

# **Dakota College at Bottineau**

## **Course Syllabus**

### **Fall 2014**

#### **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 effective sentences, paragraphs, and 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 for writing situations likely to be encountered in academic writing.

Students will learn revision techniques to replace Vernacular English with an English appropriate for academic writing.

#### **Instructor**

Gary Albrightson

#### **Office**

Thatcher Hall 2207

#### **Office Hours**

Monday-Friday 10-11 a.m.

#### **Phone**

701-228-5602

#### **Email**

[gary.albrightson@dakotacollege.edu](mailto:gary.albrightson@dakotacollege.edu)

#### **Student Email Policy**

Dakota College at Bottineau sends official communications to students at their campus-assigned email address and not to other email addresses. Students will not receive information the college sends if they do not check their DCB email or do not forward their email to a provider they prefer. The instructor communicates course information to students at the same campus assigned email address and does not receive email from any other email providers.

### **Lecture/Lab Schedule**

MWF 1:00-2:00

### **Textbook(s)**

*The St. Martin's Guide to Writing* 9<sup>th</sup> ed by Axelrod/Cooper

*Sentence-Combining: A Composing Book* by William Strong

*The Big Burn* Timothy Egan

### **Course Requirements**

Students will read assignments in the textbook and answer questions about the readings, will write weekly in class, and will write paragraphs and an essay.

### **Tentative Course Outline**

Week 1 Introduction to the course

Week 2 Review of sentence structure

Week 3 Review of sentence structure

Week 4 SMG Reading and Quiz and sentence combining

Week 5 SMG Reading and Quiz and paragraph

Week 6 SMG Reading and Quiz and sentence combining

Week 7 SMG Reading and Quiz and paragraph

Week 8 Midterm

Week 9 SMG Reading and Quiz and sentence combining

Week 10 SMG Reading and Quiz and paragraph

Week 11 SMG Reading and Quiz and sentence combining

Week 12 SMG Reading and Quiz and paragraph

Week 13 SMG Reading and Quiz and sentence combining

Week 14 Essay

Week 15 Final draft of essay

Week 16 Final examination

### **Grading**

The final grade in this class is based on the essays and other writing, in-class participation, and the tests on the reading assignments.

### **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 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 central idea 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, defined in the section below, earns a zero and a second occurrence of plagiarism will fail a student in this course.

## **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