Semester/Year: Spring 2016

Lecture Hours: 3  Lab Hours: 0  Credit Hours: 3
Class Time: 10:00-10:50  Days: MWF

Instructor’s Name: Patrick Amelotte  Email: pamelotte@caspercollege.edu

Office: SH 141  Office Phone: 268-2729  Office Hours: MWF 2:00-3:00; T 12:00-3:00 and by appt.

Course Description: 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.

Expanded 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.

This course is rated PG-13. However, the language, violence, and adult situations that you’ll encounter in our readings are incidental to the message being presented. We don’t have time for gratuitous obscenity. Wherever possible, I’ll warn you of impending foul language (etc.) so you can decide whether or not you want to take a short break.

Goals: To gain a better understanding of and appreciation for the most common language in this country. To become more adept at writing clearly, reading carefully, and thinking critically. To learn various practical and personal applications of the writing, reading, and thinking skills we're working on, and to understand how and why those skills can enrich our lives.

Statement of Prerequisites: COMPASS writing score of 75 or higher and reading score of 74 or higher or ACT English score of 21 or higher or successful completion (grade of C or higher) of ENGL 0525 (Reading II) and ENGL 0625 (Writing II) or ENGL 0900 (Pre-Composition).

Methodology: This is a traditional college course requiring regular attendance and active participation in discussions, responses, papers, quizzes, and exams.
**Outcomes:** Please read the outcomes carefully; students who pass this course will have a grade of C or better and they must meet the outcomes listed below. Passing students should:

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently apply and refine the outcome skills of ENGL 0900</td>
</tr>
<tr>
<td>Demonstrate effective oral and written communication.</td>
</tr>
<tr>
<td>Use appropriate technology and information to conduct research</td>
</tr>
<tr>
<td>Demonstrate effective critical thinking and reading skills: the ability to summarize, analyze, synthesize and evaluate ideas</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Be able to evaluate their own writing as well as the writing of others</td>
</tr>
<tr>
<td>Demonstrate fundamental awareness of documentation skills</td>
</tr>
<tr>
<td>Demonstrate basic oral communication and presentation skills</td>
</tr>
<tr>
<td>Deliver three presentations: an oral response paper, a team presentation, and a final presentation to accompany a research-based argument</td>
</tr>
<tr>
<td>Write a minimum of 3500 words during the semester</td>
</tr>
</tbody>
</table>

**Evaluation Criteria:** 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 in the “Outcomes section” (and you must have a C or better) in order to fulfill the requirements of this course.

**Grade Distribution**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and homework</td>
<td>100</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>200</td>
</tr>
<tr>
<td>Oral response paper</td>
<td>200</td>
</tr>
<tr>
<td>Four formal papers</td>
<td></td>
</tr>
<tr>
<td>#1</td>
<td>100</td>
</tr>
</tbody>
</table>

A 90-100%
B 89-80%
C 79-70%
D 69-60%
F 59% and below
Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Required Text, Readings, and Materials:

A good dictionary (e.g. *American Heritage, Webster’s New World College*, or Dictionary.com)
A three-ring binder
A pocket folder
At least two large (8.5 x 11 inch) blue book exam booklets
Pens or mechanical pencils

**Last Date to Change to Audit Status or to Withdraw with a W Grade:** Nov. 12th (please see me if you need to withdraw after this date).

**Attendance Policy**

Our class time is crucial to your success in English 1010. You may miss three (3) classes without damaging your grade, but every unexcused absence thereafter will lower your final grade by 10%. If you miss more than six (6) classes, you will fail the course.

**Papers and Assignments**

All papers, drafts, and other out-of-class writing assignments must be typed/word processed, double-spaced, with one-inch margins and no larger than 12-point font. Please submit them as hardcopies in a pocket folder along with all pre-writing (notes, outlines, drafts) as well as with all graded copies of previous papers. Please do not submit your papers electronically. Papers that do not meet these guidelines will not be graded.

Every student who is present in class on the due date will earn an automatic extension until 5 p.m. that day. Those who are absent on the due date will be considered late (this includes draft due dates). There are no automatic extensions for rough drafts and topic due dates.
I will accept late papers, but not late homework assignments. A late paper’s grade will drop ten percent per day after the due date (including topic due dates, rough draft due dates, and final due dates). The paper is not officially done until I receive it. Please feel free to place your work in the file box on my door.

Poor time management is the number one reason students fail their composition classes. In my class, good communication can save you. As soon as you encounter a problem, 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. To that end, 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.

**Common Courtesy**: Writing is basically about connecting with others. Let us therefore make our class a sanctuary wherein the needs and feelings of others matter as much as our own. Our two rules are as follows:

BE RESPECTFUL
USE YOUR COMMON SENSE

Since this is a course that stresses the art of persuasion, we must learn to do so respectfully. There are no winners or losers in our class discussions. We're just a group of people engaged in an open exchange of ideas.

Actions that violate the class rules include, but are not limited to

- Sleeping
- Insulting classmates, faculty, or others associated with the college
- Using social media to insult classmates, faculty, or others associated with the college
- Working on homework for another class
- Playing with your phone, laptop or other device (this includes playing games, texting, and making/answering phone calls)
- Listening to your iPod
- Talking while someone else is talking
Those who break our class rules will be counseled. Those who continue to break them will face disciplinary action, including possible dismissal from the course.

**Laptops and Tablets:** Laptops and tablets are wonderful tools for note-taking and for looking up pertinent information related to class discussions. However, some students use their laptops to pass the time—shopping, networking, emailing, watching YouTube, etc. When asked about this activity, these students invariably reply that they are “multitasking.” Whatever you call it, it’s still rude, and if you’re “multitasking” in our class, you’ll be asked to leave your machine at home.

**Oral Response Papers:** Each student in this class will write and deliver one oral 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. In the next couple of weeks, I will provide you with more detailed information on when and how to deliver an oral response paper.

**The 25-Word Précis:** For every reading assignment please write a 25-word précis. Simply summarize the reading in exactly 25 words (no more, no less), and turn it in. Only ten précis (chosen at random) will count toward your homework grade, but you won’t know which ten.

**A Few Words About Quizzes:** You’ll have the 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.

**Final Exam:** Students who have a grade of “A” at the time of the final exam may elect to skip the exam with no penalty.

**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.

**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. You may not legally use another person's idea or words without acknowledging him or her. Consider this your first and final warning. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the
If you engage in any 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 may establish a discipline file for you. This discipline file can be shared with anyone who investigates your background -- including colleges, universities, and prospective employers.

If you have any questions about how to cite your sources, please ask. If you miss the notes and readings about MLA Style, it is your responsibility to get the information. You may consult The OWL at Purdue (http://owl.english.purdue.edu/owl/resource/747/01/) for general questions about how to cite sources both within the text (as parenthetical references) and at the end of the text (as “Works Cited”).

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. Please 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.

**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.
English 1010-02 Syllabus

W Jan 20  Introduction
Introduction: Course, Policies, Syllabus, Materials, & Rubric
E.D. Hirsch Assignment

F Jan 22  Common Knowledge?
A Short, Experimental Quiz
Discussion
M Jan 25  The Big Question
Why Write?
Paper #1 Assigned

W Jan 27  Moving Forward
In Class: How to Approach Paper #1
Paper #1 Examples

F Jan 29  Opening the Mind
In Class: The Accident Exercise
Discussion

M Feb 1  Words, Words, Words
pp. 829-839
In Class: George Carlin, “Euphemisms”
Discussion
Paper #1 Topic and Thesis Due

W Feb 3  “I See But One Rule: To Be Clear…”
OWW pp. 3-24 and pp. 32-36
In Class Discussion: What Is an Oral Response Paper?
In Class Discussion: Approaches to Presenting the Response Paper

F Feb 5  Education: What’s the Point?
WOI, Plato, “The Allegory of the Cave,” pp. 865-87
Handout: Francis Bacon, “Of Studies”

M Feb 8  The First Draft of Anything Is …
Draft #1 Due – Peer Editing

W Feb 10  The Essence of Writing Well
OWW, “Bits and Pieces,” pp. 67-91
Revision
MLA Style and Avoiding Plagiarism
Telescoping, Freighting, and Netting Sentences

F Feb 12  The Master Does Nothing …?
WOI, Lao Tzu, “Thoughts from the Tao-te Ching,” pp. 203-215
WOI, Niccolo Machiavelli, “The Qualities of the Prince,”
pp. 219-233
M Feb 15       NO CLASS – President’s Day

W Feb 17       Cry Havoc and Let Slip The Dogs of War
                Handout: Michael Levin, “The Case for Torture”
                Handout: Andrew Sullivan, “This IS a Religious War”
                Suggested: WOI, Cicero, “The Defense of Injustice,” (e)

                PAPER #1 DUE
                Paper #2 Assigned

F Feb 19       Who’s Reading You?
                OWW, “Audience,” pp. 25-32
                Handout: Michel Montaigne, “Of Smells”
                In Class: Describing Biker Mike

M Feb 22       CONFERENCES – No Class

W Feb 24       The Reader Knows Nothing
                OWW, “Science and Technology,” pp. 148-165
                Handout: Bill Bryson, “The Solar System”
                Homework: Instructions Assigned (Due Wednesday, Feb 24th)

                Paper #2 Topic and Thesis Due

F Feb 26       Liberty and Justice
                WOI, Thomas Jefferson, “The Declaration of Independence,”
                pp. 259-265
                Handout: Thomas Paine, “The Crisis”
                Homework: Instructions Due

M Feb 29       The Specter of Communism

W Mar 2        Lather, Rinse, Repeat
                Draft #2 Due – Peer Editing

F Mar 4        Survival of the Fittest?
                WOI, Charles Darwin, “Natural Selection,” pp. 900-911

M Mar 7        TBA
W Mar 9  Midterm Exam Review
Paper #2 Due
Paper #3 Assigned

F Mar 11 Midterm Exam
Please remember to watch the documentary film, Forks Over Knives
(available for instant viewing on Netflix, or on reserve in the library)

M Mar 14 - NO CLASS – Spring Break
F Mar 18

M Mar 21 The Lightning and the Lightning Bug
Handout: Mark Twain, “On Fennimore Cooper’s Literary Offenses”
Paper #3 Topic and Thesis Due

W Mar 23 A Little Learning is a Dang’rous Thing
Handout: Alexander Pope, from “An Essay on Criticism”

F Mar 25 Plant-based Bias?
Discuss Forks Over Knives
Handout: Film Review (TBA)

M Mar 28 Draft #3 Due – Peer Editing

W Mar 30 What Dreams May Come
Handout: Sigmund Freud, from “The Interpretation of Dreams”

F Apr 1 Who Wants to Be Average?
Handout: Mike Rose, “I Just Wanna Be Average”

M Apr 4 We Hold These Truths to be Self Evident
WOI, Elizabeth Cady Stanton, “Declaration of Sentiments and
Resolutions,” pp. 269-276
WOI, Virginia Woolf, “Shakespeare’s Sister,” pp. 689-704
Homework: Final Presentation Assigned
Paper #3 Due
Paper #4 Assigned

W Apr 6 Strategies for Persuasion
Handout: John Donne, “The Flea”
Handout: Andrew Marvell, “To His Coy Mistress”
F Apr 8  Logos, Ethos, Pathos  
In Class: Lessons in argument from Jerry Maguire, Happy Gilmore, Sgt. York, and others.  
Oral Arguments

M Apr 11  Render Unto Caesar?  
WOI, Henry David Thoreau, “Civil Disobedience,” pp. 301-324  

W Apr 13  The Radiant Stars of Love and Brotherhood  
WOI, Martin Luther King, Jr. “Letter from Birmingham Jail,”  
pp. 375-392

Th Apr 14  Last Day to Withdraw

F Apr 15  When Oars Become Bludgeons  
Handout: Garrett Hardin, “Lifeboat Ethics”  
Paper #4 Topic and Thesis Due

M Apr 18  Research Day  
Meet in the library  
Paper #4 Works Cited Due

W Apr 20  Difference  
Handout: Zora Neale Hurston, “How It Feels to be Colored Me”  
Handout: Andrew Sullivan, “What Are Homosexuals For?”  
Suggested: WOI, Milton and Rose Friedman, “Created Equal,” (e)

F Apr 22  The Importance of Laughter  
OWW, “Humor,” pp. 207-227  
Handout: David Sedaris, “Me Talk Pretty One Day”

M Apr 25  Draft #4 Due – Peer Editing

W Apr 27  Who’s Afraid of ...?  
In Class Discussion: Fears of Public Speaking  
Using Humor in Oral Presentations.

F Apr 29  TBA
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>M May 2</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td></td>
<td><strong>Paper #4 Due</strong></td>
</tr>
<tr>
<td>W May 4</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>F May 6</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>T May 10</td>
<td><strong>FINAL EXAM</strong></td>
</tr>
<tr>
<td></td>
<td>1:00-3:00, Location TBA</td>
</tr>
</tbody>
</table>