Course Prefix/Number/Title:
ASC 88: Composition Lab

Number of Credits:
1 Semester Credit

Course Description:
This course provides supplemental and developmental instruction for students taking ENGL 110 College Composition I and is taken during the same semester as ENGL 110.

Pre-/Co-requisites:
ENGL 110 (co-requisite)

Course Objectives:
Students will identify and evaluate the thesis and supporting details in other's writing. Students will use writing and revising strategies to produce short essays. Students will identify important concepts in reading and discuss them.

Instructor:
Katy Allers

Office:
Memorial Hall #212

Office Hours:
Tuesdays and Thursdays: 10:00 a.m. - 12:00 p.m
Or by appointment

Phone:
701-858-3877 office
701-509-1916 cell

Email:
katy.allers@ndus.edu

Lecture/Lab Schedule:
Thursdays 9:00 a.m – 9:50 a.m.
Hartnett Hall 212

Textbook(s):
Easy Writer
ISBN 987-1-319-39334-2

Course Requirements:
-Short assignments to check reading/writing skills
-Short assignments to support necessary skills for ENGL 110

Tentative Course Outline and Tentative Due Dates (Subject to Change at Instructor's Discretion):

Week 1: Jan 13
Introduction to ASC 88.
Go over syllabus
Read the introduction and pages 2 – 6 (1C) in textbook

Week 2: Jan 20
Discuss Exercise 1.1
Tutorial on setting up a Microsoft Word document in MLA style
Grammar Girl Podcast 1: Grammar Quirks: Ann Cleeves on Not Letting Grammar Get in the Way
Read pages 6- 16 in Textbook

Week 3: Jan 27
A Writer's Choices – Considering the assignment and purpose
Workshop papers from English 110 class
Read pages 17-23 in textbook

Week 4: Feb 3
Making Design Decsions
Purdue Owl
"Writing Skills: The Paragraph" video
Read pages 24-37 in textbook

Week 5: Feb 10
Discuss Top Twenty Tips fpr Editing your Academic Writing
Grammar Girl: Grammar Quirls:Mika rottman on Writing Clearly
Workshop papers
Read Pages 38-40

Week 6: Feb 17
Sharing and Reflecting on Your Writing
Write a reflection of a paper from English 110 (due week 7: Feb 24)
Read Pages 42-44

Week 7: Feb 24
In-Class Workshop on Writing for English 110 or Another Course
Read Pages 44-66 in textbook

Week 8: March 3
Revising and Editing Workshop: Expanding Content; Avoiding Sentence Fragments, Comma Splices, and Run-Ons; Implementing Semicolons

Week 9: March 10
Reading and Listening Analytically, Critically, and Repectfully
Analyzing
Thetorical Analysis
Arguing Ethically and Persuasively
Read Pages 67-80 in Textbook

March 17
No Class: SPRING BREAK

Week 10: March 24
Writing in a Variety of Disciplines and Genres
Go over Exercise 10.1 in class
"The Importance of Genre: What it Means for Your Story" video
Read Pages 88-112 in textbook

Week 11: March 31
The Process of Conducting Research
Evaluationg Sources and Taking Notes
In-Class Workshop on writing for English 110 or another course
Read Pages 113-122

Week 12: April 7
Integrating Sources and Avoiding Plagerism
Editing and Proofreading
"What Plagiarism Can Cost You" video
Read pages 248-275 in textbook

Week 13:, April 14
MLA In Text Citations and Works Cited in MLA Style
Language and Identity
Read Pages 278-295

Week 14: April 21
Style: Effective Sentences
Go over Exercise 25.1
In Class Workshop on writing for English 110 or another course
Read pages 298-321

Week 15: April 28
Verbs and Verb Phrases
Nouns and Noun Phrases
Using Articles
Checkig for Words between Subjct and Verb
Read Pages 321-375

Week 16: May 3
Using Quotations
Sentence Fragments
Revising Clause Fragments
Linking Independent Clauses

Finals Week
No class meeting

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

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:

Success in this lab will not only affect your grade for this course, but your success in ENGL 110. Therefore, **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 two (2) unexcused absences will significantly affect your final grade.

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 and Scale: Your course grade will be determined as follows:
100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 – 0 = F

All graded work is percentage based. Some assignments are completion based, which means they will either receive 100% (complete) or a zero (incomplete).

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.