

## **Dakota College at Bottineau Course Syllabus**

### **Course Prefix/Number/Title:**

ASC 88: Composition I: Writing Lab  
1 Credit

### **Course Description:**

ASC 088 Writing Lab, a companion course to ENGL 110, provides additional time and help for students to practice revising skills.

### **Pre-requisite:**

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

### **Course Objectives:**

To improve skills in starting, drafting, organizing, and revising writing tasks  
To learn grammar as a resource for expression rather than a catalog of prohibited behaviors

### **Instructor:**

Gary Albrightson  
Thatcher Addition 2207  
701-228-5602  
gary.albrightson@dakotacollege.edu

### **Office Hours:**

10:00 to 11:00 MWF

### **Lecture/Lab Schedule:**

Thursday: 2:00-2:50 @ Thatcher 212

### **Textbooks:**

Axelrod, Rise B. and Cooper Charles R. *The St Martin's Guide to Writing*. 9th ed. Boston: Bedford/St. Martin, 2010. Print.

### **Course Requirements:**

Students will work in lab to improve revising skills. Grading will be based on in-class activities.

### **Policy on Devices and Class Participation**

Students who have electronic devices visible or generating audio or video will not earn participation points and will fail this class. Students should turn electronic devices off and put them away. Students earn points for class participation, and the instructor assumes students are not participating if they have cell phones, ipods, and other media delivery devices on display. Other behaviors like conversations not addressed to the class do not earn participation points. Entering class after it starts does not earn participation points, and exiting class before it ends

does not earn participation points. Any behavior that interferes with other students' learning does not earn participation points.

**Relationship to Campus Theme:**

Students will revise a writing assignment that defines a concept central to the campus theme.

**Classroom Policies: Grading**

Student work is assigned a letter grade that indicates the instructor's evaluation of work submitted as Superior, Satisfactory, or Unsatisfactory.

**Academic Integrity:**

The discussion of plagiarism below comes from the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>.

“In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

*Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and carelessly or inadequately citing ideas and words borrowed from another source. Such discussions conflate *plagiarism* with the *misuse of sources*.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.”

**Disabilities and Special Needs:**

Any student with disabilities or special needs should inform the instructor, who will make accommodations so all students can meet their educational goals.