Casper College Course Syllabus
ENGL 1010-18 English I: Composition

Semester/Year: Fall 2006

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

Class Time: 5:30-6:45 p.m.  Days: TTH  Room: AD 170

Instructor: Patrick Amelotte  Office: AD 191  Office Hours: T/Th 3:30-5:30 and by appt

Phone: 268-2729

Email: pamelotte@caspercollege.edu

Required Materials
A good dictionary (e.g. Webster’s New World College Dictionary or Dictionary.com)
A notebook and a pocket folder
Two large blue book exam booklets
Blue or black pens (A writer without a pen is like a carpenter without a hammer.)

Course Description
In this course we will develop and hone the writing, reading, and thinking skills that you will need in order to succeed in academic discourse. At its most basic level, this is a writing course, as the subtitle implies. Thus, you should expect to write often (about 30 pages) this semester.

You will find the Casper College Outcomes for Writing Courses attached to this packet. Please read the outcomes carefully; they are the performance standards that you will need to meet in order to pass this course.

Students who have met the pre-requisites for English 1010 will find this course challenging (and fun); students who lack such preparation will find this course impossible (and the opposite of fun). So, if you know you don’t meet the pre-requisites, please see me. I’ll be more than happy to help you find a course that adequately prepares you to come back and have fun with us in English 1010.

Syllabus
The syllabus is the map we will use to navigate our way through the course. It lists assignments, due dates, test dates, and holidays. Reading assignments are to be read prior to the date they appear on the syllabus; we will usually discuss them on that date.

Please note that the syllabus is not sacrosanct. It is quite possible that we will need to make changes as we go. When and if the time comes to make a change, I will discuss it with you as early as possible so there are no surprises.
**Attendance and Participation**

You need to be here. Unlike giant lecture classes which you can skip and get the notes for later (albeit a very foolish strategy), this course is built upon a foundation of in-class writing and lively discussions. If you miss class, you will fall behind and damage your chances of success. Besides, we’ll miss you.

You are allowed 2 unexcused absences; your final grade will drop 1/3 of a letter grade for each subsequent unexcused absence. If you are absent 6 times (three weeks of class) or more, you will earn an F in the course. If you have a legitimate reason for missing class, you must provide adequate proof (doctor’s note, etc.).

Since a substantial portion of this course will entail discussion of the assigned readings, you will need to be prepared to contribute something relevant and productive. Your participation grade will be culled from your performance in discussions, homework, and in-class writing assignments.

*Please bring your books to every class; having them with you is part of being prepared for discussions and writing.*

**A Few Words About Quizzes**

You’ll have an opportunity to showcase your preparation in a number of unscheduled five point quizzes. These quizzes are designed to reinforce and reward your careful reading and thinking.

It’s true that some students might be frightened by this, but not you. Since you do your reading ahead of time and come to class prepared, you’ll have nothing to worry about. In fact, you’ll probably look forward to these quizzes, just to demonstrate how much you know.

**Papers and Assignments**

All papers, drafts, and other out-of-class writing assignments must be typed/word processed, double-spaced, with one-inch margin and no larger than 12-point font. If you try to push this, I will return your paper to be retyped.

All final drafts of papers must include all previous rough drafts, free writings and peer evaluation papers. Papers will be submitted in a pocket folder and will be accompanied by the final (graded) drafts of all previous papers.

If you attend class on the due date, you will receive an automatic extension until 5 p.m. that day. If you skip class on the due date, your paper will be LATE. I will accept late papers, but not late homework assignments. A late paper will drop one grade per day after the due date. Please place late papers in the hanging file box next to my office door; please do not slip papers under the door.

One of the keys to avoiding late paper problems is to let me know what’s going on. The sooner I know about a problem, the better. I am not against granting extensions for good reasons -- as long as I know about the problem before the due date.

*If you fail to turn in a paper, or if you turn in a paper that is 10 or more days late, you will not pass this course.*

**An Axe to Grind**

This is not a course where I give you my politics and expect you to parrot my ideology. Instead we’ll be looking at *how* to think well (rather than *what* to
think), because good thinking leads to good writing. Thus in class discussions, you may find me advocating for different sides of an issue. My goal is to get you to slow down and fully consider all sides; I’m not recruiting you for a cause.

While we’re on the subject, let’s remember that many of us come from different faiths and belief systems. For that reason (and several other good reasons), we will not be engaging in religious arguments.

**Grades**

While I want you to devote a maximum effort to all your papers, I am aware that some (if not all) of the material in this course will be new to you. Therefore, you will find the expectations of your performance to be lower in the early goings. I do allow students to rewrite their papers, but you must arrange a conference with me so we can set goals and agree on a new due date. I will not accept rewrites that we haven’t discussed beforehand.

Remember that by semester’s end you **must** demonstrate the skills listed on the Outcomes for Writing Courses handout (and you must have a C or better) in order to fulfill the requirements of this course.

**Grade Distribution**

- quizzes and homework: 10%
- attendance and participation: 10%
- response paper: 10%
- three formal papers:
  - #1: 10%
  - #2: 15%
  - #3: 25%
- midterm: 10%
- final: 10%

**Extra Credit**

Up to five points of extra credit can be applied to either the midterm or the final (or both, should you be so motivated) if you successfully research and deliver a five minute extra credit presentation. This is the only extra credit available for this course.

**Response Papers**

Each student in this class will write one response paper this semester. A response paper is simply a 1-2 page typewritten response to a reading assignment. Instead of summarizing, a response paper analyzes; it argues a point. We will use response papers to “kick start” our discussions this semester.

**Conferences**

You will need to schedule at least two individual conferences with me so that we can discuss your writing. This is an opportunity to locate and address specific issues related to your craft. It is also an opportunity for you to discuss any questions or concerns you have about the course.
Common Courtesy
Writing is basically about connecting with others. Let us therefore make our class a sanctuary wherein the needs of others matter as much as our own. Our two rules are as follows:

1. BE RESPECTFUL
2. USE YOUR COMMON SENSE

Examples of Common Courtesy:
Out of respect for others ...
if you have a cell phone or a pager, please turn it off before entering the room.
if you must listen to your iPod (or whatever), please do it somewhere else.
if you want to make a disparaging remark about a classmate, a faculty member, a group of people, etc., please keep the remark to yourself.
if you are late to class, please enter the room as quietly as you can.
if you are sleepy, please exit the room and find a place to lie down (besides, it’s better for your back).

Plagiarism
“The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of papers or other academic materials.”* 

You may **not** legally use another person’s idea or words without acknowledging him or her. Consider this your first and final warning. If you are found to be engaged in this or any other form of academic dishonesty, you will fail the entire course. In addition, a cheating report will be sent to the Vice President of Student Services, who will establish a discipline file for you. This discipline file will be shared with anyone who investigates your background -- including universities and prospective employers.

If you have **any** questions about how to cite your sources, please ask. If you are absent on the days we cover MLA Style, it is your responsibility to get the information. You may consult *The Brief Handbook* MLA Section for general questions about how to cite sources both within the text (as parenthetical references) and at the end of the text (as a Works Cited page).

Keep in mind that plagiarism is not an accident or a mistake; it’s a decision to deceive -- and it will catch up with you. Sooner or later, the truth always comes out.


Just in Case
If you find that you can’t continue with the class, please make sure that you drop it. It only takes a few minutes. If you don’t drop yourself, you may have an “F” that haunts you forever.
Special Needs
If you have any special needs, or if you require any special accommodations, please notify me as soon as possible. If you have any other questions or concerns, I encourage you to contact me.

ENGLISH 1010 SYLLABUS

T Aug 29  INTRODUCTION
Introduction: Course, Policies, Syllabus, Materials, & Rubric
Writing Assignment

R Aug 31  WHY WRITE?
IN CLASS: OPENING THE MIND
IN CLASS: THE ACCIDENT

T Sept 5  MOVING FORWARD
BH: PP. 21-31
PAPER #1 ASSIGNMENT
IN CLASS: HOW TO APPROACH PAPER #1
IN CLASS: MLA STYLE AND AVOIDING PLAGIARISM
IN CLASS: SUBJECT AND THESIS

R Sept 7  I SEE BUT ONE RULE: TO BE CLEAR
OWW PP. 3-24 AND PP. 33-46
IN CLASS: GEORGE CARLIN, “EUPHEMISMS”

T Sept 12  EDUCATION: WHAT’S THE POINT?
WOI "EVALUATING IDEAS" PP. 1-16
WOI "THE ALLEGORY OF THE CAVE," PP. 313-326
IN CLASS: WHAT IS A RESPONSE PAPER?
IN CLASS: THE EIGHT QUESTIONS
PAPER #1 TOPICS DUE

R Sept 14  THE ESSENCE OF WRITING WELL
OWW PP 68-92
REVISION

T Sept 19  THE RING OF THE WAY
WOI LAO TZU, "THOUGHTS FROM THE TAO TE CHING," PP. 19-34
DRAFT #1 DUE

R Sept 21  THE ANCHOR OF GOOD WRITING
OWW PP. 49-54, "UNITY"
PEER EDITING
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<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>T Sept 26</td>
<td><strong>Form and Audience</strong></td>
<td>OWW pp. 25-32</td>
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<td>MLA Style / Plagiarism Quiz</td>
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<td>In Class: Describing Biker Mike</td>
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<td>R Sept 28</td>
<td><strong>The Ends and the Means</strong></td>
<td>WOI Niccolo Machiavelli, “The Qualities of the Prince”</td>
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<td>Handout: Michael Levin, “The Case for Torture”</td>
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<td><strong>Paper #1 Due</strong></td>
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<td>T Oct 3</td>
<td><strong>Conferences</strong></td>
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<td>R Oct 5</td>
<td><strong>Conferences</strong></td>
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<td>T Oct 10</td>
<td><strong>Cry Havoc and Let Slip the Dogs of War</strong></td>
<td>Handout: Andrew Sullivan, “This is a Religious War”</td>
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<td>Handout: Thomas Paine, from “The Crisis”</td>
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<td><strong>Paper #2 Assignment</strong></td>
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<td>R Oct 12</td>
<td><strong>Liberty and Justice</strong></td>
<td>WOI Thomas Jefferson, “The Declaration of Independence”</td>
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<td>OWW “The Lead and the Ending,” pp. 55-67</td>
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<td>T Oct 17</td>
<td><strong>The Spectre of Communism</strong></td>
<td>WOI Karl Marx, “The Communist Manifesto,” pp. 219-242</td>
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<td><strong>Paper #2 Topics Due</strong></td>
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<td>R Oct 19</td>
<td><strong>Midterm Exam</strong></td>
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<td>T Oct 24</td>
<td><strong>FALL BREAK</strong></td>
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<td>R Oct 26</td>
<td><strong>Survival of the Fittest?</strong></td>
<td>WOI Charles Darwin, “Natural Selection,” pp. 435-452</td>
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<td><strong>Draft #2 Due</strong></td>
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<td><strong>Peer Editing</strong></td>
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<td>T Oct 30</td>
<td><strong>Clear Science</strong></td>
<td>Bill Bryson, From A Short History of Nearly Everything</td>
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<td>OWW PP. 148-165, “Science and Technology”</td>
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<td>R Nov 2</td>
<td><strong>The Earth: Spaceship or Lifeboat?</strong></td>
<td>Handout: Garrett Hardin, “Lifeboat Ethics”</td>
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STRATEGIES FOR PERSUASION
HANDOUTS: “THE FLEA” AND “TO HIS COY MISTRESS”
PAPER #3 ASSIGNMENT

LOGOS, ETHOS, AND PATHOS
IN CLASS: LESSONS IN ARGUMENT FROM JERRY MAGUIRE, HAPPY GILMORE, SGT. YORK, AND OTHERS

THE RADIANT STARS OF LOVE AND BROTHERHOOD
WOI DR. MARTIN LUTHER KING JR., “LETTER FROM BIRMINGHAM JAIL,” PP.179-204
PAPER #3 TOPICS DUE

THE MIND: WHAT DREAMS MAY COME
WOI SIGMUND FREUD, FROM THE INTERPRETATION OF DREAMS, PP. 327-340

THE BATTLE...
WOI KAREN Horney, “THE DISTRUST BETWEEN THE SEXES,” PP. 357-372
DRAFT #3 DUE

YOUR IMMEDIATE SEATING AREA
IN CLASS: GEORGE CARLIN, “FLYIN’ ON THE AIRLINES”
PEER EDITING

THE IMPORTANCE OF LAUGHTER
OWW PP. 208 - 229: “HUMOR”
HANDOUT: DAVE BARRY, “GUYS VS. MEN”

DIFFERENCE
HANDOUT: ZORA NEALE HURSTON, “HOW IT FEELS TO BE COLORED ME.”
HANDOUT: ANDREW SULLIVAN, “WHAT ARE HOMOSEXUALS FOR?”
PAPER #3 DUE

SOME ADVICE FROM POOR RICHARD
HANDOUT: BEN FRANKLIN, “THE WAY TO WEALTH”
OWW “THE TYRANNY OF THE FINAL PRODUCT,” PP. 255-264

THE EYE OF THE TIGER
OWW “Write as Well as You Can,” pp. 286-294

Final Exam TBA

I ___________________________ have read the course policies for English 1020-09, and I hereby agree to abide by them.

______________________________    ____________________________
Signature                      Date