



**ASC 87: COLLEGE WRITING PREP**

**3 semester credits**

**Spring 2020 Syllabus**

**Tuesday and Thursday (9:30-10:45)**

**(15789)**

**01/14/2020-05/15/2020**

**Instructor: Laurie Culbreth, Ph.D.**

**CATALOG DESCRIPTION**

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

**Prerequisites:** none

**COURSE OUTCOMES/OBJECTIVES**

To follow the ENGL 110 assignments on a smaller scale. To identify and evaluate the thesis and supporting details in writing. To use writing and revising strategies to produce short essays. To cite sources accurately according to MLA guidelines. To edit all final drafts, eliminating all grammatical and typing errors. To identify important concepts in reading and discuss them.

**CONTACT INFORMATION**

Professor: Laurie Culbreth, Ph.D.

Office: Thatcher 2208

Office hours: Tuesdays from 8:00-1:00 and by appointment

Phone: 720-331-1299

E-Mail: [laurie.culbreth@dakotacollege.edu](mailto:laurie.culbreth@dakotacollege.edu)

**Lecture/Lab Schedule: Laurie Culbreth, Ph.D.**

Monday	Tuesday	Wednesday	Thursday	Friday
8:35: ENGL 120		8:35: ENGL 120		8:35: ENGL 120
	9:30-10:45 ASC 87		9:30-10:45 ASC 87	
10:00-10:50 ENGL 120		10:00-10:50 ENGL 120		10:00-10:50 ENGL 120
11:00-11:50 ENGL 110		11:00-11:50 ENGL 110		11:00-11:50 ENGL 110
1:00-1:50 ENGL 120		1:00-1:50 ENGL 120	1:00-1:50 ASC 88	1:00-1:50 ENGL 120



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2:00-2:50 ENGL 242		2:00-2:50 ENGL 242		2:00-2:50 ENGL 242

**REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS**

Axelrod, Rise B. and Charles Cooper R. *The St. Martin’s Guide to Writing*. 11<sup>th</sup> ed. Bedford/St.

Martin, 2016. **(optional but required for ENGL 110 and 120)**

(The text *Sticks and Stones* is bundled with *The St. Martin’s Guide to Writing*.)

Langan, John. *Ten Steps to Advancing College Reading Skills*. Townsend Press, 2015.

**COURSE REQUIREMENTS**

Course requirements include rough drafts and peer reviews of major papers, edited major papers for posted grades, short assignments to check reading/writing skills, to participate in group work, discussions, and mid-term and final papers and presentations.

**COURSE OUTLINE**

**Week One:**

INTRODUCTION TO THE COURSE

Syllabus review

Write a letter to the instructor using and attaching Word in Blackboard. Email to Laurie through Course Messages.

**NOTE FOR ENTIRE SEMESTER:** See Blackboard for calendar of due dates and specific directions for most activities.

**Weeks Two-Three:**

NARATION with dialogue

Reading Workbook every Friday



**Weeks Four-Five:**

EXPLAINING A CONCEPT

Reading Workbook every Friday

**Weeks Six-Seven:**

COMPARISON-CONTRAST

Reading Workbook every Friday

**Weeks Eight-Eleven:**

DOCUMENTED ESSAY/ARGUING A POSITION

Reading Workbook

**Weeks Twelve**

Presentations

**Weeks Thirteen-Fourteen:**

Propose a Solution to a local problem using diverse means: letter to the editor, op-ed, blog, Twitter/Facebook, etc.

**Week Fifteen:**

Finals

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**GENERAL EDUCATION COMPETENCIES/OUTCOMES:**

Competency/Goal 4: Communicates effectively

Learning Outcome 1: Write effectively



## DAKOTA COLLEGE COURSE SYLLABUS

- Performance Indicator 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
- Performance Indicator 2: Recognizes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience.
- Performance Indicator 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.
- Performance Indicator 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.

Learning Outcome 2: Reads at a level that allows participation in collegiate studies and chosen careers

- Performance Indicator 1: Understands the structure and organization of written work
- Performance Indicator 2: Recognizes an author's thesis and forms of support
- Performance Indicator 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Performance Indicator 4: Recognizes the connection style and language have to an author's topic, audience, context, and purpose
- Performance Indicator 5: Synthesizes information and ideas from multiple sources

Learning Outcome 3: Integrates information sources effectively

- Performance Indicator 1: Finds a variety of information resources
- Performance Indicator 2: Evaluates the relevance and reliability of sources
- Performance Indicator 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
- Performance Indicator 4: Synthesizes information effectively in the student's own text

Learning Outcome 4: Collaborates with others

- Performance Indicator 1: Participates in class discussions and in any group projects and activities



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- Performance Indicator 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.

Learning Outcome 5: Demonstrates effective oral communication skills

- Performance Indicator 1: Produces original content
- Performance Indicator 2: Adapts to a variety of speaking and listening situations
- Performance Indicator 3: Uses volume, eye contact, rate of pronunciation, articulation, and gesticulation effectively
- Performance Indicator 4: Uses listening skills to critique, evaluate, and/or assess oral communication

### **RELATIONSHIP TO CAMPUS THEME:**

Students will read and discuss student samples and essays from *Sticks and Stones* as they relate to nature, technology, and humanity.

### **CLASSROOM POLICIES:**

#### **ATTENDANCE AND PARTICIPATION**

**Absences:** Occasionally there are circumstances in life that may prevent you from attending class. It is your responsibility to follow Blackboard or contact a classmate to get caught up with missed work should you be absent. If you are absent a day an assignment is due, you still must submit on Blackboard. Assignments are due 11:00 pm. If you are having difficulties keeping up, contact me.

**Attendance:** Student participation is essential to your success and your peers' success. A missed class session can never really be made up. With three absences, consider withdrawing from the class. All absences count equally, even a school-sanctioned event, irrespective of the cause. (If you are attending a school-sanctioned event, you may turn in any assignments done in class that day.)

**NOTE:** Attendance will be taken with a seating chart. If you change seats, let Laurie know.

**Withdraws:** It is your responsibility to withdraw/drop the course if you are failing or decide not to complete the course. If either is the case, you need to meet with your advisor. I will not withdraw students, even if I think it is in their best interest, but I will email your advisor with my concerns.



Tardies: You are expected to be in class on time. Students who habitually arrive late will be asked to consider dropping the class. Students who are late are also confused about assignments and expectations because class always starts with announcements, important notifications, and explanations of any changes to the schedule.

### CLASSROOM CONDUCT & EXPECTATIONS

Amount of work: For every credit hour earned for the course, you will need to spend at least two hours outside of class working on coursework. This class will include many collaborative assignments, so you need to be prepared not only for yourself but also for your teammates. Writing is a solitary process that benefits from collaborative feedback for revision. This means to succeed in this class and to learn the most possible, your ideas and voice are essential as is coming to class and completing all the assignments by the due dates.

#### Late Work Policy:

Each day late will be 20 points deducted.

Anyone involved in official college/dual-enrollment travel during assignment due dates **MUST** post those assignments **BEFORE** leaving campus. Travel off-campus is not an excuse to post late. College coaches in Bottineau are aware of this late work policy.

### GRADING POLICY

All graded work is percentage based, and the lowest passing percentage for the semester is “70%.” All major papers must be submitted.

Final calculations will be the following:

1/4 edited essays

1/4 mid-term and final (in class)

1/4 all other writing assignments

¼ Reading Workbook

NOTE: Zeroes may be posted after deadlines. This tells you and Laurie that we need to figure out why she does not see your work.

NOTE: To align with Gary Albrightson, your first grade on major papers is your final grade. Students will have the opportunity to rewrite. Small assignments will not be edited for a better grade because they will carry only a 10% weight.



### **ELECTRIC DEVICES IN CLASS**

All students must have all electronic devices (cell phones, laptops, headphones ear buds, etc.) turned off and put away when class starts. If you are texting or have on headphones/ear buds, etc. during class time, you will be dismissed from class. If violations are on-going, you will be referred to the Division Chair in order to have a discussion on proper student behavior. Laptops and phones may be used when the instructor asks students to use the devices as a learning tool during class.

### **FOOD AND CHILDREN**

Both are not permitted in class unless there are special circumstances that you have discussed with me. Water or coffee with tops are allowed in class but not in any computer lab.

### **STUDENT EMAIL POLICY:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. ALL students in ALL of Dr. Culbreth's classes MUST use COURSE MESSAGES in BLACKBOARD. Do NOT use the college's Outlook email accounts. If you do, I will ask you to repost in Course Messages. The liability for missing or not acting upon important information conveyed via Blackboard's Course Messages or Announcements rests with the student.

### **ACADEMIC INTEGRITY:**

All assignments, tests, and quizzes will meet the standards of accepted Academic Integrity.

### **DISABILITIES AND SPECIAL NEEDS:**

DCB seeks to provide reasonable accommodations for all qualified individuals with disabilities. This college will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide equal educational opportunities. It is the student's responsibility to register with the Disability Resource Office in a timely manner to determine reasonable accommodations. Once the student registers with the Disability Resource Office and provides documentation identifying the need for accommodations, an Accommodation Plan will be provided to the student. It is the student's responsibility to show the Accommodation Plan to his/her instructor. The Disability Resource Office is located in the Thatcher Building. Students may contact the Disability Resource Service Coordinator. All information is kept confidential.

NOTE: It is up to students with IEPs to let me know when accommodations.

### **Learning Center:**

Students can find assistance with their writing and other classes at the Learning Center in Thatcher Hall. Bring a draft and **the assignment instructions** when you go for assistance. The



tutors will assist you with ideas development, organization, and sentence-level problems; they will not, however, edit the entire paper.

Off-campus students can utilize the campus Writing Center.

**Blackboard and E-mail:** Knowing how to log into Blackboard is essential for this course. *This is how I contact you.* **Do not use personal e-mail accounts or your college Outlook;** they often are blocked by the college or dumped into instructors' spam e-mail. **You must communicate with me using Course Messages in Blackboard!**

**Make sure to accurately type the reason for your email in the "Subject" line.** That way, I can quickly scan for messages that need my immediate attention.

**I check Blackboard Course Messages every morning from 5:30 am-7:00 am with rare exceptions (for example, when I am grading a lot of papers). If you need immediate assistance, call my cell phone. If I miss your call, leave a voice message.**

**Formatting and heading for all submissions:** Students must determine the format they need to know for their majors: APA or MLA. Use that format ALL semester.

**LOOK! ALL POSTS IN BLACKBOARD MUST BE ATTACHMENTS USING WORD. DO NOT TYPE IN THE BLACKBOARD BOXES FOR ANY MAJOR ASSIGNMENTS! Word, PowerPoints, Excel, etc. are provide by the college.**

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**ALL work, including paragraphs, must include MLA or APA headings. See below...**

**Here is MLA:**

Your name  
Laurie Culbreth, Ph.D.  
ASC 87  
5 April 2020  
Word count:

**Here is APA, Student format, not Professional format:**

**Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy**





Hannah K. Greenbaum

Department of Psychology, The George Washington University

PSYC 3170: Clinical Psychology

Dr. Tia M. Benedetto

October 1, 2019

Word Count

**LIBRARY AND ON-LINE REFERENCE MATERIALS:** The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed through [www.dakotacollege.edu/library](http://www.dakotacollege.edu/library).

**TECHNOLOGY RESOURCES:** The college's learning management system is Blackboard. Classes become available on Blackboard on the first day of the semester. It is the student's responsibility to log onto the Blackboard system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Blackboard. For any issues accessing Blackboard, contact

Micheal.O'Toole

Instructional Tech Coordinator

701-228-5601

[Michael.otoole@dakotacollege.edu](mailto:Michael.otoole@dakotacollege.edu)

OR

[Stacy.allard@ndus.edu](mailto:Stacy.allard@ndus.edu)

**NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:** Dakota College at Bottineau does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race,



## DAKOTA COLLEGE COURSE SYLLABUS

color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment. If you have any concerns related to this notice, please contact

Laura Halvorson

Thatcher Hall Room 1104

701-228-5680

[Laurie.halvorson@dakotacollege.edu](mailto:Laurie.halvorson@dakotacollege.edu)

**NOTE: A DETAILED schedule and calendar of major writing assignments and weekly activities are located on Blackboard, not the syllabus.** Check daily for announcements, and be sure to communicate with the instructor using Blackboard.

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## Spring 2020 CALENDAR

Date	Event
January 12	Residence Halls Reopen
January 13	Registration - Evening classes start at 4:00 PM
January 14	First full day of classes
January 20	Martin Luther King Day - College Closed
January 23	Last day to drop classes with 100% refund; Last day to add classes; Classes dropped by appear on transcript



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January 29	Fee payment
February 17	President's Day - College closed
March 6	Midterm grades due
March 16 - 20	Spring Break
March 31 - April 1,2	Pre-registration opens for fall & summer semesters
April 9	Last day to withdraw from school
April 10-13	Holiday, College closed April 10
May 11 - 15	Finals Week
May 15	Graduation 3:00 PM Thatcher Hall Gym
May 18	Grades must be entered by 12:00 Noon
June 15	All Spring incompletes change to "F"

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