

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title

ASC 88: Composition I: Writing Lab

Number of credits

1

Course Description

ASC 088 Writing Lab, a companion course to ENGL 110, gives reading instruction to students taking Composition 1.

Pre-/Co-requisite

Enrollment in ENGL 110 with an ACT score of 14 or 15

Course Objectives

To improve understanding in reading text, subtext, peritext, and context of genres likely to be encountered in college courses.

To meet the course objectives above, ASC 088 focuses on the learning objectives for reading listed at the NDUS webpage for transfer and articulation @ <http://www.ndus.edu/uploads%5Cresources%5C1730%5Cenglish-competencies.pdf> The information below to the next heading quotes the NDUS website.

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.
- Assimilate and connect information and ideas from multiple written sources.

Instructor

Gary Albrightson

Office

Thatcher Addition 2207

Office Hours

Tuesday and Thursday 9:30 – 10:30

Monday, Wednesday, and Friday 11:10 12:00

By appointment if the times above do not work

Phone

701-228-5602

Email

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Lecture/Lab Schedule

Thursday: 1:00-1:50

Textbooks

Langan, John. Ten Steps to Advancing College Reading Skills, 6th edition

Course Requirements

Students will work in lab to enhance reading skills. Grading will be based on in-class reading and out of class writing.

Tentative Course Outline

Claims

Inferences

Purpose and tone

Argument

Critical reading

Rhetorical reading

General Education Goals/Objectives

Competency/Goal 4: Communicates effectively

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

Relationship to Campus Theme

The quotation below, attributed to Dr. C.N. Nelson, no date, is published in the atrium of the Nelson Science Center here on the DCB campus.

Man lives in two worlds. The world of the biosphere and the world of the technosphere. To the degree in which man reconciles his imposed technosphere to the requirements of the biosphere will determine whether he becomes extinct, continues to exist, or enjoys enlightened living.

In his concise manifesto, Dr. Nelson uses language to alert people to the necessity of reconciling the technosphere with the biosphere. In addition to living in the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes "language," "word," "concept," and "Reason" as some aspects of its definition. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students learn to use the resources of a third sphere that has the potential to reconcile the technosphere with the biosphere.

Classroom Policies

Late Policy

In all communication situations--professional, workplace, and academic--writers and speakers must meet deadlines. Any student who knows in advance he or she will not be able to speak on the day appointed or take a test on the day appointed should send the instructor an email informing him of the class to be missed. Once that is completed, the student and the instructor can work together to submit the work. In all other cases, work submitted late earns half credit and no credit if not submitted within a week of the original due date. Late submissions for the credit hour assignments earn no points.

Non-discrimination

Alternative viewpoints are welcome in this classroom. There will be no discrimination in this class, no discrimination based on race, color, age, religion, national origin, sexual orientation, sex, marital status, disability, status as U.S. military or US veteran, or on any other basis not listed above.

Student Email Policy

Dakota College at Bottineau uses email as an official form of communication. Instructors recognize a student's campus-assigned email address as the only address for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity

College students use primary and secondary sources for a variety of communicative purposes. In this course students will learn how to use sources appropriately and to avoid misusing or abusing sources. The information below, created by the Modern Language Association (MLA), a professional organization for faculty and others who work in language and literature, defines and illustrates plagiarism. The section below comes from a longer discussion that can be read at <https://style.mla.org/plagiarism-and-academic-dishonesty/>.

Plagiarism can take a number of forms, including buying papers from a service on the Internet, reusing work done by another student, and copying text from published sources without giving credit to those who produced the sources. All forms of plagiarism have in common the misrepresentation of work not done by the writer as the writer's own. (And, yes, that includes work you pay for: while celebrities may put their names on work by ghostwriters, students may not.)

Even borrowing just a few words from an author without clearly indicating that you did so constitutes plagiarism. Moreover, you can plagiarize unintentionally; in hastily taken notes, it is easy to mistake a phrase copied from a source as your original thought and then to use it without crediting the source.

Imagine, for example, that you read the following passage in the course of your research (from Michael Agar's book *Language Shock*):

*Everyone uses the word language and everybody these days talks about culture. . . .
"Languaculture" is a reminder, I hope, of the necessary connection between its two parts. . . .*

If you wrote the following sentence, it would constitute plagiarism:

At the intersection of language and culture lies a concept that we might call "languaculture."

This sentence borrows a word from Agar's work without giving credit for it. Placing the term in quotation marks is insufficient. If you use the term, you must give credit to its source:

At the intersection of language and culture lies a concept that Michael Agar has called “languaculture” (60).

In this version, a reference to the original author and a parenthetical citation indicate the source of the term; a corresponding entry in your list of works cited will give your reader full information about the source.

Is it possible to plagiarize yourself? Yes, it is. If you reuse ideas or phrases that you used in prior work and do not cite the prior work, you have plagiarized. Many academic honesty policies prohibit the reuse of one’s prior work, even with a citation. If you want to reuse your work, consult with your instructor.

It’s important to note that you need not copy an author’s words to be guilty of plagiarism; if you paraphrase someone’s ideas or arguments without giving credit for their origin, you have committed plagiarism. Imagine that you read the following passage (from Walter A. McDougall’s *Promised Land, Crusader State: The American Encounter with the World since 1776*):

American Exceptionalism as our founders conceived it was defined by what America was, at home. Foreign policy existed to defend, not define, what America was.

If you write the following sentence, you have plagiarized, even though you changed some of the wording:

For the founding fathers America’s exceptionalism was based on the country’s domestic identity, which foreign policy did not shape but merely guarded.

In this sentence, you have borrowed an author’s ideas without acknowledgment. You may use the ideas, however, if you properly give credit to your source:

As Walter A. McDougall argues, for the founding fathers America’s exceptionalism was based on the country’s domestic identity, which foreign policy did not shape but merely guarded (37).

In this revised sentence, which includes an in-text citation and clearly gives credit to McDougall as the source of the idea, there is no plagiarism.

Differently Abled and Special Needs

Any student who identifies as differently abled, or with special needs, should contact the Student Success Center (228-5668 or 1-888-918-5623) as well as inform the instructor, who will make accommodations so all students can meet their educational goals.