

Dakota College at Bottineau Course Syllabus

(Dual Credit at Bottineau High School)

Course Prefix/Number/Title:

College Composition I: English 110

Number of credits: 3

Course Description:

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

Prerequisites: Placement Score

Course Objectives:

1. 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)
2. Students will be aware of and will practice inventing, planning, drafting, and revising. (Meets DCB General Education Goal 4)
3. Students will read closely and analyze what is read. (Meets DCB General Education Goal 4)
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)
5. 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. (Meets DCB General Education Goal 4)

Instructor:

Mrs. Cynthia Bedard

Classroom: BHS Room 100

Instructional Prep: Period 4

E-mail: cynthia.bedard@bottineaupublicschool.org (This is the Google Classroom account, which comes to my phone. Please use this for questions if needed.)

Class Schedule:

Monday, Wednesday, Friday: 7:10-8:00 A.M.

Textbooks and Supplemental Readers:

- *The St. Martin's Guide to Writing* 11th Edition, by Rise Axelrod and Charles Cooper
- *Sticks and Stones* 9th Edition, edited by Rise Axelrod and Charles Cooper
- *The Things They Carried* by Tim O'Brien
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

*All books are provided by BHS except for *The Immortal Life of Henrietta Lacks*, which students will need to purchase themselves. This is the book used for the DCB campus book read this semester.

Course Requirements:

- Written revised essays
- Peer revision
- Usage and process exercises
- Reading assignments
- Class discussion and activities (including discussion board)
- Assorted short writing assignments
- Quizzes/tests
- Midterm and Final Exam

Tentative Course Outline: English 110 (Fall 2019)

Note: Grammar instruction and exercises will be incorporated as needed. Areas addressed will include sentence structure, usage, and mechanics, and will be determined by student need. Grammar instruction will occur on a weekly rotation.

W (8-28)

- Introduction to course
- Student Preference Survey
- The St. Martin's Guide to Writing*: "Understanding the Rhetorical Situation" p. 2
- Discussion Board Practice Assignment - Literacy
- Overview of the writing process
- Pretest – Mechanics

F (8-30)

- The St. Martin's Guide to Writing*: "Arguing" pp. 582-594
- Assign Persuasive Paragraph
- Chp.11 "Catalogue of Invention Strategies" pp. 488-499
- The Immortal Life of Henrietta Lacks*: Prologue – pp. 1-8
- Grammar Focus: Sentence Structure, Usage, and Mechanics

M (9-2) – No Class - No School at DCB or BHS (Labor Day)

W (9-4) – *The St. Martin's Guide to Writing*: Chp. 13 Cueing the Readers pp. 524-535
Grammar Focus: Sentence Structure, Usage, and Mechanics

The Immortal Life of Henrietta Lacks: Part I - Chp. 1 “The Exam,” pp. 13-17, Chp. 2: “Clover,” pp. 18-26 / Discussion Board Weekly Requirement

F (9-6)

Persuasive paragraph due

Grammar Focus: Sentence Structure, Usage, and Mechanics

The Immortal Life of Henrietta Lacks: Chp. 3 “Diagnosis and Treatment” pp. 27-33, Chp. 4 “The Birth of HeLa,” pp. 34-41, Chp. 5 “Blackness Be Spreadin All Inside,” pp. 42-48, Chp. 6 “Lady’s on the Phone,” pp. 49-56

M (9-9)

The St. Martin’s Guide to Writing: Chp. 15 “Describing” pp. 550-560

Grammar Focus: Sentence Structure, Usage, and Mechanics

The Immortal Life of Henrietta Lacks: Chp. 7 “The Death of Life and Cell Culture” pp. 56-62, Chp. 8 “A Miserable Specimen” pp. 63-66, Chp. 9 “Turner Station” pp. 67-76, Chp. 10 “The Other Side of the Tracks” pp. 77-82, Chp. 11 “The Devil of Pain Itself” pp. 83-86

W (9-11)

Descriptive paragraph is due.

Grammar Focus: Sentence Structure, Usage, and Mechanics

The Immortal Life of Henrietta Lacks: Part II - Chp. 12 “The Storm” pp. 90-92, Chp. 13 “The HeLa Factory” pp. 93-104, Chp. 14 “Helen Lane” pp. 105-109, Chp. 15 “Too Young to Remember” pp. 110-117 / Discussion Board

F (9-13)

The St. Martin’s Guide to Writing - Chp. 16: Defining pp. 562-568

Grammar Focus: Sentence Structure, Usage, and Mechanics

The Immortal Life of Henrietta Lacks: Chp. 16 “Spending Eternity in the Same Place” pp. 118-126, Chp. 17 “Illegal, Immoral, and Deplorable” pp. 127-136, Chp. 18 “Strangest Hybrid” pp. 137-143, Chp. 19 “The Most Critical Time on This Earth Is Now” pp. 144-151

M (9-16)

Definition paragraph is due.

Grammar Focus: Sentence Structure, Usage, and Mechanics

The Immortal Life of Henrietta Lacks: Chp. 20 “The HeLa Bomb” pp. 152-157, Chp. 21 “Night Doctors” pp. 158-169, “The Fame She So Richly Deserves” pp. 170-176 / Discussion Board

W (9-18)

The St. Martin’s Guide to Writing: Chp. 18 “Comparing and Contrasting” pp. 576-581

Introduce the first paper; Chp. 19 “Arguing: Asserting a Thesis” pp. 582-585

Grammar Focus: Sentence Structure, Usage, and Mechanics

Read “Grant and Lee” packet – annotate for structure

F (9-20)

Finish developing thesis statements / Write scratch outlines

The St. Martin's Guide to Writing: Outlines pp. 492-494

Sticks and Stones: Chp. 5 (select examples) pp. 77-100 or additional essay packet (“Diogenes and Alexander”) – in class

The Immortal Life of Henrietta Lacks: Part III - Chp. 23 “It’s Alive” pp. 179-190, Chp. 24 “Least They Can Do” pp. 191-198, Chp. 25 “Who Told You You Could Sell My Spleen?” pp. 199-206, Chp. 26 “Breach of Privacy” pp. 207-211

M (9-23) –

Formal Outline Requirement - Overview

The Immortal Life of Henrietta Lacks: Chp. 27 “The Secret of Immortality” pp. 212-217, Chp. 28 “After London” pp. 218-231, Chp. 29 “A Village of Henriettas” pp. 232-240

W (9-25)

Formal Outline is due.

Grammar Focus: Sentence Structure, Usage, and Mechanics

The Immortal Life of Henrietta Lacks: Chp. 30 “Zakariyya” pp. 241-249, Chp. 31 “Hela, Goddess of Death” pp. 250-258, Chp. 32 “All That’s My Mother” pp. 259-267 /

Discussion Board

F (9-27)

Grammar Focus: Sentence Structure, Usage, and Mechanics

The Immortal Life of Henrietta Lacks: Chp. 33 “The Hospital for the Negro Insane” pp. 268-278, Chp. 34 “The Medical Records” pp. 279-285, Chp. 35 “Soul Cleansing” pp. 286-293, Chp. 36 “Heavenly Bodies” pp. 294-296

M (9-30)

First draft is due on Google Classroom / Peer Revision Letter Activity

Grammar Focus: Sentence Structure, Usage, and Mechanics

The Immortal Life of Henrietta Lacks: Chp. 37 “Nothing to Be Scared About” pp. 297-304, Chp. 38 “The Long Road to Clover” pp. 305-310, “Where They Are Now” pp. 311-313

W (10-2)

Revision Work Day

F (10-4)

Writing Conferences (in class or in out-of-class time slot)

M (10-7)

Final Draft: First Essay

Introduce prompt for midterm essay

The St. Martin's Guide to Writing: Analyzing Stories pp. 440-454

Discussion and Application to *The Immortal Life of Henrietta Lacks*

W (10-9)

The St. Martin's Guide to Writing: Writing a Draft: Invention, Research, Planning, and Composing pp. 456-471

Prewriting and Introduce Thesis

Sticks and Stones: Chp. 10 pp. 196-210

F (10-11)

Tentative Thesis and Scratch Outline due

Outline Breakdown – Sample Essays

M (10-14) – We will have class as a makeup day for Fri., Oct. 18., even though DCB does not have class today (Assessment Day).

Midterm – Prep. Day

W (10-16)

Midterm – Essay Exam

F (10-18) – No Class (BHS has no school due to Teacher's Convention).

Midterm grades are due.

M (10-21)

Introduce the second paper and select topics

The St. Martin's Guide to Writing: Justifying an Evaluation pp. 335-336

Readings pp. 341-364; Basic Features: Evaluations pp. 337-341

W (10-23)

The St. Martin's Guide to Writing: Writing a Draft: Invention, Research, Planning and Composition pp. 366-374

Thesis and Scratch Outline are due. Formal Outline is due by 11:59 P.M.

Sticks and Stones: Chp. 8 "Justifying an Evaluation" pp.157-170 / Outline breakdown

F (10-25)

Formal Outline is due.

The St. Martin's Guide to Writing: Chp. 17 Classifying pp. 569-575

Classification paragraph is due in class.

M (10-28)

The St. Martin's Guide to Writing: Evaluating the Draft: Using Peer Review pp. 376-377

Improving the Draft: Revising, Editing, and Proofreading pp. 378-381

First draft is due / Peer revision activity – in class

The Things They Carried: "The Things They Carried" pp. 1-25

Overview of Discussion Board Weekly Requirement

W (10-30)

Second draft is due on Google Classroom.

Grammar Focus: Sentence Structure, Usage, and Mechanics

The Things They Carried: “Love” pp. 26-29, “Spin” pp. 30-36, “On the Rainy River” pp. 37-58 / Discussion Board

F (11-1)

Writing Conferences (schedule in class or out-of-class time slot)

M (11-4)

Writing Conferences (schedule in class or out-of-class time slot)

T (11-5) – We will have class as a makeup day for Fri., Nov. 8.

The St. Martin’s Guide to Writing: Word Choice pp. H43-H46 / Concise Writing

The Things They Carried: “Enemies” pp. 59-61, “Friends” pp. 62-64/ Discussion Board

W (11-6)

Final Draft is due on Blackboard.

Concise writing exercise is due.

Introduce Third Paper / Select Topics

The Things They Carried: “How to Tell a True War Story” pp. 64-81, “The Dentist” pp. 82-84

F (11-8) – No Class (BHS has no school due to Parent/Teacher Conference Comp. Day).

M (11-11) – No Class – No School at DCB or BHS (Veterans Day)

W (11-13)

The St. Martin’s Guide to Writing: Chp. 4 “Explain a Concept” pp. 119-120; Guide to Reading and Genre’s Basic Features pp. 121-124; Readings pp. 124-134; Guide to Writing pp. 149-150

Select Topics

F (11-15)

The St. Martin’s Guide to Writing: Writing a Draft: Invention, Research, Planning and Composing pp. 149-160

Sticks and Stones Chp. 4: Explaining a Concept pp. 50-76

M (11-18)

Thesis and working outline due / Breakdown of Sample Essay - Outline

The St. Martin’s Guide to Writing: Chp. 21: Field Research pp. 609-624 / Chp. 22: Evaluating Sources pp. 625-631

The Things They Carried: “Sweetheart of the Song Tra Bong” pp. 85-110
(Reading is due for Weds., Nov. 14th) / Discussion Board

W (11-20)

The St. Martin’s Guide to Writing: Word Choice pp. H47-H50: Diction

The Things They Carried: “Stockings” pp. 111-112, “Church” pp. 113-117, “The Man I Killed” pp. 118-124, “Ambush” pp. 125-128

F (11-22)

The St. Martin’s Guide to Writing: Chp. 23 “Using Sources to Support Your Ideas” pp. 632-643

M (11-25)

Source notes are due.

The St. Martin’s Guide to Writing: Chp. 24 “Citing and Documenting Sources in MLA Style” pp. 644-673 / Diction exercise is due.

W (11-27)

The Things They Carried: “Style” pp. 129-130 / Discussion Board

The St. Martin’s Guide to Writing: Evaluating the Draft: Using Peer Review pp. 160-162

Improving the Draft: Revising, Editing, and Proofreading pp. 162-166

Final Thesis Statement and Outline due

F (11-29) – No Class – No School at BHS or DCB (Thanksgiving Vacation)

M (12-2)

First Draft is due. Peer Revision Activity

W (12-4)

Second Draft is due on Google Classroom.

The Things They Carried: “Speaking of Courage” pp. 131-148 and “Notes” pp. 149-154

Discussion Board

F (12-6)

Work Day: Revising

The Things They Carried: “In the Field” pp. 155-170, “Good Form” and “Field Trip” pp. 170-179

M (12-9)

Writing Conferences (in class or schedule out-of-class slot)

The Things They Carried: “The Ghost Soldiers” pp. 180-207

W (12-11)

The Things They Carried: “Night Life” pp. 208-212 and “The Lives of the Dead” pp.

213-233 / Discussion Board

F (12-13)

Final Draft is due on Blackboard

Post Test

M (12-16)

Finals Week - Prep Day for final exam

W (12-18)

Finals Week – Final Exam TBA

F (12-20)

Finals Week – Final Exam TBA

*Syllabus is adapted, with permission, from existing DCB course syllabi.
Syllabus is subject to change, if needed, in order to support student learning outcomes.*

General Education Goals/Objectives:

Upon completion of the DCB General Education Program, the student will:

1. read critically to understand content, draw inferences, synthesize information and evaluate message and form. (2017-2018)
2. compose polished writing by way of drafting, revising, and editing—applying rules and conventions for standard, edited English (spelling, usage, mechanics). (2018-2019)
4. use information, effectively and ethically. (2019-2020)
5. synthesize information, utilize listening skills and critical thinking to engage in intellectual discussions. (2018-2019)
6. critique others' work as a group, self-analysis, and/or through writing. (2017-2018)

Relationship to Campus Theme:

Students will read and discuss *Coyote Warrior* as it relates to nature, technology, and humanity.

Classroom Policies:

Students are expected to complete all assignments in a timely fashion, including assigned reading, work, and writing. Students are expected to attend class, and to come to class with assignments and reading complete. Class discussion and student/teacher interaction are important aspects of the learning process, and any class dates that are missed will result in additional work to make up the missed learning opportunity. Care should be taken to attend every class session.

Grading Scale:

- A 90-100
- B 80-89
- C 70-79
- D 60-69

Grading:

Final grades are made up of a running total of all graded items.

Grades are weighted through point values, so the breakdown of assignments is as follows:

3 Multiple Draft Papers = 500 points each

Other work = 10-50 points each

- Discussion board responses, discussion questions
- short writing assignments, quizzes, activities

Midterm and Final Essay and Exam = Combined total of 250 points

(for each assessment period)

Paper Guidelines:

All papers must be double-spaced, Times New Roman font, with 12 pt. font and 1” margins. Papers must also follow MLA-formatting guidelines, and must be completed on the bottineapublicschool.org account in order to submit to Google Classroom. All major papers will undergo the revision process, and drafts not ready for revision feedback will result in late docking. All papers must be submitted to Turnitin.com prior to final Blackboard submission.

Late Work:

Students are expected to complete all assignments in a timely fashion, including assigned reading, work, and writing. Late work will result in a 20% dock.

Student Email Policy – Dakota College at Bottineau:

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.

Student Technology and Email Requirements for this Section of English 110:

This class will utilize both Blackboard and Google Classroom. It is advised that students acquire the mobile app for both of these lms systems. Students must use their bottineapublicschool.org account for Google Classroom, and the use of Google Drive is required. Class notices will be delivered via the bottineapublicschool.org email, and this is also the best way to contact the instructor.

Academic Integrity:

Policy on Plagiarism:

Plagiarism can be defined as representing someone else’s ideas, language, or material as your own. In today’s digital world, it is all too easy for students to copy and paste others’ ideas into their work. Doing so will result in plagiarism. Anytime another’s ideas, language, or created material is used in your work, you need to cite the source, whether you’ve used a direct quotation, a paraphrase, or a summary. Work must be cited both in-text and on a Works Cited page.

Accidental plagiarism resulting from a misuse of source material and citing guidelines will be given an opportunity for correction. Intentional plagiarism (where a student uses whole phrases, sentences, paragraphs, or other material from a source with no attempt at citation) will receive severe penalties, which could include failing the paper or potentially failing the course for Academic Dishonesty.

Academic Dishonesty would include (but is not limited to) the following:

- Turning in someone else's work as your own (ex. another student's work)
- Taking anything from the internet or other sources without citing it
- Copying or buying papers from online sources and turning them in as your own
- Submitting research reports that are not based on research (made up)
- All assignments, quizzes, exams, and papers will meet the standards of accepted academic integrity.

Disabilities and Special Needs:

Students with disabilities or special needs must inform the instructor of those needs as soon as possible.