Semester/Year: Fall 2006

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

Class Time: Section 02: 8:00-8:50 pm  Days: MWF  Room: AD 170
   Section 08: 11:00-12:15 pm  MW  AD 184

Instructor’s Name: Leslie Mohr  Office/Office Hours: AD 287/9:00-11:00 a.m.

Phone: Home 265-7019  e-mail: mlmohr@netzero.net or lmohr@caspercollege.edu

Course Description: “A study of the fundamentals of purposeful communication in English. This 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.

Prerequisite: English ACT score of 18, S or C or better in DVST 0610, or COMPASS score of 75 or better.

Outcomes: English 1010 passing students should:
   • Consistently apply and refine the outcome skills of DVST 0610
   • Demonstrate effective critical thinking and reading skills: 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


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.

**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.

**Calendar or schedule indicating course content:** follows

Course Outline

**Important dates:** Labor Day, Sept. 4, Fall Break, Oct. 23-24, Thanksgiving Break, Nov. 22-24, Final Exam Week, Dec. 18

**KEEP A PORTFOLIO Of ALL PAPERS (hard copy) DRAFTS AND FINAL COPY**

**Week 1:**
- Reading Assignments: Chapter 1 Writing Processes, Chapter 2 Reading Processes, Chapter 20 Strategies for Designing Your Document
- Classroom Activities: Ice Breaker, Introduce the writing process.

**Week 2:**
- Monday Labor Day No classes
- Reading Assign: Chapter 4 Recalling an Experience, Chapter 5 Strategies for Generating Ideas.
- Reading Selections: White, “Once More to the Lake” p.391
  Sanders, “Men We Carry in our Minds” p. 430
- Classroom Activities: Discuss essays with reference to detail, description, and planning.
  Practice in being specific, using creative description, and selecting order of events.

**Week 3:**
- Reading Assign: Chapter 16 Strategies for Planning and Using a Thesis, Chapter 17 Strategies for Drafting
- Classroom Activities: Plan and revise a 500 word essay Recalling an Experience. Focus on stating and developing a thesis.

**Week 4:**
- Reading Assign: Chapter 18 Strategies for Developing, Chapter 19 Strategies for Revising and Editing
- Classroom Activities: Peer Evaluation, making corrections
- **Essay Due:** Turn in the final draft of essay – Recalling an Experience—Wed.
- Reading Selections: Chabot,” Take Me out to the Ballpark, but Which One?” p.99
  Wade, “How Men and Women Think” p. 447
Week 5: Reading Assign: Chapter 18 Review especially in using examples and compare and contrast
Classroom Activities: In class writing on providing examples in writing.
Plan, develop, and write a draft of a comparison/contrast essay
Chapter 33, Grammatical Sentences.

Week 6: Reading Assign: Chapter 7, p. 95 – Chapter 18 p. 320
Reading Selections: King, “Why We Crave Horror Movies”, p. 453
Burkett, “Unequal Work for Unequal Pay” p. 506
Writing Assignment: In class writing-brainstorming, examples, description
**Essay Due: Comparison/Contrast 500 word essay due Wed.**
Classroom activities: plan for cause and effect essay,

Week 7: Sentence Structure: Chapter 34, Effective Sentence
Classroom Activities: Exercises and discussion.
Writing: Rough draft of Cause and Effect paper due Wednesday. Peer Evaluation

Week 8: Read: Quindlen, “Evans Two Moms” p. 403
Walk, “Extra Curricular Drug Testing” p. 520
Chapter 9 Taking a Stand Analyze Questions p. 135-138
Classroom Activities: Discussion of readings. Plan a paper- Taking a Stand
Sentence Structure: Chapter 35
**Essay of Cause and Effect Due Wednesday**

Week 9: Read: Chapter 10 Proposing a Solution
Discussion of problem solving
Writing: Rough draft of Taking a Stand paper Peer evaluation
Classroom activities: Chapter 36 exercises

**Essay – Taking a Stand Due Wednesday**

Week 11: Read: Chapter 8 “Finding Sources. . .”
Writing: Rough draft of Proposing a Solution. Due Wed. Peer Evaluation
Classroom activities: Chapter 37

Week 12: Read: Poniewozik, “Why Reality TV is Good for Us” p. 468
Robinson, “Four Weeks Vacation” p. 479
Mathews, “Class Struggle: Is Homework so Terrible” p. 26
**Essay - Proposing a Solution Due Wednesday**
Classroom Activities: Complete Chapter 37
Week 13: Class only on Monday
Reading: Chapter 16 Establishing a Thesis
Classroom Activities: Plan for Argumentative paper

Week 14: Read: Ehrenreich, “Warning, This is a Rights-Free Workplace” p. 491
         Wald” Extra Curricular Drug Testing” p. 520
         Zinsier, “The Right to Fail” p. 513
         Chapter 32 Documenting Source
Writing: Rough draft of argumentative paper due Wed.
Classroom Activities: Peer Evaluation – Rubric

         Essay – Argumentative paper with documentation due Wednesday

Week 16: Review and Final Exam