CASPER COLLEGE COURSE SYLLABUS
English 1020-N.2 – English II: Composition

Semester/Year: Spring 2016

Lecture Hours: 3  Lab Hours: This course takes place entirely online.
Credit Hours: 3

Class Time: Internet  Days: Course is open 24/7
Room: Internet

Instructor’s Name: Renée E. D’Aoust (pronounced “Dow”)

Instructor's Contact Information: Office Phone: I am off campus, please use e-mail.
Email: rdaoust@caspercollege.edu

Office Hours: Since this is an Internet-based course, we will communicate via course discussion forums and e-mail. I respond to all emails; if you do not receive a reply within 48 hours, send your email again.

Course Description: (3L)(3CR) 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. College-level essays (including a research paper) are required.

Statement of Prerequisites: Satisfactory (a “C” or better) completion of ENGL 1010.

Goal: This course will ask you to extend your learning and analysis of the multiple dimensions and meet the multiple demands of a variety of written rhetorical situations. Together, we will continue to develop an array of strategies to help you navigate rhetorical terrain. These strategies include: critical reading, brainstorming, writing to explore topics, drafting, an increased focus on research (both textual and empirical), giving and receiving helpful responses to peers’ writing, revision, editing and proofreading, and critical reflection on your own rhetorical positions and processes.

CC Gen Ed Outcomes:
1. Demonstrate effective oral and written communication
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

Course Specific Objectives:
1. Consistently apply and refine the outcome skills of English 1010
2. Apply strong critical thinking skills to reading and writing
3. Be able to offer interpretations of written, oral, and digital works validated by the texts, and recognize that multiple interpretations may exist
4. Be able to summarize in writing, both objectively and critically, a college level text
5. Understand and apply basic research methods to a substantial research paper
6. Synthesize and cite sources using accepted documentation styles
7. Know and apply the strategies of effective argument, avoiding fallacies
8. Produce college level analytical essays
9. Deliver prepared presentations in a natural, confident, and conversational manner, displaying nonverbal communication that is consistent with and supportive of the oral message.
10. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills

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

**Methodology:** This course will involve small group discussion, large group discussion, peer review of written work, and occasionally some lecture. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

**Evaluation Criteria:** The point totals used to determine your grade at the semester’s end are as follows:
- 100-90 total points = A
- 89-80 total points = B
- 79-70 total points = C
- 69-60 of total points = D
- 59-0 of total points = F

**Required Text and Materials:**
A flash drive is very helpful (always save your work offline)

**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.
More Information on Course Evaluation Criteria and Assignments:
Assignments will total 100-points in this course.
Assignments in this course consist of reading response papers, formal research essays, and discussion forums. All assignments, and this syllabus, are subject to change. All due dates are subject to change (if a due date is changed, it will always be changed to a later due date). The reading and writing and research in this course is cumulative; successful students complete assignments in a cumulative fashion. I do not accept late assignments or assign make-up work. All papers must follow proper paper format to gain full credit. All papers must include your name. Please see proper paper format guidelines given in Unit One.

Paper format guidelines: Use Times New Roman font, 12 point, double spaced, and make sure to complete as many pages as I ask for in any given assignment. A 1 ½ page paper does not count as a 2 page paper just because 2 pages are used.

You should always strive to write professional, clearly organized papers no matter the assignment. There will be a grading rubric for formal essays provided with each essay. Participation points are based on diligent completion of assignments, integration of feedback, and engagement with discussion forums. Online learning is a particular learning environment! Please consider whether you can work independently in the online learning environment and/or whether or not a traditional face-to-face course might suit your learning needs better. It is unfortunately very easy to fall behind in online courses; try to work ahead.

Assignments (reading response papers, formal essays, and discussions) – subject to change:
Reading Response Papers: [Assignment details will be provided for reading response papers. These cumulative points add up at the end of the semester. Do not miss assignments!]
RR1 – RR8: 5 points each
Total: 40 points

Discussion Forums: Four discussion forums for 5 points each. Participation points are integrated into your participation in the discussion forums. [Post once and reply twice for credit; this will be explained.]
Total: 20 points

Formal Essays: [Assignment details and grading rubrics will be provided for each essay.]
Essay1 = 10 points
Essay2 = 10 points
Critical Thinking Assignment = 5 points
Annotated Bibliography Assignment = 5 points
Essay3 = 15 points
Total: 45 points

Grand total: 100 points

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Additional notes from your instructor:
A Note About Online Courses: This course emphasizes reading and writing and takes place almost entirely online—except for the in-person workshops you are required to attend. Please consider whether the online environment is best suited to your learning needs. For example, if you know you are a strong reader, and a visual learner, this course might suit you rather well. If you are more of an auditory learner (you need to hear a lecture rather than read a lecture), please consider whether a face-to-face course might better suit your learning needs. For this online course, we will create an online community uniquely suited to the study of English. All written communication in this course should be considered part of your learning environment. Our focus will be on individual study with additional class discussions taking part online through course discussion forums. We will endeavor to create an online learning community that supports and respects civic dialogue. We will make use of written lectures provided by your instructor as well as a handbook and a text of essays. You are responsible for checking the course at least three times a week to receive updates and communications from your instructor.

A Note About E-mails: Please use a formal greeting and signature in all e-mail correspondence—to anyone! For example, Hello, Renée, works well. You are welcome to call me Renée or Ms. D’Aoust or Mrs. D’Aoust or Instructor Renée or Instructor D’Aoust. I’m not fussy; however, please note that I just don’t respond well to “hey” or “hey there” because “hey” makes me cringe (I guess I’m getting old). I also do not understand or know any text abbreviations. Please do not use text lingo or shorthand. Please make it clear what you are asking in the e-mail. Do not assume that I know what assignment you mean when you write “that assignment.” Be specific! With this in mind, please do not hesitate to contact me with any and all questions. Consider that writing emails in this course helps prepare you to write professional emails in a work environment. Thank you!

English 1010 Casper College Spring 2016 Important Dates:

March 7-11 — Mid Term Week
March 14-18 — Spring Break
March 25 — Spring Holiday
May 9 — final paper due; final class day.

READ THIS: There are no late papers accepted in this course for any reason. No matter how valid a reason, I’ve made this rule after many years of teaching online. Yes, unexpected events happen. They happen in my life, too. Nevertheless, meeting deadlines is a vital life skill, especially in our online world. Furthermore, in my experience teaching online, once a student needs an extension in an online course, the student never catches up. Plan to submit at least two days ahead of the due dates to prevent last minute technical glitches. If you have technical issues with submissions, those issues can be addressed. And if something unexpected occurs, you’ve already submitted your paper. When you submit: if there is a technical glitch at the last minute, and you are in a panic, email your paper via email attachment to show you completed your work. All due dates for the entire semester are provided in the syllabus. This should prevent any surprises. Print the syllabus and manually mark off completed assignments on that syllabus.

This course emphasizes reading, research, and writing as integral to your college success and to the study of English Composition. As such, please notice that you have reading
and writing assignments due almost every week (or every other week) of the semester. Together, we will work toward your educational goals by addressing close reading skills, research skills, writing skills, and revising skills. My goal for this course is to make English accessible to your educational and professional needs. In advance, here’s to your success!

*Student time is precious. If after reviewing the syllabus, you have questions and/or concerns, please contact me. Welcome. Let’s have a great semester together.*

Readings from our assigned text will be provided in each unit during the course, so you are welcome to read ahead.

Lectures are given within each unit. Assignments are explained within each unit. Course resources and online websites that provide helpful writing advice are given in the Course Resources folder.

*Always double-check the online grades to be sure your points have been recorded promptly. Do this every week. I’m human and make mistakes. Please contact me, if you think I’ve made a mistake.*

A Note For Your Success: In my experience, once a student falls behind in online classes, there is no way to catch-up. Do not fall behind! Schedules here can be deceptive. You need time to read, to research, to think, and to write. Give yourself time. Stay on top of assignments! There are no late assignments allowed for any reason in this course. I apologize, but it is too confusing to allow late assignments. If you know you will not be able to meet a deadline, contact me far ahead of time, and we will work out a solution. To prevent all technical issues with last-minute submissions, submit your work a few days ahead. Then if there is a problem, you can let me now, and we can work out a solution. In any case, meeting deadlines (due dates) is a valuable life skill. Practice meeting all due dates here by working ahead, and you’ll find your critical thinking skills and writing skills improve.
**Spring Semester Calendar**

**Assignments and readings will be given each week**

Week 1: (Jan. 18-22) Syllabus Review and Purchase Text
Week 2: (Jan. 25-29)
Week 3: (Feb. 1-5)
Week 4: (Feb. 8-12)
Week 5: (Feb. 15-19) – Monday is a holiday
Week 6: (Feb. 22-26)
Week 7: (Feb. 29-Mar. 4)
Week 8: (Mar. 7-11)
Week 9: (Mar. 14-18) **No Class Meetings – Spring Break**
Week 10: (Mar. 21-25)
Week 11: (Mar. 28-Apr. 1)
Week 12: (Apr. 4-8)
Week 13: (Apr. 11-15)
Week 14: (Apr. 18-22)
Week 15: (Apr. 25-29)
Week 16: (May 2-6)
Finals Week (May 9 – 13) – Your final paper is due May 9

*Weekly assignments are due on Mondays by 11:59pm. If Monday is a holiday, then the assignment is due on Tuesday by 11:50pm Mountain Time.*