

CASPER COLLEGE COURSE SYLLABUS
POLS 1000 US and Wyoming Government Section (11)

Semester/Year: Spring 2015

Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3

Class Time: Days: Room: BU128

2:00PM – 3:15PM Tuesday and Thursday

Instructor's Name: Art Washut Please call me Art

Instructor's Contact Office Phone: Email:
Information: Office LH 164 (307) 268-2711 awashut@caspercollege.edu

Office Hours: Reach me by telephone or in my office Monday 9:00-9:45 AM and 1:30PM – 3:30PM, Wednesday 9:00-9:45AM and Friday 9:00 -9:45 AM I am also available in the Criminal Justice Classroom BU128 On Tuesdays from 12:15 PM – 2:00 PM and Thursdays from 1:30 PM until 2:00 PM where we can make contact via email or face-to-face.

Course Description: The course examines the organization and nature of the American national government and Wyoming state government and their constitutional development. This course meets the statutory requirement for instruction in the Constitutions of the United States and Wyoming. Credit earned for POLS 1000 will replace and delete credit earned for POLS 1010.

Statement of Prerequisites: There are no prerequisites for this course; however, college level reading and writing abilities are presumed. Students with an ACT English score below 18 or a Compass writing-skills score below 75 may want to complete Basic Writing (ENGL 0610) before taking this course.

Goal: The primary purpose of this course is to help the student develop an informed understanding of American politics, state government and the national government.

Outcomes:

It is expected that completion of this course will assist each student in becoming:

1. more knowledgeable of the historic and constitutional bases, organization, functions, and policies of the American and Wyoming political systems;
2. better able to understand political affairs and their implications;
3. better able to understand the bases and issues associated with current events, especially political, in the local, state, national, and international realms;

4. better able to meet the reading, writing, researching, and speaking demands essential for a college experience (this corresponds with the college’s outcomes #1 “Demonstrate effective oral and written communication” and #6 “Use appropriate technology and information to conduct research”);
5. better able to identify the differences between major political philosophies and points of view;
6. more knowledgeable of what it means to be a responsible citizen in a democratic system (**this corresponds with the college’s outcome #7 “Describe the value of personal, civic, and social responsibilities”**).

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

Methodology: This is a traditional lecture discussion course. Students are expected to attend class, take notes, participate in class discussions, read the assignments, complete the worksheets, write the required papers, and study for and take the exams.

Evaluation Criteria:

1. Five testseach worth a maximum of 10 points

Five tests must be taken by each student. Each test is worth a maximum of 15 points. You may re-take one test or make-up one missed test during the final exam period scheduled by the instructor. Otherwise, there will be no make-up exams except that students who miss an exam due to a college sanctioned event or activity, such as an athletic competition or academic competition may make-up the exam within 3 class days. Please see the instructor for details.

- Test #1 – The Declaration of Independence, The U.S. Constitution and related assigned readings
- Test #2 –We Still Hold These Truths Part 1 and related assigned readings
- Test #3 – The U.S. Constitution, the Bill of Rights and related assigned readings
- Test #4 – We Still Hold These Truths Part 2 and related assigned readings
- Test #5 – Wyoming Government and Wyoming Constitution

2. Critical / Persuasive Essaya maximum of 20 points

All students must submit all three essays. Only the final essay will be graded. The first two essays will help you prepare to write the final essay. However, if any one of the three essays is not submitted, the grade for the critical essay will be an F. The application of political knowledge and basic critical skills are important aspects of the curricula of this class. In this light, students will be given two articles or editorials relating to a contemporary issue in American government and politics. Students will be asked to evaluate the articles in 3 steps. Further information is included at the end of this syllabus.

3. Worksheets, Participation and Attendance.....a maximum of 30 points

Worksheets: These will be distributed for each week when assigned. Students may find them posted on the Moodle Shell. Students are to complete the worksheets appropriate for the week prior to the first class of the week and to bring them to class. Students will compile a 3 ring style notebook containing these completed worksheets in order and submit them for grading at midterm and the end of the semester as scheduled.

Participation and Attendance: Students are expected to attend each class on time and to remain for the entire class period. Attendance will be taken promptly at the beginning of the class. Any student who arrives after attendance has been taken should remind the instructor after that class that he/she was present. At the instructor's discretion late arrivals and early departures may be counted as absences. **More than two unexcused absences will diminish the participation and attendance grade.**

A note for students who miss class. You are responsible for the work that you missed. Please obtain notes or handouts from a student who was in attendance. If your absence is expected, work should be requested from the instructor in advance and turned in (if required) upon your return. If the absence is unexpected, the missed work should be completed as soon as possible and not later than three class days following your return. Penalties for late submission of essays are described above.

Participation is expected! Current affairs are very relevant to the study of political science as they provide examples and applications of many of the abstract principles in the course. When events warrant, class will begin with a short discussion of contemporary news events. You are expected to keep yourself well informed and to be prepared to discuss major items at any time. Items from current affairs discussed in class may be included on any exam. It is strongly suggested that students develop the habit of reading a daily newspaper. Viewing or listening to the news and public affairs programming and perusing one of the weekly newsmagazines are also excellent means for keeping abreast of current affairs information.

4. Extra credit - The grade will be determined based upon the above assignments. Extra credit is generally not available in this course.

Grades will be assigned according to the following grading scale. At the instructor's discretion a curve may be applied that makes grading of a particular assignment somewhat easier. It will not be made harder.

Grading scale:

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	Below 60 points

Required Text, Readings, and Materials:

1. We Still Hold These Truths: Rediscovering Our Principles Reclaiming Our Future 2010 by Mathew Spalding. ISI Books
2. The Hillsdale College Constitution Reader Online [Online Constitution Reader](#) . A link to this is available on Moodle. This book is also available in printed form and can be ordered.
3. Students will be supplied with the [Wyoming Constitution](#) and other handouts. A link is available on Moodle.

Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade will be November 12, 2015 without instructor's approval. The instructor will consider withdrawal requests at later dates depending on the circumstances.

Classroom distractions created by personal conversations or the use of tablets, laptop/notebook computers, cellular telephones, text messaging, pagers, musical devices, and other equipment will not be tolerated. When the class disciplines itself with regards to texting and non-class specific use of computers, five extra credit questions will be included on the next exam. Students with personal communications devices will place them on the desk/table in front of them upside down, closed or cased so that they cannot be read or used without moving the device. Students using laptop/notebook computers to take notes shall sit in the front row of the classroom closest to the instructor. If the instructor detects a student using a personal communication device during class or using a laptop/notebook computer to do anything other than enter class notes, the extra credit questions will be deleted from the next exam. Individual students who repeatedly use a personal communication device in class or use a computer type device to do **anything other than take class notes** will be excluded from the class at the discretion of the instructor.

Late arrivals and early departures are to be avoided. The instructor reserves the right to deny admittance to late arriving students. If you have another class that overlaps this class, you must drop one or the other or make arrangements with your other instructor to leave it early or join it late.

Disruptive students will be excluded from the class. Threats and discourtesy are not tolerated. This does not mean that we have to agree with one another, only that we disagree in a civil manner!

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 in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then 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.

ADA Accommodations Policy: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment with our Accommodative Services Counselor at 268-2557.

Tentative Calendar or Schedule Indicating Course Content:

NOTE: This schedule will be adjusted as determined by the instructor and announced in class.

Week and Topic(s)	Textbook Reading	Other Reading	Worksheets (WS) & Tests
August 24 T – Syllabus Handed Out TH – A New Nation	T - None TH – Chapter 1	T - None TH - Reader – 1. Letter to Henry Lee p.11-12 2. Discourses Concerning Government p.43- 45 3. Common Sense p99-108	M – No Worksheet TH – No Worksheet
August 31 M – Equality and Natural Rights TH - Consent of the Governed	T - Chapter 2	TH – 1. The Declaration of Independence p.5- 9 2. The Articles of Confederation p.163- 170 3. The U.S. Constitution p. 47 - 57 4. The Northwest Ordinance p. 121- 127	T – No Class TH – Worksheet #2 is due (WS#2)
September 7 Labor Day Monday No Class Religious Liberty	T - Chapter 3	TH - Reader – Section III - Introduction 1. Virginia Declaration of Rights 2. Fast Day Proclamation Memorial 3. Remonstrance Against Religious Assessments 4. Virginia Statute for Religious Freedom 5. Declaration of Rights 6. Letter to Hebrew Congregation 7. Letter to Danbury Baptists Article #1 For Writing Assignment Posted on Moodle	T – WS#3 due TH – No Worksheet
September 14	T – Test #1 at start of		T – Test #1 at

<p>Private Property Rights</p> <p>Constitution Day Speakers & Events This Week – DOOR PRIZES!</p>	<p>class</p> <p>TH- Chapter 4</p>	<p>TH– Reader –</p> <ol style="list-style-type: none"> 1. Farewell Address 2. On Property 	<p>start of class</p> <p>Test #1 – The Declaration of Independence, The U.S. Constitution and related assigned readings from the online Constitution Reader</p> <p>TH - WS#4 due</p>
<p>September 21 Constitutional Government & the Rule of Law</p>	<p>T – Test #2 at start of class</p> <p>TH – Chapter 5</p>	<p>TH– Reader –</p> <ol style="list-style-type: none"> 1. What Good’s a Constitution? 2. Federalist 9 <p>News Article #2 Posted on Moodle by Friday</p>	<p>T – Test #2 at start of class</p> <p>Test #2 – We Still Hold These Truths Chapters 1-4 and related assigned readings from the online Constitution Reader</p> <p>TH - WS#5 due Essay #1 Due Wednesday October 1 at start of class</p>
<p>September 28 Constitutionalism in Principle and Limited Government</p>	<p>T – Test #3 at start of class</p> <p>TH – Chapter 6 Essay #1 Due</p>	<p>TH – Reader</p> <ol style="list-style-type: none"> 1. Federalist 10 2. Essay 1 Brutus 	<p>T –Test #3 at start of class</p> <p>Test #3 – The U.S. Constitution, the Bill of Rights and related assigned readings from the online Constitution Reader</p> <p>TH– WS#6 due</p>

October 5 Constitutionalism in Practice	T – Chapter 7	TH – Reader 1. Separation of Powers Introduction 2. Federalist 55 3. Federalist 45 4. Lincoln’s Inaugural Address 5. Gettysburg Address	T – WS#7 due TH - Essay #2 Due at the start of class
October 12 Judicial Review 10 th Amendment		T– Moodle Links to Case Summaries 1. <i>Marbury v. Madison</i> 2. <i>Wickard v. Filburn</i> 3. <i>Gonzales v. Raich</i> 4. <i>Printz v. U.S.</i> 5. <i>U.S. v. Lopez</i>	T – No Worksheet TH– No Worksheet
October 19-20 Fall Break	No Classes		
October 19 Self-Government	T– Chapter 8	T - Reader Introduction to Section VIII p. 465-466 TH – Dred Scott v. Sandford p.485- 501	T – WS#8 due
October 26 Command of Our Fortunes Essay #3 Discussions	T – Chapter 9	TH – Speech on the Dred Scott Decision p. 503 - 510	T – Essay #3 Due at the start of class TH- WS#9 due
November 2	T- Test #4 at start of class TH – Wyoming Government & Constitution	Moodle materials on Wyoming and Handout	T- Test #4 at start of class Test #4 – We Still Hold These Truths Chapters 5-9 and related assigned readings from the online Constitution Reader and cases posted on Moodle TH – Worksheets #2-9 due at start of class
November 9	T – WY Executive TH - WY Executive	Wyoming Constitution Wyoming Government	T – Yes WY Worksheet

		Materials links on Moodle	TH – Yes WY Worksheet
November 16	T - WY Judiciary	T- Wyoming Government Materials links on Moodle	T – Yes WY Worksheet TH - Yes WY Worksheet
November 23 Thanksgiving Break 26-28	T - Buffer	T- Buffer Thanksgiving Proclamations on Moodle	T – TBA
November 30	T-WY Judiciary TH - WY Legislature	T – Wyoming Government Materials on Moodle	T – WY Worksheet TH – WY Worksheet
December 7	T – WY Legislature TH - Test #5	T – Wyoming Government Materials on Moodle	T- WY Worksheet TH- Test #5 – Wyoming Government and Wyoming Constitution and materials posted on Moodle
December 14	Finals week	Retake the lowest exam of the semester on Monday	

Critical / Persuasive Essay Format

Length: Minimum 400 words Maximum around 500 words 12 pt. Font or larger

Heading: Title of Article, Author, Source, Page(s) Publication Date

Student's Name, Assignment Title (Essay 1, Essay 2 or Essay 3) and the date submitted.

Essential Elements: Write an essay that flows, do not simply laundry list the essential elements.

Rather, blend this information together in your essay in a way that conveys the information effectively and smoothly. In order to do this, prepare a fact sheet that answers all of the following questions that are relevant to the article. Then use the fact sheet to help you formulate your essay. Submit the fact sheet along with the essay.

- Issues of government – identify the main issues discussed that impact government or that are impacted by government?
- What sort of article did you read – News story, Opinion Editorial, Political Satire? Other?
- Constitutional issues – identify any issues that are affected by the Constitution or that raise Constitutional questions.
- Government / Party actions-identify what actions have been taken or are being considered by government or by a political party? Which branches of government or which agencies of government are involved? What role is the political party playing?
- Speculation – does the article speculate about things that might happen in the future or does it focus on reporting things that have already occurred?
- Impact on people-what impact is this issue having on people? Will (do) people support the government's actions or will (are) they opposed?
- Costs-did the article mention anything about how much this government action is costing tax payers (you and me) or where the funding is coming from? Persuasion – did the author attempt to persuade you to see the issue in a particular way?
- Emotion v. Reason – did the article try to influence you through the use of reasoned arguments and data or did the author attempt to hook you with an emotional appeal?
- Sources- what sources did the author identify? Research these sources and determine if the source has an agenda or a political leaning (conservative or liberal).
- Bias-was the article biased in any way?
- Completeness- is there any information missing from the article that if present, would make the article less slanted? You may need to do some additional research from other sources to determine what has been left out.
- You-After reading this material, do you agree or disagree? Did the author's presentation persuade you in anyway? Do you have any questions you would like to ask the author or others in order to understand the article better or its topic better?

Essay writing basics – the Harbrace Handbook or an online writing tool such as homeworktips.about.com/od/essaywriting/.../fiveparagraph.htm or www.howtowriteanessay.com/ or <http://owl.english.purdue.edu/owl/resource/685/1/> may be helpful. An essay should have an introduction, a body, and a conclusion. The introduction should set forth the writer's thesis. Make certain that your thesis is clearly stated in your introduction. The body of your essay should then convey the information that supports your thesis statement. Each paragraph should, as a general rule, have at least three sentences. One to introduce the paragraph's topic, one or more to present or explain the topic and one to conclude the paragraph and/or segue or transition to the next. Your essay's conclusion should briefly summarize the essay and bring it to a logical conclusion.

Helpful hints and idiosyncrasies:

Effective essay writing is enhanced when the writer knows a little bit about the audience. Since I am your primary audience, here are some things you should know...

My Pet Peeves –

1. Spelling, grammar and organization count – write well, like an artist, be proud of your work before you put your name on it.
2. When I read a student’s essay I want to know that planning and careful thought went into it.
3. Make sure your essay is well organized and that the information flows with helpful transitions between paragraphs or ideas when needed.
4. Agreement between pronouns and nouns. When you insert a pronoun in place of a noun, the two must agree in number. This means that a singular noun such as *agent* must be replaced with a singular pronoun such as *he* or *she* or perhaps *he/she* or even *he or she*. It is incorrect to replace the singular noun with the plural pronoun *they*. Example: A CIA agent needs extensive training. They need training in the culture and language of the people they are infiltrating. **WRONG!** Here the singular noun *agent* has been replaced in two places by the plural pronoun *they*. Correct example: CIA agents need extensive training. They need training in the culture and language of the people they are infiltrating. Here the plural pronoun *they* has been properly used to replace the plural noun *agents*.
5. I don’t grade based on whether or not I agree with your position. I once had a student write an essay about abortion that took a position completely opposite to my own view. The essay was very well written and the student’s position was well defended. The student earned and received an “A” grade.
6. There is a time and place for humor, but not in these essays.
7. This is formal writing. Do not write your essay in the same tone and style that you might write an email or make a posting on Facebook. Avoid abbreviations, incomplete sentences and colloquial language.
8. Excuses for being late don’t help. You know the assignment and the due dates - just get it done **on time**. Anticipate Murphy’s Law – anything that can go wrong will go wrong. Your printer will run out of ink, your computer will crash, or your dog will eat your homework. Planning and time management will be rewarded. I will not be nagging you and reminding you when a due date is approaching. I expect you to note due dates on your calendar and to get the work done without further prompting from me.

Practical application – students often ask what practical use a class will have in their lives. So consider this assignment as practice for performing in the workplace. Regardless of whether you are working in construction, business, a professional office or just about any other job, your boss is likely to give you an assignment with a timeline and have an expectation that you will network with others as necessary and that your work will be completed on time and that it will be of suitable quality.

1. The same goes for this essay project. Think of your instructor as your boss. He just gave you an assignment with a timeline. Make sure that you complete the assignment on time and that your work is the best that you can do.
2. In the real world we often have to network with others in order to complete our assignments. Working with the Writing Center is a form of networking. You will be well served if you contact the Writing Center early in the semester and ascertain their requirements (how much lead time will they require to insure that your essay is

reviewed in time for you to re-write it and get it to the instructor on time?) You will also want to know exactly what they can and can't do for you. Just like in real-life. Sometimes the people we network with can be very helpful, but they can only work with the material that we provide them. Knowing what services they offer and what they will not do for you is very important information to have before you begin. Don't expect them to drop everything and help you "right now" just because you failed to plan ahead.

3. If you get into the habit of completing tasks on time and performing quality work – you will be well served in whatever you do in life!
4. In the real world, there is often no room for excuses or late submissions. If your part of the project is late, it will impact all the other parts that are depending on your work to be complete before the other employees can begin their tasks. If you are late with an important assignment in the real world, you may be fired or demoted to a position with less demanding (and less rewarding) duties. If you regularly complete assignments on time and in a quality manner, you will likely be promoted or rewarded for doing so.

All students are required to write 3 persuasive essays. The first two will be opportunities to improve and learn. The third will be for a grade.

The first two essays will help you prepare to write the final essay. However, if any one of the three essays is not submitted, the grade for the persuasive essay will be an F. The application of political knowledge and basic critical skills are important aspects of the curricula of this class. In this light, students will be given two articles or editorials relating to a contemporary issue in American government and politics. Students will be asked to evaluate the articles in 3 steps.

Step 1-

- A. Read the first article which the instructor will post on Moodle. Take notes about the essential elements (listed following step 3). These notes become your **Fact Sheet**.
- B. Then write an essay of 250-500 words.
- C. In the essay, **correctly identify the main point** of the article and evaluate it using the established format described in this syllabus following the class schedule. Utilize your fact sheet for key bits of information.
- D. **Write a powerful thesis statement and highlight or underline it!**
- E. Students will **have the first draft reviewed by the Writing Center** and obtain a document from the writing center indicating that they have had a consultation.
- F. Students will then re-write the essay, based on the Writing Center critique, and then **submit all of the following: First draft, Writing Center documentation, final version of the essay, and the fact sheet.** The due date will be announced in class. Essays turned in at any other time or place will result in a 5 point penalty on the final essay grade. So a perfect essay is worth 20 points, if any of the 3 essays are not turned in at the beginning of class on the due date, the final essay will be worth, at most, only 15 points. If two of the three essays are turned in late, then the most the final essay will earn is only 10 points out of a possible 20. **The message – don't be late!**

Step 2- Read the second article and then write an essay of 250-500 words. In the essay, correctly identify the main point of the piece and evaluate it using the established format. This **first draft of the essay must be reviewed by the Writing Center**. Students will then re-write the essay based on the Writing Center critique and then **submit all of the following: First draft, Writing Center documentation, final version of the essay, and the fact sheet. both versions to the instructor along with the writing center documentation and the fact sheet** on the due date. **Essays turned in at any other time or place will result in a 5 point penalty on the final essay grade.**

Step 3- Write a third essay of 400-500 words that is based on the articles read for steps 1 and 2 above. In this essay the student will answer the following question: **What is the key point or points in the articles and how do they relate to one or more ideas contained in *We Still Hold These Truths* by Matthew Spalding?** Be very specific. The reader should have no doubt that the author of this essay both read and understood Spalding's book. This third essay must be **reviewed by the Writing Center** prior to being submitted. Students will then re-write the essay based upon the Writing Center critique and then **package all of the material from Steps 1,2 and 3 and submit the entire package** to the instructor by the due date shown in the class schedule. **Essays turned in at any other time or place will result in a 5 point penalty on the final essay grade. Final essays turned in more than 24 hours late will be penalized an additional 10 points.**

Note: The Writing Center can be very busy at times. Be certain to plan your work and submit it to the Writing Center well in advance of the due dates to insure that adequate time exists for the review and re-write to be completed on time.

Writing Center telephone number is 268-2502.

wco@caspercollege.edu

The services of the Writing Center are free.

The instructor will place some material or links to material on the class Moodle site and students may read it there or make an individual copy as needed.

Details of the Assignment - Critical / Persuasive Essay Format

You are writing an essay intended to **persuade** the reader. It is not a book report. Don't simply report what was written in the articles. The first step is determining what it is you want the reader to understand after he/she reads your essay. This becomes your thesis statement. The thesis statement must be a debatable point. Example: "*Warrantless surveillance of emails by the National Security Administration is unconstitutional and must be stopped.*" This is clearly a debatable point. The body of your essay would then be geared toward persuading the reader to agree with your contention.

Length: Minimum 400 words Maximum around 500 words 12 pt. Font or larger

Heading: Title of Article, Author, Source, Page(s) Publication Date

Student's Name, Assignment Title (Essay 1, Essay 2 or Essay 3) and the date submitted.

Essential Elements: Write an essay that flows, do not simply laundry list the essential elements. Rather, blend some of this information together in your essay in a way that conveys the information effectively and smoothly. In order to do this, prepare a fact sheet that answers all of the following questions that are relevant to the article. Then use the fact sheet to help you formulate your essay. Submit the fact sheet along with the essay.

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- Bias-was the article biased in any way?
- Completeness- is there any information missing from the article that if present, would make the article less slanted? You may need to do some additional research from other sources to determine what has been left out.
- You-After reading this material, do you agree or disagree? Did the author's presentation persuade you in anyway? Do you have any questions you would like to ask the author or others in order to understand the article better or its topic better?

Resources on how to write a better essay:

1. The Harbrace Handbook
2. An online writing tool such as homeworktips.about.com/od/essaywriting/.../fiveparagraph.htm or www.howtowriteanessay.com/ or <http://owl.english.purdue.edu/owl/resource/685/1/>
3. Help with thesis statements - <https://owl.english.purdue.edu/owl/resource/588/01/>

An essay should have an introduction, a body, and a conclusion. The introduction should set forth the writer's thesis. **Make certain that your thesis is clearly stated in your introduction and underlined or highlighted.** The body of your essay should then convey the information that supports your thesis statement and persuades your reader to agree with you. Each paragraph should, as a general rule, have at least three sentences. One to introduce the paragraph's topic, one or more to present or explain the topic and one to conclude the paragraph and/or segue or transition to the next. Your essay's conclusion should briefly summarize the essay and bring it to a logical conclusion.

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Practical application – students often ask what practical use a class will have in their lives. So consider this assignment as practice for performing in the workplace. Regardless of whether you are working in construction, business, a professional office or just about any other job, your boss is likely to give you an assignment with a timeline and have an expectation that you will network with others as necessary and that your work will be completed on time and that it will be of suitable quality.

The same goes for this essay project. Think of your instructor as your boss. He just gave you an assignment with a timeline. Make sure that you complete the assignment on time and that your work is the best that you can do.

In the real world we often have to network with others in order to complete our assignments. Working with the Writing Center is a form of networking. You will be well served if you contact the Writing Center early in the semester and ascertain their requirements (how much lead time will they require to insure that your essay is reviewed in time for you to re-write it and get it to the instructor on time?) You will also want to know exactly what they can and can't do for you. Just like in real-life. Sometimes the people we network with can be very helpful, but they can only work with the material that we provide them. Knowing what services they offer and what they will not do for you is very important information to have before you begin. Don't expect them to drop everything and help you "right now" just because you failed to plan ahead.

If you get into the habit of completing tasks on time and performing quality work – you will be well served in whatever you do in life!

In the real world, there is often no room for excuses or late submissions. If your part of the project is late, it will impact all the other parts that are depending on your work to be complete before the other employees can begin their tasks. If you are late with an important assignment in the real world, you may be fired or demoted to a position with less demanding (and less rewarding) duties. If you regularly complete assignments on time and in a quality manner, you will likely be promoted or rewarded for doing so.

21-9-102. *Instruction in state and federal constitutions required; satisfactory examination a prerequisite to graduation.*

All schools and colleges in this state that are supported in any manner by public funds shall give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals, and no student shall receive a high school diploma, associate degree or baccalaureate degree without satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. The instruction shall be given for at least three (3) years in kindergarten through grade eight (8) and for one (1) year each in the secondary and college grades.

