

CASPER COLLEGE COURSE SYLLABUS
ENGL 1020-N1 English II: Composition

Semester/Year: Spring/2013

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Class Time: Online

Days: Online

Room: Online

Instructor's Name: Cara Rodriguez

Instructor's Contact

Office Phone: 268-2116

Email:

Information: If you cannot reach me by email or phone you can contact Kathy Coe, Academic Assistant, 268-2533 or 800-442-2963, ext. 2533 or email kcoe@caspercollege.edu.

crodriguez@caspercollege.edu

When you email or leave a message you can expect to hear back from me within 36 hours, though often I will answer the phone or return an email immediately.

Office Hours: M 1-3, T 9-11, W 1-2, Th 2-3 **Office Location:** CE131

Course Description: An extension of ENGL 1010. Further refines the student's abilities to gather and synthesize material from independent reading. Students study language both to appreciate its precise control and to interpret the experience of others. A research paper is required.

Statement of Prerequisites: a grade of "C" or higher in ENGL 1010 (as per the CC catalog).

Goal: The purpose of English 1020 is to finalize your basic preparation for the requirements of college level writing. English 1020 is an extension of 1010 and is designed to help you succeed in all your future college writing. We will study and practice the research and writing process, with an emphasis on rhetorical considerations (addressing audience and purpose).

Outcomes: Passing students should:

Consistently apply and refine the outcome skills of English 1010

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 and recognizing them in others' arguments

Produce college-level, audience-focused analytical essays

Write a minimum of 4500 words during the semester

Methodology: Online

Evaluation Criteria: There are 575 points available through exercises, papers, and discussions. The following scale is used to determine your grade in the class:

575 - 515 = A (100% - 90%)

514 - 457 = B (89% - 80%)

456 - 400 = C (79% - 70%)

399 - 342 = D (69% - 60%)

I expect well thought out papers, discussion postings, and answers on exercises. If you give quick responses you cannot expect an A.

Required Text, Readings, and Materials: The Writer's Way by Jack Rawlins and Stephen Metzger, 8th ed.

A new reference manual of some kind that includes MLA format ... The Brief Penguin Handbook, The Prentice Hall Reference Guide, or The New Century Handbook are all good suggestions. I do not insist on new because I want you to spend more money but because I want you to have the latest updates in MLA format. If you rely on an old edition, you will not have accurate information to complete your assignments.

Microsoft Word is also fairly necessary for this class. If you need an upgrade you can get a free one on the Microsoft Word website. Microsoft Works documents will NOT open on my computer. To be safe, save all work in Rich Text Format. If you are uncertain how to do this, let me know and I can help you.

Class Policies:

Last Date to Change to Audit Status or to Withdraw with a W Grade: Last Date to Change to Audit Status or to Withdraw with a W Grade: April 12, 2013

ATTENDANCE: This class does not physically meet; however, you fulfill attendance requirements by turning in homework and papers on time and by participating in forum discussions.

ASSIGNMENTS: The semester's requirements are posted at the beginning of the semester. You may work ahead if you desire, though you may not be graded for this work as quickly. The work MOST weeks (exercises, forums, and papers) is due the following Monday by NOON. It will be counted late (lowered one letter grade) if handed in after noon, and will continue to go down one full letter grade for each day it is late. Do not wait until the last minute to hand in your paper. If you have a computer problem at 11:45 you will most likely not get your work in on time.

Please note that the dates at the top of each week are NOT due dates. The dates are simply the days of the week (Monday through Sunday). The due date for assignments will usually be at noon the following Monday. There are weeks during the semester, however, where an assignment will be due in the middle of the week in order to be peer reviewed. The final also does not follow the "due the following Monday" rule. Because of this, I would highly recommend that you open the assignments at the beginning of the week to see what the week's work will entail and what the due dates are in order to schedule your time effectively. If Casper College does not have school scheduled for Monday, the assignments will be due / are given on the next day school is in session and any assignment will still be due the following Monday. (So your first week's work, for example, will be due January 22nd at noon.)

There are weeks where the load looks ominous, but remember that this class is like a class that meets three times a week ... treat your homework as such, and do it little by little, putting aside time each day, and it will be very manageable. (Little side note: Don't just look at the main page and assume that's all you have to do. Your specific assignment is found after clicking on the assignment. For example, all you will see on the main page for week 5 is "Read Chapter 8". Be sure to CLICK on "Read Chapter 8" to find the assignments inside of that chapter.)

Use Times New Roman font, 12 point, double-spaced and make sure to complete as many pages as I ask for in any given assignment. A 1 ½ page paper does not count as a 2 page paper just because 2 pages are used.

I would suggest that you do not skip any of the assigned reading. This book is a different kind of textbook and has some different ideas of how to go about writing. I believe it is a refreshing way to look at English and has a tone that is more like talking to a friend at a kitchen table ... not that many of you discuss writing style or informative essays in your kitchen =). At any rate, I looked very hard to find a likeable textbook, and I hope I did a good job for you in finding this one.

Forums - Forum spaces are for discussion, and that is what I expect. If you post your original ideas and someone comments on them, I want you to respond to them. If someone responds to a response you posted, respond again. We don't have the opportunity to talk in class, and this is the closest we come. I want you to respond to others with responses that make observations, share experiences, ask questions, challenge assumptions, encourage ideas, and offer depth in thought. Posting something like, "I agree [insert repetition of what they've already said]! Great post!" DOES NOT WORK. Keep the conversation going. You must respond to and carry conversation with at least two people in each forum. Begin your discussions early in the week to allow time for a substantial conversation.

Second Chances - At the end of the semester you have the opportunity to turn in up to three revised assignments on which you would like a higher grade. I think it is really important to offer this OPTIONAL opportunity to you because we all know that sometimes we just have an off week, or we just didn't get it the first time around. You may hand in work that had a lower grade than you were

hoping for, work that was turned in late, or work that wasn't turned in at all. You certainly don't have to do this. At the end of the semester some people would rather get a swirly than work more on assignments they've already turned in. That's fine with me. It's just an option.

Student Rights and Responsibilities: 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. College-wide regulations, as presented in the CasperCollege catalog and student handbook, apply to this course. Familiarize yourself with the CC Code of Student Conduct.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, 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 for more information on this topic.

Since this is an internet-based writing course, opportunities for student plagiarism abound. Do not, under any circumstances, submit work that is not your own. This includes even paragraphs of someone else's work ... it doesn't have to be a whole essay. There are numerous ways for me to find out if you have plagiarized – teachers just have access to that kind of thing ... so don't, ok? If I find something plagiarized you will receive a 0 on the assignment (this one cannot be made up with the second chances at the end of the term), and, depending on the severity, you may receive a 0 in the class immediately.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Calendar or schedule indicating course content: All assignments due the following Monday at noon except where noted in the assignment instructions.

Reading assignments include specified exercises and essays. All specific assignments and due dates for the whole of the semester are listed on the course home page.

Week 1: Read Prologue, Chapter 1 (Student's history of writing), Chapter 2 (Effective writing), forum

Week 2: Read Chapter 3 (Coming up with ideas for writing), forum, Chapter 4 (Taking thoughts into drafts), mapping

Week 3: Read Chapter 5 and 6 (Thesis, purpose, audience, tone, and style)

Week 4: Read Chapter 7 (Mapping, outlining, abstracts)

Week 5: Read Chapter 8 (Making drafts longer and shorter)

Week 6: Read Chapters 9 and 10 (Intros, conclusions, titles), peer review

Week 7: Read Chapter 11 (Editing), Bowling for Columbine, Fallacies

Week 8: Spring Break

Week 9: Read Chapter 12 (Personal writing), forum

Week 10: Read Chapter 13 (Informative writing)

Week 11: Read Chapter 14 (Thinking through an argument)

Week 12: Read Chapter 15 (How to sell an argument)

Week 13: Read Chapters 16 (Research), library work

Week 14: Read Chapter 17 (Using sources)

Weeks 15 and 16: Read Chapter 18 (Academic research paper), peer review, complete final paper and second Chance papers.