



Course Prefix/Number/Title:  
ASC 88-1 (37274), Composition Lab

Number of Credits:  
3

Course Description: A pre-college writing course that prepares students for College Composition 110. Provides instruction in writing error free sentences, solid paragraphs and well-organized essays.

Pre-/Co-requisites: None

Course Objectives:

1. To provide an understanding of the value for students to read college-level writings.
2. To enable students, through classroom discussion and various writing applications, to apply sound processes for producing original academic papers and organized paragraphs.
3. To acquaint students with team collaboration through peer editing processes.
4. To explore and prepare topics for ENGL 110 papers.
5. Prepare for ENGL 110 level writing.

Instructor:  
Professor Spenser Luther

Office: 2208

Office Hours : Anytime by Appointment, Drop ins welcome M-F 8-3

Phone: 239-776-0492

Email:  
spenser.luther@ndus.edu

Lecture/Lab Schedule:  
Thursday  
1:00-1:50Pm

Textbook(s): None

Course Requirements: Computer Access-Internet Access  
A 90% and above   B 80-89%   C 70-79%   D 60-69%   F Below 69%

Tentative Course Outline:

Week 1: Syllabus Review, Personal Introduction  
Week 2: Writing Process, Paragraph and Topic  
Weeks 3 and 4: Writing Techniques, Unity and Cohesion  
Weeks 5 and 6: MLA format and Work Cited Page  
Week 7 : MLA Citation and Plagiarism  
Week 8: Summary vs Analysis

Week 9: Spring Break  
Weeks 10: Quoting, Paraphrasing, Summarizing  
Week 11: Revision Strategies  
Weeks 12 and 13: Crafting Effective Introductions and Conclusions  
Weeks 14 and 15: Understand the Value of Criticism  
Week 16: In-Class Essay and Work on PowerPoint  
Week 17: Presentation week; all groups must present  
Mini-Research Essay Due

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.

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 is necessary for success. The syllabus is subject to change and any changes will be addressed in class. Many assignments will be explained and completed during class. If its necessary to miss a class, please let me know either before the missed class session, or immediately upon return. Cell phones are permitted, but please be respectful of others. No phones out during class lecture or discussion. All essays must follow MLA-8 guidelines.

#### Classroom Policies:

#### 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.

#### AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize

generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

## RESPONSIBILITIES

Students · Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. · Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. · In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.

Faculty · Determine if the use of generative AI could enhance student learning in any assignment of project. · Clearly indicate in all course syllabi if generative AI is allowable for any academic work. · If allowable, give specific parameters for how and when generative AI may be used. · If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.