

ENGL 110 College Composition I 3 Credits

Course Description

An introduction to college-level writing as a process of drafting, revising, and editing. This course emphasizes critical reading, writing, thinking, and research skills as students write for a variety of audiences and purposes. Students will receive guided instruction in the writing process as they begin writing based on personal experiences. An introduction to proper crediting of source material and research will occur toward the end of the course. Prerequisite: Placement test.

Required Text

Subject/Strategy: A Writer's Reader, by Escholz & Rosa, eds. 13th Edition.

Note: 12th Edition can also be used. Page numbers will appear in parentheses after the listed page numbers for each reading.

Contact Coleen at the NDSCS Bookstore for the most current textbook information (1-800-342-4325, ext. 2239 or coleen.thoe@ndscs.edu). You may also visit the NDSCS Bookstore web site at www.ndscsbookstore.com and search for book information by class by clicking the "Textbook" tab.

Course Goals

Through writing from personal experience and reading examples of others' self-discovery, students will develop their ability to read, think, and write critically by applying knowledge, skills, and abilities gained through guided practice and teamwork, inside and outside the classroom.

Learning Outcomes

Upon completion of this course, the student will be able to:

- Use assigned readings as models of composition in writing assignments.
- Improve writing and critical thinking skills by practice with a variety of genres.
- Use basic MLA formats for written assignments and crediting of sources.
- Practice pre-writing strategies for written assignments.
- Demonstrate comprehension in essay readings by recalling discussed elements.
- Recognize and utilize transitional words and phrases in the writing process.
- Participate actively in self and peer essay evaluations.
- Apply the editing and revision process to written work.
- Focus, organize, and develop a short piece of writing effectively.
- Express a clear main idea.
- Restrict a subject to a manageable size.
- Demonstrate the use of good sentence structure, paragraph structure, and grammar.

Course Policies and Procedures

Access Policy: Computer Failures and Viruses

Online students must maintain computer access at all times to the online course. Lack of computer access as an excuse for late work or missed exam/quiz will NOT be accepted. Review the [Computer Access Policy](#) to learn how you can take a proactive approach to your online success.

Student Attendance

Regular attendance and completion of all assignments, on time and as scheduled, is important to your success in this course. An online student who does not regularly attend their online class for a period of seven consecutive days may be dropped from the course. Attendance is evidenced by weekly completion of assignments and/or participation in online discussions. Efforts to contact inactive students are attempted as soon as each semester begins; however, if there is no response from the student and inactivity continues, a drop will be enacted. See the entire NDSCS Attendance Policy at www.ndscs.edu/online-attendance.

If your instructor is unexpectedly unavailable and may be delayed in reviewing or correcting assignments, you will be notified of this as a sign of courtesy and respect.

Online Student Participation and Conduct Guidelines

The practices of courtesy and respect that apply in the traditional classroom also apply online. However, the expectations and practice differ in the online classroom to greater extent. Review the Online Student Participation and Conduct Guidelines (**Appendix A**) to learn of these expectations.

Assignments

Please follow the order of units as each unit will build onto the next one and will be accessible according to the schedule posted within the online course.

Assignments and quizzes within each chapter are **due within specified time frames**. Refer to the Schedule for specific due dates.

Assignments not completed by the specified deadline but submitted late will have **10% of grade points deducted** at instructor's discretion.

No points will be assigned for incomplete assignments. Be prepared to spend **at least four (4) hours per week** in the online class, studying, and completing assignments.

Submitting Assignments

All assignments should be turned in via **Dropbox** unless otherwise specified. You are **strongly encouraged** to make hard copies of your assignments and communications with the instructor to avoid losing data in the case of technical issues. *At the first sign of problems*, contact your Internet Service Provider (ISP) immediately.

It is your responsibility to access the class on another computer in the event of hardware or software problems. If your problems are not cleared up within 12 hours, contact the instructor to make other arrangements.

Grading Policy

TWO REASONS FOR FAILING: Either of the following results in a student receiving ZERO points on a paper or project.

1. **Lateness.** Even an hour late is still late. If a paper is due at midnight on a certain day, and you think you may have to work late or you may be out of town, send the paper in early. Of course, emergencies happen, and you need to communicate with your instructor when those situations arise.

2. **Plagiarism.** Turning in work that is not your own in this class will result in failure for the assignment, and possibly the course if it is a clear case of academic dishonesty. Do your own work.

DEFINITION OF LETTER GRADES:

A- Outstanding Work. Shows a *superior completion* of assignment. Provides excellent selection of content, organization, and wording of material to fit the rhetorical needs of the particular situation. Uses a style that is fluent and coherent. Has few if any mechanical errors. Shows clear understanding of readings, insight, perceptiveness, originality, and thought.

B- Good Work. *Significantly above level* necessary to meet course requirements. Has a thorough, well-organized analysis of the assignment. Shows judgment and tact in presentation of material appropriate for the intended audience and purpose. Supports ideas well with concrete details. Has an interesting, precise, and clear style. Is free of major mechanical errors. Strong, interesting work, although minor problems remain.

C- Meets all *basic* requirements of the course and assignments. Provides a satisfactory analysis of the writing task, subject, and audience. Accomplishes its purpose with adequate content and detail. Uses detail, organization, and expression appropriate for the rhetorical context. Has acceptable mechanics. Nothing remarkably good or bad about the work.

D- Meets the assignment, but is *weak in one of the major areas* (content, organization, style, mechanics) or offers a routine, inadequate treatment. Shows generally substandard work with some redeeming features.

F- Unacceptable Work in one or more of the major areas. *Fails to meet one or more of the basic requirements* of the course or the assignment. May fail to cover essential points, or may digress to nonessential material. May lack development, organization, show poor tone, or simply may be unclear quite often.

Grading Scale

Letter grades will be awarded as follows:

LETTER GRADE	PERCENT
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Online Discussions

The online discussions are required activities, and full participation is essential for your success of this course. These discussions are an equivalent to the traditional classroom discussions. You are expected to read all postings, and interact with each other.

Discussion Grading Criteria

You will be expected to respond to discussion questions and to **two** of your classmates as assigned. Each posting must be relevant and substantive (at least 50 words in length.) Responses to

classmates must also be relevant and substantive (more than "I agree.") Your first entry and responses to your classmates are due by the end of the unit week, so make sure you set aside time earlier in the week to make your first posting. You will be graded on participation according to the following:

Each discussion activity is worth 10 points: 5 points for your initial response, and 5 points for your responses to other students.

Reader Response Grading Criteria

You will be expected to write a reader response and respond to **two** of your classmates as assigned. Each posting must be at least seven sentences in length. Responses to classmates must also be relevant and substantive (more than "I agree.") Your first entry and responses to your classmates are due by the end of the unit week, so make sure you set aside time earlier in the week to make your first posting. You will be graded according to the following:

Each reader response activity is worth 20 points: 10 points for your initial response, and 5 points for each of your responses to two other students.

My Words Grading Criteria

You will be expected to post your words to the threaded discussion and to respond to **two** of your classmates as assigned. Each posting should follow the criteria outlined for the first Word Power assignment. Responses to classmates must also be relevant and substantive (more than "I agree.") Your first entry and responses to your classmates are due by the end of the unit week, so make sure you set aside time earlier in the week to make your first posting. You will be graded according to the following:

Each My Words activity is worth 10 points: 5 points for your initial response, and 5 points for your responses to other students.

Student-Instructor Communications

While an online class is available 24 hours a day and offers greater flexibility for the student and instructor, keep in mind that your instructor will not be available 24 hours a day. Instructors will check email, voicemail, and Cyber Office messages on a regular basis, but there may be times when they are unavailable due to other commitments and job responsibilities. Email, voicemail, or Cyber Office Messages will be responded to as time allows. As a general rule, you can expect your direct questions to be answered within 24 hours during week days.

When sending an email, please include your full name so your instructor knows who they are responding to. Often, the email address does not indicate who is sending the message.

Student E-Mail Accounts

NDSCS students are to use an NDSCS email account exclusively to ensure the lines of communication with your instructor and NDSCS are not broken, which often happens with other email providers. You can access your email account by following instructions at www.ndscs.edu/It-Setup. If you need help accessing your NDSCS email, contact the NDSCS IT Service Desk at 800-342-4325 ext 3333 or ndscs.servicedesk@ndscs.edu.

To make your NDSCS email account your preferred email address, log into your CampusConnection account and check the “preferred” box by campus email.

The NDSCS e-mail system provides students with an entire suite of services such as:

- 10 GB storage for email
- Instant messaging through Skype for Business
- Rich calendaring
- Photo sharing
- Multi-browser support
- SMS alerts to mobile phones

Academic Integrity

Integrity is an NDSCS core value and there is an expectation that all students, as members of the college community, adhere to the highest levels of academic integrity.

Dishonesty in class, laboratory, shop work or tests is regarded as a serious offense and is subject to disciplinary action by the instructor and dean of the respective division. For more information, refer to the NDSCS Student Planner or [College Catalog](#) under College Policies and Basic Regulations of Conduct (page 32).

Types of Misconduct

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Fabrication: Intentionally and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism: Intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

Disabilities and Special Needs

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the **Student Accessibility Coordinator** (phone 671-2623, or toll-free 1-800-342-4325 ext. 3-2623) as early as possible in the term.

APPENDIX A ONLINE STUDENT PARTICIPATION AND CONDUCT GUIDELINES

Online courses are based on the premise that students learn best in a community. The instructor plays an important role, but this is a different role than most instructors play in the traditional, face-to-face classroom. While you may see a shift in the way classes work, you'll also notice that some things don't change: the practices of courtesy and respect that apply in the ordinary classroom also apply online, and may actually require more attention in this venue. Here are some guidelines:

1. **Get involved.** In the online environment, it's not enough to show up! Your voice must be heard in order to show your presence. Your comments are needed to add to the information, the shared learning, and the sense of community in each class.
2. **Be persistent.** Remember that for many this is a fairly new environment. Each instructor still sets the rules, and you need to abide by them; however, if you run into any difficulties, don't wait! Send your instructor an email immediately or post in the Discussion Area. Most problems are easily solved, but your instructor and your fellow students need to hear from you before they can help.
3. **Share tips, helps, and questions.** For many, taking online courses is a new experience. There are no dumb questions, and even if you think your solution is obvious, please share it by posting it in the Discussion Area. For every student who asks a question, there are 10 others wanting to know the same thing.
4. **Think before you push the Send button.** Did you say just what you meant? How will the person on the other end read the words? While you can't anticipate all reactions, do read over what you've written before you send it.
5. **Consider the context.** Remember that we can't see the grin on your face when you make a sarcastic comment, we can't see the concern on your face if you only say a couple of words, and we can't read your mind and fill in the gaps if you abbreviate your comments. So: help us "see" you by explaining your ideas fully.
6. **Ask for feedback.** Not sure how your ideas and comments will be taken? Remember there's a person on the other side. If you disagree with what someone has said, practice all your communication skills as you express that disagreement. "Flaming," or flying off the handle and ranting at someone is unacceptable; it is the equivalent of having a tantrum, something most of us wouldn't do in an onsite, face to face classroom.
7. **Act with respect.** Any discriminatory, derogatory or inappropriate comments are unacceptable and subject to the same disciplinary action that they would receive if they occurred in the face to face classroom. If you have concerns about something that has been said, please contact your instructor.
8. **Exercise integrity.** Plagiarism, cheating, and other violations of ethical student behavior are serious actions in a learning community. See Academic Integrity Policy in the course syllabus.
9. **Recognize the consequences.** Consequences of online student behavior that contradicts the NDSCS Academic Integrity policy will be addressed on an individual basis and in accordance with NDSCS Academic Integrity policy. Refer to the NDSCS Student Planner or College Catalog for more information.

*Adapted with permission from Dr. C. A. Keller, San Antonio College