

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

ASC 088 Composition Lab

Course Description:

This course provides supplemental and developmental instruction for students taking ENGL 110 College Composition I and is taken during the same semester as ENGL 110.

Instructor:

Gary Albrightson

Office:

Thatcher Hall 2207

Office Hours:

Tues/Thursday 10-11:00 and Thursday 2-3

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Lecture/Lab Schedule:

Face to face in classroom with work submitted to a class LMS—Moodle.

Textbook(s):

Axelrod and Cooper. *St. Martin's Guide to Writing*. 9th ed. Bedford St. Martin's, 2010

William Strong. *Sentence Combining*.

Classroom Policies:

Students should come to every scheduled class on time and prepared to participate in the class session's activities. Students should post responses to all online discussion topics and read the assignments. Late work earns half credit and earns nothing if seven or more days late. Work

submitted to this class should be written for this class this semester. Plagiarized work of the sort described in the section below “Academic Integrity” will be failed.

Course Requirements:

Each week, students will read essays in the *St Martin's Guide*, will work on problems in the Sentence Combining textbook, and will write paragraphs on assigned topics.

Tentative Course Outline

Students will take an in class reading quiz and do sentence combining exercises each week at the classroom session.

Students' final grades will be calculated on the total points earned on the reading quizzes assigned and the sentence combining exercises, along with the class participation points earned.

Course Objectives/Competencies

The following competencies are a subset of the learning objectives for Composition 1.

- Students will be able to write academic essays or other genres with clarity and accuracy after learning and practicing the stages of writing.
- Students will read closely and analyze and appreciate what is read.
- 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.

Express ideas through effective writing

Sub-competencies:

- Use the stages of a writing process to develop, organize, and present ideas in writing.
- Analyze the demands and possible strategies of a writing task, based on topic, purpose, and audience, and then accomplish that task with clarity, understanding, and sensitivity.
- Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.

Read at a level that allows students to participate in collegiate studies and chosen careers

Sub-competencies:

- Anticipate and understand the structure and organization of written work.
- Recognize the purpose of a written text, and understand the rhetorical strategies used in a text to convey meaning.
- Relate the students' own life experiences to the information in literary, public, scholarly or professional texts.
- Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Demonstrate awareness of the connection that style and language have to an author's topic, audience, and purpose.

Work collaboratively with others

Sub-competencies:

- Participate in class discussions and in any group projects or activities.
- Participate effectively in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others with respect and consideration.

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

Skill 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation

Skill 4: Demonstrates awareness of the connection that style and language have to an author's topic, audience, context, and purpose

Skill 5: Assimilates and connects information and ideas from multiple written sources

Objective 3: Uses information resources effectively

Skill 1: Finds, consults, and uses a variety of information resources

Skill 2: Evaluates the relevance and reliability of sources

Skill 3: Uses information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field

Skill 4: Integrates source material smoothly and clearly into the student's own text

Objective 4: Works collaboratively with others

Skill 1: Participates in class discussions and in any group projects or activities

Skill 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others

Relationship to Campus Theme:

Students will read essays that explore the campus theme and will write brief position statements to develop paragraph writing skills.

Academic Integrity:

The discussion of plagiarism 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:

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 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 all students can meet their educational goals.