

Dakota College at Bottineau Course Syllabus

Course Prefix/Title:

ASC 088College Writing Preparation

Number of credits: 3 cr.

Course Description:

This course will give students confidence in writing for other college courses and for the workplace. Emphasis is placed on writing that is clearly and simply stated. Students will learn to use correct grammar to write error-free sentences, solid paragraphs, and well-organized essays.

Pre-/Co-requisites: none

Course Objectives:

Students will:

- Demonstrate an understanding of the rules of grammar, punctuation, mechanics, and usage.
- Write clear, error-free sentences.
- Write topic sentences for paragraphs, and use details and examples to support topic sentences in order to create solid paragraphs.
- Organize paragraphs into coherent short essays.
- Learn and practice revision techniques.

Instructor: Jenna Arnold

Office: Memorial 210D

Office Hours: Mondays and Fridays 11-12 OR by Appointment

Phone: 701-858-3204

Email: jenna.arnold.1@ndus.edu

Lecture/Lab Schedule: Monday 12-12:50

Textbook(s): MyWritingLab Code-comes with free online version of:

Glau & DeDuttgupta, (2012). *Everyday Writing*. Upper Saddle River, NJ: Pearson.

Course Requirements:

Attendance is essential for the success of this class. Class time will be used to read and write throughout the course of the semester. Students will read assignments and answer questions about the readings, will write weekly in class, and will complete a variety of assignments to include sentence and paragraph writing and an essay.

Tentative Course Outline:**Proposed Weekly Class Schedule**

Week	Topics	Required Reading	Assignment Due
9/9 Week 1	Introductions, syllabus, In class reading and writing exercises	Glau, DeDutttagupta Ch 1-2 Review 19-20	Introductory discussion Signed syllabus agreement Intro Writing
9/16 Week 2	In class reading and writing exercises	Glau, DeDutttagupta Ch 3-4 Review 21-22	See MyWritingLab
9/23 Week 3	No School Monday, Jan 21st MLK Jr Day In class reading and writing exercises	Glau, DeDutttagupta Ch 5-6 Review 23-24	See MyWritingLab
9/30 Week 4	In class reading and writing exercises	Glau, DeDutttagupta Ch 7-8 Review 25-26	See MyWritingLab
10/7 Week 5	In class reading and writing exercises	Glau, DeDutttagupta Ch 9-10 Review 25-26	See MyWritingLab
10/14 Week 6	In class reading and writing exercises	Glau, DeDutttagupta Ch 11-12 Review 27-28	See MyWritingLab
10/21 Week 7	In class reading and writing exercises	Glau, DeDutttagupta Ch 13-14 Review 29-30	See MyWritingLab
10/28 Week 8	Midterm Exam	none	Midterm Exam
11/4 Week 9	In class reading and writing exercises	Glau, DeDutttagupta Ch 15-16 Review 31-32	See MyWritingLab
11/11 Week 10	In class reading and writing exercises	Glau, DeDutttagupta Ch 17-18 Review 33-34	See MyWritingLab
11/18 Week 11	In class reading and writing exercises		See MyWritingLab

11/25 Week 12	In class reading and writing exercises		See MyWritingLab
12/2 Week 13	In class reading and writing exercises		See MyWritingLab
Final Week			

Class Assignments

Attendance/Participation 40 (2.5 per class)

Intro Writing Assignment 10

Learning Assessment MWL 25

My Writing Lab Modules 230

Midterm 45

Final 50

Total Points 400

Grading Scale

90-100% A

80-90% B

70-80% C

60-70% D

0-60% F

General Education Goals/Objectives: In this class, the goal is to prepare the student for Com 110, which is a required General Education course.

Program Objectives:

1. Read Critically to understand content, draw inferences, synthesize information and evaluate message and form.
2. Compose polished writing by way of inventing, drafting, revising and editing-applying rules and conventions for standard, edited English (spelling, usage, mechanics).
3. Demonstrate personal style and technique when creating visual works of art.
4. Use information effectively and ethically
5. Synthesize information, utilize listening skills and critical thinking to engage in intellectual discussions
6. Critique others' work as a group, self-analysis, and/or through writing.
7. Plan and exhibit a display of class projects when applicable.
8. Recognize and/or evaluate formal characteristics, synthesize originality and historical information.

Relationship to Campus Theme: Dakota College at Bottineau has the theme Nature, Technology, and Beyond. In this class, we will include these items in our reading and writing.

Classroom Policies:

Attendance-Attendance is required as we only have a short time to learn the material. We will have attendance worth points in every class, which will help your grade. If there is an illness or emergency, absences will be tolerated as long as you email me ahead of the start of class. I will then give you a small assignment to make up for the in class points.

Cell phones-You may bring your cell phone. If you get an important call, take it in the hall. Your full attention will be needed during class, so although we can use our phones to look up items we are discussing or researching, please do not use it for entertainment. Pay attention to class. I reserve the right to dismiss you from class if your use of phone or electronics distracts or disturbs the class.

Respect-Treat each other and the teacher with respect. I in turn will treat you with respect.

Food and drink-Food and drink is welcome in class. Clean up after yourself if you spill.

Rest-If you need to excuse yourself for the restroom, that is fine. You don't need to ask.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, and members of the college community adhere to the highest levels of academic integrity. Violations of academic improprieties will be handled using the guidelines outlined in DCB's Student Handbook. Late work will be accepted up to one week before finals but 10% will be taken off the total points.

Plagiarism: It is the responsibility of participants to avoid practices that may be considered acts of academic dishonesty including, but not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Incidents of academic dishonesty may be documented by the faculty member with a copy of the documentation maintained by the department/division chair. A letter of explanation will be sent to the student. Cheating may affect the student in accordance with the faculty member's grading policy. The student may appeal the faculty member's penalty to the department chair. Student disciplinary action may result in accordance with the Student Conduct Policy, found in the Student Handbook. Academic dishonesty would include, but is not limited to, the following types of behaviors:

- a) Misrepresenting another individual's work as one's own, e.g. plagiarism from hard copy or the Internet.
- b) Copying from another student during an exam.
- c) Altering one's exam after grading for the purpose of enhancing one's grade.
- d) Submitting the same paper to more than one class.
- e) Use of any material or device not approved by the instructor during an exam.

- f) Turning in reports intended to be based on field collection data but which are, in fact, not.
- g) Failure to respect the confidentiality of persons served or studied and to maintain the professional standards for ethical conduct as set forth in *The Handbook of School Psychology* published by the national Association of School Psychologists.

What does this mean for this course?

In terms of written work, this means that participants have the responsibility to make it very clear in all written work what portion of the work the participant wrote and what was written by other people. For example, it is perfectly acceptable, and even encouraged, that participants use materials and ideas provided by others, such as lesson planning web sites, workshop leaders, mentor teachers, or curriculum guides. However, participants need to indicate (such as in a footnote) where they got the information that they are adapting for the assignment. In the long-term, this will be VERY helpful, as participants may not remember the source of the ideas and might need or want to go back to that source for additional copies or more ideas.

Additionally, the work participants turn in for this class must be specifically written for the assignments in this course, this semester -- participants may not turn in work (either in whole or part) that they have used for a grade in another course, or that was previously turned in by others students in this course.

So, participants must make the original source of their ideas explicit in course assignments and must complete exams independently. If participants have any concerns or questions about how to appropriately indicate what is their own work and what is derived from the work of others, please see the instructor during office hours, or if that time is not convenient, call or email the instructor to set an appointment time. Failure to accurately reference original sources falls under the category of academic dishonesty and will result in the following:

The first time a problem of this sort appears in an assignment, the instructor will assume that it is unintentional and will ask the participant to re-write the assignment. Points may be deducted from the assignment at the instructor's discretion. The participant will be required to meet with the instructor to learn how to avoid this problem in future assignments. The second time this problem is noted in an assignment, the participant will be assigned 0 points for that assignment. If the problem appears for the third time, the participant will be assigned a failing grade in the course.

Disabilities and Special Needs: If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made. (see more below)

Title IX

MSU faculty members are "mandatory reporters," which means that once we are apprised of violence or harassment based on sex and gender, we are required to report the incident to the Title IX office on campus, regardless of whether the student wants this information reported or

not. It may very well be that you would like the information reported, but you do not know whom to approach about this information, in which case our mandatory reporting requirements will be desirable to you. However, if you just wanted to talk about an incident but do not want it reported, neither you nor I have any choice in this matter, and once divulged, I must report it. This is just to let you know about the kinds of requirements under which we all are operating.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed on the basis of sex and gender or assaulted, you can find the appropriate resources on/off Minot State University's campus. These resources include:

Lisa Dooley, Title IX Coordinator

Memorial Hall, 4th floor, Room 412

701-858-3447

lisa.dooley@minotstateu.edu

MSU Counseling (Confidential)

Counseling Services

Lura Manor-south lower level

701-858-3371

Health Services

Lura Manor-south lower level

701- 858-3371

Domestic Violence Crisis Center (Confidential)

24/7 Crisis Line: 701-857-2200

24/7 Rape Crisis Line: 701-857-2500

MSU Campus Safety & Security

701-858-HELP (4357)

Minot Police Department

911/701-852-0111

[Keep Us Safe Web Site](#)

ADA Accommodation Statement

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related, TBI, PTSD and Other). Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located on campus in the lower level of Lura Manor, or by calling 701-858-3371 or by e-mail at evelyn.klimpel@minotstateu.edu.

7.) *Other:*

Communication Requirements: The instructor will respond to course communications within 48 hours. Students are expected to meet the same standard.

I _____ have read and agree to this syllabus.