CASPER COLLEGE COURSE SYLLABUS
ENGL 1010; Sec. 03-English I: Composition

Semester/Year: Spring 2016 (January 19th-May 13th)

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

Class Time: 11:00 am -11:50 am

Days: M/W/F

Room: Strausner Hall, Room 116 (SH 116)

Instructor's Name: Lisa Johnson

Instructor's Contact Information:
Office: SH 206-A Office Phone: 307-268-2045
Email: ljohnson@caspercollege.edu
Office Phone: 307-268-2045
Cell Phone: 307-277-2496

Office Hours: Monday/Wednesday 3:30 pm-4:30 pm
Tuesday/Thursday 10:00 am-12:00 pm
*I am available outside of these hours. Make an appointment to ensure I reserve time for you.

Course Description: (from the Casper College Catalogue)
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.

Statement of Prerequisites: Prerequisites: Acceptable performance on ACT English and reading exams (21 or higher), or Compass English (75 or higher) and Reading scores (74 or higher) or satisfactory (a "C" or better) completion of ENGL 0625 and ENGL 0525

Goal: Students will develop and practice writing skills including grammar, mechanics, paragraph and essay structures, development of thesis statements, introductions, arguments and conclusions. They will learn to write about their own ideas and the ideas of other writers; then, consider their own ideas in context of others.

Outcomes for students as stated by Casper College:
(Those relevant for this course are highlighted.)
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

*Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work. Students may request that their work not be included in sampling.

Additional Outcomes for Students:
1. Able to summarize, analyze, synthesize and evaluate ideas
2. Demonstrate fundamental awareness of documentation skills
3. Understand genre and audience.
4. Able to utilize descriptive writing techniques, making use of metaphor and simile
5. Able to develop a central thesis, understand persuasive appeals and to use them argument.
Methodology: This course will engage students through both large and small group discussions and activities, peer review, lecture and writing projects. (Some of these will occur online in the MOODLE shell.)

Evaluation Criteria:

<table>
<thead>
<tr>
<th>Points Break Down</th>
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<tbody>
<tr>
<td>Writing Projects #1, #2, #3 (include the following</td>
<td>650 pts</td>
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<td>elements: 2 peer reviews, 1 conference w/me and project</td>
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<td>reflections.)</td>
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<td>Brief Analyses (3)</td>
<td>50 pts each</td>
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<td>Presentations: #1 Devilish Definition and #2 Folly of</td>
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<td>Fallacies</td>
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<td>Objective Summary (1)</td>
<td>50 pts</td>
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<tr>
<td>Reading Reflections (4)</td>
<td>25 pts each</td>
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<td>Free Writes (5)</td>
<td>20 pts each</td>
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<tr>
<td><strong>Course total points</strong></td>
<td><strong>1150</strong></td>
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*Refer to attendance policy below in “class policies” and consider the effect of attendance on your overall grade.

Required Texts and Materials:
- A college level dictionary.
- Paper and pen for note taking and class activities.
- A flash drive and/or access to a cloud drive in order to save your work from the lab computers.
- You will need access to a computer in order to complete discussions, view posted videos and documents, and find updates to agenda or other policies on MOODLE.

Class Policies: (Course Policies are subject to change by the instructor.)
- The Withdrawal Deadline is April 14th. This is the last day for a complete withdrawal that will be reflected as a “W” on your transcript.
- **Absences:** If you have more than 2 absences, you will lose a half a letter grade for each subsequent absence. This could result in a very low overall grade. If you miss 4 or more class sessions, resulting in dropping one full letter grade, you may want to consider taking this class when you are able to attend consistently.
  - I will work with you if you are in extracurricular activities, but you MUST keep me informed each time you must be absent. Keep me informed if you are involved in extracurricular activities which require travel. I do not get regular information from coaches. *If you do not inform me, I will not be responsible for errors in the roll.*
  - *Send me an email for each and every absence due to extracurricular activities.*
Class Policies: (continued)

- **Homework Formatting:** Unless otherwise stated, homework must be typed, have 1” margins and be double spaced throughout. Use New Times Roman, 12 pt. font. We will discuss how to do this. Manuscripts that are not typed will be returned ungraded. (See MLA Formatting example in this syllabus and the textbook, Rules for Writers.)

- **Late Assignment Policy:** I will not accept late assignments without an agreement being made between us no less than 48 hours prior to the due date. I will grant an extension for no more than 48 hours beyond the due date. I want to help you when you need more time, but long extensions just allow you and I to both fall behind.

- **In class activities cannot be made up.**

- **Cell Phones and Electronic Devices:**
  - If I see you texting or checking your calls you will be asked to leave. You will not have the option of making up any activities we do that day. If there is an emergency situation which you must be available to address, let me know before class begins.
  - We will be using the computers in lab on occasion. If you want to check your Facebook page or email, do it before class or during a break. If I see you checking your email during lecture or writing activities I will deduct 50% of your activity points for the day.
  - **Further Note on Lab Days:** These are required days. If you are not there with a draft to work on in our labs, or you work on other classwork other than ours, you will be considered absent.

- **How to Contact Me:** Please use my email. I DO respond to all email. If I cannot respond in full immediately, I will send you an acknowledgement that your email was received. If you do not hear from me in 24 hours, please send the email again. In an emergency please call.

- **When emailing, please practice good email etiquette.** Below are things you should learn to do regardless of the email situation.

  ✓ Use formal greetings and signatures to open and close the email.

  Example Greetings:  Hi, Ms Johnson, or Hello, Lisa.

  Example Closings: Regards, or Thanks,
                   Peter
                   Peter

  ✓ **Begin a new email for each new topic that is not related.** This does not mean that no email can be about more than one thing, but if you send me an email with questions about the syllabus, then decide two weeks later to send me a draft for an assignment you want feedback on, please begin a new email with a new subject line long threads of email which have a number of unrelated topics on them are very confusing. If you have important attachments in an email, always send them in dedicated emails with appropriate subject lines.

  ✓ Be mindful of when to use “reply” vs. “reply all”. If I send an email to the entire class and you hit “reply all”, the entire class will see your response.

  ✓ Never use text or chat messaging short cuts. Always write out your thoughts as clearly and completely as possible.

- **A note on sending files in email:**

  ✓ Title homework you send as files with your name and assignment. *Use this title in both the email subject line and as the file name.* This will really help me keep up and find your items during grading.

  Example: Johnson_First Draft WP1
  Example: Johnson_Final Annotated Bib
  Example: Johnson_Summary 3

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**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.

**A Note on Reading and Discussion Content:** Be aware that the readings and other material presented in class are selected as models for writing. Sometimes they use language or reflect opinions to which you or even your instructor may object. Do not make assumptions about what I expect you to believe or appreciate based on these selections. Do expect, however, that as adults, this class will be open to discussing any issues that arise and that we will respect individual contributions to the discussion.

**Writing Help and Research Services:**

**Writing Center**
Located in Strausner Hall  
email wco@caspercollege.edu  
phone (307)268-2610  
Appointments are highly encouraged!

**Goodstein Library**
( Access the card catalog and databases online at the Casper College web site.)
Circulation Desk phone (307)268-2269  
Reference Desk phone (307)268-2275

**The Online Writing Lab (OWL) at Purdue University.**
One particularly good source online is the Online Writing Lab at Purdue University. They have a lot of help for citation and format in both MLA and APA. Here is the link: https://owl.english.purdue.edu/owl/
Descriptions of Primary Writing Projects
(Note that these are listed as WP #1, WP#2 and WP#3 on the Agenda and the Syllabus.)

These writing projects will be better explained in the coming days. Be prepared for peer review activities which will be held in class. Also, you will write reflections on each of these assignments which I will assign and give you some time to complete in class. The reflections are informal and need not be typed, but I do expect fully developed ideas. I do not allow you to make up these assignments unless you make me aware in advance of school activities for which you must miss class. This must be documented with me.

You will be required to have an individual conference with me on either Writing Project #1 or Writing Project #2. Keep in mind that I am always willing to meet with you for additional conferences on any of the projects. In advance of each project, I will remind you and create a schedule.

You can also receive 10 points of extra credit once on each of Writing Projects #1, #2 or #3 for seeing the Writing Center or me for an additional conference. This must be documented with my either by having the Writing Center email me, or bringing me the form they will give you there. You must ask, or they will not remember to offer it to you.

Writing Project #1; Reflective Essay:
A reflective essay is an opportunity to write about your own experience and ideas in an analytical way. It does not require research, but some reflective writers do use their own experience to add to their ideas about things they have read or watched. There will be some prompts given to get your creative juices flowing, and we will talk more about this and look at some examples.
(This paper will include at least one peer review, a first draft and a written reflection about the project. **Note that you must conference with me over either this paper, or WP#2)

Writing Project #2; Analysis:
For this assignment, you will select at least three texts from the Language: a Reader for Writers or from another source which you must have approved by me. We will talk a lot about analysis before you are assigned this, and you will do a practice analysis. An analysis is more than a comparison/contrast. It is not merely summary, nor is it solely your opinion of the texts you will examine. Analysis demands that you take something apart and put it back together in a way that allows us to see something new. It means you must summarize the text in question or the opinions of others before adding your own thoughts. For now, begin by reading essays in the book and looking for connections between them and the assigned readings. Once you find a topic that interests you, find some other articles online or at the library. You may use reputable news sources. Run these by me, too. You will also be allowed to write some of the reflections that are assigned on your own selections. So, immediately getting into this yellow book, Language: a Reader for Writers, will really benefit you.
(This paper will include at least one peer review, a first draft and a written reflection about the project. **Note that you must conference with me over either this paper, or WP#2)

Writing Project #3; Multimodal Project:
I will find you more examples of these kinds of projects. Radiolab is a god one, though. Basically you will take either your reflective essay or your analysis and rewrite it for another audience. The new composition can be a music video, a collage, a scrapbook, a Power Point presentation, an ad campaign, a script….. well, it can be anything you imagine! Last year I got a box of forensic evidence as it is presented in court. I got a scrap book from one student, and one student even spliced together cartoons of the characters they analyzed. One student drew a picture and wrote a rap for his friend who was featured in his essay. This should be a really fun project, giving you a chance to be creative while learning something about audience and genre. Keep this project in mind all semester. You might see something that inspires you anywhere you look!
(This paper will include at least one peer review, a first draft and a written reflection about the project. It will also be presented to the class.)
**Other Assignments**

**Brief Textual Analysis:** In this assignment, you will analyze a short poem by examining the word choices, rhyme scheme, rhythm and visual elements to explain how and why that poem makes meaning for you.

**Brief Visual Analysis:** Very like the Textual Analysis, you will look at how the arrangement of a picture, the color choices, the subject, the framing and other elements affect how that picture communicates meaning for you.

**Practice Analysis:** This will be done before the Analysis paper. It will be an opportunity to practice thinking through analysis and about how you will handle the complexity of writing about multiple sources.

**Grammar Presentation:** This will be a brief and informal presentation of a grammar issue you want to improve on in your own writing. It will include an explanation of what this grammar problem is. How it should be done properly and some tips for the class on how to fix it. You must have at least one visual aid.

**Definition Presentation:** This will be a brief and informal presentation, as well. In this you will use one of the definitions from Ambrose Bierce’s *The Devil’s Dictionary* and compare it to the Webster’s definition. You will explain how or why Bierce’s definition is accurate, inaccurate or even create your own definition if you wish. You must have at least one visual aid.

**Objective Summary:** This will be an objective summary that is subject to rewriting in a drafting process. I will select one of the essays we will read in class, and give you further instructions on this.

**Reflections on Select Readings:** Many of the assigned readings will be involved here, but this will be announced. Basically, you will objectively summarize the readings and respond to them with your own ideas.
COURSE AGENDA

Module I: Week 1; January 17th-23rd

Lecture Topics:
Syllabus and course Intro.
Why Language? Why Writing?

New Assignments:
Reflection on Radio Lab episode: “Words”
Poetry Packet Handout

Readings:
In class--Radio Lab episode: “Words”

Assignments and Due Dates:

Module I: Week 2; January 24th-30th

Lecture Topics:
What Makes Writing Matter?
Metaphor and Simile
Genre

New Assignments:
A List Poem

Readings:
Poetry Packet-Handout

Assignments and Due Dates:
Module 2: Week 3; January 31st-February 6th

Lecture Topics:
Active Reading, Annotation and Outlining

New Assignments:

Readings:
Read for Wednesday, February 3rd, Language: *a Reader for Writers*, “How Does our Language Shape the Way We Think?” by Lera Boroditsky.
Read for Friday, February 5th Handout: “Can Language Restructure Cognition? The Case for Space”
Plus Choose one of two readings online for Reflection #1, due next Friday.

Assignments and Due Dates:
Due Monday, February 1st, List Poem to be read in class. Upload copy to MOODLE submission box.

Module 2: Week 4; February 7th-13th

Lecture Topics:
Reflection Writing
Academic Discourse
The Goals of Academic Writing
Active Reading, Annotation and Outlining

New Assignments:

Readings:
Read for Friday, February 12th, “Introduction” *They Say/I Say*, pages 1-15
Read for Friday, September 12th, Handouts on Academic Discourse

Assignments and Due Dates:
Due Monday, February 25th, Exercise #2, page 15 of *They Say/I Say*
Due Friday February 12th, Reflection #1
Module 3: Week 5; February 14th-20th

Lecture Topics:
Expressing Purpose in Narrative and Reflective Writing
Essay Structure: Thesis Statements, Introductions, Conclusions
Objective Summary

New Assignments:

Readings:
Read for Monday, February 15th, *Language: a Reader for Writers*, “I can Speak 50 Languages” by Alexander Arguelles, pages 49-52
Read for Wednesday February 17th, *Language: a Reader for Writers*, “Saying ‘Adios’ to Spanglish” by Leticia Salais, pages 171-174
Handout of other Reflective Writings. You will choose one for the Objective Summary Assignment.

Assignments and Due Dates:
Due Friday, February 19th, Objective Summary Draft #1

Module 3: Week 6; February 21st-27th

Lecture Topics:
Expressing Purpose in Narrative and Reflection
Essay Structure: Thesis Statements, Introductions, Conclusions
Objective Summary

New Assignments:

Readings:
Read for Friday, February 26th, Chapters 1 and 2 of *They Say/I Say*

Assignments and Due Dates:
Due Monday, February 22nd, First Draft and Peer Review of WP#1: Reflective Essay and Peer Review
Due Friday, February 26th, Objective Summary Final Draft
Module 4: Week 7; February 28th-March 5th

Lecture Topics:
Prewriting and Drafting
Planning for WP #1: Reflective Essay
Writing Dialogue and Embedding Quotes

New Assignments:
Prewriting Exercises
Planning Sheet

Readings:
Read for Monday February 29th, “Chapter 3 and 4 of They Say/I Say

Module 4: Week 8; March 6th-12th

Mid-Terms

Lecture Topics:
Prewriting and Drafting
Revision
Analysis

New Assignments:

Readings:
Read for Wednesday, March 9th, “Chapters 5 and 6 of They Say/I Say

Assignments and Due Dates
Due Friday, March 11th, Final Draft of WP#1: Reflective Essay
Module 5: Week 9; March 13th-19th
No Classes the 19th and 20th. Enjoy Spring Break!

Module 5: Week 10; March 20th-26th

Lecture Topics:
Quoting Sources
Analysis
MLA Citation and Formatting

New Assignments:
Brief Analysis (Practice Essay)
WP#2 Analysis

Readings:
Read for Wednesday, March 23rd, Chapters 7-8 of They Say/I Say

Assignments and Due Dates:
Module 6: Week 11; March 27th-April 2nd

Advising Day is November 6th.

Lecture Topics:
Analysis
Responding to Others

New Assignments:

Readings:
Read for Wednesday, March 30th, Chapters 9-11 of They Say/I Say

Re-read this for Monday, November 2nd, Language: a Reader for Writers, “Writing for an Audience” by Linda S. Flower, pages 74-78

Assignments and Due Dates:
Due Monday, March 28th First Draft and Peer Review of WP#2: Analysis

Module 6: Week 12; April 3rd-9th

Lecture Topics:
Transitions,
Meta-Cognition

New Assignments:

Readings:
Some examples of multi-modal projects.

Assignments and Due Dates:
Module 7: Week 13; April 10\textsuperscript{th}-16\textsuperscript{th}

Lecture Topics:

**New Assignments:**
WP#3 Multi-Modal

**Readings:**
Read for Monday, November 16\textsuperscript{th}, Chapters 9 and 10 of *They Say/I Say*, pages121-138.

**Assignments and Due Dates:**

Module 7: Week 14; April 17\textsuperscript{th}-23\textsuperscript{rd}

Lecture Topics:
More on Muti Modal Compositions.

**New Assignments:**

**Readings:**

**Assignments and Due Dates:**
Due Friday, April 22\textsuperscript{nd}, Final Draft of WP#2.
Module 8: Week 15; April 24th-30th

Lecture Topics:
TBA

New Assignments:

Readings:

Assignments and Due Dates:

Module 8: Week 16; May 1st-7th

This is what I call Cake Week. There will be no new readings or assignments. I hope to plan time for you to be in a lab to work on your final projects.
TBA

FINALS WEEK; May 8th-14th

Your Final Projects will be presented during our scheduled final exam time (TBA). It is then that you will hand in your final reflection.