Semester/Year: Spring 2016

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

Class Time: Online  Days: --  Room: --

Instructor’s Name: Cara Rodriguez

Instructor's Contact Information: You may call my cell phone at 315-3307. If you cannot reach me by email or phone you can contact Kathy Coe, Academic Assistant, 268-2533 or 800-442-2963, ext. 2533 or email kcoe@caspercollege.edu

Office Hours: Monday 9-12, Tuesday 9-12

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) and two oral presentations are required.

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

Goal: Students should leave the class with questioning and critical thinking skills that lend themselves to a solid understanding of research, analysis, and multiple perspectives and should be able to create a college level research paper. They will complete the course with insight into information literacy and how to use it in today’s world, as well as be comfortable using the Casper College library databases.

Outcomes:

General Education Outcomes:

Demonstrate effective oral and written communication
Solve problems using critical thinking and creativity

Demonstrate knowledge of diverse cultures and historical perspectives

Use appropriate technology and information to conduct research

**English 1020**

Passing students should:

| Consistently apply and refine the outcome skills of English 1010 |
| Apply strong critical thinking skills to reading and writing |
| Be able to offer interpretations of written, oral, and digital 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 |

**Methodology:** Lecture, presentation, discussion, exercises, essays, lib guide, service learning, and Moodle

**Evaluation Criteria:** There are points available through exercises, papers, service learning, journals, presentations and discussions. The following scale is used to determine your grade in the class:

A (100% - 90%)
B (89% - 80%)
C (79% - 70%)
D (69% - 60%)

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:** *The Craft of Research (CR) (3rd. ed)* by Booth, Colomb, and Williams.

You will also be required to purchase *one* additional reader based on your theme choice for the semester (You will purchase this separately after the second week of the semester). These readers are:

*Poverty / Privilege: A Reader for Writers* by Mick (Oxford)
*Food: A Reader for Writers* by Holdstein and Aquiline (Oxford)
*Literature and Aging: An Anthology* by Donley, Kohn, and Wear

**Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade:** Last Date to Change to Audit Status or to Withdraw with a W Grade: April 14, 2016.

**ATTENDANCE:** This class does not physically meet; however, you fulfill attendance requirements by turning in homework and papers on time and by participating in forum discussions.

**ASSIGNMENTS:**

First off, please note that the “title” for each section does not indicate due dates – it simply states the dates for that week, Monday through Sunday. Due date for assignments will *usually* be the following Monday at NOON. For example, the second week’s “title” is Monday, January 25 – Sunday, January 31. Those assignments, however, are due to be completed by Monday, February 1 at noon. There are weeks during the semester, however, where an assignment will be due in the middle of the week in order to be peer reviewed. The final also does not follow the "due the following Monday" rule. Because of this, I would highly recommend that you open the assignments at the beginning of each week to see what the week’s work will entail and what the due dates are in order to schedule your time effectively. If Casper College does not have school scheduled for Monday (such as February 15) the assignments will be due on the next day school is in session (February 16 for that example). If an assignment week starts on Tuesday (due to a Monday off) the assignment will still be due the following Monday.

Assignments will be counted late (lowered one letter grade) if handed in after the due date, and will continue to go down one full letter grade for each day it is late. Do not wait until the last minute to hand in your paper. If the due date is Monday, February 8 at NOON and you have a computer problem at 11:45, you will most likely not get your work in on time. If your work is due on Monday at noon, and you hand in at 2:00 in the afternoon on Monday, that will be counted as one day late. Monday at noon is when the week starts, and Monday at noon is when the
week is complete.

Please make sure that all assignments (including forums) are proofread for correct sentence structure, spelling, and overall clarity. Because this class doesn’t meet face to face, and we have no verbal conversation by which I can judge your understanding of the concepts, ALL of your writing must be clear and concise. Though it shouldn’t need to be said in any college classroom, much less an English classroom, your grade will directly reflect the clarity with which you write.

There are weeks where the load looks ominous, but remember that this class is like a class that meets three times a week … treat your homework as such, and do it little by little, putting aside time every day, and it will be very manageable. (Little side note: Don’t just look at the main page and assume that’s all you have to do. Your specific assignment is found after clicking on the assignment.)

For papers, use Times New Roman font, 12 point, double spaced, and make sure to complete as many pages as I ask for on any given assignment. A 1 ½ page paper does not count as a 2 page paper just because 2 pages are used.

**Forums -** Forum discussions are to be complete by the following Monday, just like other assignments. Added discussion after the due date will be docked points. Forum spaces are for discussion, and that is what I expect. You will want to watch / read the assignment(s) the FIRST day of the week to give yourself the rest of the week to respond adequately. After you’ve posted your original response, if someone comments on it I want you to respond to them. If someone responds to a response you posted, respond again (and again and again). We don't have the opportunity to talk in class, and this is the closest we come. I want you to respond to others with responses that make observations, share experiences, ask questions, challenge assumptions, encourage ideas, and offer depth in thought.

Posting something like, "I agree [insert repetition of what they've already said]! Great post!" **DOES NOT WORK.** A single sentence (even if it’s a question) **DOES NOT WORK.** Make your posts substantial and meaningful. Keep the conversation going.

You must respond to **and carry conversation** with at least two people in each forum. You must post five days a week in each forum. This means the latest you can begin posting is Wednesday of each week (which means you MUST have the assignment read or viewed in the first couple days of the week).

**Second Chances -** At the end of the semester you have the opportunity to turn in up to three revised assignments on which you would like a higher grade. I think it is really important to offer this OPTIONAL opportunity to you because we all know that sometimes we just have an off week, or we just didn’t get it the first time around. You may hand in work that had a lower grade than you were hoping for, late work, or work that wasn’t turned in at all. You certainly don’t have to do this. At the end of the semester some people would rather get a swirly than work...
more on assignments they’ve already turned in. That’s fine with me. It’s just an option. You will not have second chance options on forums or the final paper.

**Service Learning –** This semester you will choose one of three possible themes to work with: poverty, aging, or food. You will choose your theme after the second week of class. After you’ve chosen your theme you will need to complete a minimum of 12 hours of community service in that area. (You will be provided with options for where to volunteer and how to log those hours.) Community service is important to this class for a number of reasons: It helps you to get outside of yourself, to gain perspectives that are not your own, to understand situations you couldn’t have understood before, and to get a clearer view of your world. On top of all of this, doing service in the same area that you are researching will give you a deeper understanding for your research purposes, and you will remain more engaged than someone who has no personal connection to what they are researching.

**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.

In these days of internet, opportunities for student plagiarism abound. Do not, under any circumstances, submit work that is not your own. Plagiarism includes everything from using a whole paper written by someone else, to using someone else’s paragraphs or sentences or even someone else’s ideas without giving them credit. It doesn’t have to be a whole essay. If I find something plagiarized you will receive a 0 on the assignment, and, depending on the severity, you may receive a 0 in the class immediately.

**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.

**Weekly Assignments: See Moodle Shell**