Semester/Year: Spring 2016

Lecture Hours: 48  Lab Hours: 0  Credit Hours: 3

Class Time: Online  Days: Online  Room: Virtual

Instructor’s Name: Mike Jensen

Instructor's Contact Information:
Phone: 970-616-9141  Email: mjensen@caspercollege.edu

Office Hours: 3:00 – 5:00 p.m. MWF, 9:00 a.m. – 3:00 p.m., TR

Course Description: An extension of English 1010. Further refines the student’s ability to gather than synthesize material from independent reading. Students study language both to appreciate its precise control and to interpret the experience of others. A research paper is required.

Statement of Prerequisites: A grade of “C” or higher in English 1010.

Goal: To further prepare students for other writing they may be called upon to do in college.

Outcomes: Passing students should:

| Consistently apply and refine the outcome skills of English 1010 |
| 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 and recognizing them in others’ arguments |
| Produce college-level, audience-focused analytical essays |
| Write a minimum of 4500 words during the semester |

Methodology: Intensive reading and writing, along with online discussions and collaborative work.

Evaluation Criteria:

Tracking of individual student grades is the responsibility of the student. (It is your grade, after all.) Keep all papers and recorded grades. Total your cumulative score and percentage often. I require students to question within a week the receipt of any grade they don’t understand. (Questions at the end of the term about a grade from the beginning of the term are always problematic and won’t result in satisfactory resolution). Your grades are posted in the course (through the “Grades” link); please check on them regularly. All students are encouraged to ask any time about their grades; I will be happy to run a grade sheet for you at any time, in my office.
Students will receive points for each project. Figure totals by percentages:

- 90-100% of total points = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 59% and below = F

Projects and their maximum possible points:

<table>
<thead>
<tr>
<th>Project</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research writing process overview</td>
<td>25</td>
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<tr>
<td>Argument analysis</td>
<td>25</td>
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<tr>
<td>Logical fallacies quiz</td>
<td>25</td>
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<tr>
<td>Argument Response Paper (Koch)</td>
<td>75</td>
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<tr>
<td>MLA Exercise</td>
<td>25</td>
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<tr>
<td>MLA Test</td>
<td>75</td>
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<tr>
<td>Problem-Solving Essay</td>
<td>100</td>
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<tr>
<td>Topic selection paragraph</td>
<td>25</td>
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<tr>
<td>Research strategy</td>
<td>25</td>
</tr>
<tr>
<td>One-Source Evaluation Essay</td>
<td>100</td>
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<tr>
<td>PowerPoint Presentation / Outline*</td>
<td>100</td>
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<tr>
<td>Research paper final draft*</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td>Discussion Participation**</td>
<td>150 (10 each)</td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
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*In order to receive a final grade for the course, students MUST submit a final researched-based essay AND complete the presentation associated with it. The presentation will serve as an outline for your final research paper.

** To earn the maximum points per discussion forum, you must post at least **THREE substantive posts to the forum per week**. If you choose, you can post all three times on one day, but it will a more rewarding learning experience if you post at different times throughout the unit, and be part of the discussion all unit long. Also remember that once a discussion closes, you cannot make up those points.

Grades are based on criteria of originality and significance of topic, clarity, logical presentation of ideas, mechanical and grammatical accuracy, use of source material, and completeness. At this level of writing education, basic writing errors will significantly affect your credibility as a writer and subsequently, your course grade. Students with continued punctuation and mechanical errors will be referred to either on campus or online tutoring. Competent, educated writers have resolved the basic problems in their writing.

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:
Class Policies: Attendance, Late Papers, Learning Environment, Withdrawals:

**Attendance:** Class attendance is required. I take attendance through your discussion participation. You are required to post a minimum of three *substantive* posts to the discussion thread each week. *Once a discussion closes, you cannot make up those points.* So please participate and don’t throw away those points!

**Late papers:** Any essay or assignment turned in past the due date will have its grade reduced. Reductions are as follows:

- 1 day to 1 week late: -20%
- More than 1 week late: -30%
- More than 2 weeks late: -40%
- More than 3 weeks late: -50%
- Etc.

Please don’t throw away points on late work!

**Learning Environment:** I reserve the right to protect the learning environment by dismissing students who consistently make irrelevant or inappropriate comments during discussions. I expect all students to participate appropriately in class discussions, do your reading, finish your assignments--all that "student" behavior expected at the college level.

**Important Dates**
- Classes begin: **January 19, 2016**
- Census Date / Payment deadline / Last day for 100% refund: **February 1**
- Midterm Week: **March 7 – 11**
- Spring Break: **March 14 – 18**
- Withdrawal Deadline: **April 14**
- Final exams: **May 9 – 12**
- Term ends: **May 12**

**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.

Calendar or schedule indicating course content: See course schedule in Moodle
Schedule

**Weekly Schedule:** I reserve the right to change the following schedule as needed to meet the course objectives. Any changes will be announced in class.

**Week/Topic 1**

**January 19**
Course and personal introductions
**Assignment:** Participate in the introduction discussion

**Week/Topic 2**

**January 25**
The Research Essay
Writing Persuasively
**Assignment:** overview of the research writing process

**Week/Topic 3**

**February 1**
Introduction to Rhetorical Analysis
**Assignment:** analysis of an argument (choose one from pps. 258 – 260, 264 – 272)

**Week/Topic 4**

**February 8**
Problems in reasoning
**Assignment:** logical fallacies quiz

**Week/Topic 5**

**February 15**
Argumentation, part II.
Ed Koch Article
**Assignment:** respond to an argument

**Week/Topic 6**

**February 22**
MLA Overview
**MLA Practice Exercise**

**Week/Topic 7**

**February 29**
MLA, Continued
**Assignment:** MLA test

**Week/Topic 8**
March 7
Problem-solving
Assignment: NONE THIS WEEK, but prepare for next week’s problem-solving essay

SPRING BREAK: MARCH 14 – 18 (NO CLASS WORK REQUIRED)

Week/Topic 9

March 21
Problem-solving
Assignment: problem-solving essay

Week/Topic 10

March 28
Selecting and narrowing a topic
Assignment: topic selection paragraph

Week/Topic 11

April 4
Research questions and the research strategy
Assignment: research strategy outline

Week/Topic 12

April 11
Finding / evaluating sources
Assignment: one source evaluation essay

Week/Topic 13

April 18
Organizing the research paper
Assignment: PowerPoint presentation / outline

Week/Topic 14

April 25
Peer Review Overview
Assignment: rough drafts and peer reviews

Week/Topic 15 – 16

May 2 – 12
Assignment: RESEARCH PAPER FINAL DRAFTS DUE
Complete FINAL EXAM