



Course Prefix/Number/Title: ASC 88 Composition Lab

Number of Credits: 1

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.

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: Damon Schneider

Office: N/A

Office Hours: By appointment.

Phone: 920-203-2452

Email: damon.schneider@dakotacollege.edu

Lecture/Lab Schedule: Online

Textbook(s):

Required Textbook – The St. Martin’s Guide to Writing, 12th Edition, Axelrod, Cooper. 978-1-319-10438-2

Campus Read – *Changes in the Land: Indians, Colonists, and the Ecology of New England* By William Cronon. 978-0809016341

Course Requirements:

Access to a computer. Access to the internet. Access to MS Word.

Assignments and Points	Points (100 total)
Reader Responses (6 total)	30 (five points each)
Weekly Exercises (6 total)	15 (.5 for each question)
Paragraph Exercises (8 total)	10 (1.25 for each paragraph)
Midterm Quiz	15
Final Quiz	15
Campus Read	15

A 93 and above

B 80-92

C 70-79

D 60-69

F Below 60%

Tentative Course Outline:

Week	Reading Schedule	Written Assignment
Weeks 1 and 2 – Beginning Aug. 25	St. Martin’s H95-110 Begin reading Campus Read	Exercises 1 + Reader Response 1 + Paragraph 1
Week 3 and 4 – Beginning Sept. 8	St. Martin’s H1-15 Continue reading Campus Read	Exercises 2 + Reader Response 2 + Paragraph 2
Weeks 5 and 6 – Beginning Sept. 22	St. Martin’s H16-30 Continue reading Campus Read	Exercises 3 + Reader Response 3 + Paragraph 3
Weeks 7 and 8 – Beginning Oct. 6	St. Martin’s H31-45 Continue reading Campus Read	Midterm Quiz + Paragraph 4
Week 9 and 10 – Beginning Oct. 20	St. Martin’s H46-60 Continue reading Campus Read	Exercises 4 + Reader Response 4 + Paragraph 5
Weeks 11 and 12 – Beginning Nov. 3	St. Martin’s H61-75 Continue reading Campus Read	Exercises 5 + Reader Response 5 + Paragraph 6
Weeks 13 and 14 – Beginning Nov. 17	St. Martin’s H76-90 Continue reading Campus Read	Exercises 6 + Reader Response 6 + Paragraph 7
Weeks 15 and 16 – Beginning Dec. 1	St. Martin’s H91-94, H111-114 Begin reading Campus Read	Final Quiz + Paragraph 8
Weeks 17 – Beginning Dec. 15	Finish Reading Campus Read	Campus Read due Thursday, Dec. 18, by 12pm.

General Education Goals/Objectives:

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, no date, 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. In addition to living in the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes "language," "word," "concept," and "Reason" as some aspects of its definition. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students learn to use the resources of a third sphere that has the potential to reconcile the technosphere with the biosphere.

Classroom Policies: N/A

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.

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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 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.