



**Course Prefix/Number/Title:** ENGL 110 Composition I

**Number of Credits:** 3

**Course Description:**

Composition 1 is the first of two courses in the one-year composition sequence. It will provide guided practice in college-level reading, writing, and critical thinking. This course will focus on increasing rhetorical awareness through the study and application of rhetorical factors such as purpose, style, audience, genre, and social context.

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

**Course Objectives:**

By the end of the semester students will be able to:

1. Define the five rhetorical factors that influence all writers. (Unit 1)
2. Analyze the use of the five factors in the work of other writers. (Unit 1)
3. Write for a variety of situations and contexts including personal, academic, and public writing. (Units 1, 2, and 3)
4. Effectively use correct research methods including in-text and end-text citation. (Units 1 and 3).

**Instructor:** Erik Kornkven

**Office:** Thatcher Hall 2208

**Office Hours:**

M/W: 1:00-3:00

T/Th: 10:00-2:00

Friday: By Appointment

**Phone:** 701-228-5456

**Email:** erik.kornkven@dakotacollege.edu

**Textbook(s):**

No Textbook required for this class. Readings will be made available on Blackboard. You may be required to print off material for this class.

**Course Requirements:**

**Assignments and Schedules**

**Major Units**

The semester will be broken up into three main units. Each unit will focus on a major assignment and its supplemental assignments. The first assignment will be a study of the rhetorical situation resulting in a rhetorical analysis of a professional source. The next assignment will be a memoir where you explore

lesson you've learned in your life. The final portion of the semester will see you developing a position on a current topic, before identifying and joining an ongoing conversation surrounding that topic.

### General Schedule

Detailed schedules will be provided at the beginning of each of the three major units. Each four-week major unit will follow the same basic schedule:

- Week 1: Practice Assignment #1 due (50 pts)
- Week 2: Practice Assignment #2 due (50 pts)
- Week 3: Paper Due (100 pts)
- Week 4: Revision Due (50 pts)

- The practice assignments will change depending on the unit. Practice assignments will help you work towards successfully completing your major paper.
- **Your paper will be due on the third week of the unit. Your paper will be given its final grade at that time along with suggestions by me of how to improve. The following week there will be a revision assignment. The act of revising correctly will be worth 50 points, but you will also have the chance to improve the original score of your paper based on the improvements you made to your paper. Revisions may not be available for all papers depending on available time.**

### Tentative Course Outline:

Week	Unit	Assignment
Week 1:	Introduction, Rhetorical Factors	
Week 2:	Rhetorical Factors Mini Unit	Intro Assignment
Week 3:	Unit 1: Rhetorical Analysis	Practice Assignment 1
Week 4:	Unit 1: Rhetorical Analysis	Practice Assignment 2
Week 5:	Unit 1: Rhetorical Analysis	Paper Due
Week 6:	Unit 1: Rhetorical Analysis	Revision Due
Week 7:	Unit 2: Memoir	Practice Assignment #1
Week 8:	Unit 2: Memoir	Practice Assignment #2
Week 9:	Unit 2: Memoir	Paper Due
Week 10:	Unit 2: Memoir	Revision Due
Week 11:	Unit 3: Academic Argument	Phase 1: Opinion Paper
Week 12:	Unit 3: Academic Argument	
Week 13:	Unit 3: Academic Argument	Annotated Bibliography Due
Week 14:	Unit 3: Academic Argument	
Week 15:	Unit 3: Academic Argument	Position Paper Due
Week 16:	Unit 3: Academic Argument	Position Paper Revision Due
Week 17:	Finals Week	Reflection

### Portfolio Approach

At the end of this course you may be asked to compile a portfolio consisting of your writing for the semester. Please make sure to save digital copies of all of your writing assignments

throughout the semester.

### Late Assignment Extension Contract


You will be provided with a Late Assignment Extension Contract. This is a **one-use** item that will allow you to ask for an extension on one of your assignments\*. I will not ask why you need the extension but you must give a clear plan for finishing the assignment in a reasonable time.

To have your extension request accepted you must:

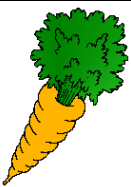
1. Submit your request **prior** to the due date of the assignment
2. Complete the worksheet associated with the assignment.
3. Ask for a reasonable amount of time (one week maximum) to finish the assignment.

\*The late assignment extension cannot be used for group work or for anything due in the final two weeks of class.

### Assignments

<p>The  stick</p> <p>represents prodding, cajoling, even whacking (metaphorically) if necessary. These assignments are meant to challenge you and to bring out your best work.</p>	<p><b>Your portfolio will consist of the following finished items:</b></p> <ol style="list-style-type: none"><li>1) Rhetorical Analysis Unit (250)</li><li>2) Paper #2 (250)</li><li>3) Academic Argument (250 total points: see breakdown below)<ol style="list-style-type: none"><li>a. Opinion Paper (75)</li><li>b. Annotated Bibliography (75)</li><li>d. Position Paper (100)</li></ol></li></ol> <p>All final papers will be graded, then you will revise the paper based on my comments with the chance to improve your score.</p>
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Longer assignment descriptions will be made available on the website or via handouts, but this list will give you a picture of the work you will do in the course.

<p> The carrot represents "reward," gentle and positive incentive, a chance for you to boost your grade through perfect attendance, or working hard on a low-stakes but important assignment.</p>	<p>You will also receive separate grades for the following assignments/activities:</p> <ol style="list-style-type: none"><li>1) Online Journaling (100)</li><li>2) Introduction Assignments (50)</li><li>3) Class Participation (50)</li><li>4) Reflection (50)</li></ol>
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### Grading Scale.

Course total= 1000 points.

A = 900 — 1000 (A-: 90-93%, A: 94-97%, A+ 98-100%)

B = 800 — 899 (B-: 80-83%, B: 84-87 %, B+: 88-89%)

C = 700— 799 (C-: 70-73%, C: 74-77 %, C+: 78-79%)

D = 600— 699 (D-: 60-63%, D: 64-67 %, D+: 68-69%)

F = below 600

Individual assignments will be based on the same scale 225/250 = A; 180/200 = A;  
90/100 = A; 45/50 = A; 22.5/25 = A; 9/10 = A, etc.

## Definitions of Grades

All major assignments for this course will include detailed grading rubrics. Each rubric will outline specific features of the assignment I will be looking at in your work. Your grade will be determined based on how well you meet the requirements of the *entire* rubric. You may do an excellent job on one aspect, but still need work in another.

**\*In certain cases, a grade of a D or F may result in you being required to resubmit the assignment. This is because the assignment represents key skills you may need to successfully complete future assignments. This will be handled on a case-by-case basis and will be up to the instructor's discretion.**

A = excellent documents in all aspects—some slight room for improvement.

B = good; some aspects of the document or project might be excellent; others will be good.

C = acceptable completion of the assignment. No major problems, but room for improvement in most areas of the assignment.

D = a major aspect of the assignment has not been completed. Elements of the assignment might be quite good, but with unsatisfactory completion of certain elements, the assignment will remain a D.

F = incomplete assignment because page length was not met, proper research was not completed, proper documentation conventions not followed, genre conventions not adhered to, etc.

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

### Competency Goal #4: Communicates Effectively

#### Learning Outcome 1: Write effectively

- Assessed in units 1, 2, and 3

#### Learning Outcome 2: Reads at a level that allows participation in collegiate studies and chosen careers

- Assessed in unit 1

#### Learning Outcome 3: Integrates information sources effectively

- Assessed in units 1, 3

### Relationship to Campus Focus:

Assignments in this course will allow students to explore the relationship between nature, technology and beyond by helping them develop the critical thinking tools needed to navigate these intersections.

Students will identify topics relevant to the mission of DCB that interest and impact them and will be given the opportunity to explore those topics with intellectual curiosity and academic rigor.

### **Classroom Policies:**

#### **Expectations**

- Bring all required class materials to class including textbooks and handouts from previous classes. Bring writing materials to class (pen and paper). Laptops are welcome, but visit Facebook, Myspace, and check your email before or after class, not during class (unless doing so is an in-class activity). --For online classes it is expected that you have regular and reliable access to all necessary technology required to participate in the course. In this case that means a laptop or computer with Microsoft Word and a reliable internet connection.
- An appropriately demanding college course should require you to work approximately 7.5-8 hours per week: 150 minutes of in-class time, and 300 minutes (or 5 hours per week) outside of class. Some weeks will require more, some less, but for this class you will be expected to do most of your reading, researching, and writing outside of class time.
- Show respect for your classmates, their ideas, and their writing. This class will require you to share your ideas with classmates, either in class, through electronic discussion, or through peer review. Learning to respect—even understand—diverse perspectives is one of the hallmarks of a university-educated person.
- Be observant, thoughtful, and curious. I will do very little lecturing in this course; I will be trying to help you developed more sophisticated ways of looking at texts and the world, help you think more deeply and richly about issues that matter to you, and help you develop a sense of intellectual curiosity.

I expect attendance. I can't teach you if you don't attend class, and attendance is required at work and in the professional world. 50 participation points are available in the course. These points will largely center on attendance. This is a course that requires class discussion, collaboration, and group work, so missing class affects both your and your classmate's ability to engage with the material.

-Each absence after two absences will result in your participation grade being lowered 5 points.

-College sanctioned absences will still be subject to the normal attendance policy. Even if the absence is excused, you will still be responsible for turning in assignments on time.

-Punctuality is also expected. Excessive tardiness and inattentiveness (sleeping, leaving the classroom, doing other homework, texting, etc.) will also lower your grade. Every two times tardy will equal one absence.

-Students who arrive to class more than 15 minutes late or leave prior to the end of class without making arrangements with me ahead of time may be counted absent for that class period.

I reserve the right to decide how I deal with absences on a case by case basis. If you cannot attend class, please let me know in advance or at least before the next class meeting so you are prepared for our next class. I will be more than happy to let you know what your assignments are, but you will be responsible

for getting any handouts distributed in class off of Blackboard. Missing class is not an excuse for being unprepared for the class following your absence. You will be expected to have your assignments completed and ready to hand in on the days they are due, have any reading assignments completed, and be prepared to take any quizzes, tests, etc. that are given following your absence.

*Participation:*

In addition to attendance, participation during group and class activities is vital to retaining the information shared in class. Not participating in class discussions or activities may result in a loss of points that would otherwise be gained according to that day's activities.

*Deadlines:* All assignments should be submitted on time in order to earn full credit for the assignment. A large part of the instruction of this course is learning the ability to create documents using a writing process and within a specific time period. **All work must be turned in by the last day of Finals Week. No exceptions will be made.**

**Supplemental assignments (daily work, quizzes ect) will not be accepted late. Major assignments will be accepted up to a week past the due date with a 10% deduction. Any assignments submitted past one week late will be accepted at my discretion. If accepted they will be scored up to 50% of the original point value.**

### **Classroom Management**

The classroom is a shared learning environment. It is important to keep the classroom as free from distractions as possible.

Children: I love kids. As a father, I also understand the difficulties in arranging childcare on a consistent basis. If your normal childcare is disrupted feel free to bring your little one to class. The only thing we have to watch for is if the child begins to cause a distraction for the other students. If so, don't worry, I won't be upset, but I may ask that you take your child out of the room until they calm down and then come back in and resume your studies. With this in mind, please sit near an exit in case you need to leave the room to minimize any disruption to the class.

Food/Drinks: I have no problem with people eating or drinking in the classroom as long as doing so is not a distraction for myself or other students in the room. Please use your common sense and avoid foods that may be loud, pungent, or take up a lot of space.

Cell Phones: I am as guilty as anyone when it comes to being addicted to my phone. But phone use is often distracting for people sitting around you. For this reason, I ask that you please keep your phone on silent and put away throughout the class. That means please do not have your cell phone on your desk. If you need to take a call or respond to a message, please leave the room and return when you are finished. If I feel that your actions are causing a distraction to myself or other students, I will ask you to leave the room.

### **Storm Days and Other Class Cancellations**

Throughout the semester class may be canceled for various reasons, the most common of which, is storm days. In the event of a cancellation of any kind, the professor will communicate with students what they are responsible for during the class time. Students are responsible for checking Blackboard for messages from the instructor and following any instructions for the work assigned for that day. Just

because the school is closed, does not mean students don't have any work.

### **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.