

**Course Prefix/Number/Title:**

ASC 87: College Writing Prep

**Number of Credits:**

3 semester credits

**Course Description:**

A precollege writing course that prepares students for ENGL 110 College Composition 1. Provides instruction in writing error-free sentences, solid paragraphs and well-organized essays.

**Pre-/Co-requisites:**

None

**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 in writing situations likely to be encountered in college level writing. Students will learn to understand and practice revision techniques to recognize and correct non-Standard English that might work against a student achieving success in workplace or academic communication situations.

**Instructor:**

Katy Allers

**Office:**

Minot State University Campus  
Memorail Hall 212

**Office Hours:**

TBA  
And by appointment

**Phone:**

Cell: 701-509-1916  
Office: 701-858-3877

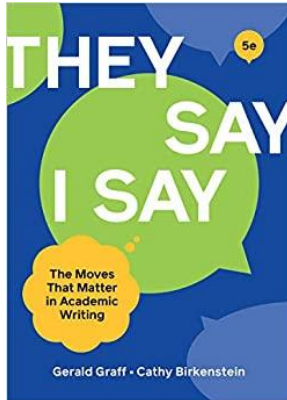
**Email:**

katy.allers@ndus.edu

**Lecture/Lab Schedule:**

Monday, Wednesday, Friday: 10:00-10:50 am;  
Hartnett Hall 311

## Textbook:



**They Say/I Say**  
**Graff/Birkenstein 5E**  
**ISBN-13: 978-0393538700**  
**ISBN-10: 0393538702**

### 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.

### Tentative Course Outline:

#### 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 Assignments: Documented Essay – Arguing a Position

- Coming up with a thesis and supporting claims with evidence
- Related readings
- Brainstorming, planning, drafting, peer review, editing/revision

### **Week Thirteen:**

Presentations

### **Weeks Fourteen-Sixteen:**

#### Solving common/everday/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, peer review, editing/revision

### **Finals Week:**

There is no final in this class

### **General Education Competency/Learning Outcome(s) OR CTE**

#### **Competency/Department Learning Outcome(s):**

NOTE: These outcomes are also the outcomes for ENGL 110. The difference between the two is that ASC 87 students need

more time and practice in order to be prepared for 110.

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 (Katy Allers)

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.