

**CASPER COLLEGE COURSE SYLLABUS**  
**ENGL 0900 – 04**  
**Introduction to College Reading & Writing II**

**Semester/Year:** Fall 2015

**Lecture Hours:** 4

**Lab Hours:** 0

**Credit Hours:** 4

**Class Time:** 1 pm-2:45 pm

**Days:** M/W

**Room:** Liesinger Hall (LH) 186

**Instructor's Name:** Lisa Johnson

**Instructor's Contact  
Information:**

**Office Phone:**  
307-268-2045

**Email:**

[ljohnson@caspercollege.edu](mailto:ljohnson@caspercollege.edu)

I prefer this and do not regularly  
check MOODLE mail.

**Office Hours:**

Monday/Wednesday 3:30 pm-4:30 pm

Tuesday/Thursday 10:00 am-12:00 pm

\*I am available outside of these hours. Make an appointment to ensure I reserve time for you.

**Course Description:** (4L)(4CR) Reading and writing are both processes of composing and are requisites to success in ENGL 1010. This upper level developmental English course provides instruction for active reading and critical thinking skills used to compose effective essays. Students will have opportunities to practice a recursive writing process and will be introduced to using outside texts as a way to generate ideas.

**Statement of Prerequisites:** Prerequisites: Students must have an ACT English score of 13, a Compass English score of 51, or successfully complete ENGL 0800.

**Goal:** The foremost goal of this class is to help you achieve the outcomes for this course and prepare you for the next step of your composition sequence. However, other goals I have for students include the following:



Building confidence in writing as students understand their own writing process.



Being able to make connections with what they read and then expressing themselves thoughtfully through writing and discussion.

**College General Education Outcomes (CO):** The following college general education outcomes apply to this course.

1. Demonstrate effective oral and written communication

**Course Objectives:**

Writing Outcomes: (CO1)

1. Consistently apply and refine the outcome skills of ENGL 0800
2. Demonstrate awareness of audience and purpose in both reading and writing
3. Be able to find and develop ideas
4. Participate in a recursive writing process
5. Write thesis-driven essays
6. Write a minimum of 2500 words during the semester

Reading Outcomes

1. Apply pre-reading, during-reading, and post-reading techniques to develop critical thinking and reading skills.
2. Identify main ideas and supporting details.
3. Make inferences and draw conclusions while reading.
4. Use new vocabulary in context.
5. Apply annotation techniques to a variety of texts.
6. Respond to readings both orally and in writing.

**Methodology:** This class will be conducted using lecture, videos, and internet components (Moodle and Learning Curve). There will be in-class activities that require discussion, group work, note-taking, reading, and possible presentations. Homework may include grammar practices, essays, and light research. In-class and homework assignments will be assessed for credit. Your feedback is valuable as the instructor uses course evaluations in determining course methodology. **Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.**

**Evaluation Criteria:** You can take this class for credit or as a pass/fail course. You will be able to choose how your final grade will be transcribed on your syllabus contract. To pass, and continue to ENGL 1010 Composition I, you'll need a "C" (70% or better). Your semester grade will be based on the following:

Attendance	% of classes you attend. (for example: 80% attendance= 80/100)	100 pts.
Writing Assignments	3 Unit papers @ 100 pts. each, minor papers worth 100 pts. total	400 pts.
Homework	Average of your homework scores	100 pts.
Quizzes	Average of your quiz scores	100 pts.
Midterm and Final Exams	Each editing exam is worth 25 points.	100 pts.
	<b>Total</b>	<b>800 pts.</b>

**Grading Scale:**

<p>A = 90 – 100% = 720 - 800                  B = 80 – 89% = 640 – 719                  C = 70 – 79% = 560 – 639                  D = 60 – 69% = 480 - 559                  F = &lt;60% = &lt; 480</p>	<p><b>Extra Credit Opportunities</b>                  are at the instructor's                  discretion.</p>
--	--

**Required Text, Readings, and Materials:**

- Anker, Susan. *Real Essays Interactive: A Brief Guide to Writing Essays*. ISBN: 978145765409-1. **1. YOU NEED TO BUY A NEW BOOK SO THE FREE ACCESS CODE WILL BE VALID.**
- Learning Curve code for *Real Essays Interactive*. It comes free with your book, unless you buy a used book. In that case, you'll need to purchase access.
- I will provide some readings as pdf files available on Moodle.
- Access to the internet—if you do not have access at home, you'll need to make yourself familiar with online computer labs and plan to spend a bit of time there.
- Moodle (use your WebAdvisor username and password to access Moodle)
- Recommended:
  - Faigley, Lester. *The Little Penguin Handbook*. ISBN 9780321945563 or another handbook like *the Pocket Style Manual*, *Easywriter*, etc.
  - Flash drive or a Dropbox or Google Drive account—that way you can easily save and/or access your work.

**College Policies:**

**Last Date to Change to Audit Status or to Withdraw with a W Grade:** November 12, 2015. There is paperwork you'll need to complete in order to withdraw.



**If you are considering withdrawing from the course—please see me first!**

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

**Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, [bheuer@caspercollege.edu](mailto:bheuer@caspercollege.edu). The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

**Class Policies:**

- **Attendance:**

Attendance will be recorded at the beginning of each class session. There is no distinction between excused and unexcused absences. Leaving more than 10 minutes early or arriving more than 10 minutes late counts as ½ an absence. The percentage of classes attended will be the attendance grade.

Students who have missed 5 or more classes before midterm should meet with me to discuss whether they should drop the course or not. Students who experience extenuating issues should meet with me immediately to discuss their situation. Appropriate documentation will be required.

Faculty-initiated withdrawals may be processed for students missing more than 6 class periods in a row.

- **Learning Partner:** Having support in all aspects of our lives is important—in this class, students will have a minimum of one learning partner for just this reason. As a learning partner—you will be stepping up to help each other with the following things: (1) taking notes when one partner is absent and contact the absent partner, providing what he or she missed; (2) contact an absent partner who missed two or more consecutive classes; (3) talking with each other about assignments; (4) talk about or study for upcoming tests; (5) read each other's drafts; and (6) talk about problems either partner is having in class.

My learning partner is: \_\_\_\_\_

His/her phone number is \_\_\_\_\_

- **Laptops/Ipads:** You are welcome to bring these to class; however, you should be using it only for class activities—no checking email/Facebook, or surfing the web, etc.
- **Cell Phone & Other Electronic Devices:** Keep them turned off or on vibrate. If there is an emergency (sick family member, etc.), and you need to take a call, please go out in the hall. If there's a reason for you to use your phone in class—I'll let you know.
- **Learning Curve Access:** If you purchase a new text, you'll have an access code. If you purchased the used book, you will need to buy an access code. My online course is open for student registration--follow the simple steps below to get started.
  - Go to page to make it easy to return by making a bookmark: <http://tinyurl.com/nwk6pkj>
  - If you have an **access code**, click the button "Enter Your Student Access Code" in the upper right corner and follow the instructions.
  - If you don't have an access code, either click the "**Purchase Access**" or "**Temporary Access**" button.
  - If you have any problems registering, purchasing, or logging in, please contact **Technical Support**. You can reach a representative 24 hours a day, 7 days a week: through our online form, by chat, or from 9 a.m. to 3 a.m. EST, 7 days a week: by phone at (800) 936-6899



**Late Work:** All work is due by the due date listed on the class schedule. Late homework will not be accepted. Late papers will have 10 points deducted for each day (week day—not class period) it is late.

- Assignments on Moodle are due by 11pm on the due date; assignments to be submitted in class are due at the beginning of class.
- **Not having something printed is the same as not doing it.** This means: save your work often and print it early. “I have to go print this. I’ll bring it by later this afternoon” still means the assignment is late, and thus it will not be accepted without consequences. Also, Casper College has two computer labs in the LH building and many computers in the library. There is also a computer lab in PS 106. “My printer is broken” is not an excuse.
- Extensions are up to my discretion; you must contact me prior to the due date to ask for an extension. No extensions will be allowed for the final paper.
- Due dates don’t change because of absences—the assignment is still due, and it’s your responsibility to get it turned in.
- Late Pass – Because I understand that “stuff happens,” you may use one (1) late pass this semester. With a late pass, the assignment is due one class period later than its original due date. Late passes *cannot be used for the final paper. You must turn this in no later than the day before this assignment you are using it for is due!*
- **Student Athletes/Competitors:** Students needing to miss class due to college-related activities (rodeo, livestock judging, athletics, etc.) should submit assignments early or make personal contact with the instructor to discuss alternative dates **PRIOR** to missing class. Missing for school activities does not relieve students of their responsibilities to the class. I reserve the right NOT to allow you make up work if you don’t make plans as I’ve outlined above.
  - I wholeheartedly support extracurricular activities; however, these activities do not give students benefits or leeway in the class that other students don’t have. I strive to be equitable to all my students.

#### **Other Useful Tidbits:**

1. All reading/preparatory work should be done before the day we’re discussing it.
2. You need to spend at least six hours per week preparing for class. Timely completion of class work and home assignments is crucial.
3. First and last names on assignments—if your name isn’t on your work—then it wasn’t turned in as far as I’m concerned.
4. Stapler—if you don’t staple your work, I may not take it
5. If you need help, in any way, with writing your papers, please use ME and/or the Writing Center. It’s located in Strausner Hall, room 139.
6. Writing assignments will utilize some peer review and collaboration. Therefore, students should be willing to share the subject matter they produce with others, while being mindful that highly controversial subjects may draw strong reaction. A rule of thumb is this—if it is going to make you emotional or defensive—consider whether you want to expose yourself.
7. Plagiarism--don't do it.
8. Sleeping in class--if you're that tired, stay home.
9. Guests and children are not allowed in class; even well-behaved children are disruptive to the environment.

**Major Assignment Overview:**

1. There will be three major unit papers, each worth 100 points: narrative, process, and an illustration essay
2. A rubric will be distributed in class to show evaluation criteria.
3. Multiple drafts will be expected.
4. Conferencing with me or with the Writing Center will greatly benefit you.
5. Papers (receiving a “C” or lower) may be revised and resubmitted within a week of being returned.\*Exception: the last paper of the semester.\*
6. Papers will be peer-reviewed; peer review days are mandatory.
7. Papers will be submitted to Turnitin.com via our Moodle area.
8. There will be at least one writer/instructor writing conference.
9. All papers should be submitted in the proper MLA format—a template will be provided.

**Homework Overview:**

1. The purpose of homework is to practice skills! You will have homework most nights.
2. Homework includes: in and out of class exploratory writing, minor papers, reading/responding to texts, editing practices, Learning Curve assignments, etc.
3. Homework will be graded based on a “full credit (100%), partial credit (75%), half credit (50%), no credit” system.
4. Homework scores will be averaged and make up 100 points of the course.

**Quiz Overview:**

1. There will be quizzes on every reading/watching assignment you have. They might be short answer, essay, multiple choice, true/false, or matching.
2. Quizzes are CLOSED-BOOK unless otherwise noted at the time of the quiz.
3. Quizzes can cover anything assigned EVEN IF I didn’t go over it specifically.
4. Your quiz scores will be averaged, and whatever your average is at the end of the semester becomes your point total out of 100 points. For example, if your quiz average is 88% at the end of the semester, you’ll earn 88/100 points for quizzes.

## Course Agenda: Anticipated Calendar or Schedule

- This schedule is tentative, showing **ONLY THE MAJOR ASSIGNMENTS**.
- Daily/weekly assignments will be made in class.
- I reserve the right to change this as needed to meet the needs of the class. Any changes to the schedule will be announced in class and posted to our Moodle site.
- Students are responsible for keeping up with where we are; therefore, consistent attendance and communication is vital to being organized and successful in this class!
- Learning Curve assignments (grammar) are all online and the due dates will be posted on Moodle as well as in the Learning Curve site.
  - REI = *Real Essays Interactive*

### **Week 1: August 24 – August 27**

Focus: Course introduction, materials, diagnostics

Reading assignments:

- REI, Ch. 1 Critical Thinking, Reading, and Writing

### **Week 2 August 31 – September 3**

Focus: Active Reading Strategies

Reading assignments:

- REI, Ch. 15 Basic Grammar
- REI, Ch. 16 “Fragments” pg. 218-222
- “Reading Like a Writer” pdf provided in class/on Moodle

### **Week 3 September 7 – September 10**

**\*\*No class Monday, 9/7\*\***

Focus: Writing in Response to Reading

Reading assignments:

- REI, Ch. 16 “Run-ons” pg. 223-226
- “Why One Peaceful Woman Carries a Gun” pdf provided in class/on Moodle
- “The Professor is a Dropout” pdf provided in class/on Moodle

**Writing assignments due this week: Summary, Reading Response assignments**

### **Week 4 September 14 – September 17**

Focus: Begin Unit 1: Narration

Reading assignments:

- REI, Ch. 2 Getting Ready to Write
- REI, Ch. 5 Narration
- REI, Ch. 16 “Subject/Verb Agreement” pg. 226 – 231
- 

### **Week 5 September 21 – September 24**

Focus: Examining the genre and invention

Reading assignments:

- REI, Ch. 3 Organizing Your Main Point and Support
- “Superman and Me” pdf provided in class/on Moodle
- “Shitty First Drafts” pdf provided in class/on Moodle

**Week 6**      *September 28 – October 1*

Focus: Drafting, Reader Review Preparation

Reading assignments:

- REI, Ch. 4 Drafting and Revising, pg. 49-58
- REI, Ch. 16 “Verb Tense Problems,” pg. 231 - 237
- Reader Review handouts provided in class/on Moodle

**Week 7**      *October 5 – October 8*

Focus: Reader Review of Narrative essay and revision strategies

Reading assignments:

- REI, Ch. 4 pg. 58- end
- REI, Ch. 18 “Commas,” pg. 259 – 262

**Writing assignment due this week: Reader Review draft of narrative essay due Wednesday**

**Week 8**      *October 12 – October 15*

Focus: Begin Unit 2: Illustration/Exemplification genre exploration and invention

Reading assignments:

- REI, Ch. 6 Illustration
- “The Name Game” pdf provided in class/on Moodle
- “Mother Tongue” pdf provided in class/on Moodle

**Midterm exam on Thursday, 10/14**

**Writing assignment due this week: Unit 1 Narration Essay due Monday, 10/12**

**Week 9**      *October 19 – October 22*

**\*\*Fall Break: 10/19 & 10/20\*\***

Focus: Midterm Conferences

Reading assignments: None

**Week 10**      *October 26 – October 29*

Focus: Continue Unit 2, drafting

Reading assignments:

- REI, Ch. 17 “Pronouns,” pgs. 238 – 245

**Week 11**      *November 2 – November 5*

Focus: Reader review for Unit 2 and revision, begin Unit 3

Reading assignments:

- REI, Ch. 8 Process

**Writing assignment due this week: Reader Review draft of Illustration essay due Monday, 11/2**

**Week 12**      *November 9 – November 12*

Focus: Unit 3 Process Analysis genre exploration and invention

Reading assignments:

- “Dumpster Diving” pdf provided in class/on Moodle
- “Salvaging an Interview” pdf provided in class/on Moodle
- REI: Ch. 18 “Apostrophes and Other Punctuation,” pg. 263 – 270



**Writing assignment due this week: Unit 2 Illustrative essay due Monday, 11/9**

**Week 13      November 16 – November 19**

Focus: Unit 3 Process Analysis drafting

Reading assignments:

- REI, Ch. 18 “Capitalization” 271 – 273.

**Week 14      November 23 – November 26**

**\*\*No class 11/25 & 11/26\*\***

Focus: Unit 3 Reader Review

Reading assignments: none

**Writing assignment due this week: Unit 3 Reader Response draft due Monday, 11/23**

**Week 15      November 30 – December 3**

Focus: Tying it all together

Reading assignment:

- Revisit Ch. 2, pg. 8-end

**Writing assignment due this week: Unit 3 Process essay due Wednesday, 12/2**

**Week 16      December 7 – December 10**

Focus: Last call: prepping for final

**Week 17      December 14 – 17 Final Exam Week**

- Day/Time/Location of our final will be announced when that information becomes available.

**Write your own LATE PASS**

Late Pass –You may use one (1) late pass this semester. With a late pass, the assignment is due **one class period** later than its original due date. Late passes *cannot be used for the final paper*. **NOTE:** *You must turn this in no later than the day before this assignment you are using it for is due! I will not accept it if you bring this to class the day it is due.*

I \_\_\_\_\_ am redeeming this Late Pass for the following assignment: \_\_\_\_\_.

This assignment was originally due on \_\_\_\_\_.

I know that I must now turn it in one class period later than the original due date which means I will submit this to my instructor on \_\_\_\_\_.

## GL 0900-01, 04 Syllabus Contract

I, (Print name clearly) \_\_\_\_\_, received a copy of our class syllabus, and I had ample time to read it and ask questions. Furthermore, I understand that success in this class requires my:  
(initial beside each item)

- \_\_\_\_\_ Reading, understanding, and completing assignments in class, at home, and online on time.
- \_\_\_\_\_ Attendance, participation, and sustained effort.
- \_\_\_\_\_ Understanding and obeying the rules for submitting work and avoiding plagiarism.
- \_\_\_\_\_ Communication with Lisa should any concerns about assignments, absences, etc. arise.
- \_\_\_\_\_ Respecting the ideas and perspectives of others.

Furthermore, I understand the following terms and conditions: (initial beside each item):

- \_\_\_\_\_ I understand the attendance and cell phone/texting policy for this class.
- \_\_\_\_\_ (if applicable) I understand my responsibilities for absences/makeup work as a student who participates in athletics/rodeo/judging/theater/dance, and the like.
- \_\_\_\_\_ I understand that technological failure is not a valid excuse for not turning in work.
- \_\_\_\_\_ I understand the Casper College policy on plagiarism and understand that if I plagiarize I could fail the assignment and/or the course.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)