

## **Dakota College at Bottineau Course Syllabus**

### **Course Prefix/Number/Title**

ASC 087 College Writing Preparation

### **Course Description**

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

### **Course Objectives**

Students will learn to assimilate techniques for beginning an essay, organizing paragraphs, and writing sentences that will enable students to write clearly and economically in writing situations likely to be encountered in college level writing.

Students will learn to understand and practice revision techniques to recognize and correct non-Standard English that might work against a student achieving success in workplace or academic communication situations.

### **Instructor**

Gary Albrightson

### **Office:**

Thatcher Hall 2207

### **Office Hours:**

Tuesday and Thursday 10:00, Thursday 12:15-1:00 and by appointment

### **Phone:**

701-228-5602

### **Email:**

gary.albrightson@dakotacollege.edu

### **Lecture/Lab Schedule:**

MWF 1:00-2:00

Thatcher Addition 1107

**Textbook(s):**

Langan, John. College Writing Skills with Readings 7th ed.

**Course Requirements:**

Students will read assignments in the textbook, will take weekly quizzes on the textbook reading assignments and the lectures, and will write paragraphs and essays.

**Tentative Course Outline**

Weeks 1- 2 reading, grammar review

Weeks 3 - 6 sentences, reading, essay 1

Week 7 – 10 paragraphs, reading, midterm, essay 2

Week 11 - 14 revising and editing techniques, reading, essay 3

Week 15 - 16 revising essays; final examination

**Grading**

The final grade in this class is based on the three essays, the reading quizzes, the free voluntary reading, in-class participation, and the midterm and final examinations.

**General Education Goals/Objectives****Goal 4: Demonstrates effective communication****Objective 1: Expresses ideas through effective writing**

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing

Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity

Skill 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

Skill 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

## Objective 2: Reads at a level that allows participation in collegiate studies and chosen careers

Skill 1: Anticipates and understands the structure and organization of written work

Skill 2: Recognizes an author's thesis and forms of support

### **Relationship to Campus Theme:**

Students in ASC 087 will read essays relevant to the campus theme and will write paragraphs addressing issues relevant to that theme.

### **Classroom Policies:**

Students should attend all of the classes, do all of the quizzes and tests, and do all the writing assignments. Late work earns half credit and failure to follow instructions earns half credit. . Plagiarized work will be failed. For more on the topic plagiarism see the section below.

### **Academic Integrity:**

The discussion below comes from the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>.

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

**Definition:** *In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate *plagiarism* with the *misuse of sources*.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly

uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.”

**Disabilities and Special Needs:**

Any student with disabilities or special needs should inform the instructor, who will make accommodations so students can meet their educational goals.