



COURSE INFORMATION

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. An introduction to proper crediting of source material and research will occur.

Credits: 3

CLASS INFORMATION

Section Number: ENG 110 A

Term: Fall Year: 2024 Start Date: 8/28/2024 End Date: 12/15/2024

Meeting Times: MWF 9:00-9:50 ED 223

Delivery Mode: Face to Face

INSTRUCTOR

McKenna Wegner

Email: mwegner@uttc.edu

Office Phone: 701-221-1414

Office Location: Education 003

TEXTBOOKS

Cooley, Thomas. *The Norton Sampler*. Eleventh Edition. Norton & Company, 2024.

INSTITUTIONAL LEARNER OUTCOMES

Communication: Exhibit effective oral and written communication.

COURSE OBJECTIVES

1. Identify and explain the steps in the writing process.
2. Recognize writing strategies and their patterns.
3. Use prewriting strategies to determine purpose, audience, and framework.
4. Generate clear topic sentences and thesis statements to guide writing through multiple drafts.
5. Organize writing effectively using clear transitions.
6. Evaluate and revise written words for effectiveness.

GRADING INFORMATION

Assignment Submission

Please submit major assignments and drafts as Word documents (No PDFs or google docs)

In-class work, quizzes, and reflections will be submitted in physical format.

File name: In the file name, list your name, the assignment name, and class

Example: McKenna Wegner first draft Eng 110

Major assignments

This course includes three major assignments, including the process essay, cause and effect essay, and genre analysis essay.

- **Process essay:** In this essay, you will use the process analysis writing strategy to demonstrate your understanding of the writing process and its steps/stages by communicating them clearly to your readers.
- **Cause and effect essay:** In this essay, you will use cause and effect and exemplification to write an informative essay that describes a causal relationship for readers.
- **Genre essay:** In this essay, you will analyze one genre of writing and describe what elements are needed to fit that genre.

Grading

Assignment	Points for each assignment	Final Grade Percentage
Final draft of major papers	150 points	50%
First draft of major papers	50 points	20%
In-class reflections	15 points	15%
In-class work and homework	10 points	10%
In-class quiz	5 points	5%

Other Points

At the end of the semester, you have the option to submit:

- Up to 3 missed in-class reflections for credit (15 points total)
- One revised major paper to be regraded

Late Policy

Late work will be graded out of the following point values for up to three business days after the due date.

Assignment Start Value	One day late	Two days late	Three days late
Final paper 150 points	135	120	105
Draft 50 points	45	40	35
Reflection 15 points	14	12	10
Homework 10 points	9	8	7
Quiz 5 points	Complete in my office for 3 points		

It is important to let your instructor know when an issue will keep you from submitting an assignment on time. If you do not notify your instructor in advance, you are choosing to accept the consequences of not completing the assignment. If

an emergency prevents you from completing assignments, notify your instructor. This will be done only in extreme cases, and only if the student is in good standing with the class.

A. GRADING SCALE

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Office Hours

Office hours are times that your instructor will always be in their office and ready to help you. This is a great opportunity to ask questions, clarify assignments or ideas, or talk about the class. If the times posted don't work with your schedule, send your instructor an email and they will find a time that works best for you.

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in My.UTTC.edu, contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

SUMMIT PARTICIPATION - FALL 2024

All UTTC students attend the United Tribes Technical College Tribal Leaders Summit on September 4 - 5, 2024 at the Bismarck Event Center. Students are expected to be at the Summit all day Wednesday and Thursday. Transportation to and from the campus will be provided. Students will check in at the registration tables at the Event Center upon arrival and check out again at departure. Your instructors will provide a conference session summary form that you will fill out with information from each one of the sessions you attend. You will make copies of this form and turn it into the instructors for each one of your courses. Breakfast, lunch and snacks will be provided at no cost for students on both days.

Online students who do not live in the Bismarck/Mandan area will not be expected to attend the Tribal Leaders Summit and will have class as scheduled.

D. LATE ASSIGNMENT SUBMISSIONS

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements. Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

F. EARLY ALERT SYSTEM

UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

H. STUDENTS WITH DISABILITIES

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Support Services coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office at (701) 221-1456 or email at dss@uttc.edu.

I. TITLE IX STATEMENT

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

J. DIVERSITY AND EQUITY STATEMENT

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

FACE-TO-FACE

PARTICIPATION / CLASS ENGAGEMENT

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external

distractions (such as cell phone usage or holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class.

CELL PHONES and LAPTOPS

Cell phones are turned off during class times out of respect for the other students and the instructor. If a student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If the call is received during class time, the student will answer the call and quietly step out of the classroom. Students may not use class time to check social media accounts, voicemail, text messages and/or personal emails.

STUDENT BEHAVIOR

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

BASIC NEEDS

Any student who faces challenges such as having enough food to eat or adequate housing and believes this may affect their attendance or performance in their courses is urged to contact the Wellness counselors for support. You can also notify your instructor for this course if you are comfortable doing so. Your instructor may be aware of additional resources that are available for you.

COURSE CALENDAR

FALL 2024

Module/Week	TOPICS COVERED	Support Materials, Book chapters, etc.	Activities and Assessment
1 Aug 27 - 30	Introduction to Course, goals	X	Class introduction
2 Sept 2 - 6	Labor Day Sept 2 (College Closed) Family Day at Powwow Sept. 6 (No Classes)	Summit Response Guide	Tribal Summit Response Essay
	Tribal Leaders Summit Sept. 3 - 5		
3 Sept 9 - 13	Founders Day Sept. 9 (College Closed)	The Norton Sampler	Practice Essay
	Introduction to Elements of the Essay	Ch 2, 29-43	
4	The Writing Process: Planning, Organizing, Drafting, Revising,	The Norton	Writing Process

Sept 16 - 20	Editing	Sampler Ch 3, 44-60	Reading Quiz
5 Sept 23 - 27	Process Analysis, Writing Process Assignment	The Norton Sampler Ch 9, 275-286, 298-302	Process Analysis Reading Quiz, Reading Response
6 Sept 30 – Oct. 4	Drafting Writing Process Essay	Example Writings	Writing Process Essay Rough Draft
7 Oct 7 - 11	Revising Writing Process Essay	X	Writing Process Essay Due
8 Oct 14 - 18	Indigenous Day Oct. 14 (College Closed)	The Norton Sampler Ch 12, 423-432, 448-453	Cause and Effect Reading Quiz
	Midterm Grades Due 10/18		
	Cause and Effect, Evaluating Sources		
9 Oct 21 - 25	Exemplification	The Norton Sampler Ch 7, 180-188, 201-213	Example Reading Quiz, All Late Assignments Due (Midterms)
10 Oct 28 – Nov 1	Drafting Causality Source Essay	Example Writings	Cause and Effect Essay Draft
11 Nov 4 - 8	Revising Causality Source Essay	X	Cause and Effect Essay Deu
12 Nov 11 - 15	Veterans Day Nov 11 (College Closed)	The Norton Sampler Ch 8, 226-233, 268-274	Classification Reading Quiz, Reading Response
	Classification, Genre Analysis Essay Assignment		
13 Nov 18 - 22	Comparison and Contrast	The Norton Sampler Ch 10, 322- 331, 365-370	Comparison and Contrast Reading Quiz, Reading Response
14 Nov 25 - 29	Thanksgiving Break (Nov. 27 No afternoon classes) Nov. 28 – 29 No classes	Example Writings	Genre Analysis Worksheet
	Primary and Secondary Research		
15 Dec 2 - 6	Drafting Genre Analysis Essay	X	Genre Analysis Rough Draft
16 Dec 9 - 13	Revising Genre Analysis Essay, course conclusion	X	Genre Analysis Essay Due (Revised essay optional)
GRADES DUE	Grades DUE December 16, 2024		
Course schedule subject to change			

