



Course Prefix/Number/Title: ENGL 110 College Composition 1

Number of Credits: 3

Course Description: Instruction in the composition of various college-level academic and analytical essays.

Pre-/Co-requisites:

Course Objectives:

Students will be able to compose and analyze various forms of essays.

Students will be able to correctly create MLA documentation and works cited pages for their essays.

Students will be able to compose a clear, original thesis statement and support the thesis with reasoning and the use of evidence.

Students will understand the composition process, from research and drafting to editing and publishing.

Students will understand the structure of argumentation and how this structure applies to the structure of essays.

Students will receive feedback on and work on multiple drafts of individual essays.

Students will understand how to use scholarly journals to find evidence and conduct research.

Instructor: Marcus Bjornson

Office: none

Office Hours: 9:30-10:30 Mon-Fri

Phone: (218) 790-6786

Email: mark.bjornson@k12.nd.us

Lecture/Lab Schedule: Mon-Fri

Textbook(s): none

Course Requirements: Course requirements consist of several written revised essays, short written works—including business writing—class discussion, quizzes, peer revision, major tests.

Tentative Course Outline:

Week 1

Intro to rhetoric
Audience lecture and activities
Structure of argumentation and Toulmin
Identifying types of arguments

Week 2

Claim, evidence, warrant practice
Criteria lecture and activity
Constructing arguments activity
Arguments Test

Week 3

Intro to business letters
Evaluating business letters activities and examples
Business letter drafts and peer review

Week 4

Intro to college applications
Evaluating college applications and examples
College application drafts and peer review

Week 5

Body paragraph and TIQA structure review.
Begin country persuasive essay with TIQA structure

Week 6

Country essay drafts and peer review
Evaluate TIQA examples

Week 7

Summary, paraphrase, and direct quote review
MLA conventions and citation review and activities

Week 8

Works Cited review and activities
Intro to scholarly journals
Scholarly journals activity

Week 9

Complete Works Cited with scholarly journals assignment
Concision and wordiness lecture and activities

Week 10

Intro to descriptive writing
Descriptive writing activities
Start descriptive essay

Week 11

Finish descriptive essay and peer review
Ethos lecture
Ethos activity and assignment

Week 12

Music video essay drafts and revision

Week 13

Finish music video essay and peer review

Week 14

Intro to personal essay
Personal essay activity
Personal essay drafts and revision

Week 15

Finish personal essay and peer review
Intro to narrative essays
Narrative structure review and activities
Start narrative essay

Week 16

Finish narrative essay and peer review

Week 17

Start tardigrades research and begin final essay
Drafts and revision of final essay

Week 18

Complete final essay

General Education Competency/Learning Outcome(s):**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:

Composition 1 connects to DCB's campus focus by researching and writing about issues in environmental science and technology.

Classroom Policies: Students are required to follow the rules in the school handbook, as well as the rules and procedures in Mr. Bjornson's "Classroom Policies" powerpoint.

Absence and Makeup Policy:

Students are required to meet with the instructor before all excused absences, in order to prepare for or complete the upcoming assignments and classwork. In the event of a non-excused absence, students must contact the instructor, in order to receive the missed work.

Late Work Policy:

Late work should always be handed in, regardless of the assignment's due date. Classwork handed in past its due date will result in reduced points (up to three letter grades, depending on the assignment's due date). If a student is struggling with an assignment, he or she should always contact the instructor well before the assignment's due date. In most cases, an extended due date will be arranged. Although it is important to turn in work when it is due, our most important goal is to master the specific skills targeted by each assignment; occasionally, this requires additional time and effort spent on an assignment.

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.