



# ENG 110 Composition I

McKenna Wegner  
UNITED TRIBES TECHNICAL COLLEGE

## COURSE INFORMATION

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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

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Section Number: ENG 110 A

Term: Spring Year: 2025 Start Date: 1/15/2025 End Date: 5/2/2025

Meeting Times: MWF 10:00 AM - 10:50 AM MAIN EDUCA 207

Delivery Mode: Face to Face

## INSTRUCTOR

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McKenna Wegner

Email: [mwegner@uttc.edu](mailto:mwegner@uttc.edu)

Office Phone: 701-221-1414

Office Location: Education 003

Office Hours:

MWF 1:00-3:00 TH 10:30-11:30, 12:00-1:00

## TEXTBOOKS

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

## SUPPLIES

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- Pen or pencil
- Notebook
- Class textbook

## INSTITUTIONAL LEARNER OUTCOMES

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Communication: Exhibit effective oral and written communication.

## COURSE OBJECTIVES

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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

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Grades will be calculated based on the following:

| Assignment   | Percentage of Final Grade |
|--|---------------------------|
| Final Draft Major Assignment (3)   | 40%                       |
| First Draft Major Assignment (3)   | 20%                       |
| Other assignments, in-class work, homework, quizzes, reflections (daily) | 40%                       |

## Major Assignments

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

- **Writing Process Analysis:** 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.
- **Causality Source 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 Classification Essay:** In this essay, you will analyze one genre of writing and describe what elements are needed to fit that genre.

## Late Policy

Late work will be accepted for up to three business days after the set due date with a 10% deduction per day late.

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 (70% or higher) with the class. All late assignments will be graded as a "0" until submitted.

## 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. You do not need to notify your instructor if you intend to visit during office hours.

## AI POLICY

If any written assignments contain writing created through AI, the student will receive an F on that assignment with the option to revise the essay with a 20% deduction. See Artificial Intelligence (AI) Use Policy.

## A. GRADING SCALE

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

## B. COMMUNICATION

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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

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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](http://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).

## D. LATE ASSIGNMENT SUBMISSIONS

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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)

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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. THUNDER ALERT SYSTEM**

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UTTC's Thunder Alert System (TAS) 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 Thunder 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 on the best interest of UTTC students.

Academic-related concerns such as attendance, missing assignments, or classroom behavior will result in a Thunder Alert being issued by faculty. When a Thunder Alert is issued, the student will receive an email requesting them to make arrangements to follow up with the instructor and/or their academic advisor. Students receiving a Thunder 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**

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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.

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### **ARTIFICIAL INTELLIGENCE (AI) USE POLICY**

Use of generative AI is subject to individual course instructor discretion. Instructors have the authority to:

- Authorize or restrict AI assistance partially or fully
- Define specific limits for individual assignments
- Establish course-wide AI usage policies
- AI use must be explicitly defined and approved by course instructors.
- Generative AI should not:
  - Replace original student work
  - Compromise the evaluation of student learning outcomes
  - Undermine the academic integrity of assignments

Misuse of AI will be considered plagiarism and is subject to consequences outlined in the Student Academic Honesty policy. Examples of AI misuse include:

- Generating entire writing assignments (essays, discussion posts) using AI
- Completing mathematical calculations using AI when computational skills are a learning objective
- Claiming credit for AI-generated content (art, music, program code)
- Using AI in ways not explicitly authorized by the instructor

When in doubt, students are encouraged to consult directly with their course instructors regarding the appropriate use of generative AI.

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## **H. STUDENTS WITH DISABILITIES**

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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](mailto:dss@uttc.edu).

## **I. TITLE IX STATEMENT**

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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**

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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**

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

## **FACE-TO-FACE**

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## **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**

| Week                           | Topic   | Reading     | Assignment  |
|--------------------------------|---|-------------|---|
| <b>1</b><br><b>Jan 14 - 17</b> | Introduction to class purpose, goals, expectations            | X           | <ul style="list-style-type: none"><li>• Writing history reflection</li></ul>  |
| <b>2</b><br><b>Jan 20 - 24</b> | <b>*No School 1/20 MLK</b><br>Elements of an essay            | Norton Ch 2 | <ul style="list-style-type: none"><li>• Syllabus assignment</li><li>• Reading quiz Norton Ch 2</li></ul>                              |
| <b>3</b><br><b>Jan 27 - 31</b> | The writing process: planning, organizing, drafting, revising | Norton Ch 3 | <ul style="list-style-type: none"><li>• VARK learning methods and Norton Ch 3 response</li><li>• Writing process reflection</li></ul> |
| <b>4</b><br><b>Feb 3 - 7</b>   | Writing Process Analysis assignment sheet                     | Norton Ch 4 | <ul style="list-style-type: none"><li>• Topic sentence and transitions worksheet</li></ul>  |

|  |   |                |   |
|--|---|----------------|---|
|  |   |                | <ul style="list-style-type: none"> <li>Assignment sheet quiz</li> </ul>   |
| 5<br>Feb 10 - 14                             | Drafting Writing Process Analysis essay   | Example essays | <ul style="list-style-type: none"> <li>Example essay response</li> <li><b><u>Writing Process Analysis Due 2/14</u></b></li> </ul>         |
| 6<br>Feb. 17 - 21                            | <b>No School 2/17 President's Day</b><br>Revising Writing Process Analysis essay        | X              | <ul style="list-style-type: none"> <li>Revision of sample essay</li> <li><b><u>Final Writing Process Analysis Due 2/21</u></b></li> </ul> |
| 7<br>Feb 24 – 28                             | Writing methods<br>Cause and effect   | Norton Ch 9    | <ul style="list-style-type: none"> <li>Writing methods reflection</li> <li>Reading quiz Norton Ch 9</li> </ul>                            |
| 8<br>Mar 3 - 7                               | <b>Midterm Grades Due 3/7</b><br>Causality Source essay assignment, Exemplification     | Norton Ch 7    | <ul style="list-style-type: none"> <li>Exemplification worksheet</li> <li>Reading quiz Norton Ch 7</li> </ul>                             |
| <b>Mar 10 - 14 Spring Break – No Classes</b> |   |                |   |
| 9<br>Mar 17 - 21                             | Drafting Causality Source essay   | Example essays | <ul style="list-style-type: none"> <li>Example essay response</li> <li><b><u>Causality Source Essay Due 3/21</u></b></li> </ul>           |
| 10<br>Mar 24 - 28                            | Revising Causality Source essay   | X              | <ul style="list-style-type: none"> <li>Revision of sample essay</li> <li><b><u>Final Causality Source Essay Due 3/28</u></b></li> </ul>   |
| 11<br>Mar 31 - Apr 4                         | Classification, Genre Analysis essay assignment   | Norton Ch 11   | <ul style="list-style-type: none"> <li>Reading quiz Norton Ch 11</li> <li>Classification worksheet</li> </ul>                             |
| 12<br>APR 7 - 11                             | Compare and Contrast  | Norton Ch 10   | <ul style="list-style-type: none"> <li>Reading quiz Norton Ch 10</li> <li>Compare and contrast worksheet</li> </ul>                       |
| 13<br>Apr 14 - 18                            | <b>No School 4/18 Good Friday</b><br>Primary and secondary sources                      | Example essays | <ul style="list-style-type: none"> <li>Genre analysis worksheet</li> <li>Types of sources quiz</li> </ul>                                 |
| 14<br>Apr 21 - 25                            | Drafting Genre Analysis essay   | X              | <ul style="list-style-type: none"> <li>Essay checklist</li> <li><b><u>Draft Genre Analysis Essay Due 4/25</u></b></li> </ul>              |
| 15<br>Apr 28 – May 2                         | <b>Finals Week</b><br>Revising Genre Analysis essay<br>Course learning goals reflection | X              | <ul style="list-style-type: none"> <li><b>ENG 110 Final Exam</b></li> <li><b><u>Final Genre Analysis Essay Due 5/2</u></b></li> </ul>     |
| <b>GRADES DUE</b>                            | <b>*Course schedule subject to change</b>   |                |   |