Semester/Year: SPRING 2016

Lecture Hours: 4  Lab Hours: 0  Credit Hours: 4

Class Time:  Days:  Room:
• Sec 03: 11-11:50 a.m.  M – TH  • Sec. 03: LH 284

Instructor’s Name: Jill Hughes

Instructor's Contact  Office Phone:  Email: jhughes@caspercollege.edu
Information:  307-268-2383  I prefer that you use Moodle Mail first.

Office Hours:
Monday: Noon – 1:30pm
Tuesday: 9:00am – 10:30am
Wednesday: Noon – 1:30pm
Thursday: 9am – 10:30am
Other times by appointment

Course Description: (4L)(4CR) Reading and writing are both processes of composing and are requisites to success in ENGL 1010. This upper level developmental English course provides instruction for active reading and critical thinking skills used to compose effective essays. Students will have opportunities to practice a recursive writing process and will be introduced to using outside texts as a way to generate ideas.

Statement of Prerequisites: Prerequisites: Students must have an ACT English score of 13, a Compass English score of 51, or successfully complete ENGL 0800.

College General Education Outcomes (CO): The following college general education outcomes apply to this course.

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data
Course Objectives:

Writing Outcomes: (CO1)
1. Consistently apply and refine the outcome skills of ENGL 0800
2. Demonstrate awareness of audience and purpose in both reading and writing
3. Be able to find and develop ideas
4. Participate in a recursive writing process
5. Write thesis-driven essays
6. Write a minimum of 2500 words during the semester

Reading Outcomes
1. Apply pre-reading, during-reading, and post-reading techniques to develop critical thinking and reading skills.
2. Identify main ideas and supporting details.
3. Make inferences and draw conclusions while reading.
4. Use new vocabulary in context.
5. Apply annotation techniques to a variety of texts.
6. Respond to readings both orally and in writing.

Methodology: This class will be conducted using lecture, videos, and internet components (Moodle and Learning Curve). There will be in-class activities that require discussion, group work, note-taking, reading, and possible presentations. Homework may include grammar practices, essays, and light research. In-class and homework assignments will be assessed for credit. Your feedback is valuable as the instructor uses course evaluations in determining course methodology. Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Evaluation Criteria: You can take this class for credit or as a pass/fail course. You will be able to choose how your final grade will be transcripted on your syllabus contract. To pass, and continue to ENGL 1010 Composition I, you’ll need a “C” (70% or better). Your semester grade will be based on the following:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>% of classes you attend. (for example: 80% attendance= 80/100)</th>
<th>100 pts.</th>
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</thead>
<tbody>
<tr>
<td>Writing Assignments</td>
<td>Three 100-pt. papers, one 50 pt. paper, one 25 pt. paper</td>
<td>375 pts.</td>
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<tr>
<td>Presentation</td>
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<td>50 pts.</td>
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<tr>
<td>Homework</td>
<td>(Learning Curve, Editing Practices, etc.)</td>
<td>285 pts.</td>
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<tr>
<td>Quizzes &amp; Exams</td>
<td>Approximately 7 at 10 pts. Each Midterm = 50 pts., Final = 70 pts.</td>
<td>190 pts.</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1000 pts.</strong></td>
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Grading Scale:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A = 90 – 100% = 900 - 1000</td>
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<tr>
<td>B = 80 – 89% = 800 - 899</td>
<td></td>
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<tr>
<td>C = 70 – 79% = 700 - 799</td>
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<tr>
<td>D = 60 – 69% = 600 - 699</td>
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<tr>
<td>F = &lt;60% = &lt; 600 pts</td>
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Extra Credit Opportunities are at the instructor’s discretion.

The Moodle Gradebook will not be current. Ask me if you want an update on your grades. A grade log sheet will also be distributed to help you with keeping abreast of your grade.
Required Text, Readings, and Materials:

- Learning Curve code for *Real Essays Interactive*. It comes free with your book, unless you buy a used book. In that case, you’ll need to purchase access.
- I will provide some readings as pdf files available on Moodle.
- Access to the internet—if you do not have access at home, you’ll need to make yourself familiar with online computer labs and plan to spend a bit of time there.
- Moodle (use your WebAdvisor username and password to access Moodle)

College Policies:

**Last Date to Change to Audit Status or to Withdraw with a W Grade:** April 14, 2016. There is paperwork you’ll need to complete in order to withdraw.

🔹 **If you are considering withdrawing from the course—please see me first!**

**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 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.

**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. This is also, where you will find course evaluation links during course evaluation periods.

**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.
Class Policies:

- **Attendance:**
  Attendance will be recorded at the beginning of each class session. There is no distinction between excused and unexcused absences. The percentage of classes attended will be the attendance grade.

  Students who have missed 5 or more classes before midterm should meet with me to discuss whether they should drop the course or not. Students who experience extenuating issues should meet with me immediately to discuss their situation. Appropriate documentation will be required.

  Faculty-initiated withdrawals may be processed for students missing more than 6 class periods in a row.

- **Laptops/Ipads:** You are welcome to bring these to class; however, you should be using it only for class activities—no checking email/Facebook, or surfing the web, etc.

- **Cell Phone & Other Electronic Devices:** Keep them turned off or on vibrate. If there is an emergency (sick family member, etc.), and you need to take a call, please go out in the hall. If there’s a reason for you to use your phone in class—I’ll let you know.

  - **Learning Curve Access:** If you purchase a new text, you’ll have an access code. My online course is open for student registration—follow the simple steps below to get started.
    - Go to [http://www.macmillanhighered.com/learningcurve/realessaysbrief1e/2805226](http://www.macmillanhighered.com/learningcurve/realessaysbrief1e/2805226)
      Bookmark the page to make it easy to return to.
    - If you have an access code, click the button "Enter Your Student Access Code" in the upper right corner and follow the instructions.
    - If you don't have an access code, either click the "Purchase Access" or "Temporary Access" button.
    - If you have any problems registering, purchasing, or logging in, please contact Technical Support. You can reach a representative 24 hours a day, 7 days a week: through our online form, by chat, or from 9 a.m. to 3 a.m. EST, 7 days a week: by phone at (800) 936-6899

- **Late Work:** All work is due by the due date listed on the class schedule. Late homework will not be accepted. Late papers will have 10 points deducted for each day (week day—not class period) they are late.
  - Assignments on Moodle are due by 11pm on the due date; assignments to be submitted in class are due at the beginning of class.
  - **Not having something printed is the same as not doing it.** This means: save your work often and print it early. “I have to go print this. I’ll bring it by later this afternoon” still means the assignment is late, and thus it will not be accepted without consequences. Also, Casper College has two computer labs in the LH building and many computers in the library. There is also a computer lab in PS 106. “My printer is broken” is not an excuse.
  - Extensions are up to my discretion; you must contact me prior to the due date to ask for an extension. No extensions will be allowed for the final paper.
  - Due dates don’t change because of absences—the assignment is still due, and it’s your responsibility to get it turned in.
  - The final paper will NOT be accepted late.
**Student Athletes/Competitors:** Students needing to miss class due to college-related activities (rodeo, livestock judging, athletics, etc.) should submit assignments early or make personal contact with the instructor to discuss alternative dates **PRIOR** to missing class. Missing for school activities does not relieve students of their responsibilities to the class. I reserve the right **NOT** to allow you make up work if you don’t make plans as I’ve outlined above.

- I wholeheartedly support extracurricular activities; however, these activities do not give students benefits or leeway in the class that other students don’t have. I strive to be equitable to all my students.

**Other Useful Tidbits:**
1. All reading/preparatory work should be done before the day we’re discussing it.
2. You need to spend at least six hours per week preparing for class. Timely completion of class work and home assignments is crucial.
3. First and last names on assignments—if your name isn’t on your work—then it wasn’t turned in as far as I’m concerned. Also, staple your work—be professional.
4. If you need help, in any way, with writing your papers, please use me and/or the Writing Center. It’s located in Strausner Hall, room 215
5. Writing assignments will utilize some peer review and collaboration. Therefore, students should be willing to share the subject matter they produce with others, while being mindful that highly controversial subjects may draw strong reaction. A rule of thumb is this—if it is going to make you emotional or defensive—consider whether you want to expose yourself.
6. Plagiarism—don’t do it.
7. Guests and children are not allowed in class; even well-behaved children are disruptive to the environment.
8. There may be discussions which center on adult/controversial topics—it is expected that you will act in a mature fashion. If you are uncomfortable, please see me.

**Major Assignment Overview:**
1. Writing assignments, totally 365 points, include: a response paper (25 pts.), three major papers (100 pts. Each) using description, narration, and process analysis; and one 50 pt. information/research paper
2. An oral presentation which coincides with an information/research paper.
3. A rubric will be distributed to show evaluation criteria.
4. Papers (receiving a “C” or lower) may be revised and resubmitted within a week of being returned.*Exception: the last paper of the semester.*
5. Papers will be peer-reviewed; reader review days are mandatory.
6. Papers will be submitted to Turnitin.com via our Moodle area.
7. There will be at least one writer/instructor writing conference.
8. All papers should be submitted in the proper MLA format—a template will be provided.

**Homework Overview:**
1. The purpose of homework is to practice skills! You will have homework most nights.
2. Homework includes: in and out of class exploratory writing, minor papers, reading/responding to texts, editing practices, Learning Curve assignments, etc.
3. Not all homework will be graded for points; however, you should do all of it to strengthen your skills.
Quiz Overview:
1. Guided reading quizzes. There will be quizzes on every reading/watching assignment you have. They might be short answer, essay, multiple choice, true/false, or matching. You will be given questions to guide you in your reading prior to reading assignments.
2. Use the reading guides to help you with the quizzes.
3. Quizzes will be completed on Moodle.

Extra Credit Opportunities:
This is the instructor's discretion. Extra credit is a PRIVILEGE, and should not be expected. If you’re doing your work, you usually won’t have a need. However, there are two opportunities available at this point:

- Attendance extra credit will be earned thusly:
  - 95% - 100% = +5 pts.
  - 85% - 94% = + 4 pts.
  - 75% - 84% = + 3 pts.
- If you provide proof that you used the writing center for your drafts, you receive 3 points per paper (not per draft). Proper documentation will be required.

ANTICIPATED CALENDAR OR SCHEDULE INDICATING COURSE CONTENT:
This schedule is tentative.

- Additional daily/weekly assignments may be made in class—see assignment log sheet provided on Moodle and in class.
- I reserve the right to change this as needed to meet the needs of the class. Any changes to the schedule will be announced in class and posted to our Moodle site.
- Students are responsible for keeping up with where we are; therefore, consistent attendance and communication is vital to being organized and successful in this class!
- Learning Curve assignments (grammar) are all online and the due dates will be posted on Moodle as well as in the Learning Curve site.

REI = Real Essays Interactive   PSM = Pocket Style Manual   PDF = Pdf file

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 19 – 21</th>
<th>Focus: Welcome, Introductions, Course Materials</th>
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<tbody>
<tr>
<td></td>
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<td>Introductions, expectations, materials, MLA formatting</td>
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<tr>
<td></td>
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<td>Reading:</td>
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<td></td>
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<td>o REI, Ch. 15 Basic Grammar</td>
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<td>o Syllabus</td>
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<td>Assignments:</td>
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<td></td>
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<td>o Syllabus Quiz (1/25)</td>
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<td>o Moodle Check-in (1/25)</td>
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<td>o MLA formatting (1/25)</td>
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</table>
### Week 2  January 25 – 28  Focus: Pocket Style Manual, Active Reading

- **Overview of *Pocket Style Manual***
- Begin active reading skills study
- **Reading:**
  - REI, Ch. 1 “Critical Thinking, Reading, and Writing”
  - REI, Ch. 16 “Fragments & Run-ons,” pg. 218-223
  - PDF, “Reading Like a Writer”
- **Assignments:**
  - Pocket Style Manual HO (1/26)
  - Pocket Style Manual Quiz (2/1)
  - Learning Curve Assignments
  - Editing Practice

### Week 3  February 1 – 4  Focus: Active Reading cont’d.

- Discuss reading assignments
- **Reading:**
  - PDF, “The Professor is a Dropout”
  - PDF, “Shitty First Drafts”
  - REI, Ch. 18 “Commas”
- **Overview of Humanities Festival Assignment**
- **Assignments:**
  - Reading Unit Quiz (2/8)
  - Learning Curve Assignments

### Week 4  February 8 – 11  Focus: Writing Process, Description

- **Reading:**
  - REI, Ch. 2 “Getting Ready to Write”
  - REI, Ch. 7 “Description”
  - “Heatstroke with a Side of Burn Cream” pdf file
  - “The Comforts of Home” pdf file
  - “Father’s Day” pdf file
  - REI, Ch. 17 “Pronouns” pg. 238-245
- **Assignments:**
  - Learning Curve Assignments
  - Editing Practice

### Week 5  February 15 – 18  Focus: Description

- **No classes on Monday, 2/15**
- **Reading:**
  - REI, Ch. 3 “Organizing Your Main Point & Support”
  - REI, Ch. 4 “Drafting & Revising”
- **In class activities for Description essay**
  - Discuss Reader Review procedures
- **Assignment:**
  - Description Unit Quiz 2/18
  - Learning Curve Assignments
### Week 6  February 22 – 25  Focus: Description Peer Review  Humanities Festival (2/24 – 2/26)

- **Reading:**
  - None
- **Description Paper Reader Review Draft due (2/22)**
- **Description Paper Editing workshop-2/23**
- **Assignments:**
  - Description Paper due 2/29
  - Humanities Paper Response due 3/3
  - Learning Curve Assignments
  - Editing Practice

### Week 7  February 29 – March 3  Focus: Narration, Midterm Prep

- **Reading:**
  - REI: Ch. 5 “Narration”
  - “Superman and Me” pdf
  - “My Uncle’s Guns” pdf
- **Overview of Midterm Exam**

### Week 8  March 7 – 10  Focus: Midterm Week

- **Midterm Conferences 3/8 & 3/9**
- **Assignment:**
  - Midterm exam due by 5pm, Thursday, 3/10 on Moodle
  - Editing Practice

### March 14 – 18  Spring Break – No Classes  Jill will be out of state from 3/14 – 3/19

- Be sure that you’re readying for Reader Review of Narrative

### Week 9  March 21 – 24  Focus: Narration

- **Narrative Reader Review Draft due 3/23**
- **Narrative editing workshop 3/24**
- **Assignment:**
  - Narrative Paper due 3/28
  - Editing Practice

### Week 10  March 28 – 31  Focus: Process Analysis

- **Reading:**
  - REI: Ch. 8: Process Analysis
  - “Dumpster Diving” pdf
  - “Salvaging an Interview” pdf
  - “Texas Chili” pdf

### Week 11  April 4 – 7  Focus: Process, Peer Review

- **Process Reader Review draft due on 4/6**
- **Process Editing Workshop on 4/7**
- **Assignment:**
  - Process Paper due 4/11
  - Editing Practice
<table>
<thead>
<tr>
<th>Week 12</th>
<th>April 11 – 14</th>
<th>Focus: Informational/Research</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>▪ Introduce final paper/presentations</td>
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<td></td>
<td></td>
<td>▪ Reading:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ REI, Ch. 6 pg. 81 – 84</td>
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<tr>
<td></td>
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<td>○ “The Grisley, All-American Appeal of Serial Killers” pdf</td>
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<td>○ “My Mother’s Killer” pdf file</td>
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<tr>
<th>Week 13</th>
<th>April 18 – 21</th>
<th>Focus: Informational/Research cont’d.</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>▪ Continue work on Informational / Research topics</td>
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<td>▪ Assignment:</td>
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<tr>
<td></td>
<td></td>
<td>○ Reader Review Draft of Informational Paper due 4/21</td>
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<td></td>
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<td>○ Editing Practice</td>
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<table>
<thead>
<tr>
<th>Week 14</th>
<th>April 25 – 28</th>
<th>Focus: Informational Conferences, Prep for Final</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>▪ Writing Conferences 4/25 – 4/26</td>
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<td>▪ Prep for Final 4/27</td>
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<td>▪ Presentations begin 4/28</td>
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<td>▪ Assignment:</td>
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<td>○ Informational Paper due 4/28</td>
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<tr>
<th>Week 15</th>
<th>May 2 – 5</th>
<th>Focus: Informational Presentations &amp; Final Exam</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>▪ Presentations Mon – Wed</td>
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<td>▪ Course Wrap-up Thursday</td>
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<tr>
<td></td>
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<td>▪ Assignment:</td>
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<td></td>
<td></td>
<td>○ Editing Practice</td>
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<thead>
<tr>
<th>FINALS</th>
<th>May 9 – 12</th>
<th>Final Exam Week</th>
<th>Day/Time/Place = TBA</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Part 1: Essay due on Moodle</td>
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<td>▪ Part 2: Questions on Reading &amp; Editing will be done in our testing room.</td>
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I, (Print name clearly)____________________________________, received a copy of our class syllabus, and I had ample time to read it and ask questions. Furthermore, I understand that success in this class requires my:

(initial beside each item)

___ Reading, understanding, and completing assignments in class, at home, and online on time.

___ Using and checking Moodle regularly to complete assignments.

___ Attendance, participation, and sustained effort.

___ Understanding and obeying the rules for submitting work and avoiding plagiarism.

___ Communication with Jill should any concerns about assignments, absences, etc. arise.

___ Respecting the ideas and perspectives of others.

Furthermore, I understand the following terms and conditions: (initial beside each item):

___ I understand the attendance and cell phone/texting policy for this class.

___ (if applicable) I understand my responsibilities for absences/makeup work as a student who participates in athletics/rodeo/judging/theater/dance, and the like.

___ I understand that technological failure is not a valid excuse for not turning in work.

___ I understand the Casper College policy on plagiarism and understand that if I plagiarize I could fail the assignment and/or the course.

My Grade Option Choice:

(Check one)

[ ] For Credit

[ ] Pass/Fail

This may be changed at midterm.

______________________________      ________________________
(Signature)                (Date)