

Course Prefix/Number/Title:

ASC 88: Composition I: Writing Lab

Number of Credits:

1

Course Description:

This course provides supplemental and developmental instruction for students taking ENGL 110 College Composition 1 and is taken during the same semester as ENGL 110.

Pre-/Co-requisites:

None

Course Objectives:

To improve understanding in reading text, subtext, peritext, and context of genres likely to be encountered in college courses.

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:

Gary Albrightson

Office:

Thatcher Hall 2207

Office Hours:

Monday, Wednesday, Friday 11:00 – 11:50

Thursday 2:00 – 2:30

Phone:

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Email:

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Lecture/Lab Schedule:

This course meets once a week

Textbook(s):

The textbooks required for this course are the same titles used in ENGL 110 Composition 1. See the tentative course outline below

Course Requirements:

Students will work in lab to enhance reading skills. Grading will be based on in-class reading and out of class writing.

Tentative Course Outline:

Reading Rhetorical Grammar

Reading The Botany of Desire

Reading Writing about Writing

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

Competency/Goal 4: Communicates effectively

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

Relationship to Campus Focus:

The quotation below, attributed to Dr. C.N. Nelson, 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. Both the biosphere, nature, and the technosphere, technology, offer potential but also place limits on human action. In addition to the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes "language" and "reason" as part of its definition. Beyond – the third concept in the DCB focus on nature, technology, and beyond – contains incentives and goads to action, law and religion being two well-known examples among very many more. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students begin learning to use the resources of language for more than transmitting information. DCB students learn to use language and explore its potential to reconcile the technosphere with the biosphere.

Classroom Policies:

In this class students will be asked to

use email or Blackboard course messages as assigned to respond to discussion topics,

submit all the prewriting exercises and outlines of essays,

revise writing assignments to meet minimal competencies and beyond on essays chosen by students from among options the course offers,

Submit work on time: late work is assessed penalties.

Work submitted to this class should be written for this class this semester. Submitting work that earned credit in other classes is a type of plagiarism that earns a failing grade.

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.