

CASPER COLLEGE COURSE SYLLABUS
ENGL 1020-English II: Composition- Section 05

Semester/Year: Fall/ 2015

Lecture Hours: 3

Lab Hours: 0

Credit Hours:3

Class Time: 11:00AM - 11:50AM

Days: M/W/F

Room: UW/CC, Room 319

Instructor's Name: Lisa Johnson

Instructor's Contact Information:

I do keep office hours and am happy to meet with you by appointment, as well.

Office Phone:

307-268-2045

Office:

SH 206-A

Email: Please use my regular

CC. email account. I DO NOT use the MOODLE email.

ljohnson@caspercollege.edu

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 Catalog)

3L, 3CR) [WB] An extension of ENGL 1010. Further refines the student's abilities to gather and synthesize material from independent reading. Students study language both to appreciate its precise control and to interpret the experience of others. A research paper is required. (ENGL 1010 – 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: A grade of "C" or higher in ENGL 1010.

Goals:

- Appreciate that reading, discussion, and thinking are interrelated activities that are reflected in writing.
- Appreciate relationships between writing occasions, writing goals and structures.
- Have strong critical thinking and reading skills including the ability to summarize objectively, to analyze and evaluate ideas and arguments.
- Learn to identify and produce thesis statements and supporting arguments.
- Appreciate that reading, discussion, and thinking are interrelated activities that are reflected in writing.
- Gain confidence through opportunities for oral presentation

**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

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: Written lectures, extensive assigned readings, independent research, and course discussions and written assignments. Because of the online learning environment, this course emphasizes independent study within a peer network and with a mentor, the instructor.

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. These will be on the book <i>Globish</i> .	50 pts. each	150
	Writing Projects #1, #2, #3 (include the following elements: first draft, final draft and project reflection.)	200-350 pts. each	750
	Final Reflection on the course	100 pts.	100
	(Note there will be additional points for other activities such as the introductory essay, discussion boards, fallacies worksheet, annotation exercise, essay dissection etc.	TOTAL	2400

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

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 Texts and Materials:

- Rosenwasser, David and Jill Stephen. *Writing Analytically*. 7th. Boston: Wadsworth/Cengage, 2015. (Earlier editions of this text are significantly different. You must have this new edition of *Writing Analytically*)
- McCrum, Robert, *Globish: How English Became the World’s Language*. New York: Norton, 2010.
- Hacker, Diana and Nancy Sommers. *Rules for Writers*. 7th. Boston: Bedford/St. Martin's, 2012. Print.
- A college level dictionary.
- A flash drive or accesses to a cloud drive in order to save your work.
- You will need access to a computer with consistent internet access in order to access MOODLE.
- If submitting work as a digital file, it must be submitted using a version of Microsoft Word – (there are free word versions, but you have to be mindful of the file extension used. These are acceptable file extensions: .doc; .docX; .rtf; .pdf (If I cannot open the file, I will contact you, but it will remain an outstanding assignment until you correct the problem and resend the file.)
- A PDF reader. Adobe has a free one online. <http://get.adobe.com/reader/>

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.
 - **Attendance:** 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.*

- **Late Work:** 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.
- **How to Contact Me:** Please use my email. I DO respond to all email. If I cannot respond in full immediately, I will send you an acknowledgement that your email was received. *If you do not hear from me at all, please send the email again. In an emergency please call.*
- **When emailing, please practice good email etiquette.** Below are things you should learn to do regardless of the email situation.:

- ✓ Use formal greetings and signatures to open and close the email.

Example Greetings: Hi, Ms Johnson, or Hello, Lisa.

Example Closings: Regards, or Thanks,
Peter Peter

- ✓ **Begin a new email for each new topic that is not related.** This does not mean that no email can be about more than one thing, but if you send me an email with questions about the syllabus, then decide two weeks later to send me a draft for an assignment you want feedback on, please begin a new email with a new subject line long threads of email which have a number of unrelated topics on them are very confusing. If you have important attachments in an email, always send them in dedicated emails with appropriate subject lines.
- ✓ Be mindful of when to use **“reply” vs. “reply all”**. If I send an email to the entire class and you hit “reply all”, the entire class will see your response.
- ✓ Never use text or chat messaging short cuts. Always write out your thoughts as clearly and completely as possible.
- **A note on sending files in email:**
 - ✓ Title homework you send as files with your name and assignment. *Use this title in both the email subject line and as the file name.* This will really help me keep up and find your items during grading.
 - Example: Johnson_First Draft WP1
 - Example: Johnson_Final Annotated Bib
 - Example: Johnson_Summary 3

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 (Pat Amelotte), the Dean (Eric Unruh), and lastly the Interim Vice President for Academic Affairs (Shawn Powell).

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: You may also want to use the free resource Smarthinking. There is a link to this on the MOODLE opening page. (Smarthinking requires that you give them 48 hours or more to return your papers.)

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/>

Descriptions of Primary Writing Projects

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

These writing projects will be better explained in the coming days. You must submit a **preliminary draft** to me by the due date for each project. You will, also, write **reflections** on each of these assignments. The reflections are informal, but I do expect fully developed ideas. I am available for an **individual conference** with me on any writing assignment. We can do this in person on campus, via telephone or SKYPE. I will help you at any stage of writing from brainstorming to polishing as often as we can arrange.

Writing Project #1: Annotated Bibliography:

This project will be a collection of possible sources for your final research paper. There must be a minimum of **7 sources** and these cannot be sources we have used in class. This will require that you provide the **bibliographic information** for each source as it would appear in a works cited list (MLA) or references page (APA). **You may choose which citation and formatting styles you wish to use, but be consistent throughout the course.** For each source, you will also provide the following: the bibliographic information, a very succinct **summary** of the source (apx. 100 words), and a **recommendation** for other potential researchers in your class. The sources that you provide will be uploaded in order that you all can benefit from the pool of research as occurs in other discourse communities.

Writing Project #2: Exploratory Drafts 1 and 2:

In this project, you will **synthesize** your research and shape a thesis for Writing Project #3. We will be using a number of activities from Writing Analytically to help you, and I will provide feedback on your ideas and use of evidence. In Draft 1, I will be looking for your thoroughness in attempting to consider implications for your research and your thesis. In Draft 2, I will expect that you will continue shaping your ideas and that you will incorporate and cite your sources as you prepare to write WP#3.

Writing Project #3: Argumentative Research Paper:

Finally, for the argumentative paper, you will use your research to support your opinion about the issue you researched. You must use the evidence you have found to present existing opinions and add your own opinion. You will use the evidence to defend your own position.

I think you can see that these projects stack together. You will, basically, write one research paper in stages through these projects.

<p style="text-align: center;">ENGL 1020-English II: Composition- 05</p> <p style="text-align: center;">READINGS and PRIMARY ASSIGNMENTS</p> <p style="text-align: center;"><u>Other weekly assignments and class activities will be announced in class and updated to MOODLE.</u></p>	
Week #1: August 24th-28th-	<ul style="list-style-type: none"> • Jay Walker TED talk: “English Mania”
Week #2: August 31st-September 4th	<ul style="list-style-type: none"> • Reading- “Oh My Lady Gaga! This Is So Geilivable!?”: Chinglish Entering Globish? by Jin Zhao
Week #3: September 7th-11th	<p>No Classes Monday. The 7th is Labor Day.</p> <ul style="list-style-type: none"> • <i>Writing Analytically</i>, Chapter 2, pages 56-62, • <i>Writing Analytically</i>, section on Summary, pages 75-77 • Handouts on Summary
Week #4: September 14th-18th	<ul style="list-style-type: none"> • <i>Writing Analytically</i>, Chapter 1, pages 1-21. • <i>Globish</i>, Prologue, pages 3-19 • <i>Globish</i>, Part One: Founders, pages 23-90
Week #5: September 21st-25th	<p>My Classes are Cancelled for the Literary Conference Friday, September 25th.</p> <ul style="list-style-type: none"> • <i>Writing Analytically</i>, Chapter 1, pages 21-37 • <i>Writing Analytically</i>, Chapter 8, pages 207-217 • <i>Globish</i>, Part 2: Pioneers, pages 93-144 • Due Monday, September 21st, Objective Summary #1
Week #6: September 28th-October 2nd	<ul style="list-style-type: none"> • <i>Writing Analytically</i>, Chapter 4, pages 89-109. • <i>Globish</i>, Part 3: Populisers, pages 147-198. • Due Monday, September 28th, Objective Summary #2
Week #7: October 5th-9th	<ul style="list-style-type: none"> • <i>Writing Analytically</i>, Chapter 5, pages 119-145. • Reading- <i>Globish</i>, “Part 4: Modernisers,” pages 201-246. • Due Monday, October 6th, Objective Summary #3 • Due Friday, October 8th, First Draft of WP#1: Annotated Bibliography.
Week #8: Week 8; October 12th-16th	<p>Mid-Terms</p> <ul style="list-style-type: none"> • <i>Writing Analytically</i>, Chapter 6, pages 147-180 • Reading- <i>Globish</i>, “Part 5: Globalisers,” pages 249-274. • Reading- <i>Globish</i>, “Epilogue,” pages 275-287. • Due Monday October 12th, Objective Summary #4
Week#9: October 19th-23rd	<p>No Classes the 19th and 20th. Enjoy Fall Break!</p> <ul style="list-style-type: none"> • <i>Writing Analytically</i>, Chapter 7, pages 181,206 • Due Sunday, October 26th, Final Draft of WP#1: Annotated Bibliography.
Week #10: October 26-30	

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Week #11: November 2nd-6th Advising Day is November 6th.
• Due Sunday, November 2nd, First Draft of WP#2: Exploratory Draft
Week #12: November 9th-13th Withdrawal Deadline is November 12th
Week #13: November 16th-20th
• Due Sunday, November 16th, Second Draft of WP#2: Exploratory Draft
Week #14: November 23-27th Thanksgiving! Enjoy time of the 25th, 26th and 27th!
• Due November 28th, First Draft of WP#3: Argumentative Research Paper
Week # 15: November 30-December 4th
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.
WEEK #17: FINALS WEEK; DECEMBER 14th-18th TBA