

**Course Prefix/Number/Title:**

ASC 87: College Writing Prep

**Number of Credits:**

3 semester credits

**Course Description:**

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

**Pre-/Co-requisites:**

None

**Course Objectives:**

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

**Instructor:**

Robin Jaeger-Hauer

**Office:**

Minot State University Campus – Dakota College at Bottineau Office  
Administration Building, Room 160

**Office Hours:**

TBA  
And by appointment

**Phone:**

Cell: 701-630-9862

**Email:**

robin.jaegerhauer@ndus.edu

**Lecture/Lab Schedule:**

Monday, Wednesday, Friday: 9:00-9:50 am; 10:00-10:50 am  
Hartnett Hall, Room 327W

## **Textbooks:**

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

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

Gill, C.M. *Essential Writing Skills for College and Beyond*. Writer's Digest Books, 2014.

## **Course Requirements:**

Requirements for this course include rough drafts and peer reviews for our major assignments, revised and edited major assignments for grades, short assignments to check writing and reading skills as well as comprehension of material, and to participate in group work and discussions.

**Note:** Any group and peer work may need to happen in Blackboard due to COVID-19.

## **Tentative Course Outline:**

**Note:** Assignments and due dates will be posted in Blackboard.

### **Week One:**

- Introduction to the course
- Syllabus review
- Write an email to the instructor

### **Weeks Two-Four:**

- Narration with dialogue
- Remembering an important event
- Related readings
- Brainstorming, planning, drafting, peer review, editing/revision

### **Weeks Five-Six:**

- Explaining a Concept
- How would you explain this to someone who has never done this?
- Related readings
- Brainstorming, planning, drafting, peer review, editing/revision

### **Weeks Seven-Eight:**

- Compare and Contrast
- Related readings
- Brainstorming, planning, drafting, peer review, editing/revision

**Weeks Nine-Twelve:**

- Major Assignment: Documented Essay—Arguing a Position
- Coming up with a thesis and supporting claims with evidence
- Brainstorming, planning, research, drafting, peer review, editing/revision
- Related readings

**Week Thirteen:**

Presentations

**Weeks Fourteen-Sixteen:**

- Solving common/everyday/local problems
- Propose a solution to a local problem using a medium of your choice: letter to the editor, blog, social media, podcast, video, etc.
- Brainstorming, planning, drafting, editing/revision, possible research

**Finals week:**

Finals

**General Education Competency/Learning Outcomes:**

Competency/Goal 4: Communicates effectively

**Learning Outcome 1: Write effectively**

- 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
- 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.

### Relationship to Campus Focus:

Students will read and discuss model essays and online articles related to nature, technology, and beyond.

### Classroom Policies:

#### Attendance:

Since your future success in both College Composition, as well as other college courses, significantly depend on your successful completion of this course, **attendance will be required.** There are several in-class assignments in which students receive points that cannot be made up unless the student's absence is excused. If you know ahead of time that you will be absent, please reach out to me as soon as possible, so we can make arrangements. If you do miss a class period, it is your responsibility to follow information on Blackboard, contact me, or a classmate

to get caught up. More than three (3) unexcused absence will significantly affect your final grade.

**Note:** Major assignments will still be due at 11:59 pm on Blackboard, even if a student is absent that day.

#### Tardies:

You are expected to be in class on time and multiple tardies will significantly affect your final grade. I will begin class with announcements, important information, and to answer questions about assignments, so missing the first few minutes may cause you to miss out on chances for your success in the course.

#### Late Work Policy

Rough drafts and minor assignments that are turned in late may not be reviewed. Late final drafts will be docked five points per day. If you know you are going to be gone ahead of time, it is your responsibility to make arrangements and turn in drafts early.

#### Grading Policy

All graded work is percentage based. Every essay will be worth 10%, except for the major essay, which is worth 20% of your final grade.

Final calculations will be the following:

20% Major Essay (Arguing a Position)  
40% Four remaining essays  
20% mid-term and final  
20% other assignments

#### Electronic Devices

Since this class focuses heavily on writing, I strongly encourage you to bring a personal computer or tablet to class. If you have no access to a device, please let me know and we will make arrangements. Cell phones must be turned off or on silent and are not allowed to be used during class, unless instructed to do so.

#### MLA Policy

All essays must correctly follow MLA 8 guidelines. We will go over and practice these multiple times. Essays must also have the correct MLA heading, which is as follows:

Your name  
Your instructor's name (Robin Jaeger-Hauer)  
The class (ASC 87)  
Date (date the assignment is due)

**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:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.