English 1010: Composition I (3 L, 3 CR) – PS 317
   Sect. 01 – T&TH 7:30-8:45; Sect. 05 – T&TH 9:30-10:45; Sect.11 – T&TH 11:00-12:15

Course Description and Prerequisites
“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). Prerequisite: acceptable
performance on ACT (18 or higher), SAT (461 or higher), or COMPASS (75 or higher) or
satisfactory completion of DVST 0610.

General Objectives
• to appreciate the inter-relatedness of writing, reading, and discussion
• to tap into the beauty and power of words
• to realize a writer’s rhetorical choices

Required Materials
• Ferster Glazier, Teresa and Paige Wilson. The Least You Should Know about English
• a folder for class notes, distributed readings, exercises, and journal entries
• a good dictionary and a good thesaurus
• daily access to a word processor or typewriter

Classroom Methods
Methods of instruction include brief lectures, class discussions, and writing workshops.

Course Workload
Expect to commit an “average” of three hours of reading, writing, or research prior to each class.
If you’re a slow reader or your writing needs a great deal of refinement, more study time may be
necessary. If this course seems to present too much of a challenge, please schedule a conference
so that we can discuss options to ensure your success at CC.

Points Possible
15 pts. – Paper #1/Narration and Description -- 500 word min.
15 pts. – Paper #2/Definition and Illustration -- 750 word min.
15 pts. – Paper #3/Argument/Summary – 1000 word min.
15 pts. – Paper #4/Evaluation – 500 word min.
15 pts. - Homework and Journal Points
15 pts. - Sentence Skills Exam
10 pts. – Final
100 Total Points Possible
Specific Objectives/Outcomes

- see attached Casper College Department of English Outcomes for Writing Courses
- also, know the following terms and their applications

**writing as recursive process**
- invention/brainstorming
- drafting
- revising
- editing/proofreading

**organization**
- rhetorical modes
- transitions
- coherence
- topic sentences
- logical
- chronological
- pt. by pt. vs. block by block
- induction vs. deduction

**expression/diction**
- denotation
- connotation
- cliches
- euphemisms
- jargon
- figurative language
- metaphors/similes
- personification

**material**
- thesis
- examples
- unity

**expression/syntax**
- four basic sentence patterns
- coordination
- subordination
- parallelism
- passive vs. active voice
- wordiness
- placing subject in subject position

**other**
- pathos, logos, and ethos
- point of view (1st/2nd/3rd)
- plagiarism
- documentation
- direct quote
- indirect quote/paraphrase
- annotation
- summary
- rhetorical analysis
- fallacies

**Disabilities**
Anyone with a known or suspected disability that may prevent the fullest expression of abilities should see me immediately. Accommodations may be available.

**Participation and Attendance**
Your presence and participation are vital to meeting the objectives of this student-centered class. A missed class cannot be made-up by merely visiting with a classmate or the instructor. A missed class equals a missed learning opportunity and ensures ill-preparedness for future classes, thereby jeopardizing your success and understating your potential.

**Late Work**
Major papers are always due at the beginning of class. If a major paper is submitted after class begins or at the beginning of our next class meeting, it is considered one day late and drops one grade level. For each subsequent class day that a paper is late, it drops another grade level. Unless arrangements are made in advance or a true emergency occurs, no other late work will be accepted. Note: Do NOT wait until the morning of class to print out a paper. Based on former students’ testimonials, something is bound to go wrong!

**Students’ Rights and Responsibilities**
All are expected to treat others and their opinions with civility and respect, to avoid language or behavior that disrupts or dampens individual or classroom spirit. Please refer to the CC Student...
Conduct and Judicial Code (in the *Casper College Catalogue* and the student handbook) concerning students’ rights and responsibilities.

**Sentence Skills Quizzes and English Lab Referrals**

*The Least You Should Know about English Writing Skills* is a review of basic sentence grammar, usage, and mechanics. Each assigned reading in this book includes a set of exercises that should be completed in the text and checked for accuracy (answers appear in the back of the book.) These exercises will not be collected by the instructor. However, the scheduled in-class exam over this material will be. Students experiencing difficulty with this material should *promptly* enroll in the English Lab, CE 132. No make-up exam will be allowed.

**Journal and Homework Points**

Journal entries and other homework assignments will be announced in class or on the syllabus. Either may be collected periodically for points. The journal entries will be evaluated for material only. No late submissions will be accepted.

**Writing Assistance**

Please drop by the office during posted hours or schedule a conference at another mutually convenient time to receive help over an assignment or any other facet of this class. If you desire immediate help on a writing project and I’m not available, visit the Writing Center, CE 117.

**Chain of Command**

If you have a problem with this class, please visit first with me, your instructor, in order to solve the problem. If you are still not satisfied, please 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**

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. **If you have questions as to what constitutes plagiarism, see me before you submit questionable material.** Any evidence of plagiarism will result in failure of the paper and, depending upon the severity of the action, this class, as well as possible disciplinary action by the college.

**Evaluation Criteria for Major Assignments**

Papers are rated from excellent to unsatisfactory for material (thesis, support, unity, appropriateness to assignment, and attached evaluation), organization (paragraph and overall coherence), expression (diction, syntax, and tone), and mechanics (grammar, punctuation, usage, spelling, documentation, and required format.) Assuming that all ratings are satisfactory or above and that you submitted your paper on time -- these four ratings will be averaged for a letter grade. An “unsatisfactory” rating in any of these four categories, however, leads to a less than satisfactory grade. Please do not under-estimate the adverse effects of one missed paper. **NOTE: ANY PAPER THAT FAILS TO MEET THE FOLLOWING “REQUIRED FORMAT” WILL BE RETURNED UNREAD AND TREATED AS A LATE PAPER.**
Required Format for Major Papers

- readable typewriter or computer print
- double-spaced, framed by standard margins, and stapled
- highlighted thesis statement and underlined topic sentences (excluding introductory, concluding, and transition paragraphs)
- attached title page that includes
  - assignment title
  - your title
  - your name
  - the date
  - the course number and section
- attached evaluation (see next section)

Attached Evaluation Required for Major Papers
1. What is the subject and what is the angle of your highlighted thesis? What makes this an effective thesis?
2. Could you develop more material to support your thesis? If so, where and how, and why didn’t you?
3. Does the paper achieve unity? In other words, do all paragraphs (except for introductory, concluding, and narrative paragraphs) contain an underlined topic sentence that guides and controls paragraph development and that directly relates to the thesis?
4. Does the paper achieve coherence through the use of transitions, as well as the repetition of key ideas, to ensure that all material flows smoothly from one passage to the next?
5. Does the introduction engage and the conclusion satisfy?
6. Is the language the best that it can be? Are words clear, precise, and colorful? Are sentences varied and rhythmic? Does the paper avoid wordiness? Does it ever attain the status of poetry?
7. What do you see as the greatest strength in this paper? And the greatest weakness?
8. Anything else that you’d like to say?

Grading Scale
100-90 = A  89-80 = B  79-70=C  69-60 = D  59 and below = F

Course Calendar
This syllabus and all assignments are subject to revision based upon an assessment of the needs and progress of the class. Expect changes. With the exception of in-class activities, what appears next to each date should be read or completed prior to the beginning of class. Please read assigned materials carefully, annotating (highlighting) all key points.

WS = The Least You Should Know about English Writing Skills
(Complete only the exercises and not the writing assignments in this book.)

PS = Patterns of Reflection

Note: Journal entries should be a minimum of two full pages.

- Tues., Aug. 29 – Introductions and syllabus review.
- Thurs., Aug. 31 – PR, “On Reading and Writing,” 1-17

**Journal Entry:** In the spirit of Goodman’s essay, share a personal experience in which you “awoke” to or witnessed something beyond routine.

In-class: Discuss writing as process and thesis statements.
WS = 3-22 (SP)
Tues., Sept. 5 – PR, Godwin, 18; Vonnegut, 28 (respond to #2 under “Thinking Critically,” 33)

**Journal Entry:** After reading Godwin, write a letter to your “Watcher.”

WS = 26-45 (APOS)
In-class: Discuss rhetorical modes.

Thurs., Sept. 7 – PR on Narration, 42-44; Rodriguez, 56; Kingsolver, 69

**Journal Entry:** Like Rodriguez and Kingsolver, narrate an early incident that continues to impact your life.
In-class: Discuss point of view, dialogue, and showing vs. telling.

Tues., Sept. 12 – PR on Description, 80-83; Kidder, 84; Morrow, 102; Skandar, 113

In-class: Discuss figurative language; more on showing vs. telling.
WS = 47-59 (S&V)

Thurs., Sept. 14 -- Read *Outside* magazine’s collection of vignettes addressing individual fears. Identify rhetorical modes at work. Choose favorite opening and closing lines; be able to explain their appeal.

**Journal Entry:** In the spirit of *Outside*’s essays on fear, develop an essay on a personal fear that incorporates both narration and description.
In-class: Discuss intros and conclusions.

Tues., Sept. 19 – In-class: Discuss paragraph and overall unity and coherence.
WS = 60-89 (RO, SF)

Thurs., Sept. 21 – In-class: Discuss style – strong subjects and active, active vs. passive voice, specific diction, sentence coordination and subordination, and sentence variety.

Tues., Sept. 26 – In-Class: Continue discussion on style.
WS = 90-105, 106-112, 116-121 (STD VERBS and AGR)

Thurs., Sept. 28 -- **MAJOR PAPER #1 DUE (narration/description)**
WS = 148-161 (SHIFTS), and 163-183 (CAP, PUNCT)
In-class: Discuss definition and its relationship to all other modes.

Tues., Oct. 3 – PR on Definition, 322-326; Miller, 337; Lutz, 341; Reid, 358; Mullins, 361 – Annotate rhetorical modes at work in each of these readings.

**Journal Entry:** See #4 writing topic on page 367 of PR.

Thurs., Oct. 5 – PR on Illustration, 168-172 (to end of framed material); Mencimer, 191; Bzdek, 199; Barry, 211

**Journal Entry:** Define and illustrate a cultural phenomenon of our times.
Like Barry, feel free to employ humor.


**Journal Entry:** In the spirit of Thomas’ essay, define and illustrate several sources of _________(you fill in the blank) in your or our world.


Tues., Oct. 17 -- **MAJOR PAPER #2 DUE (definition/illustration)**
In-class: Review of Sentence Skills
Thurs., Oct. 19 – Attend Equality State Book Festival and Literary Conference

**Journal Entry:** Summarize and respond to literary event.
Mon. & Tues., Oct. 23-24 – Fall Break
Thurs., Oct. 26 – SENTENCE SKILLS EXAM

Tues., Oct 31 – In-class: Discuss argument.
Thurs., Nov. 2 – PR on Argument: 416-422
   Journal Entry: Define and illustrate three fallacies in print.

Fri., Nov. 3 – Last Date for Withdrawal

Tues., Nov. 7 – PR: Analyze arguments in Ivins, 423; Borneman and Kain Hart, 439
   In-class: Discuss summary skills.
   Brainstorm at least 10 problems and issues of interest.
Thurs., Nov. 9 -- PR on Analysis, 369-374; Ropeik, 406
   In-class: Discuss documentation.
   Journal Entry: Review the distinct approaches taken towards a problem and an issue.
   Choose one problem or issue and freewrite. Determine what additional rhetorical modes could be used to develop your argument and develop them as well.

Tues., Nov. 14 – PR on Comparison and Contrast, 121-125; Ripley, 146 (respond to #2 under “Thinking Critically, 153); King, 154 (respond to #2 under “Thinking Critically, 157); Pastan, 157
Thurs., Nov. 16 – Library orientation. Locate article on select issue or problem.

Fri., Nov. 17 – Advising Day

Tues., Nov. 21 – Documentation homework.
Wed. through Fri., Nov. 22-24 – Thanksgiving Break

Tues., Nov. 28 – –. Bring drafts in progress to class and any questions.
Thurs., Nov. 30 -- MAJOR PAPER #3 DUE (argument/summary)
   In-class: Discuss evaluation.

Tues, Dec. 5 – PR on Division and Classification, 268-272; Baker, 272; Suplee, 287
   In-class: Group work on evaluation.
Thurs., Dec. 7 – MAJOR IN-CLASS PAPER #4 (evaluation)

Tues., Dec. 12 – Review for final

Mon. through Thurs., Dec. 18-24 – FINALS, t.b.a.

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Explanation of Editing Symbols
SP = spelling
APOS = apostrophe
SF = sentence fragment
MM = misplaced modifier
DICT = diction
PUNCT = punctuation
RO = run-on sentence
//ism = parallelism
CS = comma-splice
SV-AGR = subject verb agreement
SHIFT = shift in number or tense

Casper College Department of English
Rasmussen - Fall 2006
Outcomes for Writing Courses

DVST 0600
Passing students should:
• Apply beginning critical thinking and reading skills
• Recognize and write complete sentences
• Use standard grammar and punctuation
• Be able to write various types of paragraphs (e.g., narrative, descriptive, process)
• Understand and meet course study skills and time-management requirements

DVST 0610
Passing students should:
• Consistently apply and refine the outcome skills of DVST 0600
• Consistently apply and refine critical thinking and reading skills
• Read at the 10th grade-college level and have a commensurate vocabulary
• Demonstrate awareness of audience and purpose in both reading and writing
• Be able to extract the main argument from a reading selection
• Be able to find and develop ideas, inductively and deductively
• Develop structured paragraphs (topic sentence, support, unity, coherence, etc.)
• Write thesis-driven essays
• Participate in writing as a process culminating in a product

ENGL 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

ENGL 1020
Passing students should:
• Consistently apply and refine the outcome skills of ENGL 1010
• Apply strong critical thinking skills to reading and writing
• Be able to offer interpretations of written works validated by the texts, and recognize that multiple interpretations may exist
• Be able to summarize in writing, both objectively and critically, a college level text
• Understand and apply basic research methods to a substantial research paper
• Synthesize and cite sources using accepted documentation styles
• Know and apply the strategies of effective argument, avoiding fallacies
• Produce college level analytical essays