

Course Prefix/Number/Title:

ASC 87: College Writing Prep

Number of Credits:

3 semester credits

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:

ENGL 110 (co-requisite)

Course Objectives:

Students will identify and evaluate the thesis and supporting details in other's writing.

Students will use writing and revising strategies to produce short essays.

Students will identify important concepts in reading and discuss them.

Instructor:

Katy Allers

Office:

Minot State University Campus – Dakota College at Bottineau Office Administration Building,
Room 160

Office Hours:

TBA

And by appointment

Phone:

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Office: 701-858-3170

Email:

katy.allers@ndus.edu

Lecture/Lab Schedule:

Monday, Wednesday, Friday: 10:00-10:50 am;

Lab: 12:00-12:50 pm Monday

Old Main 102

Textbook:

Axelrod, Rise B. and Charles Cooper R. The St. Martin's Guide to Writing. 11th ed. Bedford/St. Martin, 2016

Course Requirements:

Requirements for this course include rough drafts and peer reviews for our major assignments, revised and edited major assignments for grades, short assignments to check writing and reading skills as well as comprehension of material, and to participate in group work and discussions.

Tentative Course Outline:

Week One:

Introduction to the course

- Syllabus review
- Write an email to the instructor

Weeks Two-Four:

Narration with dialogue

- Remembering an important event
- Related Readings
- Brainstorming, planning, drafting, peer review, editing/revision

Weeks Five-Six:

Explaining a Concept

- How would you explain this to someone who has never done this?
- Related readings
- Brainstorming, planning, drafting, peer review, editing/revision

Weeks Seven-Eight:

Compare and Contrast

- Related Readings
- Brainstorming, planning, drafting, peer review, editing/revision

Weeks Nine-Twelve:

Major Assignments: Documented Essay – Arguing a Position

- Coming up with a thesis and supporting claims with evidence
- Related readings
- Brainstorming, planning, drafting, peer review, editing/revision

Week Thirteen:

Presentations

Weeks Fourteen-Sixteen:

Solving common/everday/local problems

- Propose a solution to a local problem using a medium of your choice: letter to the editor, blog, social media, podcast, video, etc,
- Brainstorming, planning, drafting, peer review, editing/revision

Finals Week:

There is no final in this class

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: 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 read and discuss model essays and online articles related to nature, technology, and beyond.

Classroom Policies:

Attendance:

Since your future success in both College Composition, as well as other college courses, significantly depend on your successful completion of this course, **attendance will be required.** There are several in-class assignments in which students receive points that cannot be made up unless the student's absence is excused. If you know ahead of time that you will be absent, please reach out to me as soon as possible, so we can make arrangements. If you do miss a class period, it is your responsibility to follow information on Blackboard, contact me, or a classmate to get caught up. More than three (3) unexcused absence will significantly affect your final grade.

Note: Major assignments will still be due at 11:59 pm on Blackboard, even if a student is absent that day.

Tardies:

You are expected to be in class on time and multiple tardies will significantly affect your final grade. I will begin class with announcements, important information, and to answer questions about assignments, so missing the first few minutes may cause you to miss out on chances for your success in the course.

Late Work Policy

Rough drafts and minor assignments that are turned in late may not be reviewed. Late final drafts will be docked five points per day. If you know you are going to be gone ahead of time, it is your responsibility to make arrangements and turn in drafts early.

Grading Policy

All graded work is percentage based. Every essay will be worth 10%, except for the major essay, which is worth 20% of your final grade.

Final calculations will be the following:

- 20% Major Essay (Arguing a Position)
- 40% Four remaining essays
- 10% Other Assignments
- 30% Presentations

Electronic Devices

Since this class focuses heavily on writing, I strongly encourage you to bring a personal computer or tablet to class. If you have no access to a device, please let me know and we will make arrangements. Cell phones must be turned off or on silent and are not allowed to be used during class, unless instructed to do so.

MLA Policy

All essays must correctly follow MLA 8 guidelines. We will go over and practice these multiple times. Essays must also have the correct MLA heading, which is as follows:

Your name

Your instructor's name (Katy Allers)

The class (ASC 87)

Date (date the assignment is due)

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.