



Course Prefix/Number/Title:

ASC 87-2
(37389) College Writing Prep (Lecture)
Number of Credits: 3

Course Description: 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: TBA

Phone: 239-776-0492

Email: spenser.luther@ndus.edu

Lecture/Lab Schedule:
TuTh 9:30AM - 10:45AM

Location:
Thatcher Hall, Rm 212

SCHEDULE

Week 1:

Introduction to the Syllabus.

What is composition, and why do we choose to write?

Week 2:

Introduction to MLA format

What makes a good argument? What is a bad argument?

Homework: Read Chapter 17 "Academic Arguments"

Week 3:

Chapter 18 "Finding Evidence"

Why is Evidence Important

Week 4:
Chapter 19: "Evaluating Sources"
Thesis Presentation.

Week 5:
Chapter 6 "Rhetorical Analysis"
Understanding Ethos, Pathos, Logos

Week 6:
Chapter 5 Fallacy
Understanding Fallacies
How do Ads Work
Review Final Essay
Homework: Make your own Advertisement

Week 7:
Understanding Literature
Literary Devices
Read Fences

Week 8:
Presentation on Fences
Read: The Aunt and the Sluggard

Week 9:
Spring Break

Week 10:
No Class the 17th and 18th
Presentation on The Aunt and the Sluggard
Read Hawthorne's Dr. Heidegger's Experiment

Week 11:
Presentation on Dr. Heidegger's Experiment

Week 12:
Thesis presentation
In-Class thesis activity; Construct your thesis

Week 13:
What is good analysis; Summary vs ideas

Week 14:
The importance of revision and self-reflection.
Why is Criticism so Hard to Take

Week 15:
In Class Essay Review

Week 16:
Powerpoint Drafts

Week 17:
Presentations

Textbook(s): N/A

Course Requirements:

In each class students will write, if only a sentence some days, about reading assignments or in-class readings. This class asks students to write sentences, paragraphs, and short papers on reading assignments and discussion topics from the required textbooks as well as issues in academic disciplines or in public discourse. Students study Rhetorical Grammar to learn how to write a variety of types of English and to use grammar as a resource for expression rather than a catalog of prohibited behaviors. Students read and write to understand a synthesis of academic disciplines in the DCB campus focus: nature, technology, and beyond

Tentative Course Outline:

Reading Academic
Writing Plagiarism
Explanatory Strategies
Metadiscourse Prewriting
Drafting Revision Editing

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

Classroom Policies: Students are responsible for following all policies, guidelines, and procedures as stated in the college catalog and the individual course syllabi.

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.

Please contact me in regard to accommodation that can be provided to ensure that you succeed.

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 or 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.