Semester/Year: Fall 2006

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

Class Time: Days: MWF
Section 04: 9:00-9:50 a.m.  Room:
Section 07: 10:00-10:50 a.m.  Section 04: AD 167
Section 10: 11:00-11:50 a.m.  Section 07: AD 167
Section 10: AD 170

Instructor’s Name: Melanie H. Young
Instructor's Office: AD 181  Office Phone: 268-2396  Email: myoung@caspercollege.edu

Office Hours: 2-4 Monday – Thursday

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 Catalogue).

Statement of Prerequisites: Acceptable performance on ACT (18 or higher), SAT (461 or higher), or COMPASS (75 or higher) or satisfactory completion of DVST 0610

Outcomes: Students in ENGL 1010 will:
* Consistently apply and refine the outcome skills of DVST 0610
* Demonstrate effective critical thinking and reading skills including the ability to summarize, analyze, synthesize and evaluate ideas
* Know and apply effective rhetorical modes (e.g., 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
* Know and apply revision strategies
* Be able to evaluate their own writing as well as the writing of others
* Demonstrate fundamental awareness of documentation skills
* Write a minimum of 3500 words during the semester

To Reach Me: Office hours are regularly scheduled times when I am in my office and available to help you with any assignment or question you may have. If you are having trouble or have questions about anything pertaining to our class, from time management to a specific assignment, my office hours are the ideal time to let me know and help you because I can devote much more time and specific attention to you and your problem than I can during our regular class meetings. Please see the top of your syllabus for my office hours, as they change every semester. If my office hours conflict with your schedule, I will be happy to schedule another time for us to meet.

Please feel free to contact me with any questions you may have over the course of the semester. If you decide to E-mail me, it is important that you include in the subject heading “English 1010”. This way, I will know that it is one of my students and not junk mail. Please allow 48 hours response time
for e-mail or telephone correspondence, not including weekends or holidays.

**Evaluation Criteria:**

Homework/In-Class Activities/ Conferences......................310pts
Observation/Memory Paper.............................................100pts
Summary Paper..............................................................100pts
Evaluation Paper............................................................100pts
Argument Paper.............................................................200pts
Drafts of Papers..............................................................40pts
Participation........................................................................150pts

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1000pts total

In-class assignments are pass/fail; all other assignments will receive a point grade. Grades are computed using the following averages:

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<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90%--100%</td>
<td>A</td>
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<td>80%--89%</td>
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<td>70%--79%</td>
<td>C</td>
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<td>60%--69%</td>
<td>D</td>
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<tr>
<td>59%--below</td>
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**I- Incomplete.** Rarely and in extreme circumstances students are unable to complete the course because of medical or personal reasons. In such cases, I will assign an Incomplete and the student has up to one year to complete the remainder of the coursework. This is only possible when the student has already completed 60% of the coursework. If the coursework is not completed within one year, the student will receive an F in the course.

**Regarding Assignments:**

All assignments are due at the beginning of the designated class session. I will not accept any late work. Let me say this again, **I will not accept any late work.** No one homework assignment will make or break your grade, as homework is only worth 25% of your grade, and most individual homework assignments are worth 20-25 points. For essays and drafts, I recommend that you have a contingency plan for unexpected illness etc. Please make arrangements with other students to get your work to class, in my mailbox, or in my e-mail by the end of the day (midnight). In-class assignments cannot be made up.

Homework assignment may be hand-written, UNLESS you have terrible handwriting, in which case, you will need to type all assignments. If I cannot read an assignment, I will not grade it. All essays and drafts must be typed and in MLA format, which we will cover in class.

**Homework/ Quizzes:**

According to the Casper College Student Handbook, for every hour of time in class, each student should allot two additional hours at home for homework and studying. This means that for a three credit course, you should plan on spending six hours a week doing homework and studying. I suggest that you make a schedule for yourself of both the time you will be in class but also when you will study. Everyone has obligations outside of school: work, families, friends, hobbies, and activities, but by signing up for this course, you have committed both to coming to class and to dedicating the time outside of class necessary to complete the reading and assignments. Be sure that you have the time available to meet the requirements of all your classes before signing up.

If at any time during the course of the semester, I feel that the class is not keeping up on the reading, I reserve the right to give a pop quiz. There will be a quiz over the syllabus at the beginning class on Wednesday, September 6th.
There will be 310 points of the class designated for homework and in-class activities that are not associated with the papers, mostly from your textbook. 75 of these points are designated for conferences. Conferences are short (15 minutes) private sessions between you and I in my office where we discuss your progress, your writing, and a specific draft you are working on. During the week of conferences, we will not have class; therefore, failure to attend a conference session is equivalent to being absent three times. See the attached “Conference Expectation Sheet” for more details. 310 pts.

**The Papers:**
For this class you will produce four short to medium length (750-1000 words) essays that will vary in style, genre, and level of formality. Throughout the semester you will be required to turn in drafts of these papers, so you can revise them with my help and the help of your peers. Please keep this in mind when choosing paper topics; in other words, do not pick paper topics that are so personal that you would not feel comfortable sharing them with the class. The grading of these papers will be based on the completion of the goals set out for that particular essay. Each one of these papers will be worth 100 points of your final grade, with the exception of the final paper which is worth 200 points. Please keep all drafts and activities associated with each paper to turn in with your final draft. If you are ever unsatisfied with the grade you received on a paper, with the exception of the final argument paper, you have the options of revising your paper to raise your score by one letter grade. You must meet with me during my office hours or by appointment (not during class) to discuss a plan of action for revising your paper. 500pts.

**Drafts of Papers:**
Prior to turning in the final draft of your papers, you will be peer reviewing and revising your papers. You must have a complete (meeting the minimum page requirement), typed, draft of your paper on the day of peer reviewing. Please do not come to class if you do not have a complete draft. You may go to the Writing Lab to make up the peer reviewing, if you are absent. You will need to turn in your peer reviewed draft and all peer review sheets with the final drafts of your papers. You will receive 10 points for each complete draft, for a total of 40 points of your final grade. 40pts.

**Attendance:** Students will be expected to attend class and complete all assignments by the due date. I will take attendance almost every day of this class. **You get three “free” absences;** I don’t need to know where you were or what you were doing. If you miss any more than three classes, your grade will drop a letter for each additional absence.

There are always unforeseeable reasons for students (and teachers) to be occasionally late. If, however, this becomes habitual (happens more than three times) I reserve the right to deduct points from your final grade. If you do happen to come in late, please quietly ask another student what you missed and join whatever activity we may be doing.

Students exhibiting disruptive, disrespectful, or distracting behavior may be asked to leave at my discretion. Being rude to me or your classmates is a sure way to be asked to leave. Any student who is asked to leave a class session will be counted absent for that session.

If you are absent, do not ask me what you missed. It is your responsibility to get class notes, etc. from another student in the class. I highly recommend that you make contact with someone in this class and exchange information with him/her, so you can send assignments with him/her if you need to be absent, and so he/she can collect handouts and fill you in on what you missed.

Difficulties with your own technology/resources will not be accepted as an excuse for late-work after
the second week of class. Remember: Casper College has computer/internet resources for your use as does the public library. I highly suggest that you get into the habit of saving your work frequently on a disk as well as e-mailing it to yourself to avoid such tragedies. Also, allow yourself plenty of time to print off papers and assignments before class begins.

**Participation:** I expect everyone in this class to participate. This class is designed with a heavy emphasis on group work, participation, and discussion.

In this we class discuss some highly controversial topics that require everyone to a) be on their best behavior as to not offend others and b) to be open-minded and respectful of others’ opinions. Remember, the goal of class discussions are to challenge and exercise your critical thinking skills, if I question your opinion in class it is only because I want you to think, not necessarily because I disagree with your opinion.

100 points of your final grade will be awarded for your participation in the class. By participation, I mean attitude, preparation, and participation in class activities and discussions, and overall openness and willingness to improve writing and research skills. Each class period is worth about three participation points and will be awarded on a pass/fail basis. 150pts.

**Required Text, Readings, and Materials:**
Access to the internet, an e-mail account, and a word processor (all of these are available on the Casper College campus free of charge; please ask me if you have questions about how or where to access these).
Highlighters, colored pens, and other tools that you find helpful in peer reviewing.
A large folder where you can store all handouts, completed assignments, drafts.

**Syllabus:** The syllabus is a contract between students and teacher. Its purpose is to protect us both. It protects you by informing you of the policies, procedures, and goals of the course, and by explaining what you can expect from the course and from me, my style as an instructor and the general amount of work the course will require. This way you can rationally decide whether this is a course you can handle as well as whether my style of teaching meshes with your style of learning. The syllabus protects me by making my expectations clear in the beginning, so students cannot say mid-way through the semester, “I didn’t know.” I can, in good faith, adhere to my classroom policies and expectations because I know that my students were informed of these at the beginning of the semester.

Be informed of your rights and mine: read your syllabus carefully.

The syllabus is also a guide or plan of what the rest of the semester will look like. You must bring your syllabus to class every day as we will refer to it often. If there is anything in the syllabus you do not understand, or you think is ambiguous or unclear, please ask me about it, and I will be happy to clarify. Additionally, if at any time you believe that I am not living up to my end of the bargain, that my policies and procedures are unfair, or you require special consideration for some reason, please bring this up either in class or if it is a personal matter, during my office hours.

It is your responsibility to carefully read the syllabus and ensure that you understand all of its contents. Exceptions will not be made to policies on the basis that you didn’t know or understand what the syllabus stated.

**Additional Services/Tutorial Services:**
The Writing Lab: The English Lab, located in room 132 of the Strausner Student Center, is part of
the English Department in the Division of Language and Literature. The Lab serves all students at Casper College and members of the community who wish to improve their language and study skills. Students using the Lab range from those who are doing well in college but wish to do even better, to those who are having difficulty with their courses because of reading, writing and/or study skills problems.

**The English Lab can help you to improve your:**

- Reading
- Writing
- Grammar
- Spelling
- Vocabulary
- Study Skills
- Listening Skills
- Test Scores
- Credit courses or drop-in assistance is available

The Writing Lab is open on Monday and Wednesdays from 7:00am – 8:30 pm and Tuesday and Thursdays from 7:00am to 3:30pm. You may contact them at 268-2585.

If at any time I feel that you need additional assistance, I may ask that you seek the Writing lab for help with grammar, punctuation, or any other writing related subjects not covered in our course.

Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade: Please refer to the Casper College Catalog.

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 division chair, 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.

An additional note on plagiarism: Don’t do it! Plagiarists get Fs in this course. Plagiarism is defined as failure to credit the source of borrowed information or ideas; failure to place another’s exact words within quotation marks; copying or buying someone else’s material or work and presenting it as your own; distorting or misrepresenting someone’s material or thoughts through a sloppy paraphrase or an incomplete direct quote; inaccurately presenting a source’s name or bibliographic information. **Neither intentional nor accidental plagiarism will be tolerated in this course.** This is especially significant in this class due to our focus on writing for and as members within the scholarly community. If you have questions about what constitutes plagiarism, see me before you submit questionable material. Any evidence of plagiarism will result in failure of the paper and, depending on the severity of the action, this class, as well as possible disciplinary action by the college.

Part of your responsibility in this course is to have all of your sources available and upon demand as needed. Bring sources to class and conferences. Make photocopies if necessary.

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 to see me at your earliest convenience.
Other General Policies: Work submitted in the course may be read by others.

Calendar or schedule indicating course content: Tentative Schedule
Assignments are due at the beginning of class on the day that they appear.

Week One: August 28th-Spetember 1st—Why Write? Why is this a required class at nearly every college in the nation?
Monday: Syllabus/Introduction/ What is the purpose of this class?
Wednesday: Read Chapter 1, pgs. 3-15. Look over your syllabi for your other courses and make a list of all the writing assignments you will need to complete this semester, then describe how writing takes part or will take part in your job or your future career.
Friday: Quiz over syllabus. Go over assignment for Wednesday. Last day to add a class.

Week Two: – Sept. 4-8 -- Chapters 1 &2 -- Purposes of Writing
Monday: No Class for Labor Day
Wednesday: Read pgs. 17-39. Complete number 2 of the “Warming-Up: Journal Exercises” on pg. 38. Make a list of at least 30 different kinds of writing you can think of, e.g. notes, newspapers, job applications, etc.
Friday: Read pgs. 51-69. Complete number 7 of the “Warming-Up: Journal Exercises” on pgs. 61-63. Additionally, answer the question, what do you think was Robin Morgan’s purpose for writing her entry?

Week Three: – Sept. 11-15 -- Chapter 3 -- Observing and Remembering
Monday: Techniques for writing about Observations.
Wednesday: Read pgs.105-117.
Friday: Complete numbers 1-5 of the “Questions for Writing and Discussion” on pg. 117.

Week Four: Sept. 18-22 -- Chapter 4 -- Memory Essay
Monday: Read pgs. 135-155. Peer Review Modeling
Wednesday: MLA Bring your writing handbook to class.
Friday: Bring a draft of your Memory Paper for Peer Review. *The draft must be word processed (typed) and meet the minimum page requirement to receive full credit.*

Week Five: Sept. 25-29 -- Chapter 5- Summary
Monday: **Memory Paper Due**
Wednesday: Read pgs. 157-183
Friday: Using the steps listed on page 167, summarize the article “Teaching Tolerance in America” by Dudley Erskine Devlin on pg. 199. Then after you’ve finished writing the summary, in a paragraph, describe what was most difficult about doing this.

Week Six: October 2-6 -- Chapter 5- Summarizing
Monday: Read pgs. 188-207. Article selection.
Wednesday: Read your article and following the process we discussed in class, bring a list of the main ideas, notes on the connection between these main points, and a rough summary. MLA cont. Bring your writing handbook to class.
Friday: Bring a draft of your summary to class for peer review. Remember, your draft must be word processed and meet the minimum page requirement to receive full credit. Schedule Conferences.

Week Seven: October 9-13 Conferences-No Class- Bring a 2-3 page, typed draft of your summary to your conference. Conferences meet in my office, AD 181. Read pgs. 198-223 for Monday.

Week Eight: October 16-20 – Responding
Monday: ***Summary Essay Due***
Wednesday: Bring your article and all your summary notes not turned in.
Friday: In-class response paper

Week Nine: October 23-27 – Learning from the Experts
Monday: No Class for Fall Break
Wednesday: The Persuaders. Read pgs. 303-323. Turn in your mid-semester evaluations.

Week Ten: October 30-November 3 – Evaluating Essay
Monday: Persuaders Questions Due
Wednesday: Read pgs. 361-387. Complete numbers 1-5 of the “Questions for Writing and Discussion on pgs. 386-87.
Friday: Bring ten ideas of things to evaluate. Read pgs. 388-395.

Week Eleven: November 6-10 – Evaluating
Monday: Read pgs. 396-419. Write a brief description of what you decided to evaluate. Answer the following questions: What are you going to evaluate? What criteria will you use to evaluate your subject? What evidence might you gather?
Wednesday: Work on Evaluation Essay in class
Friday: Bring a draft of your Evaluating Essay to class for Peer Review

Week Twelve: November 13-17 – The Mighty Argument
Monday: ***Evaluating Essay Due***
Wednesday: Read pgs. 471-89. Complete number 1 of the “Warming Up: Journal Exercises” on pg. 488-89.
Friday: Read pgs. 490-521.

Week Thirteen: November 20-24 – Caution! Logical Fallacies Ahead
Monday: Read pgs. 522-35. Brainstorm a list of at least 50 possible topics for an argument.
Wednesday: No class for Thanksgiving
Friday: No class for Thanksgiving

Week Fourteen: November 27-December1 – Making Your Argument to Your Audience
Monday: Read pgs. 536-551.
Wednesday: Complete the Logical Fallacy Worksheet
Friday: Argument paper workshop. How to write an effective outline. Sign up for conferences

Week Fifteen: December 4-8 -- The Final Countdown Conferences – No class Bring an outline of your argument paper.

Week Sixteen: December 11-15 -- Peer Reviewing
Monday: Lecture day. I will do a review of subjects we are having trouble with.
Wednesday: Bring a draft of your Argument essay for Peer Review Evaluations
Friday: Peer review Cont.

Week Seventeen: December 18-22 – Finals Week
Monday: Argument Paper Due during Class

A Final Disclaimer:
I reserve the right to change any of the content of the assignments or the dates that assignments
are due. I will always inform you of this prior to the change both in class and by E-mail. I encourage you all to visit my office hours at least once during the term. I look forward to our semester together!