



ASC 87- College Writing Prep

Spring 2025 MWF 1-1:50/ 3Credits

Course Description:

A precollege writing course that prepares students for ENGL 110 College Composition. Provides instruction in writing error-free sentences, solid paragraphs, and well-organized essays.

Pre-/Co-requisites: None

Course Objectives:

Students will learn to assimilate techniques for beginning an essay, organizing paragraphs, and writing sentences that will enable students to write clearly and economically in writing situations likely to be encountered in college level writing.

Students will learn to understand and practice revision techniques to recognize and correct non-Standard English that might work against a student achieving success in workplace or academic communication situations.

Instructor:	Melissa Remick
Office:	Viking Learning Commons
Office Hours:	MWF 2-3:30 and by appointment
Phone:	845-7207
Email:	Melissa.remick@vcsu.edu
Lecture/Lab Schedule:	1-1:50pm

Textbook(s):

None. All readings and assignments will be offered through Blackboard.

Course Requirements:

Students will read weekly assignments(linked in Blackboard) and other materials, will complete assignments on readings, and will write/revise paragraphs and essays on assigned topics.

A student's final grade is based on total points received from the following:

- Five Essays
- In Class Assignments & Quizzes
- Exams

Tentative Course Outline:

Weeks 1-3: Description paper

Weeks 4-6: Observation paper

Weeks 7-10: Narrative paper

Weeks 11-13: Relationship paper

Weeks 14-16: Cause and effect paper.

General Education Competency/Learning Outcome(s) OR CTE

Competency/Department Learning Outcome(s):

NOTE: These outcomes are also the outcomes for ENGL 110. The difference between the two is that ASC 87 students need more time and practice in order to be prepared for 110.

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.

Relationship to Campus Focus:

Students will participate in writing assignments that relate to the campus theme:
Nature, Technology and Beyond

Classroom Policies:

Please refrain from doing anything that might be disruptive and disturb other students or the instructor. This academic environment is an open and harassment free zone. Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions-comment on discussions, etc.

Late Work:

Students in college are required to hand in assignments when they are due. If you contact me ahead of the assigned due date you may be able to receive an extension of one class period. You must contact me at least 24 hours prior to the assignment's due date. Late work will not be accepted without prior approval.

Grade Scale: 90-100%-A 80-89%-B 70-79%-C 60-69%-D Below 60%-F

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.