will learn to find, use, and evaluate sources and to avoid misuse and abuse of sources, plagiarism in other words. 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 polish writing to the degree of finish the intended audience considers acceptable.

Instructor:
Gary Albrightson

Office:
Thatcher Hall 2207

Office Hours:
Tuesday 10:00 - 10:50
Monday, Wednesday, Friday 1:00 - 1:50

Phone:
701 228 5602

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gary.albrightson@ndus.edu

Lecture/Lab Schedule:
Monday, Wednesday, Friday

Textbook(s):
Kolln, Martha and Loretta Gray. Rhetorical Grammar 7th ed.
Wardle and Downs. Writing about Writing. 3rd ed. Bedford St. Martin's, 2017

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

Tentative Course Outline:
Reading Academic Writing
Plagiarism
Explanatory Strategies
Metadiscourse
Prewriting
Drafting
Revision
Editing

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Competency/Goal 4: Communicates effectively
Learning Outcome 1: Write effectively
- Performance Indicator 1: Uses the stages of the writing process to develop, organize, and present ideas in writing

- Performance Indicator 2: Recognizes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience.

- Performance Indicator 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience.

- Performance Indicator 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting.

Learning Outcome 2: Reads at a level that allows participation in collegiate studies and chosen careers
- Performance Indicator 1: Understands the structure and organization of written work

- Performance Indicator 2: Recognizes an author's thesis and forms of support

- Performance Indicator 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation.

- Performance Indicator 4: Recognizes the connection style and language have to an author's topic, audience, context, and purpose

- Performance Indicator 5: Synthesizes information and ideas from multiple sources

Learning Outcome 3: Integrates information sources effectively
- Performance Indicator 1: Finds a variety of information resources

- Performance Indicator 2: Evaluates the relevance and reliability of sources

- Performance Indicator 3: 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

- Performance Indicator 4: Synthesizes information effectively in the student's own text

Learning Outcome 4: Collaborates with others
- Performance Indicator 1: Participates in class discussions and in any group projects and activities

- Performance Indicator 2: Participates 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.

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 his concise manifesto, Dr. Nelson uses language to alert people to the necessity of reconciling the technosphere with the biosphere. Both the biosphere, nature, and the technosphere, technology, offer potential but also limit human action. 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. The third concept in the DCB focus on nature, technology, and beyond is language, which 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. 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.
Submit work on time: late work is assessed penalties. 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

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

This class assigns and tests on readings in Writing about Writing and Rhetorical Grammar. This class asks students to write sentences, paragraphs, and papers on reading assignments and discussion topics from the assigned textbooks as well as issues students choose from approved topics.

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.

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Number of Credits:

Course Description:

Pre-/Co-requisites:

Course Objectives:

Instructor:

Office:

Office Hours:

Phone:

Email:

Lecture/Lab Schedule:

Textbook(s):

Course Requirements:

Tentative Course Outline:

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Relationship to Campus Focus:

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