

# **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**

Tuesday and Thursday 9:30 – 10:30

Monday, Wednesday, and Friday 11:10 12:00

By appointment if the times above do not work

### **Phone**

701-228-5602

### **Email**

Please send email to [gary.albrightson@ndus.edu](mailto:gary.albrightson@ndus.edu) and use your Dakota College at Bottineau account for all email for this course.

### **Lecture/Lab Schedule**

On campus in an IVN enabled classroom with work to be submitted to the course learning management system.

### **Textbooks**

#### *Required*

Axelrod and Cooper. *St. Martin's Guide to Writing*. 11<sup>th</sup> ed. Bedford St. Martin's, 2016

Axelrod and Cooper. *Sticks and Stones and other student essays*. 9th ed. Bedford St. Martin's, 2016

Wardle and Downs. *Writing about Writing*. 3<sup>rd</sup> ed. Bedford St. Martin's, 2017

Rebecca Skloot. *The Immortal Life of Henrietta Lacks*. Broadway Books, New York, 2011.

### *Recommended*

Kolln, Martha and Loretta Gray. *Rhetorical Grammar* 7<sup>th</sup> ed.

### **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.

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 earns a failing grade.

### **Policy on 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**

This class assigns and tests on readings in the *St Martins Guide*, *Sticks and Stones*, and *Writing about Writing*. This class asks students to write sentences, paragraphs, and texts on reading assignments and discussion topics from the textbook as well as issues students choose from approved topics. Rhetorical Grammar is a recommended text to learn how to use grammar as a resource for expression rather than a catalog of prohibited behaviors

### **Tentative Course Outline**

Reading Academic Writing

Plagiarism

Explanatory Strategies

Cueing Techniques

Prewriting

Drafting

Revision

Editing

### **General Education Objectives**

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.

<http://www.ndus.edu/uploads%5Cresources%5C1730%5Cenglish-competencies.pdf>

### **Relationship to Campus Theme**

The quotation below, attributed to Dr. C.N. Nelson, no date, 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. In addition to living in the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes "language," "word," "concept," and "Reason" as some aspects of its definition. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students learn to use the resources of a third sphere that has the potential to reconcile the technosphere with the biosphere.

### **Student Email Policy**

Dakota College at Bottineau uses email as an official form of communication. Instructors recognize a student's campus-assigned email address as the only address for official

mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## **Academic Integrity**

In ENGL 110 students learn to use primary and secondary sources to write for college writing situations. In this course students will learn how to use sources appropriately and to avoid misusing or abusing sources. The information below, created by the Modern Language Association (MLA), a professional organization for faculty and others who work in language and literature, defines and illustrates plagiarism. The section below comes from a longer discussion that can be read at <https://style.mla.org/plagiarism-and-academic-dishonesty/>.

Plagiarism can take a number of forms, including buying papers from a service on the Internet, reusing work done by another student, and copying text from published sources without giving credit to those who produced the sources. All forms of plagiarism have in common the misrepresentation of work not done by the writer as the writer's own. (And, yes, that includes work you pay for: while celebrities may put their names on work by ghostwriters, students may not.)

Even borrowing just a few words from an author without clearly indicating that you did so constitutes plagiarism. Moreover, you can plagiarize unintentionally; in hastily taken notes, it is easy to mistake a phrase copied from a source as your original thought and then to use it without crediting the source.

Imagine, for example, that you read the following passage in the course of your research (from Michael Agar's book *Language Shock*):

*Everyone uses the word language and everybody these days talks about culture. . . .  
"Languaculture" is a reminder, I hope, of the necessary connection between its two parts. . . .*

If you wrote the following sentence, it would constitute plagiarism:

*At the intersection of language and culture lies a concept that we might call "languaculture."*

This sentence borrows a word from Agar's work without giving credit for it. Placing the term in quotation marks is insufficient. If you use the term, you must give credit to its source:

*At the intersection of language and culture lies a concept that Michael Agar has called "languaculture" (60).*

In this version, a reference to the original author and a parenthetical citation indicate the source of the term; a corresponding entry in your list of works cited will give your reader full information about the source.

Is it possible to plagiarize yourself? Yes, it is. If you reuse ideas or phrases that you used in prior work and do not cite the prior work, you have plagiarized. Many academic honesty policies prohibit the reuse of one's prior work, even with a citation. If you want to reuse your work, consult with your instructor.

It's important to note that you need not copy an author's words to be guilty of plagiarism; if you paraphrase someone's ideas or arguments without giving credit for their origin, you have committed plagiarism. Imagine that you read the following passage (from Walter A. McDougall's *Promised Land, Crusader State: The American Encounter with the World since 1776*):

*American Exceptionalism as our founders conceived it was defined by what America was, at home. Foreign policy existed to defend, not define, what America was.*

If you write the following sentence, you have plagiarized, even though you changed some of the wording:

*For the founding fathers America's exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded.*



In this sentence, you have borrowed an author's ideas without acknowledgment. You may use the ideas, however, if you properly give credit to your source:

*As Walter A. McDougall argues, for the founding fathers America's exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded (37).*

In this revised sentence, which includes an in-text citation and clearly gives credit to McDougall as the source of the idea, there is no plagiarism.

### **Differently Abled and Special Needs**

Any student who identifies as differently abled, or with special needs, should contact the Student Success Center (228-5668 or 1-888-918-5623) as well as inform the instructor, who will make accommodations so all students can meet their educational goals.