

Dakota College at Bottineau Course Syllabus

Student Email Policy

Dakota College at Bottineau sends official communications to students at their campus-assigned email address and not to other email addresses. Students will not receive information the college sends if they do not check their DCB email or do not forward their email to a provider they prefer. The instructor communicates course information to students at the same campus assigned email address and does not receive email from any other email providers.

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 to use grammar as a resource for expression rather than a catalog of prohibited behaviors

To meet the course objectives above, ASC 088 focuses on the learning objectives for reading listed at the NDUS webpage for transfer and articulation @

<http://www.ndus.edu/uploads%5Cresources%5C1730%5Cenglish-competencies.pdf> The information below to the next heading quotes the NDUS website.

Read at a level that allows students to participate in collegiate studies and chosen careers

Sub-competencies:

- Anticipate and understand the structure and organization of written work.
- Recognize the purpose of a written text, and understand the rhetorical strategies used in a text to convey meaning.
- Relate the students' own life experiences to the information in literary, public, scholarly or professional texts.
- Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Demonstrate awareness of the connection that style and language have to an author's topic, audience, and purpose.
- Assimilate and connect information and ideas from multiple written sources.

Instructor:

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Office Hours:

10:00 – 10:50 Tues and Thurs, 1:00 – 1:50 Mon Wed Fri, and also by appointment

Lecture/Lab Schedule:

Thursday: 1:00-1:50

Textbooks:

Axelrod and Cooper. *St. Martin's Guide to Writing*. 11th ed. Bedford St. Martin's, 2016\

Axelrod and Cooper. *Sticks and Stones and other student essays*. 9th ed. Bedford St. Martin's, 2016

Course Requirements:

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

Relationship to Campus Theme:

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

Classroom Policies: Grading

Letter grades are assigned by the points earned over the course of the semester. The scale below displays how the percentage of points earned converts to letter grades.

A = 90%

B = 80%

C = 70%

D = 60%

F = less than 60%

Academic Integrity:

The discussion of plagiarism below comes from the Council of Writing Program Administrators.

“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.”

(<http://www.wpacouncil.org/node/9>)

Students should be aware that many academic disciplines do not permit work done for one class to be submitted to another class. The Modern Language Association refers to this as **self-plagiarism**. See the statement below copied from the MLA website.

Is it possible to plagiarize yourself? Yes, it is. If you reuse ideas or phrases that you used in prior work and do not cite the prior work, you have plagiarized. Many academic honesty policies prohibit the reuse of one's prior work, even with a citation. If you want to reuse your work, consult with your instructor.

Collusion, another form of plagiarism, occurs when students work together on homework or other assignments and submit identical or similar work. In cases that display collusion, all parties involved will receive a failing grade

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.