



**Advanced English Composition 201-00C**  
**Spring 2012**  
**MW 11 a.m. – 12:15 p.m.**  
**CATS 209**

**Instructor:** Kristi Nies  
Jindra Fine Arts 139  
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**Office Hours:** MW 9 a.m. – 11 a.m.; 1:30 p.m. – 4 p.m.  
TTH 8 a.m. – 9:15 a.m.  
F 10 a.m. – 2 p.m.  
And other times by appointment

**Required Text:** *Writing and Reading Across the Curriculum*, Behrens and Rosen,  
Eleventh Edition

**Prerequisites:** Successful completion of English 101

**Materials:** Pen, paper, textbook – bring to every class!

**Course Description:**

This course provides advanced training in writing a variety of types of papers with an emphasis placed on writing that requires the student to think critically, support generalizations, and appropriately acknowledge sources of information.

**Course Objectives:**

This course will enhance your writing and thinking skills. We will write about various subjects, including current events and controversies. We will work on using your writing skills to express and hone your thinking skills. This class will emphasize a more formal writing style and MLA (Modern Language Association) format.

Each writing assignment and the culminating research paper will require you to understand, synthesize and critique information, as well as present your own thoughts.

We will work on grammar and punctuation throughout the semester, as well.

**Points Possible:**

Research Project Topic: 10 pts

Summary: 25 pts

Critique: 25 pts

Explanatory Synthesis: 50 pts

Argumentative Synthesis: 50 pts

Analysis: 50 pts

Conclusion: 10 pts

MLA Reference Page: 30 pts

Worksheets: (6 @ 10 pts each): 60 pts

**Total Points Possible for Research Project: 310**

*Please note: the number of points possible is subject to change.*

**Grading scale:**

A = 310 - 235 points

B = 234 – 160 points

C = 159 - 85 points

D = 84 – 78 points

F = 77 points or fewer

*Please note: this grading scale is subject to change.*

**In class work**

In class work will earn you points above and beyond what is listed above. In class work cannot be made-up. There may also be extra credit opportunities.

**Attendance:**

Be here. I will be taking attendance at the start of every class meeting. You are allowed three unexcused absences before your grade is negatively impacted. Four (4) unexcused absences will lead to a drop of one (1) letter grade in your final grade. Five (5) unexcused absences will lead to a drop of two (2) letter grades in your final grade. Six (6) or more unexcused absences will lead to a final grade of “F” for the semester. YOU MUST CONTACT ME BEFORE YOU WILL ABSENT, otherwise it will be an unexcused absence. In-class work cannot be made up if the absence is unexcused.

**College’s Incomplete Coursework Policy**

To designate a student’s work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when

serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

### **College's Academic Integrity Policy**

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College's policy is

that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course's stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

### **Title IX Compliance Notice**

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

### **Accommodations:**

If you feel you qualify for accommodations under the Americans With Disabilities Act (ADA), please visit with me as soon as the semester begins. You will be directed to the college's Disability Officer, Ms. Marie Meland, in the CATS. You are required to self-disclose any special circumstances you may have. You may self-disclose at any point during the semester, by you are encouraged to self-disclose at the earliest possible time in the semester.

### **BlackBoard site**

This class does have a BlackBoard site that you are able to access. The primary

purpose of this site is for the recording of grades, so you are able to monitor your own progress. The Instructor may also use BlackBoard to send emails to the entire class, if need be. The BlackBoard site is NOT a substitute for the syllabus, and no BlackBoard assignments are required for this class.

**Odds and Ends:**

- \*All writing assignments, other than in-class work, must be typed.
- \*You may NOT use first person (I, me, we) in any of the papers in this class.
- \*Do NOT do the questions at the end of the chapters/readings in the textbooks.
- \*There will be in-class writing assignments during almost every class session, even if it is not indicated on the syllabus. Come to class prepared with pen and paper.

**Course Outline**

Please keep in mind the following course outline is subject to change. I will announce any changes in class, and you are responsible for noting those changes. “Behrens” means the reading assignment is from *Writing and Reading Across the Curriculum*. Have the pages read BEFORE coming to class.

**Week One**

- Jan. 9: Introduction to class; set up Research Project
- Jan. 11: Behrens 3 – 47;

**Week Two**

- Jan. 16: Present Research Project Topics
- Jan. 18: Behrens 483-488 (Sleep Deprived Teens)

**Week Three**

- Jan. 23: Behrens 497-505 (Sleep Debt)
- Jan. 25: Research Project Summary DUE; present worksheet

**Week Four**

- Jan. 30: Behrens 48-71
- Feb. 1: Behrens 404-407 (Sullivan); 409-411 (Bennett)

**Week Five**

- Feb. 6: Research Project Critique DUE; present worksheet
- Feb. 8: Behrens 72-90

**Week Six**

- Feb. 13: Behrens 91-131; 624-628 (Cinderella stories)
- Feb. 15: Behrens 628-633; 641-642 (Cinderella stories)

### **Week Seven**

Feb. 20: Behrens 633-640 (Chinese, African, Native American)  
Feb. 22: OK guys, it's your turn – in-class writing: Cinderfella

### **Week Eight**

Feb. 27: Research Project Explanatory Synthesis DUE; present worksheet  
Feb. 29: No class. Begin being sad, because next week is Mid-Term Break.

### **Week Nine**

March 5: Mid-Term Break – no classes! You are sad.  
March 7: Mid-Term Break – no classes! You are still sad.

### **Week Ten**

March 12: Behrens 132-181  
March 14: Virginia Tech readings; in-class writing

### **Week Eleven**

March 19: Research Project Argumentative Synthesis DUE; present worksheet  
March 21: Behrens 182-201

### **Week Twelve**

March 26: Behrens 683-687 (Fromm); 688-691 (Ross & Nisbett)  
March 28: Research Project Analysis DUE; present worksheet

### **Week Thirteen**

April 2: Behrens 780-782 (MLA); set up conferences  
April 4: Research Project References DUE; present worksheet

### **Week Fourteen**

April 9: Conferences  
April 11: Conferences

### **Week Fifteen**

April 16: Conferences  
April 18: Research Project DUE; peer review

### **Week Sixteen**

April 23: Research Project DUE for grading  
April 25: Reflection; in-class writing; discuss Final Exam

**Final Exam:** Thursday, May 3, 10:30 a.m. to 12:30 p.m. in our classroom. You must be there.

## **Research Project Guidelines** **ENG 201 Spring 2012**

\*You will be working on this project in stages; that is, you will be writing components of the research project throughout the semester. The due dates for each part of the project – summary, critique, etc. – are listed above. On April 23, you will turn in the completed Research Project.

\*Each section will be graded separately, so you **MUST** turn in each section on the due date listed above. You cannot wait until the end of the semester to write the paper and expect to pass the class.

\*You may turn in each section separately, then combine the files into one document to turn in on April 23, or you may write sections in one, continuous document. Either way you choose, **SAVE** all your work on your laptop or a jump drive so you can turn everything in at the end of the semester.

\*Your topic that you present on January 16 will also serve as the introduction to your paper. Topics will be discussed in class and must be approved by me.

\*You are free to choose your own topic; however, it must be a topic for which there is some controversy. You will have to declare your position on the topic you choose.

\*Directions for each section will be given in class as the time for that section approaches.

\*You will have between six (6) and ten (10) sources for your paper.

### **Section Lengths:**

Topic (Introduction): ½ page to one page

Summary: 3-4 pages

Critiques: 3-4 pages

Explanatory Synthesis: 4 -5 pages

Argumentative Synthesis: 4-5 pages

Analysis: 4-5 pages

Conclusion: ½ to one page

Reference Page: 6 – 10 sources