CASPER COLLEGE COURSE SYLLABUS
English 1020-06

Semester/Year: Spring 2016
Lecture Hours: 3
Credit Hours: 3
Days: MWF
Instructor's Name: Patrick Amelotte

Lab Hours: 0
Class Time: 12:00-12:50
Room: UU 415

Instructor's Contact Information:
Office Phone: 268-2729
Office: SH 141
Email: pamelotte@caspercollege.edu
Office Hours: MWF 2-3; T 12:00-3:00
and by appt.

Please feel free to email or call my office any time. You can also meet with me during office hours and by appointment.

Course Description:
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. College-level essays (including a research paper) and two oral presentations are required.

Expanded Course Description:
In this course we will examine a broad range of texts and discuss their place in our world and in the canon of literature. In so doing, we will stretch our minds, developing critical thinking, reading, and writing skills and learning to look at the world in fresh, new ways – and maybe (just maybe) we’ll have some fun along the way.

At its most basic level, this is a writing course. 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 here 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.

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.

Statement of Prerequisites:
A grade of "C" or better in English 1010. Students who have met the prerequisites for English 1020 will find this course challenging (and fun); students who lack such
preparation will find this course extremely difficult (and the opposite of fun). So, if you know you don't meet the prerequisites, please contact 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 1020.

**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 see various practical and personal applications of the writing, reading, and thinking skills we're working on, and to see how those skills can enrich our lives.

**Outcomes:**
- Consistently apply and refine the outcome skills of ENGL 1010
- Demonstrate effective oral and written communication
- Apply strong critical thinking skills to reading and writing
- Be able to summarize in writing, both objectively and critically, a college level text
- Use appropriate technology and information to conduct research
- Understand and apply basic research methods to a substantial research paper
- Synthesize and cite sources using accepted documentation styles

**Methodology:** This is a traditional college course requiring regular attendance and active participation in discussions, responses, papers, quizzes, and exams.

**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 (and you must have a C or better) in order to fulfill the requirements of this course.

**Grade Distribution**
- quizzes and homework .......................... 100 points
- attendance and participation .................. 200 points
- oral response paper ............................ 200 points
- three formal papers
  - #1.......................................... 200 points
  - #2.......................................... 300 points
  - #3 .......................................... 400 points
- portfolio ......................................... 100 points
- presentation .................................... 200 points
- midterm ......................................... 200 points
- final ............................................. 200 points

Total ............................................. 2100 points *

*Regardless of point total, students who do not complete the papers will not pass the course.
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 Texts, Readings, and Materials:**


A good dictionary (e.g. Webster's New World College Dictionary or the Oxford English Dictionary online)

Notebook

Three pocket folders

At least two large (8.5 x 11 inch) blue book or green book exam booklets

Pens or mechanical pencils

**Class Policies**

**Last Date to Change to Audit Status or to Withdraw with a W Grade**: Apr. 14th (please see me if you need to withdraw after this date).

**Attendance Policy**

Our class time is crucial to your success in English 1020. You may miss three classes without damaging your grade, but every unexcused absence thereafter will lower your final grade by 10%. If you miss more than 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 margin and no larger than 12-point font. Any paper that exceeds these standards will be returned unread.

Every student who is present in class on the due date will earn an automatic extension until 5 pm that day. Those who are absent on the due date will be considered late (this includes draft 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 don’t slide your papers under my door – just drop them in the file box beside the doorknob.

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. 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.

**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.

**Note:** You are welcome to bring your laptop to class -- laptops are wonderful tools for note-taking and for looking up information related to class discussions. Sometimes, however, a few students will 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 you’re “multitasking” in our class, you’ll be asked to leave your machine at home.

**Response Papers:** Each student in this class will write and deliver one oral response this semester. In the next couple of weeks, I will provide you with more detailed information on when and how to write and deliver a 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 don’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 select to skip the exam.

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 offense was committed or expulsion from school. 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 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 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. 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 1020-01 Syllabus

W Jan 20  Course Policies

F Jan 22  Ooonah and Kepick
           Introduction to the Canon

M Jan 25  The Language of Literature
           Introduction to Telescoping and Freighting Sentences
           Homework: Write a telescoping sentence and a freighting sentence.

W Jan 27  Handout: Paul West, “The End of an Elite”
           Homework: Words

F Jan 29  Handout: Carole Maso, “Rupture, Verge and Precipice...”
           Homework: Words
           Paper #1 Assigned

M Feb 1   WLTC Chapter 1 (skim Chapters 3 & 4)
           The “Magic” of Poetry
           150 William Shakespeare, “Sonnet 130”
           In Class: Billy Collins’ “Litany”

W Feb 3   150 Andrew Marvell, “To His Coy Mistress”
           In Class: James Dickey, “For the Last Wolverine”

F Feb 5   WLTC Chapter 2 (skim Chapter 7)
           In Class: Ernest Hemingway, “Hills Like White Elephants”
           Paper #1 Free-write Due

M Feb 8   Handouts: Jamaica Kincaid, “Girl”; Barry Yourgrau, “By the Creek”
           Handout: Oscar Wilde, Preface to The Picture of Dorian Gray
           150 John Keats, “Ode on a Grecian Urn”; “To Autumn”

W Feb 10  30 James Joyce, “Araby,” p. 58
           150 John Frederick Nims, “Love Poem,” p. 107
           150 Ezra Pound, “The River Merchant’s Wife: A Letter,” p. 79
           Handout: Pablo Neruda, “Sonnet XVII”

F Feb 12  Draft #1 Due
           Peer Editing
M Feb 15    NO CLASS – President’s Day

W Feb 17    30 John Updike, “A&P” p. 211
            Handout: Toni Cade Bambara, “The Lesson”
            150 Langston Hughes, “Mother to Son” p. 100

F Feb 19    WLTC Chapter 6
            Logical Fallacies
            Homework: Logical Fallacies Practice

M Feb 22    In Class Film: Twelve Angry Men
            Paper #1 Due
            Paper #2 Assigned

W Feb 24    In Class Film: Twelve Angry Men
            Homework: Logical Fallacies Practice

F Feb 26    In Class Film: Twelve Angry Men
            Homework: Logical Fallacies Practice

M Feb 29    Conferences: NO CLASS
            Please sign up for a 15-minute conference.

W Mar 2    30 “The Yellow Wallpaper,” p. 16
            Handout: John Steinbeck, “The Chrysanthemums”
            150 Amy Lowell, “Patterns”
            Paper #2 Free-write Due

            150 Rita Dove, “Daystar”

M Mar 7    Handout: Margaret Atwood, “Rape Fantasies”
            150 Marge Piercy, “Barbie Doll,” p. 131

W Mar 9    30 William Faulkner, “A Rose for Emily” p.160
            Handout: Robert Browning, “Porphyria’s Lover”
            Midterm Review

F Mar 11    Midterm Exam

Mar 14-18  SPRING BREAK – No class

M Mar 21    30 Nathaniel Hawthorne, “Young Goodman Brown” p. 1
            Handout: Shirley Jackson, “The Lottery”
W Mar 23  Draft #2 Due
Peer Editing
150 Emily Dickinson, “After Great Pain...” p. 54
F Mar 25  NO CLASS – Spring Holiday
Handout: Bob Dylan, “It’s a Hard Rain’s A-gonna Fall”
F Apr 1  30 Raymond Carver, “Cathedral”p.260
Paper #2 Due
Paper #3 Assigned
M Apr 4  In Class: Introduction to Hamlet
W Apr 6  Hamlet Act I
F Apr 8  NO CLASS -- Advising Day
M Apr 11  Hamlet Act II
W Apr 13  Hamlet Acts III and IV
Th Apr 14 Withdrawal Deadline
F Apr 15  Hamlet Act V
150 Wallace Stevens, “The Emperor of Ice Cream,” p. 75
Paper #3 Works Cited and Free-write Due
M Apr 18  150 T.S. Eliot, “The Love Song of J. Alfred Prufrock,” p. 84
W Apr 20  30 Tim O’Brien, “The Things They Carried,” p. 280
150 Wilfred Owen, “Dulce et Decorum Est,” p. 93
Handout: Brian Turner, “Last Night’s Dream”
Handout: Tim O’Brien “How to Tell a True War Story”
F Apr 22  Draft #3 Due
Peer Editing
M Apr 25  30 Gabriel Garcia Marquez, “A Very Old Man With Enormous
W Wings”p.206
150 William Butler Yeats, “The Second Coming,” p. 59

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<tr>
<th>Date</th>
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<tr>
<td>Apr 27</td>
<td>Handout: John Milton, from <em>Paradise Lost</em></td>
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<td>Handout: Frank McConnell, “Preface to <em>The Book of Dreams</em>”</td>
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<td>Begin discussing <em>Sandman</em></td>
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<td>Apr 29</td>
<td><em>Sandman</em></td>
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<td><strong>Paper #3 Due</strong></td>
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<td>May 2</td>
<td>Presentations</td>
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