

**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.

**Prerequisites:**

None

**Co-requisites:**

ENGL 110

**Course Objectives:**

To write effectively to show an understanding of develop, organize, and present ideas; to understand purpose, context, and audience; to understand the purpose of a thesis, evidence, structure, and style; to use standard written English

To read at a level that allows participation in collegiate studies and chosen careers to understand the structure of written work; to determine a writer's thesis and evidence; to evaluate a writer's style, organization, support, evidence, and presentation; to comprehend ideas from multiple sources

To integrate information sources effectively by finding information sources; to evaluate reliability of sources; to use borrowed sources ethically; and to synthesize information in a student's own texts

To collaborate with others by working with other students and participate in discussions as well as provide peer feedback

To demonstrate effective oral communication by producing original text while adapting to a variety of speaking and listening situations; by using volume, eye contact, rate of pronunciation, articulation, and gesticulation correctly; and by using listening skills to critique, evaluate, and assess oral communication

**Instructor:**

Laurie Culbreth, Ph.D.

**Office:**

Thatcher 2108

**Office Hours:**

Office hours:  
 Tuesday from 8:30-9:30 and 12:00-4:00  
 and by appointment

**Phone:**

**Office:** 701-228-5456 (Please don't leave a voice mail.)

**Cell:** 720-331-1299

**Email:**

[Laurie.culbreth@dakotacollege.edu](mailto:Laurie.culbreth@dakotacollege.edu) (Use Blackboard's Course Messages.)

**Lecture/Lab Schedule:**

Monday	Tuesday	Wednesday	Thursday	Friday
8:35-9:23 ENGL 120 Thatcher 1107	8:00-9:15 ENGL 221 Thatcher 2211	8:35-9:23 ENGL 120 Thatcher 1107	8:00-9:15 ENGL 221 Thatcher 2211	8:35-9:23 ENGL 120 Thatcher 1107
	9:30-10:45 ASC 87 Thatcher 212		9:30-10:45 ASC 87 Thatcher 212	
10:00-10:50 ENGL 120 Thatcher 1107		10:00-10:50 ENGL 120 Thatcher 1107		10:00-10:50 ENGL 120 Thatcher 1107
11:00-11:50 ENGL 110 Thatcher 1107	12:00-4:00 Office Hours	11:00-11:50 ENGL 110 Thatcher 1107	11:00-12:15 ENGL 110 Thatcher 1107	11:00-11:50 ENGL 110 Thatcher 1107
1:00-1:50 ENGL 120 Thatcher 1107		1:00-1:50 ENGL 120 Thatcher 1107	1:00-1:50 ASC 88 Thatcher 1108	1:00-1:50 ENGL 120 Thatcher 1107
2:00-3:00 Office Hour				

**Textbook(s):**

1. Langan, John. *Ten Steps to Advancing College Reading Skills*. Townsend Press, 2015.
2. Your ENGL 110 writing papers

**Course Requirements:**

--Short assignments to check reading/writing skills

--Unit tests after short reading assignments

--50% will be reading practice, and 50% will be supplemental writing work. This is a LAB, not a formal three-credit course. You will spend most of your time practicing and testing your reading comprehension and writing skills.

## **Course Outline:**

### **COURSE OUTLINE**

**NOTE: Detailed assignments and due dates are in Blackboard.**

#### **Weeks One-Fourteen:**

- 1. 25 minutes in Reading Workbook**
- 2. 25 minutes on supplemental writing exercises**

#### **Weeks Eleven-Fourteen:**

- 1. Chapter 9 (Argument)**
- 2. Critical Thinking practice**
- 3. Write, administer, correct, and review a reading test you created (This is your final exam)**

#### **Week Fifteen:**

#### **Finals**

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### **General Education Competencies/Outcomes:**

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.

### Learning Outcome 5: Demonstrates effective oral communication skills

- Performance Indicator 1: Produces original content
- Performance Indicator 2: Adapts to a variety of speaking and listening situations

- Performance Indicator 3: Uses volume, eye contact, rate of pronunciation, articulation, and gesticulation effectively
- Performance Indicator 4: Uses listening skills to critique, evaluate, and/or assess oral communication

### **Relationship to Campus Focus:**

Students will read and discuss model essays and online articles related to nature, technology, and beyond while connecting technosphere and biosphere issues.

### **Classroom Policies:**

#### **ATTENDANCE AND PARTICIPATION**

**Absences:** Occasionally there are circumstances in life that may prevent you from attending class. It is your responsibility to follow Blackboard or contact a classmate to get caught up with missed work should you be absent. If you are absent a day an assignment is due, you still must submit on Blackboard. Assignments are due 11:00 pm. If you are having difficulties keeping up, contact me.

**Attendance:** Student participation is essential to your success and your peers' success. A missed class session can never really be made up, although there will be recordings. With three absences, consider withdrawing from the class. All absences count equally, even a school-sanctioned event, irrespective of the cause. (If you are attending a school-sanctioned event, you may turn in any assignments done in class that day.)

**Withdraws:** It is your responsibility to withdraw/drop the course if you are failing or decide not to complete the course. If either is the case, you need to meet with your advisor. I will not withdraw students, even if I think it is in your best interest, but I will email Starfish with my concerns.

**TARDIES:** You are expected to be in class on time. Students who habitually arrive late will be asked to consider dropping the class. Students who are late are also confused about assignments and expectations because class always starts with announcements, important notifications, and explanations of any changes to the schedule. Around lunch time, students are welcomed to come to class with their food, but please try not to make a lot of noise while eating and do not share your food.

#### **SERVICE DOG:**

There will be a service dog in class, so please ignore her at all times. She is hypoallergenic like poodles are, but if there are any concerns about allergies, please contact your advisor about your options.

### **LATE WORK POLICIES:**

Late work will be docked five points per day, including weekends.

Anyone involved in official college/dual-enrollment travel during assignment due dates **MUST** post those assignments **BEFORE** leaving campus. Travel off-campus is not an excuse to post late. College coaches in Bottineau are aware of this late work policy.

### **GRADING POLICY:**

All graded work is percentage based, and the lowest passing percentage for the semester is “70%.”

Final calculations will be the following:

1. Practice exercises are not for a grade but will help you be prepared for the reading/writing tests and is 80%
2. Final test is 20%

### **ELECTRIC DEVICES IN CLASS:**

Let me know if there are special circumstances that force you to use your phone to follow along in class so that I don't tell you to put your phone away. Listening to music is not allowed during lectures or paired work. Also, listening to music during reading tests will hurt your performance.

### **FOOD AND CHILDREN:**

Both are not permitted in class unless there are special circumstances that you have discussed with me. Water or coffee with tops are allowed in class but not in any computer lab.

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. **ALL** students in **ALL** of Dr. Culbreth's classes **MUST** use **COURSE MESSAGES** in **BLACKBOARD**. Do **NOT** use the college's Outlook email accounts. If you do use Outlook, I will ask you to repost in Course Messages and Blackboard. The liability for missing or not acting upon important information conveyed via Blackboard's Course Messages or Announcements 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.

If a student's work is suspected to be plagiarized, the instructor will ask the student to rewrite

portions of submitted work to compare for consistency.

**Disabilities and 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.