

CASPER COLLEGE COURSE SYLLABUS
ENGL 1010 -09, -13, -14

Semester/Year: Fall 2015

Lecture Hours: 3

Lab Hours 0

Credit Hours: 3

Class Time: 10:00-10:50; 1:00-1:50 & 2:00-2:50

Days: MWF

Room: SH 118

Instructor's Name: Whyde, Julia, MA, ABD

Instructor's Contact Information:

You may always call my office phone, though e-mail is my preferred method of contact. If you do call my office phone, please leave your name, phone number, and a brief message. I do not check my voicemail nights after 5:00, Fridays after 2:00, or weekends.

Office Phone: 268-2502

Office location: SH 140

Email:

jwhyde@caspercollege.edu

Any questions regarding a graded assignment must be received at least 24 hours before the assignment is due.

Office Hours: Tuesdays 1:00-5:00, Wednesdays 3:00-5:00 and by appointment. SH 140.

Course Description: "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" (Casper College Catalog).

Statement of Prerequisites: For ENGL 1010: Students must fulfill both the reading and writing prerequisites for this course. Students who successfully complete ENGL 0900 fulfill both prerequisites. To fulfill the writing part of the requirement, students must have an ACT English score of 21, a compass English score of 75, or successfully complete ENGL 0625 (previously 0610). To fulfill the reading part of the requirement, students must have an ACT Reading score of 21, a compass Reading score of 74, or successfully complete ENGL 0525 (previously 0520).

Outcomes: The goals of English 1010 are to continue to refine the skills of ENGL 0610 and to become more comfortable writing clearly, confidently, and conscientiously about our own ideas and the ideas and works of others. To this end, we will work in a variety of writing modes, and we will combine reading and writing skills in order to create clear, focused, and engaging written works. We will become proficient in the tenets of editing and revision through the examination of their own work and their peers'. Additionally, students will familiarize themselves with basic MLA or APA documentation skills.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

College outcomes matched by this course:

1. Demonstrate effective oral and written communication
2. Solve problems using critical thinking and creativity
3. Use appropriate technology and information to conduct research

Course Objectives:

- Consistently apply and refine the outcome skills of ENGL 0900;
- Demonstrate effective oral and written communication.
- Use appropriate technology and information to conduct research
- Demonstrate effective critical thinking and reading skills: the ability to summarize, analyze, synthesize and evaluate ideas;
- Know and apply effective rhetorical modes (eg., definition, narration, description, division and classification, comparison, and /or contrast, analogy, process analysis, cause and effect analysis, illustration, argumentation), culminating in the ability to write an effective argument;
- Be able to evaluate their own writing as well as the writing of others;
- Demonstrate fundamental awareness of documentation skills; and
- Demonstrate basic oral communication and presentation skills
- Deliver three presentations: an oral response paper, a team presentation, and a final presentation to accompany a research-based argument
- Write a minimum of 3500 words during the semester.

Methodology: Lecture, class discussion, small group discussion, peer review, independent research

<p>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%</p>

Points for Major Writing Projects		
a. 5 Summaries/reflections as assigned.	40 pts. each	200
b. List poem/introductory writing	40 pts.	40
c. Writing/Grammar issue practice	40 pts.	40
d. Citation practice	40 pts.	40
e. Writing in my field or interest area	40 pts.	<u>40</u>
		360
Major Writing Projects 1-3 (includes in-class work as assigned, rough drafts, peer reviews or conference, and reflection). Paper No. 3 includes a class presentation.	160 pts. each	480
In-class work/writing notebook (includes grades for participation, attendance, and on-time arrivals. In-class writing will be randomly collected throughout the semester.)		160
	Total for the class	1000

Extra credit is possible. Please see the “Extra Credit Policy” form at the end of the syllabus.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Required Text, Readings, 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.
- Other readings as assigned, handed out in class, and posted to Moodle.
- A notebook that can be turned into the instructor as requested. A spiral notebook is fine.
- Paper and pen for note taking and class activities.
- A flash drive 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 writing projects and to access documents on Moodle.
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Class Policies:

Last Date to Change to Audit Status or to Withdraw with a W Grade: 13 November 2015

- Each student is allowed **four (4)** absences: no questions asked.
- If you have more than four absences, you will lose a half (1/2) a letter grade for each subsequent absence after four.
- If you miss more than 4 class sessions, you may want to consider taking this class when you are able to attend consistently.
- If you are absent on a day that a major assignment is due (long papers, summaries), you are responsible for turning that assignment into me. You can either e-mail the assignment or send the assignment with someone in the class. In-class writing, peer review, and conference points can only be made up if you have an excused absence.
- Unless otherwise discussed, all papers are due on the dates listed in the syllabus and on individual assignment sheets. If you are having trouble getting a paper to me on time, visit with me **at least 24 hours before** the paper is due.
- You will automatically earn a late penalty of ½ letter grade for any assignment not turned into me on the due date (unless you have contacted me at least 24 hours before the due date and we have discussed your options). The late penalty will continue to accrue for each CALENDAR (not class) day that your assignment is not turned into me.
- **After four calendar days from the due date, the assignment automatically earns a 0 and will not be graded.**
- In class activities cannot be made up unless you have an excused absence (medical, college-sanctioned activity, etc. etc.)
- I am usually quite willing to work with you if you inform me in advance of conflicts. This includes college-sponsored activities. If you are in college-sponsored activities, I will inform your coach or activity advisor of missing assignments and excessive absences.
- Unless otherwise stated, **graded assignments 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. I will not accept **late assignments** without arrangements being made prior to the due date.
- **NO CELL PHONE use in class.** Cell phone use counts as an automatic absence for the day. If your use is also disruptive for the rest of the class, you will be asked to leave. You will not have the option of making up any activities we do that day. If you are waiting for an emergency call, 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.

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.

Equity and Respectfulness: This classroom is a forum for respectful and thoughtful communication. The class policies are intended to support that forum, and so issues such as attendance, personal responsibility for success in the course, and academic integrity are of the utmost importance. Additionally, it is necessary that we all comport ourselves in a way that is mature and that shows respect to our fellow class members.

With this in mind, please refrain from the following: speaking while a classmate or the instructor is speaking; doing work for other classes in this class; using rude or marginalizing language. I will not tolerate defamatory language such as ethnic/racial/gender-based/sexual orientation/disability/religious slurs.

You do not need to agree with me or with our discussions or readings, but the point of the class is to learn how to express ourselves using critical thinking and avoiding easy logical fallacies (like generalizations and ad hominem—name calling—attacks).

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.

Schedule or reading & assignments

The instructor reserves the right to modify this schedule of assignments at any time. All modifications will be announced in-class and posted on Moodle. Students are responsible for keeping track of any changes once these announcements have been made.

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.

The instructor reserves the right to assign additional in-class and reading work as needed. Please see last page of this syllabus for your first assignment.

Additional Notes:

The instructor reserves the right to change this schedule of assignments. All changes will be announced in class and on Moodle. It is the student's responsibility to keep track of any changes once changes have been announced and posted.

Date	Reading	DUE	Notes
M 8/24	Nothing	Nothing	Course policies. Class introductions. Radiolab "Words"
W 8/26	Nothing	Nothing	In-class work with Radiolab episode and a List Poem
F 8/28		List Poem Syllabus signature form	In-class work for Radiolab episode collected (class end) Assign Writing/Grammar Issue practice & handbook survey Discuss assigned readings for Monday (provide handout)

M 8/31	<p><i>Rules for Writers</i>, section 5, pages 70-71.</p> <p><i>Rules for Writers</i>, sections 1a, pages 2-10 (stop after box titled "Considering audiences when writing e-mail messages")</p> <p><i>They Say/ISay</i> (handout)</p> <p>Chapters 1 & 2 (pages 19-41)</p>	Nothing	survey for <i>Rules for Writers</i> (due Friday)
W 9/2	No new reading	Nothing	In-class annotation and thesis finding
F 9/4	No new reading	Survey of Rules for Writers.	<p>The Art of the Objective Summary</p> <p>Discuss assignment sheet for first major paper, narrative</p>
M 9/7 Labor Day	CAMPUS CLOSED	CAMPUS CLOSED	CAMPUS CLOSED
W 9/9	<p><i>Rules for Writers</i>, Sections 5c, pages 76-77</p> <p><i>Language: a Reader for Writers</i>, "The Art of the Police Report" by Ellen Collett, pages 86-91</p>	Nothing	Annotation and Outline of Collett in class
F 9/11	Continue discussing the readings and working with summary	Objective Summary #1: Collett	Write an in-class reflection on Collette (written in-class & collected at class end)
M 9/14	<p><i>Language reader</i>, "Saying 'Adios' to Spanglish" by Leticia Salais, pages 171-174</p> <p><i>Rules for Writers</i>, sections 1c, pages</p>	Nothing	<p>Expressing Purpose in Narrative</p> <p>Essay Structure: Thesis Statements</p>

	18-19; 2a, pages 23-31.		
W 9/16	No new reading	Nothing	In-class work on personal narrative Thesis statements
F 9/18	Personal narrative example – be ready in discuss in class	Objective Summary and Reflection #2: Salais	In-class work on personal narrative
M 9/21	<i>Language: a Reader for Writers</i> , “Regarding Spanglish” by Felipe de Ortega y Gasca, pages 171-174; <i>Rules for Writers</i> , 4a, pages 50-52 and section 4d, pages 61-68.	Nothing	Discuss reading Paragraph structure: topic sentences, transitions
W 9/23	No new reading	Rough draft: personal narrative	In-class peer review forms will be collected with your rough drafts. Handout from <i>They Say/I Say</i> to be read for Monday
F 9/25	No new reading Classes cancelled. Extra credit if you attend one of the literary conference events!	Nothing due	See you at the literary conference!
M 9/28	Handout: <i>They Say/I Say</i> , Chapter 4, “Yes/No/Okay, but: Three Ways to Respond”; <i>Language: a Reader for Writers</i> , “I Won’t Hire People Who Use Poor Grammar. Here’s Why” by Kyle	Nothing	

	Wiens, pages 102-104.		
W 9/30	No new reading	Nothing	Using 3 ways to respond
F 10/2	No new reading	Objective Summary #3: Ortega y Gasca	Responding Handouts for Monday
M 10/5	<i>Rules for Writers</i> , section 4c, pages 54-61	Nothing	Quoting Sources Midterm conference sign up
W 10/7	No new reading	Nothing	Compare/contrast Taste Test
F 10/9		Final Paper #1 due (final draft includes: rough draft, peer review form, revision checklist, and final version)	Continue in-class writings taste tests: concrete and abstract language, similes. Will collect notebooks for in-class writings
M 10/12 Midterms Meet in library 215A	<i>Rules for Writers</i> , section 55, pages 448- 456. Handout of Chapter 3: ‘As He Himself Puts It; the Art of Quoting’ <i>They Say/I Say</i> , pages 42-50 <i>Rules for Writers</i> handbook	Nothing	Bring your <i>Rules for Writers</i> handbook and the handouts! Quoting Sources Parenthetical (AKA In Text) Citation of Quoted or Paraphrased Material Analysis Handouts for Wednesday, 10/21 Conference reminders Fall Break reminder
10/14 Midterms	No classes: conferences	No classes: conferences	No classes: conference
10/16 Midterms	No classes: conferences	Parenthetical Citation Exercise handed out Monday (return to me during your scheduled conference or by e-mail, 3:00 p.m. Friday)	Finish conferences.
M 10/19 Fall Break	NO CLASSES	NO CLASSES	NO CLASSES

W 10/21 Back in our regular SH classroom	<i>Language</i> : Julie Sevidy "Is Your Language. Making You Broke and Fat? How Language Can Shape Thinking and Behavior (and How It Can't)" pages 32-37	Nothing	Cause and effect papers: what they are and why Sevidy is an example
F 10/23	No new reading	Grammar/Writing Issue practice due	So what: who cares? Making details matter: interpretations versus observation of details. Discuss Paper #2
M 10/26	Chapters 7: 'So What? Who Cares?; Saying Why it Matters,' <i>They Say/I Say</i> , pages 92-101 <i>Rules for Writers</i> , page 83	Objective Summary #4: Sevidy	Practice visual analysis
W 10/28	Reread Collett "The Art of the Police Report"	Nothing	Practicing turning details into a narrative, descriptive paragraph Police reports Car reports Nursing reports
F 10/30	No new reading	Nothing	In-class details and analysis work Turning details into a description paragraph Police reports Car reports Nursing reports
M 11/2	<i>Language</i> reader: "The Indomitable Language: How the Cherokee Syllabary Went from Parchment to	Nothing	Process papers and observation: using details to communicate how something works

	iPad” by Roy Boney Jr., pages 316-325		
W 11/4	No new reading	Rough draft Paper #2 due w/Analysis practice packet	Peer review, Paper #2
F 11/6 Advising Day	NO CLASSES	NO CLASSES	NO CLASSES
M 11/9	Revisit: <i>Language</i> reader: “The Indomitable Language: How the Cherokee Syllabary Went from Parchment to iPad” by Roy Boney Jr., pages 316-325	Nothing	Practice writing process papers in-class.
W 11/11 Meet in library, 215A	Meet in library: Library instruction: Refworks and how to use library databases		Meet in 215A, library
F 11/13 Meet in library, 215A	No new reading	Nothing	Meet in library, 215A Discuss final paper & presentation Handouts for Monday
M 11/16 Back in our SH classroom	<i>They Say/I Say</i> “Skeptics May Object: Planting a Naysayer in Your Text” 78-91 (handout) Davis “The Soccer Mom” in <i>Language The Say/I Say, Chapter 7, pgs. 92-101</i>	Nothing	Counter-arguments Planting a naysayer in your argument Logos, ethos, pathos
W 11/18	No new reading	Nothing	Practicing counter-argument with the Davis More logos, ethos, pathos

F 11/20	No new reading	Final Draft Paper #2 due	Counter-argument continued
M 11/23	No new reading	Writing in my Interest Area or Major assignment due	
W 11/25 THANKSGIVING BREAK NO CLASS	NO CLASS	NO CLASS	NO CLASS
F 4/24 THANKSGIVING BREAK	NO CLASS	NO CLASS	NO CLASS
M 11/30	<i>Language reader: "Investigating 'Globish'" by Gloria Gibbons, pages 297-301</i>	Nothing	Putting it all together: Argument and Persuasion, definition, cause and effect analysis, description, division and classification in the Gibbons article.
W 12/2 Library work day. Meet by the front desk. I will take attendance.	No new reading	Nothing	Library work day. I will be taking attendance.
F 12/4 Library work day. Meet by the front desk. I will take attendance.	No new reading	Objective summary #5 Davis OR Gibbons	Library work day. I will be taking attendance.
M 12/7 Back in our SH classroom	Presentations	Nothing	Your comments on the presentations, collected at class end
W 12/9 Back in our SH classroom	Presentations	Nothing	Your comments on the presentations, collected at class end
F 12/11 Back in our SH classroom	Presentations	Nothing	Your comments on the presentations, collected at class end.
M 12/14 Finals	None		
W 12/16 Finals	None	Final: Paper #3 due. I will be in my office 9:00-	

		5:00 pm to accept your final papers and presentation materials.	
F 12/18 Finals	None		

First Assignment: Worth a “get out of absence penalty or 1 late day fee” card

If you sign, date and turn in this form by Friday, August 28, 2015, you can apply this to:

- One absence over the allotted four unexcused per semester (total of 5 rather than 4 as stated in the syllabus)

OR

- One one-day late fee deduction on one assignment

I have read this syllabus and I understand all course policies for this class – ENGL 1010 – taught by Julia Whyde, Fall 2015.

Signed: _____

Printed name:

Date: _____

ENGL 1010- Whyde

Extra credit policy

Students can receive extra credit that can be applied to:

- a particular paper with a low grade (no extra credit can be applied to a 0 or a paper beyond the late policy as discussed above)
- 4 extra credit events with proof of attendance can be applied to absence penalties
- Making up in-class participation writing/speaking/group work points

Students can earn extra credit by:

- Visiting the CC Writing Center for a paper review (must turn in proof of visit slip with your revised paper). These points can only be applied to a specific paper.

Attending one of the many academic-focused lectures, public events, or performances held throughout the semester. Extra credit awarded is limited to one reward per TYPE of event. For example, if you attend a jazz performance, you can only receive extra credit once for a musical performance. If you attend an artist's talk, you can only receive extra credit once for an artist's talk.

Options include:

- foreign or course-specific films (must write out film title, location, primary actors, course or event for which the film was shown, name of person who introduced the film, estimated number in attendance).
- artist's talk or gallery show (must provide artist's name, name of show, dates of show, two titles of art works or topic discussed)
- theater (turn your ticket/ticket program into me for extra credit)
- dance (turn your ticket/program into me for extra credit)
- music (turn your ticket/program into me for extra credit)
- on-campus conferences or public lectures. Must write out the presenter's name, event title, event location, estimate of how many people are in attendance for verification.