

**Fall 2013**

1. **Course and Instructor:**

***Format:*** Classroom/Lecture

***Course Information:***

*Course Title:* College Composition and Reading *Synonym Number:* 78559

*Course Code:* CCR-092 LV *Credits:* 5

*Semester:* Fall 2013 *Prerequisite:* Placement Test

*Meeting Times and Days:* Mondays/Wednesdays 1:30-3:50 PM

*Class Location:* Pinnacle 317

*Start Date:* 08/26/13  *End Date:* 12/11/13

*Refund Date:* 09/11/13  *Withdraw Date:* 11/17/13

**Instructor Information**:

Name: Kelli McCall

Mailing Address: 901 South Hwy. 24, Leadville, CO 80461

Phone: (Office) (719) 486-4207 (Cell) (651) 792-6053

Email: kmccall@coloradomtn.edu

Office Hours: ND 133 Monday 11:00-1:00; Tuesday 11:00-1:00; Thursday: 11:00-1:00 PM; or by appointment.

1. **Course Description:**

This course integrates and contextualizes college level reading and writing. Students will read and understand complex materials and respond to ideas and information through writing informative and/or persuasive texts.

1. **Student Learning Outcomes, Competencies, and Skills:**

* Demonstrate knowledge of and ability to read for multiple levels of understanding, to read critically, and to apply the steps of the reading process, including pre-reading, annotating, and analysis, using college-level readings and materials.
* Demonstrate knowledge of and ability to summarize course materials applying the steps of the reading process, using college-level resources.
* Demonstrate knowledge of and ability to use the writing process—including prewriting, drafting, revising, and editing—to write informatively and persuasively in multiple genres using college-level material.
* Demonstrate knowledge of and ability to reflect of their own reading and writing processes and to apply strategies to cross-curricular reading and writing tasks.
* Demonstrate knowledge of and ability to engage in the behaviors of persistent and successful college students.

1. **IDEA Objectives:**
2. Develop skill in expressing oneself orally and in writing.
3. Learn to analyze and critically evaluate ideas, arguments, and points of view.
4. Develop creative capacities through original writing.
5. **Evaluation Methods and Class Management:**

**Grading Criteria:**

Academic Professionalism 15%

Workshop Assignments 25%

Workshop High Stakes Compositions (4) 60%

**Workshops:** You will write four “high stakes” compositions in this class. These formal pieces will be due at the end of each workshop. The activities in each workshop will lead up to and help you prepare for the formal pieces. **You will receive specific and detailed guidelines throughout the semester that will explain what each workshop should include, when it is due, and how it will be graded.**

Final versions of all formal compositions must be typed, double-spaced, with 1-inch margins using a 12-point Times New Roman/Calibri or similar font. You must include a heading and a title on the first page. Pages must be submitted to Canvas. No hard copies will be accepted.

NOTE: Arrangements for turning in late assignments without penalty must be made **AT LEAST 24 HOURS BEFORE** a due date. If arrangements are not made before a due date, you will receive **half credit** for any assignment less than two weeks late. I will not accept any assignments that are more than two weeks late, and I will not accept any work after the last day of class. Please plan ahead to avoid losing points.

**If you receive low scores on some of the above projects/exams that were handed in on time, extra credit may be given for work done in the Learning Assistance Center. This is to be arranged with me on an individual basis.**

**Academic Professionalism:** You will be evaluated each class session on your academic professionalism. This evaluation is based on attendance, timeliness, preparedness, participation, attitude, and ability to perform college level work.Each member of the class is expected to contribute to their group and to the class as a whole. Remember that just showing up does not constitute participation. ***Participation means active engagement in class and thoughtful contribution to group discussions on a consistent basis. In order to do this, you must complete the reading and writing assignments before class.***

**If you are under the influence of alcohol or drugs, you will be excused from class (this will be recorded as an unexcused absence), and you will receive a 0 for** **academic professionalism for that session.** Out of respect to your fellow class members, please remember to turn off all cell phones at the beginning of class. If you must take a call, please have the courtesy to leave the classroom before engaging in conversation. Please do not text during class. **If you use your cell phone in class, you will receive a 0 for academic professionalism for that class session.**

**Absence/Tardiness/Make-up Policy**: You are expected to attend all classes for which you have registered. If you are unable to attend class regularly, regardless of the reason or circumstance, you should withdraw from the course. If you must miss a class due to illness or emergency, please contact me **before** the class period that you will miss. If you do not contact me, your absence will be considered unexcused. I will pass around a signup sheet at the beginning of class. If you come in late, it is your responsibility to come sign in (after class) in order to be counted ‘here’. You may miss 2 classes without penalty. You will lose participation points for every absence after 2. On the other hand, if you never miss class, you will receive 50 extra points at the end of the semester.

**Students with four unexcused absences may be administratively withdrawn from the course.**

**College Grading System**: Information about grading is available in the Colorado Mountain College catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term. Students will receive one of the following symbols for each course enrollment (unless officially withdrawn prior to the date specified in catalog):

Grade Quality Points Grade Quality Points

A Excellent 4 (A- 3.7) W Withdrawal 0

B Above Average 3 (B+ 3.3, B- 2.7) AW Administrative Withdrawal 0

C Average 2 (C+ 2.3, C- 1.7) AU Audit 0

D Poor 1 (D+ 1.3, D- .7) P Pass 0

F Fail 0 I Incomplete 0

NG No grade 0 Y Course in session 0

The following is the grading scale I will use when evaluating your work in this course:

**A = 95 – 100; A- = 90 – 94; B+ = 86- 89; B = 82 – 85; B- = 79 – 81; C+ = 75 – 78;**

**C = 71 – 74; C- = 69 – 70; D+ = 66 – 68; D = 62 – 65; D- = 58 – 61; F = below 58**

**Tentative Course Schedule**

*NOTE: This schedule is subject to change at any time, depending on instructor evaluation of student skills/understanding/knowledge*

(Attached)

NOTICE:

* A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to turnitin.com (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook. [**www.coloradomtn.edu/File/student\_handbook.pdf**](http://www.coloradomtn.edu/File/student_handbook.pdf)
* Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required. The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires. Students will be notified in writing of changes. Attendance at all class meetings is expected.
* **No-show reporting and financial aid:** You must attend your first day of class so the instructor may complete a “no-show” report. If you do not attend class or notify your instructor of a valid reason of why you cannot be there, you will be reported as a no-show and dropped from the course. The resultant loss in credit hours may cause a reduction and/or cancellation of your financial aid award. Neither financial aid awards nor class reinstatement can occur after this point without significant documented extenuating circumstances. If you have questions or concerns about this please contact your campus financial aid specialist. ([**http://coloradomtn.edu/financial\_aid**](http://coloradomtn.edu/financial_aid))
* If you have a disability protected by the Americans with Disabilities Act Amendment Act (ADAAA) and Section 504 of the Rehabilitation Act and feel you may need classroom accommodations based on the impact of your disability, please contact the Disability Services Coordinator on your campus.
* Chaffee, Leadville, Summit and on-line learning campuses: Sandi Conner at 719-486-4200
* Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.
* This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

1. Grading System & Options

Information about grading is available in the Colorado Mountain College catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

1. **Required Course Materials**

College Common Reader: *I’m Down* by Mishna Wolff, ISBN 978-0312379094– Available from me for $7.00 or you can purchase it on your own.

College Composition and Reading Course Packet- available electronically on Canvas.

The instructor could use as much of the text above as he/she deems appropriate regarding texts; this verbiage has been approved by Purchasing:

1. **Other Information:**

**Canvas:**

Canvas is the online course management system (CMS) used by Colorado Mountain College. Using Canvas is a required component of the course. You access Canvas via your web browser, i.e.: Mozilla/Firefox. Students, faculty and staff members use the CMC Canvas site to access course announcements, documents, research links and library resources, to receive and deliver completed assignments, take tests, and to communicate with each other via email, discussion boards and chat. **You will submit all of your writing assignments via Canvas**.

Accessing Canvas and Logging In

CMC ID: Seven digit ID on CMC ID Care

Password: cmc (plus last six of social security number) cmc123456

If you do not have a social security number, your password will be cmc + month + date of your birth + xx

**For example: cmc1002xx (cmcOctober2ndxx)**

**If you cannot access Canvas or your email, contact the IT Service Desk.**

**Hours of Operation:**  
Monday thru Thursday • 7:30 am - 10 pm  
Friday • 7:30 am - 7 pm  
Saturday • 8 am - Noon

**Contact:**  
970-947-8438  
866-642-0495, toll-free  
[servicedesk@coloradomtn.edu](mailto:servicedesk@coloradomtn.edu)

1. **Virtual Library Information** [**http://coloradomtn.edu/library**](http://coloradomtn.edu/library)

The Virtual Library has its doors open 24/7, providing access to thousands of online journals and newspapers, books and art images, downloadable videos and audio books, career resources and practice tests.

**Virtual Library Help Desk**

If you need help with the Virtual Library, email [reference@coloradomtn.edu](mailto:reference@coloradomtn.edu) or call us at 800-621-8559, extension 2926.

The CMC-Leadville Library is located in the Pinnacle (“Library”) Building and offers the following services for you:

* Books, DVDs, CDs, and magazines are available to check out
* Computer access -- with help for basic tasks, such as formatting documents in Microsoft Word, etc.
* Photocopying and scanning
* Research assistance!

Please contact Sarah Smith, [sismith@coloradomtn.edu](mailto:sismith@coloradomtn.edu) or 486-4249, to obtain assistance with your research, such as finding sources & citing them

**Are you passing your class?**

Answer these ten questions to find out:

1. Yes No Have you read your class syllabus?
2. Yes No Have you purchased and received your textbook? (If applicable)
3. Yes No Have you attended all of the classes?
4. Yes No Have you arrived on time to each class you have attended?
5. Yes No Have you completed your reading assignments? (If applicable)
6. Yes No Have you completed your assignments? (If applicable)
7. Yes No Have you been attentive in class and taken organized notes?
8. Yes No Have you engaged in class discussions?
9. Yes No Do you understand the material being presented?
10. Yes No Have you scored a 70% or higher on tests and /or quizzes? (If applicable)

**If you answered “no” to three or more questions, you may need help to pass.**

Here’s what you can do:

1. ***Communicate*** .Talk about your difficulties with your instructor.
2. ***Get organized****.* Write dates in your calendar, set alarms, leave yourself notes.
3. ***Get caught up***. Do your reading, submit your assignments.
4. ***Visit the learning lab***. If you are struggling with the material this is a great resource.
5. ***Visit a counselor or advisor***. They have big ears and big hearts. If life is getting in the way of learning, they may be able to offer resources to help.
6. ***Drop the class***. If you drop before the refund date, you will get your money back. If you drop after the refund date and before the withdraw date, you will not get your money back, but you will not have an “F” on your transcript.

**Why is it important to do well in this class?**

Circle the reasons that are important to you:

1. You committed money to pay for it.
2. You committed time to register for it and participate in it.
3. You need it to graduate.
4. It’s a stepping stone on which to build future skills and concepts.
5. A good GPA makes you eligible for many scholarships.
6. Good grades help in applying to other degree programs.
7. Doing well builds constructive habits that relate to good job performance.
8. Helps you earn higher wages in the job market.
9. Personal accomplishment.
10. Builds positive relationships with peers and instructors.

CRC092 Pilot Course Schedule (subject to change)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** |  | | **In Class Objectives** | | **Reading Objectives** | | **Writing Objectives** | **Homework DUE Today** | |
| **Monday, Aug. 26** | T | | ▪Begin Workshop1  ▪Pre-Assessment  ▪Course Introduction  ▪Syllabus/Course Schedule  ▪Begin Workshop 1: The Self—A Collage  ▪Activities 1—4 | | ▪Reading Self-Assessment | | ▪Generating Ideas: Freewriting,  Clustering,  Mapping | ▪None | |
| **Wednesday, Aug. 28** | TH | | ▪Activities 6—9 | | ▪The Reading Process: Metacognative Awareness  ▪Collaborative Reading  ▪Pre-reading | | ▪Reflective Writing: Metacognative Awareness  ▪Collaborative Writing | ▪Activity 5 | |
| **Monday, Sept. 2** | No Class—Labor Day | | | | | | | | |
| **Wednesday, Sept. 4** | T | | ▪Complete Activity 10  ▪Go over Main Assignment Examples | | ▪Reader Response | | ▪Summary and Analysis | | ▪Begin Activity 10 |
| **Monday, Sept. 9** | TH | | ▪Please come prepared to share your work! | | ▪Metacognative Awareness  ▪Reading Aloud | | ▪Self Reflection | | ▪Workshop 1 DUE (refer to checklist) |
| **Wednesday, Sept. 11** | T | | ▪Begin Workshop 2: The Self: from Student to Citizen  ▪Activities 1—4 | | ▪Pre-reading  ▪Text Features  ▪Main Ideas | | ▪Freewriting  ▪Guided Note-taking | | ▪Activity 4 |
| **Monday, Sept. 16** | TH | | ▪Review Activity 6  ▪Activities 7—9 | | ▪Main Ideas  ▪SQWR4 | | ▪IVF Response  ▪Paragraph Structure  ▪Patterns of Organizations  ▪Annotation | | ▪Activities 5 and 6 |
| **Wednesday, Sept. 18** | T | | ▪Activities 11—20 | | ▪Main/Supporting Ideas | | ▪Annotation  ▪Outlining | | ▪Activity 10 |
| **Monday, Sept. 23** | TH | | ▪Activities 21—26 | | ▪Active Reading  ▪SQW4R | | ▪Outlining  ▪Analysis  ▪Essay Structure | | ▪Activity 19 |
| **Wednesday, Sept. 25** | T | | ▪Activities 27—31 | | ▪Utilizing campus resources  ▪Collaborative Reading  ▪Reading Process | | ▪Peer-Editing  ▪Effective Intros  ▪Collaborative Writing  ▪Essay Structure | | ▪Activity 6 (typed, MLA format) |
| **Monday, Sept. 30** | TH | | ▪Activities 32—35 | | ▪SQW4R | | ▪Importance of Grammar & Punctuation  ▪Revision Guide | | ▪None |
| **Wednesday, Oct. 2** | T | | ▪Activities 36—39 | | ▪Vocab in Context  ▪College-level Reading  ▪Collaborative Annotation  ▪Responding to Other’s Work | | ▪Outlining and Summarizing  ▪Writer’s Workshop  ▪Peer Editing | | ▪Finish Act. 35  ▪Complete Draft for Peer Editing |
| **Monday, Oct. 7** | TH | ▪Activities 40—42  ▪Please come prepared to share your work! | | | | ▪Group Annotation  ▪Reading Response  ▪Reading Aloud | ▪Summary Outlining  ▪Reflection/Metacognative Awareness | | ▪Workshop 2 DUE (refer to checklist) |
| **Wednesday, Oct. 9** | T | ▪Begin Workshop 3: Self in Community  ▪Activities 1—3 | | | | ▪Reading Process  ▪Creating Meaning | ▪Metacognative Awareness | | ▪None |
| **Monday, Oct. 14** | TH | ▪Activities 4—7 | | | | ▪Vocab in Context | ▪Listing  ▪Paraphrasing  ▪Beginning research | | ▪Finish Activity 3 |
| **Wednesday, Oct. 16** | T | ▪Activities 9—13 | | | | ▪Main Ideas  ▪Sharing Research  ▪Vocab in Context | ▪Listing/ Charting/Mapping  ▪Summary/Response  ▪Tone/Voice  ▪Dialogue | | ▪Activity 8  ▪READ: *On Being Unemployed* by Nellie Jean Smith |
| **Monday, Oct. 21** | TH | ▪Activity 14—17 | | | | ▪Vocab in Context  ▪Main Ideas | ▪Summarizing/Webbing  ▪Identifying Effects  ▪Responding to quotes  ▪Titles | | ▪READ: *Nickel and Dimed* by Barbara Ehrenreich ▪Highlight vocab |
| **Wednesday, Oct. 23** | T | ▪Activities 18—21 | | | | ▪Reading Response  ▪Vocab in Context | ▪Responding to Quotes  ▪Patterns of Organization  ▪Listing/Summarizing  ▪Analysis | | ▪READ: *Crossing with the Virgin* by Ferguson, Price, and Parks |
| **Monday, Oct. 28** | TH | ▪Go over Main Assignment | | | | ▪Reader Response | ▪Peer Review Workshop | | ▪Complete draft for peer editing |
| **Wednesday, Oct. 30** | T | ▪Please come prepared to share your work! | | | | ▪Reading Aloud | ▪Reflection and Metacognative Awareness | | ▪Workshop 3 DUE (refer to checklist) |
| **Monday, Nov. 4** | TH | ▪Begin Workshop Four: Self and Food Awareness  ▪Begin Food Journal  ▪Activities 1—3 | | | | ▪Main Ideas and Response (video) | ▪Freewriting  ▪Applying writing strategies  ▪Note-taking/Outlining  ▪Summarizing | | ▪None |
| **Wednesday, Nov. 6** | T | ▪Activities 6—8 | | | | ▪SQW4R  ▪Vocab in Context  ▪Main Idea/Implied Main idea | ▪Annotation  ▪Summary and Analysis | | ▪Activities 4—5 |
| **Monday, Nov. 11** | TH | ▪Activities 9—14  ▪Introduce Main Assignment | | | | ▪SQW4R  ▪Vocab in Context  ▪Reading Comprehension | ▪Guided Formal Outline  ▪IVF Summary | | ▪Finish Activity 8 (if needed) |
| **Wednesday, Nov. 13** | T | ▪Activities 15—17 | | | | ▪Evaluating Sources  ▪Skimming/Scanning  ▪Utilizing campus resources | ▪Metacognative awareness  ▪Summary/Response  ▪Patterns of Organization | | ▪Finish Activities 9—14 (if needed) |
| **Monday, Nov. 18** | TH | ▪Activities 19—22 | | | | ▪SQW4R | ▪Generating Ideas  ▪Guided Formal Outline  ▪Drafting | | ▪Activity 18 |
| **Wednesday, Nov. 20** | T | ▪Activities 23—26 | | | | ▪Reader Response | ▪Peer Editing  ▪Revision  ▪Editing  ▪Reverse Outline | | ▪Complete draft for peer review |
| **Monday, Nov. 25** | TH | ▪Activity 27 | | | | ▪Utilizing campus resources (varies by student) |  | | ▪Continue working on Main Assignment |
|  | T | ▪TBA | | | |  |  | |  |
| **Wednesday, Nov. 27** | TH | No Class | | | | | | | |
| **Monday, Dec. 2** | T | ▪Activity 28—30 | | ▪Reflection/Meta-cognative Awareness | | | ▪Revision  ▪Editing | | ▪Continue working on Main Assignment |
| **Wednesday, Dec. 4** | TH | ▪Please come prepared to share your work!  ▪Overview and guidelines for final reflection. | | ▪Reading Aloud | | | ▪Reflection and Metacognative Awareness | | ▪Workshop 4 DUE (refer to checklist) |
| **Monday, Dec. 9** | T | ▪Post-Assessment | | ▪Main/Supporting Ideas  ▪Patterns of Organization  ▪Purpose/Tone | | | ▪Editing for correctness  ▪Paragraph Structure | | ▪Post Assessment (in class) |
| **Wednesday, Dec. 11** | TH | ▪Final Reflection | | ▪Metacognative Awareness  ▪Transferring Knowledge to New Situations | | | ▪Metacognative Awareness  ▪Academic Writing Skills  ▪Transferring Knowledge to New Situations | | ▪Final Reflection (in class) |