Casper College Course Syllabus

ENGL 1020 -- ENGLISH II: COMPOSITION

Semester/Year: Spring 2016
Lecture Hours: 3  Lab Hours: 0  Credit Hours: 3

Class Time and Days: Sect. 14 -- T & TH 8-9:15 a.m., PS 315
Sect. 10 – T & TH 9:30-10:45 a.m., PS 315
Sect. 11 – T & TH 11 a.m. – 12:15 p.m., PS 214

Instructor: Terry Rasmussen  Office: PS 336  Phone: 268-2480
Email: trasmuss@caspercollege.edu
Office Hours: T&TH 7-9:30 a.m. (in PS 336), W 11 a.m.–5 p.m. (in Writing Ctr., SH 215)
or by appointment.

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 and two
oral presentations are required. Prerequisites: C or higher in ENGL 1010.

Goals

➢ to develop our appreciation of literature
➢ to recognize writing, reading, and discussion as interrelated activities
➢ to recognize and be able to develop a logical and convincing argument
➢ to recognize how values and perspectives differ, depending upon tradition and experience

Outcomes

• demonstrate effective oral and written communication
• solve problems using critical thinking and creativity
• appreciate aesthetic and creative activities
• use appropriate technology and information to conduct research

Casper College may collect samples of student work demonstrating achievement of the above
outcomes. Any personally identifying information will be removed from student work.

Course Objectives

➢ to demonstrate critical and creative thinking skills in reading, writing, and discussion
➢ to make appropriate choices in material, organization, and expression in writing -- based
  on an assignment’s purpose and audience
➢ to identify and clearly articulate the main ideas stated or implied in a text
➢ to provide convincing examples and support in defense of a thesis or argument
➢ to write unified, coherent, and error-free expository and academic papers
➢ to demonstrate the ability to interpret literature as validated/supported by the text
➢ to demonstrate the ability to carefully gather, summarize, synthesize, and document
  research materials using an accepted documentation style
➢ to attend class prepared, to complete homework and meet deadlines, and to fully
  participate in all facets (reading, writing, discussion, etc.) of this learning experience

For additional outcomes, please see attached “Outcomes for Writing Courses.”

Methodology: Eclectic approaches include lecture, discussion, presentations, and group
activities. Your feedback is valuable as the instructor uses course evaluations in determining
course methodology.
Course Workload: Please schedule, on average, three hours of preparatory time prior to each class. If you’re a slow reader or you don’t have much experience with writing, you will want to schedule more time for this class. If this course presents too much of a challenge, please see me so that we can discuss options to ensure your success at Casper College.

Points Possible
5 pts. -- Documentation Exam (pass/fail; if needed, resubmit until approved)
10 pts. -- Paper #1 – Objective Summary
15 pts. -- Paper #2 – Research Essay (w/in-text documentation)
5 pts. -- Research Proposal (pass/fail; if needed, resubmit until approved)
25 pts. -- Paper #3 – 6-10 page MLA formal research paper (prerequisites for submission include approved Research Proposal and Documentation Exam)
10 pts. -- Paper #4 -- In-Class Final
20 pts. -- Journal Reflections (each entry a min. of one typed page)
10 pts. -- Two Oral Presentations (5 pts. each)
---- Attendance and Participation (too valuable to tally)
100 points possible

Grading Scale -- 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 50-59 = F

Evaluation Criteria for Major Papers: Writing assignments are rated from excellent to unsatisfactory in each of these categories--
• Material (thesis, support, unity, appropriateness to assignment, required evaluation)
• Organization (paragraph and overall coherence, smooth transitions throughout)
• Expression (syntax, diction, appropriate register and tone)
• Mechanics (grammar, punctuation, spelling, usage, required format, documentation)
These ratings are usually averaged as the basis for a letter grade; an unsatisfactory rating, however, in any single category significantly lowers the paper’s overall grade.

Attendance and Participation: Attendance and participation are vital to achieving course objectives. If you must miss class, it is your responsibility to learn of any syllabus changes and to obtain copies of any handouts before our next class. A missed class is not an acceptable reason for ill-preparedness for a future class. Final grades drop a grade level for every two unexcused absences. Absences will be excused only if arranged in advance of class.

Required Texts, Readings, and Materials:
In addition to a good dictionary, a word processor, a folder for class handouts, and a folder for journal reflections, you will need the following texts:


Class Policies:

Late Papers: Except for the in-class final, all major papers are due at the beginning of class on the dates noted on the syllabus. Papers submitted after class begins are considered a day late. For each class day that a paper is late, it drops one letter grade. Please do not
under-estimate the adverse effects to a final grade due to one missed paper. To illustrate, a paper worth 10 points that fails still receives five points, whereas no paper receives zero points.

**Last Date to Withdraw:** April 14th

**Required Format for Out-of-Class Papers**
- black, 12 point, Times Roman computer print
- double-spaced and framed by standard one inch margins
- highlighted thesis and underlined topic sentences
- title page -- assignment title, your name, the date, and the course number and section
- an attached evaluation (see next section)
- all material stapled (no paper clips or folders, please)

Failure to meet the above criteria will lower the paper’s final grade.

**Required Attached Evaluation for Papers #2 and 3:**
For out-of-class assignments, attach your responses to the following questions:
1. What is your subject (typically one word) and what is your angle (the assertion or argument regarding the subject)?
2. How do you support that thesis? (Be very specific with this response.) What additional support, if any, could have been developed, and why wasn’t it?
3. Why should others care about what you have written? (Identify your purpose beyond the obvious fact that this was an assignment.)
4. Does each body paragraph contain a strong, underlined topic sentence that guides and controls paragraph development and directly relates to your thesis?
5. Discuss what you consider to be the paper’s greatest weaknesses and greatest strengths.
6. Would you rate this paper as above-average, average, or below average work? Explain.

**Journal Reflections (store in a loose-leaf folder):** Each entry should be typed and at least one full double-spaced page and should begin by identifying the entry number, the date, and the context (the journal prompt, itself). Unless directed otherwise in the calendar section of this syllabus, journal entries in response to readings should capture and discuss key points as well as any passages that you find particularly interesting or provocative. Each entry will be evaluated for 1) the quality of the thought that went into its development, 2) for how well it responds to the prompt, and 3) for its careful handling of source materials (direct and indirect quotations and summary). Please note that your journal will be an extremely important reference for several major papers. **Bring your journal to every class since you may be asked (but never forced) to share an entry or to submit select entries or the journal in its entirety at any time. No late journal submissions allowed.**

**Q-PoD (Question? -- Prove or Disprove):** One of the benefits of an education is that it teaches us to approach everything we read and hear with a healthy degree of skepticism. To encourage as much, get in the habit of critically questioning what you read. If you encounter a passage in the assigned readings for this class that contains a claim that deserves some support/evidence or that may be wide open for a counter-argument that has not been addressed or developed, you can earn up to five bonus points by researching the topic and sharing your documented findings with the class. A sample Q-PoD will be provided; store Q-PoDs in your journal.
Students’ Rights and Responsibilities: Students are expected to treat others in the class and their opinions with civility and respect, to avoid language or behavior that disrupts or dampens individual or classroom spirit. Please refer to the Casper College Student Conduct and Judicial Code for information regarding your rights and responsibilities as a student.

Stragglers and Cell Phones: Both are disruptive. Habitually late students or cell phone users will be warned once; future disruptions in regard to either can lead to a faculty-initiated withdrawal. Unless okayed by the instructor, cell phones and all other electronic devices should be turned off and out of sight before entering the classroom.

Chain of Command: If you have any problems with this class, 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. Plagiarism is defined as failure to credit the source of borrowed information and/or ideas; failure to place another’s exact words within quotation marks; copying or buying someone else’s text and presenting it as your own; distorting or misrepresenting someone’s material or thoughts through a sloppy paraphrase or an incomplete context; inaccurately presenting a source’s name or bibliographic information. If you have doubts as to what constitutes plagiarism, see me before you submit questionable material. Any evidence of plagiarism will result in failure of this class. Likewise, any use of electronic devices during in-class quizzes or exams will result in failure of this class.

Official Means of Communication: Casper College faculty and staff will employ students’ assigned Casper College email accounts as a primary method of communication. Students are responsible for checking their accounts regularly. This is, also, where students will find course evaluation links during course evaluation periods. Since your instructor is on call for jury duty this semester, you will want to be sure to check your email the evening before a few select dates noted on the calendar part of the syllabus.

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, first consult with the college’s Disability Services Counselor whose office is located in the Gateway Building, Room 344, (307) 268-2557. This individual is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Editing Symbols
SP = spelling    DICT = diction    APOS = apostrophe
PUNCT = punctuation  SF = sentence fragment  RO = run-on sentence
//ism = parallelism   MM = misplaced modifier DICT = diction
CS = comma-splice  SHIFT = shift in number or tense  SV-AGR = subject verb agreement
Course Calendar
This calendar and all assignments are subject to revision based upon an assessment of the needs, progress, and interests of the class. Unless instructed otherwise, readings and journal entries appearing beside each date should be read and completed before that day’s class. Carefully annotate all assigned readings by highlighting key passages (thesis, topic sentences) and writing notes to yourself in the margin as you define unfamiliar words, restate difficult passages, share thoughts concerning agreement or disagreement, or simply gut responses, like “wow – great image!”

PK = Pocket Keys for Writers; TNC = The Night Country; JE = Journal Entry

REMINDER: Bring the course text(s) under study and your journal to every class.

Introductions

Tues., Jan. 19 – course introduction

Thurs., Jan. 21 -- “Ellie” – Bring two typed (loose) imitations of “Ellie” to serve as your introduction to the class. PK = Parts 1, 2, and 3. In-class review of essay development. (Check CC email on Wed. evening in case this class gets cancelled.)

Tues., Jan. 26 -- In-class review of using sources.

On Reading

Thurs., Jan. 28 – PK = Parts 8 and 9. Eudora Welty’s “A Sweet Devouring” – JE #1 – Discuss the most memorable literary characters and images from books you read during your childhood and adolescence. How did they impact you, if at all? In-class practice with direct and indirect quotations.

Tues., Feb. 2 – Harold Brodkey’s “Reading: the Most Dangerous Game” – JE #2 – Why does Brodkey view reading as dangerous? Do you agree or disagree? What examples can you share to support your argument? In-class discussion of summary.

Thurs., Feb. 4 – Documentation Exam Due; PK = Parts 5, 6, and 7 (on locating and evaluating sources); meet in library

Tues., Feb. 9 – Paper #1 Due (Objective Summary of Jonathan Kozol’s “The Human Cost of an Illiterate Society”); discuss argument

Thurs., Feb. 11 – PK = Part 10 (MLA); more on argument

Why We Share Stories

Tues., Feb. 16 – “Death in the Woods” by Sherwood Anderson; JE #3 – Share your response to this story, along with a discussion of what you think it teaches us about why we share stories.

Thurs., Feb. 18 – “On Being Crazy” by W. E. Du Bois and “No Name Woman” by Maxine Hong Kingston; JE #4 -- Share a response to each of these two stories, along with a discussion of what you think each teaches us about why we share stories.

Tues., Feb. 23 – Oral Presentations (creation myths)

Thurs., Feb. 25 – No Class – Attend Humanities Festival; JE #4 – Response to HF Session
On Childhood and the Imagination

Tues., March 1 – Paper #2 Due (Research Essay) w/in-text documentation; in-class introduction to Loren Eiseley (bring his book to class)


On Nature

Tues., March 8 – “The Marginal World” by Rachel Carson and “Serpents of Paradise” by Edward Abbey; JE #7 – Discuss what each of these authors thinks nature has to offer – as well as your views.

Thurs., March 10 – Loren Eiseley’s “Big Eyes and Small Eyes” and Annie Dillard’s “Total Eclipse”; JE #8 – Discuss the thesis in each of these essays. Can you share any personal examples to demonstrate that you can relate to either? Journals Due.

March 14-18 – Spring Break

Environmental Concerns

Tues., March 22 – “Is Humanity Suicidal?” by Edward O. Wilson and Edward Abbey’s argument against “Industrial Tourism”; JE #9 – Share your response to each of these arguments and discuss what environmental concerns are of greatest interest to you. (Check CC email on Mon. evening in case this day’s class gets cancelled.)

Thurs., March 24 -- Loren Eiseley’s “Instruments of Darkness”: JE #10 – Discuss what Eiseley views as “the darkest problem of man” and how this could relate to Wilson’s essay. Also, discuss the difficult question Eiseley raises in regard to the fossilized fish he keeps on his desk.

Technology

Tues., March 29 – “Connecting with E. M. Forster” by Sidney Perkowitz and “The New Greatest Generation” by Joel Stein and Josh Sanburn: JE #11 – Respond to each of these essays, including a discussion of your views towards technology and how you think it has influenced Millennials.

Thurs., March 31 – Loren Eiseley’s “The Chresmologue”: JE #12 – Focusing on the internal (spiritual) vs. the external (cultural) journey of civilization, Eiseley captures what he calls the “modern predicament”: we’re racing into an uncertain future and terrified by the potential outcome. JE #11 – What personal, societal, or even global concerns most trouble you in regard to the future? Does technology play a role in any of these concerns?

Tues., April 5 – Research Proposal Due; conferences scheduled; Loren Eiseley’s “The Creature from the Marsh”; JE #13 – Share your response.

On War

Thurs., April 7 -- Freud and Einstein letters; JE #14 – Share your response.
(Fri., April 8 – Advising Day)

**Tues., April 12** – “Okinawa: The Bloodiest Battle of All” by William Manchester; JE #15  
-- Share your response.

**Thurs., April 14** -- “Heading into Darkness Once Again” by Richard Rodriguez; JE #16 – Share your response; withdrawal deadline

**Questions of Identity**

**Tues., April 19** –“The Company Man” by Ellen Goodman and “Paw Marks and Buried Towns” by Loren Eiseley ; JE #17 – After discussing how Goodman views work, discuss how Eiseley’s work as an archeology affects him. Also, include a discussion of how you think your work, after you earn your degree, will define you. **Oral Research Presentations**

**Thurs., April 21** – Loren Eiseley’s “Barbed Wire and Brown Skulls” and “The Relic Men.” JE #18 – After responding to these readings, write about what you have collected over the years and what you think that says about you. **Oral Research Presentations**

**Bigger Questions**

**Tues., April 26** – Loren Eiseley’s “One Night’s Dying” and “Obituary of a Bone Hunter”; JE #19 – What questions do these readings raise for you in regard to what really matters? 

**Thurs., April 28** – Loren Eiseley’s “The Mind as Nature” and “The Brown Wasps”; JE #20 – What questions or passages stand out to you from these readings and why? **Journals Due.**

**Tues., May 3** – Research Paper Due 
**Thurs., May 5** – In-Class Final Exam

**Mon.-Thurs., May 9-12** – FINALS t.b.a.
Casper College Department of English
Outcomes for Writing Courses

**DVST 0600**
Passing students should:
- Apply beginning critical thinking and reading skills
- Recognize and write complete sentences
- Use standard grammar and punctuation
- Be able to write various types of paragraphs (e.g., narrative, descriptive, process)
- Understand and meet course study skills and time-management requirements

**DVST 0610**
Passing students should:
- Consistently apply and refine the outcome skills of DVST 0600
- Consistently apply and refine critical thinking and reading skills
- Read at the 10th grade-college level and have a commensurate vocabulary
- Demonstrate awareness of audience and purpose in both reading and writing
- Be able to extract the main argument from a reading selection
- Be able to find and develop ideas, inductively and deductively
- Develop structured paragraphs (topic sentence, support, unity, coherence, etc.)
- Write thesis-driven essays
- Participate in writing as a process culminating in a product

**ENGL 1010**
Passing students should:
- Consistently apply and refine the outcome skills of DVST 0610
- Demonstrate effective critical thinking and reading skills: the ability to summarize, analyze, synthesize and evaluate ideas
- 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
- Know and apply revision strategies
- Be able to evaluate their own writing as well as the writing of others
- Demonstrate fundamental awareness of documentation skills
- Write a minimum of 3500 words during the semester

**ENGL 1020**
Passing students should:
- Consistently apply and refine the outcome skills of ENGL 1010
- Apply strong critical thinking skills to reading and writing
- 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
- Produce college level analytical essays
- Deliver prepared presentations in a natural, confident, and conversational manner, displaying nonverbal communication that is consistent with and supportive of the oral message.
- Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.
PAPER #1 – Single-Paragraph Objective Summary -- 10 points

Purpose, Assignment, and Audience: The purpose of this assignment is to demonstrate your ability to write a formal, unified, clear, and carefully documented (MLA) objective summary of an assigned piece for an audience of college students and faculty unfamiliar with the text.

How to Begin: Carefully annotate the author’s main argument (thesis) and all key points (topic sentences). Next, on a separate sheet of paper, prepare an objective outline of the text, paraphrasing as much as possible and placing quotation marks around any material borrowed word for word. Using this outline, draft a paragraph summary of the text. Revise your summary to achieve unity and clarity, to eliminate any repetition, and to provide a solid and coherent structure, including smooth transitions.

Additional Requirements:
- The first sentence should contain the author’s full name, the title of the text, and the author’s thesis.
- Subsequent references to the author should be by last name only.
- An objective summary should not contain any of your opinions, thoughts, or biases.
- Treat the text in the historical present tense (the author states, questions, analyzes, argues, etc.) and watch out for repetitive and imprecise tags (the author says or talks about this and says or talks about that).
- Refer to the documentation handout, class notes, and PK for proper handling of direct and indirect quotations.

Evaluation – This assignment will be evaluated for how well it accomplishes the above expectations. Please see the syllabus regarding additional evaluation criteria for major assignments. No self-assessment is necessary for this paper.