



Engl. 110-College Composition I

10:18-11:08 MWF Fall 2020 3 credits

Course Description:

A pre-college writing course that prepares students for College Composition 110 and provides instruction in writing error-free sentences, solid paragraphs, and well organized essays.

Pre-/Co-requisites:

None

Course Objectives:

Guided practice in college-level reading, writing, and critical thinking. A basic writing course which allows students to write about a variety of topics while considering and evaluating the writing of others.

Instructor:	Melissa Remick
Office:	McFarland 136
Office Hours:	MWF 2-3:30 pm and by appointment
Phone:	845-7490
Email:	Melissa.remick@VCSU.edu

Textbook(s):

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

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

Course Requirements:

Students will read weekly assignments from in the textbook and other materials, will complete assignments on readings, and will write/revise paragraphs and essays on assigned topics, and complete weekly journal entries.

A student's final grade is based on total points received from the following:

- Essays
- In Class Assignments Journals & Quizzes
- Exams

Tentative Course Outline:

We will be writing four essays where we will explore a writing process that includes the following:

- Reading Academic Writing
- Explanatory Strategies
- Cueing Techniques
- Drafting
- Revision
- Editing

We will also be using journal entries and reading responses to practice other forms of writing and critiquing.

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

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 Focus:

Students will participate in writing assignments that relate to the campus theme:
Nature, Technology and Beyond

Classroom Policies:

Please refrain from doing anything that might be disruptive and disturb other students or the instructor. This academic environment is an open and harassment free zone. Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions-comment on discussions, etc. Better thinkers do make better writers.

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.