

CASPER COLLEGE COURSE SYLLABUS
ENGL 1010; Sec. 01 and 10-English I: Composition

Semester/Year: Fall 2015 (August 24th 2015-December 12th 2015)

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Class Time:

Section 01, 8:00 am- 8:50 am

Section 10, 12:00PM - 12:50PM

Days: M/W/F

Room:

Section 01, Liesinger Hall (LH) #184

Section 10, Student Union (UU) #319

Instructor's Name: Lisa Johnson

Instructor's Contact Information:

Office: SH 206-A

Office Phone: 307-268-2045

Email: ljohnson@caspercollege.edu

Cell Phone 307-277-2496

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: (from the Casper College Catalogue)

A study of the fundamentals of purposeful communication in English. The course focuses on reading and writing expository essays, on using effective language for exposition of ideas, and on thinking clearly. Students are to practice synthesizing information, organizing it coherently, and writing clearly.

Statement of Prerequisites: Prerequisites: Acceptable performance on ACT English and reading exams (21 or higher), or Compass English (75 or higher) and Reading scores (74 or higher) or satisfactory (a "C" or better) completion of ENGL 0625 and ENGL 0525

Goal: Students will develop and practice writing skills including grammar, mechanics, paragraph and essay structures, development of thesis statements, introductions, arguments and conclusions. They will learn to write about their own ideas and the ideas of other writers; then, consider their own ideas in context of others.

Outcomes for students as stated by Casper College:
(Those relevant for this course are highlighted.)

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data

* Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work. Students may request that their work not be included in sampling.

Additional Outcomes for Students:

1. Able to summarize, analyze, synthesize and evaluate ideas
2. Demonstrate fundamental awareness of documentation skills
3. Understand genre and audience.
4. Able to utilize descriptive writing techniques, making use of metaphor and simile

5. Able to develop a central thesis, understand persuasive appeals and to use them argument.

Methodology: This course will engage students through both large and small group discussions and activities, peer review, lecture and writing projects. (Some of these will occur online in the MOODLE shell.)

Evaluation Criteria:

Percentage of points earned will result in the following grades: A=90%-100% B=80%-89% C=70%-79% D=60%-69% F=0%-59%	Points for Major Writing Projects and Workshops.		
	4 Summaries of Class Readings. (2 articles I will assign; 2 articles you will choose)	50 pts. each	200 pts
	Writing Projects #1, #2, #3 (include the following elements: 1peer reviews, 1 conference w/me and project reflection.)	200 pts. each	600 pts
	Final Reflection on the course	100 pts.	100 pts
	Additional Assignments	25-50 pts/each	500 pts
	Course total points		1400 pts

***Refer to attendance policy below in “class policies” and consider the effect of attendance on your overall grade.**

Required Texts and Materials:

- DasBender, Gita. *Language: a Reader for Writers*. New York: OUP. 2014. Print
- Hacker, Diana and Nancy Sommers. *Rules for Writers*. 7th. Boston: Bedford/St. Martin's, 2012. Print.
- Graff, Gerald and Cathy Birkenstein. “They Say/I Say”: The Moves that Matter in Academic Writing. 3rd. New York: OUP. 2014. Print
- A college level dictionary.
- Paper and pen for note taking and class activities.
- A flash drive **and/or** access to a cloud drive in order to save your work from the lab computers.
- You will need access to a computer in order to complete discussions, view posted videos and documents, and find updates to agenda or other policies on MOODLE.

Class Policies: (Course Policies are subject to change by the instructor.)

- **November 13th** - Withdrawal Deadline –last day for a complete **withdrawal** that will be reflected as a “W” on your transcript.
- If you have more than 2 **absences**, you will lose a half a letter grade for each subsequent absence. This could result in a very low overall grade. If you miss 4 or more class sessions, resulting in dropping one full letter grade, you may want to consider taking this class when you are able to attend consistently. I will work with you if you know and inform me in advance of conflicts.
- *Keep me informed if you are involved in extracurricular activities which require travel. I do not get regular information from coaches. If you do not inform me, I will not be responsible for errors in the roll.*
Send me an email for each and every absence due to extracurricular activities.

One email with the projected season schedule will **not suffice.*

Class Policies: (continued)

- Unless otherwise stated, **homework** must be typed, have 1” margins and be double spaced throughout. Use New Times Roman, 12 pt. font. We will discuss how to do this. Manuscripts that are not typed will be returned ungraded. (See MLA Formatting example in this syllabus and the textbook, *Rules for Writers*.)
- I will not accept **late assignments** without arrangements being made prior to the due date. I will grant an extension for no more than 48 hours beyond the due date. I want to help you when you need more time, but long extensions just allow you and I to both fall behind.
- In class activities cannot be made up.
- **NO CELL PHONES.** If I see you texting or checking your calls you will be asked to leave. You will not have the option of making up any activities we do that day. If there is an emergency situation which you must be available to address, let me know before class begins.
- We will be using the computers in lab if possible. If you want to check your **Facebook page or email**, do it before class or during a break. If I see you checking your email during lecture or writing activities I will deduct 50% of your activity points for the day.

Additionally, note the following:

- Your instructor is responsible for providing course content and for evaluating your work.
- **You** are responsible for attending your classes.
- **You** are responsible for the submission of homework by due dates.
- **You** are responsible to learn and to demonstrate what you have learned.

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. 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.

A Note on Reading and Discussion Content: Be aware that the readings and other material presented in class are selected as models for writing. Sometimes they use language or reflect opinions to which you or even your instructor may object. Do not make assumptions about what I expect you to believe or appreciate based on these selections. Do expect, however, that as adults, this class will be open to discussing any issues that arise and that we will respect individual contributions to the discussion.

Writing Help and Research Services:

Writing Center

Located in Strausner Hall

email wco@caspercollege.edu

phone (307)268-2610)

Appointments are highly encouraged!

Goodstein Library

(Access the card catalog and databases online at the Casper College web site.)

Circulation Desk phone (307)268-2269

Reference Desk phone (307)268-2275

One particularly good source online is the Online Writing Lab at Purdue University. They have a lot of help for citation and format in both MLA and APA. Here is the link: <https://owl.english.purdue.edu/owl/>

I LOVE MY ENGLISH CLASS Loyalty Card.

Now that you have seen the policies for this class, you should be aware of the ways skipping class, or procrastinating on homework can hurt you. But, since I also know that life has a way of interfering with even the best laid plans, I have created an opportunity for you to erase one absence or to add points to a grade.

The loyalty card is a way for me to reward you for doing the right things: coming to class, being on time to class, turning assignments in on time, seeing the writing center for help or me for an additional conference. All of these are ways you can be a better student, and I will, at my discretion give you points on your loyalty card. Throughout the semester you can earn up to 30 points.

How to get points!

- Points will be awarded at the discretion of your instructor for attendance and timely completion of work.
- You can earn stars with documented visits to the Writing Center or extra conferences with me on one of the major assignments or summaries.
- You must be present in class the day the points are awarded.
- You must have your card available at the time the points are awarded.

Redemption of Points:

- Points may be used to restore one Absence that is otherwise unexcused.
- Points on this card may be redeemed as credit on an assignment. Points may be used for up to 30 points. (WP#1, WP#2, WP#3 are exempt and points cannot be used towards these assignments.)

Loss of this card will result in forfeiture of points to date.

This card is good only through the Fall Semester 2015

Descriptions of Primary Writing Projects

(Note that these are listed as WP #1, WP#2 and WP#3 on the Agenda and the Syllabus.)

These writing projects will be better explained in the coming days. Be prepared for **peer review** activities which will be held in class. Also, you will write **reflections** on each of these assignments which I will assign and give you some time to complete in class. The reflections are informal and need not be typed, but I do expect fully developed ideas. *I do not allow you to make up these assignments unless you make me aware in advance of school activities for which you must miss class. This must be documented with me.*

You will be required to have an **individual conference** with me on both Writing Project #1 and Writing Project #2. Keep in mind that I am always willing to meet with you for additional conferences on any of the projects. In advance of each project, I will remind you and create a schedule.

Writing Project #1: Descriptive Personal Narrative:

As a personal narrative, **this should not** be fictitious. In this narrative you should strive for salient descriptions that will help the reader relate to you and your story. In addition, you **MUST** find some relevance for this story not only as it interests you, but as it interests your audience. There should be a “so what” in the story if it is to have lasting value. In other words, you need a thesis. So, start thinking now about ideas and how you might make them matter to others. (This paper will include at least one peer review, a conference with me, and a written reflection about the project.)

Writing Project #2: Analysis:

For this assignment you will select two texts from the *Language: a Reader for Writers* to analyze. We will talk a lot about analysis before you are assigned this. An analysis is more than a comparison/contrast. It is **NOT** merely summary, nor is it solely your opinion of the texts you will examine. Analysis demands that you take something apart and put it back together in a way that allows us to see something new. It means you must summarize the text in question or the opinions of others before adding your own thoughts. For now, begin by reading essays in the book and looking for connections between them and the assigned readings. You will also be allowed to write some of the objective summaries that are assigned on your own selections. So, immediately getting into this yellow book, *Language: a Reader for Writers*, will really benefit you.

(This paper will include at least one peer review, a conference with me, and a written reflection about the project.)

Writing Project #3: Multimodal Project:

I will find you more examples of these kinds of projects. Radiolab is a good one, though. Basically you will take either your narrative or your analysis and rewrite it for another audience. The new composition can be a music video, a collage, a scrapbook, a Power Point presentation, an ad campaign, a script.... well, it can be anything you imagine! Last year I got a box of forensic evidence as it is presented in court. I got a scrap book from one student, and one student even spliced together cartoons of the characters they analyzed. One student drew a picture and wrote a rap for his friend who was featured in his narrative. This should be a really fun project, giving you a chance to be creative while learning something about audience and genre. *Keep this project in mind all semester. You might see something that inspires you anywhere you look!*

(This paper will include a conference with me, and a written reflection about the project, and a brief oral presentation to the class.)

*Among some of the other assignments you will complete are an oral presentation you will make to the class on a grammar issue that you want to improve upon, a practice analysis that will help you prepare for WP#2, and 4 Objective Summaries.

COURSE AGENDA

Module I: Week 1; August 24th-28th

Lecture Topics:

Syllabus and course Intro.
What Makes Writing Matter?
Metaphor and Simile
Genre

New Assignments:

Reflection on *Radio Lab* episode: “Words”
Poetry Packet Handout

Readings:

In class--*Radio Lab* episode: “Words”

Assignments and Due Dates:

Due Friday, August 28th, Reflection on *Radio Lab* episode: “Words”

Module I: Week 2; August 31st-September 4th

Lecture Topics:

What Makes Writing Matter?
Metaphor and Simile
Genre

New Assignments:

A List Poem

Readings:

Poetry Packet-Handout

Assignments and Due Dates:

Due Wednesday, September 2nd, Draft 1 of A List Poem

Due Friday, September 4th, Discussion Board #1 on *Radio Lab* episode: “Words” will close at midnight.

Due Friday, September 4th, Survey of *Rules for Writers*.

Module 2: Week 3; September 7th-11th
No Classes Monday. The 7th is Labor Day.

Lecture Topics:

Active Reading, Annotation and Outlining

New Assignments:

Readings:

Read for Wednesday, September 9th, *Rules for Writers*, section 5a pages 69-73.

Read for Wednesday, September 9th, *Language: a Reader for Writers*, "Writing for an Audience" by Linda S. Flower, pages 74-78

Assignments and Due Dates:

Due Friday, September 11th, Final Draft of List Poem to be read in class. Bring a copy for me to take.

Module 2: Week 4; September 14th-18th

Lecture Topics:

Narrative

What Makes a Story Matter?

Academic Discourse

The Goals of Academic Writing

Active Reading, Annotation and Outlining

New Assignments:

WP#1 Descriptive Personal Narrative

Readings:

Read for Monday, September 14th, Handouts: "The Ten Second Lesson," "Downhill Sniper," and "The Night before Christmas"

Read for Wednesday, September 16th, "Introduction" *They Say/I Say*, pages 1-15

Read for Wednesday, September 16th, Handouts on Academic Discourse

Assignments and Due Dates:

Due Friday, September 18th, Exercise #2, page 15 of *They Say/I Say*

Module 3: Week 5; September 21st-25th

Friday, September 25th, My Classes are Cancelled for the Literary Conference

Lecture Topics:

Expressing Purpose in Narrative

Essay Structure: Thesis Statements, Introductions, Conclusions

Objective Summary

New Assignments:

Readings:

Read for Monday, September 21st, *Language: a Reader for Writers*, “I can Speak 50 Languages” by Alexander Arguelles, pages 49-52

Assignments and Due Dates:

Due Wednesday, September 23rd, Annotation and Outline of Arguelles’s Personal Narrative.

Module 3: Week 6; September 28th-October 2nd

Lecture Topics:

Expressing Purpose in Narrative

Essay Structure: Thesis Statements, Introductions, Conclusions

Objective Summary

New Assignments:

Readings:

Read for Monday, September 28th, *Language: a Reader for Writers*, “Saying ‘Adios’ to Spanglish” by Leticia Salais, pages 171-174

Read for Friday, September 28th, Chapters 1 and 2 of *They Say/I Say*, pages 19-41

Assignments and Due Dates:

Due Monday, September 28th Reflection on Arguelles

Module 4: Week 7; October 5th-9th

Lecture Topics:

Prewriting and Drafting
Planning for WP #1: Personal Narrative
Writing Dialogue

New Assignments:

Prewriting Exercises
Planning Sheet

Readings:

Read for Monday, October 5th, *Rules for Writers*, sections 1a, 1b, 1c, 1d, 2a, 2b, 2c, pages 2-32

Read for Friday, October 9th, *Language: a Reader for Writers*, “Regarding Spanglish” by Felipe de Ortega y Gasca, pages 171-174

Assignments and Due Dates:

Due Monday, October 5th, Objective Summary #1 and Annotation of *Language: a Reader for Writers*, “Saying ‘Adios’ to Spanglish” by Leticia Salais, pages 171-174

Due Wednesday October 7th, , Reflection on Salais.

Due Friday, October 9th, Prewriting and Planning Worksheet for WP#1-Personal Narrative.

YOU MUST HAVE A CONFERENCE WITH ME ON THIS DRAFT BETWEEN MONDAY, OCTOBER 5TH, AND FRIDAY, OCTOBER 16TH TO RECEIVE CREDIT FOR HAVING COMPLETED THE FIRST DRAFT OF WP#1

Module 4: Week 8; October 12th-16th

Mid-Terms

Lecture Topics:

Prewriting and Drafting
Revision
Analysis

New Assignments:

Readings:

For Monday, October 12th, Banksy Handout

Read for Wednesday, October 14th, *Rules for Writers*, sections 2c, 3a, 3b, 3d, pages 33-40

Read for Wednesday October 14th, *Rules for Writers*, sections 5d, 5e, pages 77-83

Assignments and Due Dates:

Due Monday, October 12th, Objective Summary #2 and Annotation of *Language: a Reader for Writers*, “Regarding Spanglish” by Felipe de Ortega y Gasca, pages 171-174

Due Wednesday, October 14th, Reflection on Salais vs. Ortega y Gasca

Friday, October 16th, Peer Review of WP#1

YOU MUST HAVE A CONFERENCE WITH ME ON THIS DRAFT BETWEEN MONDAY, OCTOBER 5TH, AND FRIDAY, OCTOBER 16TH, TO RECEIVE CREDIT FOR HAVING COMPLETED THE FIRST DRAFT OF WP#1

Module 5: Week 9; October 19th-23rd

No Classes the 19th and 20th. Enjoy Fall Break!

Lecture Topics:

Quoting Sources
Analysis

New Assignments:

Readings:

Read for Wednesday, October 21st, “Chapter 3: ‘As He Himself Puts It; the Art of Quoting’” *They Say/I Say*, pages 42-50
Read for Wednesday, October 21st, “Chapter 4: ‘Yes/No/Okay, But’” *They Say/I Say*, pages 55-67.
Read for Friday, October 23rd, *Rules for Writers*, sections 5d, 5e, pages 77-83
Read for Friday, October 23rd, *Rules for Writers*, sections 58b, pages 473-477

Assignments and Due Dates:

Final Draft of WP#1 Due Friday, October 23rd. Include the Peer Review form, and First Draft when you turn this in.

Module 5: Week 10; October 26-30

Lecture Topics:

Quoting Sources
Analysis
MLA Citation and Formatting

New Assignments:

Brief Analysis (Practice Essay)
WP#2 Analysis

Readings:

“Chapters 5-6” *They Say/I Say*, pages 68-91

Read for Wednesday, October 28th, *Rules for Writers*, sections 5d, 5e, pages 77-83

Read for Wednesday, October 28th, *Rules for Writers*, sections 58b, pages 473-477

By this week you should Read at least 5 other essays that have not previously been assigned from the book *Language: a Reader for Writers*. You need to decide on essays for your Analysis Essay!

Assignments and Due Dates:

Due Friday, October 30th, MLA Citation Exercise

Due Friday, October 30th, Objective Summary #3 (Select a reading from the book *Language; a Reader for Writers*.)

Module 6: Week 11; November 2nd-6th

Advising Day is November 6th.

Lecture Topics:

Analysis
Responding to Others

New Assignments:

Readings:

Re-read this for Monday, November 2nd, *Language: a Reader for Writers*, “Writing for an Audience” by Linda S. Flower, pages 74-78

Read for Monday November 2nd, 24th *Language: a Reader for Writers*, “The Art of the Police Report” Ellen Collett, pages 86-91

Read for Friday, November 6th, “Chapters 5-6” *They Say/I Say*, pages 68-91

Assignments and Due Dates:

Due Wednesday, November 4th, a list of readings you like from *Language: a Reader for Writers*. with a second list of possible pairings of readings you are considering for WP#2 Analysis.

Due Friday, November 6th, Brief Analysis (Practice Essay)

Module 6: Week 12; November 9th-13th

Withdrawal Deadline is November 12th

Lecture Topics:

Transitions,
Meta-Cognition

New Assignments:

Readings:

Read for Monday, November 9th, “Chapters 7: ‘So What? Who Cares?; Saying Why it Matters,” *They Say/I Say*, pages 92-101

Some examples of multi-modal projects.

Read for Wednesday, November 11th, Chapters 8 of *They Say/I Say*, pages 105-120

Assignments and Due Dates:

Due Friday, November 13th, Peer Review of WP#2

YOU MUST HAVE A CONFERENCE WITH ME ON THIS DRAFT BETWEEN MONDAY, November 2nd through November 13th, TO RECEIVE CREDIT FOR HAVING COMPLETED THE FIRST DRAFT OF WP#2.

Module 7: Week 13; November 16th-20th

Lecture Topics:

New Assignments:

WP#3 Multi-Modal

Readings:

Read for Monday, November 16th, Chapters 9 and 10 of *They Say/I Say*, pages 121-138.

Assignments and Due Dates:

Due Friday, November 20th, Final Draft of WP#2.

Module 7: Week 14; November 23-27th

Thanksgiving! Enjoy time of the 25th, 26th and 27th!

Lecture Topics:

More on Multi Modal Compositions.

New Assignments:

Readings:

Assignments and Due Dates:

Due November 23rd, Planning Worksheet for WP#3.

Module 8: Week 15; November 30-December 4th

Lecture Topics:

TBA

New Assignments:

Readings:

Assignments and Due Dates:

Due Friday, December 4th, Objective Summary #4 over an essay of your choosing (not already used or assigned) from Language: a Reader for Writers.

Module 8: Week 16; December 7th-11th

This is what I call my Cake Week. There will be no new readings or assignments.

I hope to plan time for you to be in a lab to work on your final projects.

TBA

FINALS WEEK; DECEMBER 14th-18th

TBA

Your Final Projects will be presented during our scheduled final exam time. It is then that you will hand in your final reflection, as well.