

Course Prefix/Number/Title: ASC 87 College Writing Prep

Number of Credits: 3

Course 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.

Pre-/Co-requisites: None

Course Objectives:

1. To provide an understanding of the value for students to read college-level writings.
2. To enable students, through classroom discussion and various writing applications, to apply sound processes for producing original academic papers and organized response paragraphs.
3. To acquaint students with team collaboration through peer editing processes.
4. To explore and prepare topics for ENGL 110 papers.
5. Prepare for ENGL 110 level writing.

Instructor: Damon Schneider

Office: N/A

Office Hours: By appointment.

Phone: 920-203-2452

Email: damon.schneider@dakotacollege.edu

Lecture/Lab Schedule: Online

Textbook(s):

College Writing Skills with Readings 10th Edition
Zoe Albright
John Langan
ISBN-13: 978-1260092028

Course Requirements:

Access to a computer. Access to the internet. Access to MS Word.

| Assignments and Points | Points (100 total) |
|-------------------------------|---------------------------|
| Main Assignment I | 10 |
| Main Assignment II | 15 |
| Reader Responses (6 total) | 30 (five points each) |

Paragraph Corrections (8 total) 10 (1.25 for each paragraph)
 Mastery Tests (6 total) 30
 Workshops (2 total) 5 Points (1.25 for each review)

- A 93 and above**
- B 80-92**
- C 70-79**
- D 60-69**
- F Below 60%**

Tentative Course Outline:

Semester Schedule Spring 2021
 ASC 87: College Writing Prep

| Week | Reading Schedule | Written Assignment |
|-----------------------------------|--|---|
| Weeks 1, 2 – Beginning Jan. 10 | Chapters 1 and 2 Chapters 22 and 25 | Mastery Test 1 + Reader Response 1 + Paragraph 1 |
| Weeks 3, 4 – Beginning Jan. 24 | Chapters 3 and 4 Chapters 23 and 26 | Mastery Test 2 + Reader Response 2 + Paragraph 2 |
| Weeks 5, 6 – Beginning Feb. 7 | Chapters 5 and 6 Chapters 24 and 25 | Mastery Test 3 + Main Assignment I+ Paragraph 3 |
| Weeks 7, 8 – Beginning Feb. 21 | Workshop I Chapters 7 and 8 | Reader Response 3+ Paragraph 4 |
| Weeks 9, 10 – Beginning March 7 | Chapters 9 and 10 Chapters 21 and 27 | Mastery Test 4 + Reader Response 4 + Paragraph 5 |
| Weeks 11, 12 – Beginning March 21 | Chapter 11 and 12 Chapters 28 and 29 | Mastery Test 5 + Reader Response 5 + Paragraph 6 |
| Weeks 13, 14 – Beginning April 4 | Chapters 13 and 14 Chapters 34 and 36 | Mastery Test 6 + Main Assignment II + Paragraph 7 |
| Weeks 15, 16 – Beginning April 18 | Workshop II Chapters 15 and 16 | Reader Response 6 + Paragraph 8 |
| Week 17 – Beginning May 2 | Chapters 17 and 18 | Any missing work is due by 4pm on 5/2. |

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

Relationship to Campus Focus:

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: N/A

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.