ADVANCED COMPOSITION/EXPOSITORY WRITING I  
DUAL CREDIT—NORTH PLATTE COMMUNITY COLLEGE  
FIRST SEMESTER—ENGL 1010  
10 high school credit hours/3 college credit hours  
2010-2011 school year  
Room 2105  
Monday-Friday  
Period 1—8:00-9:37 (Mon., Thur.)  8:00-8:32 (Wed.)  
Period 3—9:43-11:20 (Mon., Thur.)  8:36-9:06 (Wed.)  
Period 5—12:07-1:44 (Mon., Thur.)  10:18-10:48 (Wed.)  
Period 6—12:07-1:44 (Tue., Fri.)  10:52-12:20 (Wed.)  
North Platte High School  
1220 W. 2nd St. North Platte, NE. 69101  

Telephone: NPHS: (308) 535-7105  
Email: jmiller@nppsd.org  

Class Begins: August 18, 2010  
Class Ends: December 17, 2010  
Last Day to Drop: Sept. 4, 2010—with grade of “W”  

Instructor: Jean E. Miller  
Office Hours: 7:30 a.m. to 3:45 p.m. or by appointment  
Planning: 1:50-3:27 p.m. (Mon., Thur.) 12:26-12:57 (Wed.)  

COURSE DESCRIPTION: An introduction to the fundamentals and modes of written  
expression is examined and applied in the expository essay.  

CATALOGUE DESCRIPTION  
ENGL 1010  
English Composition I  

Prerequisite: Assessment testing (minimum score on placement exam) or  
successful completion of developmental courses.  

English Composition I is designed to develop writing skills. Students write  
papers and essays which emphasize the importance of clarity, idea development,  
focus, organization, word choice, logic and sentence construction. The process of  
planning, writing, revising, and editing essays for a particular audience and basic  
research-related skills are also emphasized.  

4.5 quarter hours  
3.0 semester hours  
3 lecture hours per week (MPCC)
Course Description:
Advanced Composition is a writing-intensive college level course designed to develop writing skills. Students can expect to complete a variety of expository essays, abstracts, journals, research paper, and critical analyzes over varying literary genre including film. Students will be given the tools to encounter the composition process with confidence.

Students must have passed both English 10 and Advanced English 11 with a minimum of a “C” average. Otherwise, permission to enroll may be granted after an appeal to the instructor with faculty recommendations. (NPHS)

COURSE OBJECTIVES/COMPETENCIES
A. Course Objectives
   1. To provide sufficient practice in writing clear, coherent, effective essays according to commonly accepted standards of usage and mechanics.
   2. To develop new ideas, clearer insights, deeper thinking, and a more extensive vocabulary through reading and discussion so that writing and sentence structure will improve.
   3. To meet one of the college-wide objectives of General Education: the development of the ability to use written English with clarity and precision.

B. Course Competencies
   1. Analyze and write for an audience.
   2. Identify and apply the purpose of writing.
   3. Select appropriate subjects.
   4. Collect information/ideas.
   5. Order information.
   7. Write essays.
   8. Revise essays.
   10. Utilize basic research-related skills. (MPCC)

Writing is a complex activity that overlaps with the development of reading and thinking skills. It is dependent, as well upon the writer acquiring the discipline to apply his or herself to the process of writing and to gather a body of knowledge and insight that is worthwhile to communicate. Students will be able to:
   1. demonstrate mastery in all Nebraska Reading and Writing Standards.
   2. write clearly and express ideas effectively in graceful prose.
3. demonstrate competency in the conventions of English: spelling, grammar, usage, sentence structure, and diction.
4. write essays which display a mastery of the six trait writing model: ideas, organization, diction, sentence structure, voice, and conventions.
5. locate, evaluate and use primary and secondary resources of research, both print and electronic, and to cite those sources correctly and clearly.
6. internalize the process of writing by developing a personal method for writing effectively while understanding the process of revision.
7. analyze the strategies of professional authors in regard to audience, thesis, purpose, tone, methods of support and organization, rhetoric, and logic.
8. utilize the strategies mentioned in number seven above. (NPHS)

COURSE OUTLINE
At the conclusion of this course, the student will be able to:

A. Analyze an Audience
   4. Recognize and value the importance of an audience to the writer.
   5. Identify, address and meet readers’ needs.

B. Identify the Purpose of Writing
   1. Distinguish among various purposes of writing (such as reflective, informative, and argumentative).
   2. Select appropriate primary purpose for a piece of writing.
   3. purpose(s) as needed. Select secondary

C. Select Appropriate Subject
   1. Read and discuss model/sample essays
   2. Identify topics which range from those of personal interest/importance to narrative and analytical.
   3. Narrow/limit subjects to a breadth appropriate to assignment.

D. Collect Information/Ideas
   1. Demonstrate skills in collecting information/ideas.
   2. Employ prewriting strategies, such as brainstorming, clustering, free writing.
   3. Evaluate adequacy of information/ideas.

E. Order Information
   1. Demonstrate skills in organizing (ordering) information.
2. Recognize organizational patterns (such as inductive, deductive, chronological, spatial, emphatic).

3. Select appropriate organizational patterns for essays.

4. Recognize rhetorical modes/thinking patterns such as:
   a. description
   b. narration
   c. exposition (e.g. definition, cause-effect, comparison/contrast, process analysis, illustration, classification).
   d. argumentation/persuasion

5. Select rhetorical/thinking patterns appropriate to the development of essays.

F. Formulate Thesis/Purpose/Organizational Statements
   1. Formulate thesis/purpose/organizational statements.
   2. Identify desired focus of essays.
   3. Orient readers through thesis/purpose/organizational statements to the direction of essays.

G. Write Essays
   1. Create appropriate introductory paragraph(s)
   2. Compose supporting paragraphs related to thesis/purpose/organizational statements.
   3. Select details to clearly and logically support thesis/purpose organizational statements.
   4. Provide closure to essays through use of conclusions, summaries or other appropriate techniques.

H. Revise Essays
   1. Evaluate essay drafts in terms of selected purposes.
   2. Revise essays as needed to accomplish their selected purposes.
   3. Appraise the extent to which essays are likely to satisfy the anticipated needs of identified audiences.
   4. Revise essays as needed to meet audience needs.
   5. Assess alternative methods of ordering information.
6. Evaluate transitional devices used in essays.
7. Revise essays as needed to most effectively organize information.
8. Identify information/ideas which support the point of essays.
9. Revise essays as needed to eliminate unnecessary information/ideas and/or to add needed information/ideas.

I. Edit essays
1. Evaluate essays according to commonly accepted standards of usage and mechanics.
2. Rewrite essays as needed to correct inappropriate deviations from these standards.

J. Utilize basic research-related skills
1. Conduct primary and secondary research appropriate to the topic and purpose of an essay.
2. Synthesize, integrate, and analyze ideas of others into an essay.
3. Utilize appropriate stylistic conventions (MLA, APA, etc.) for formatting and documenting research within essays.

SPECIFIC COURSE REQUIREMENTS
A. General Requirements
1. In order to receive a passing grade for English 1010, students must complete sufficient work assigned by their instructors to earn a course grade of “C” or better.
2. To ensure that this objective is met, a minimum grade of “C” in English 1010 is required to qualify for transfer.

B. Other Requirements as Determined by Instructor/College

METHODS OF PRESENTATION/INSTRUCTION
Instructors should make use of varied pedagogical techniques, including several of the following: lecturing, small and large discussion groups, collaborative projects, peer response groups, journaling, conferencing, computer-aided instruction, and interactive elements/methods.
METHODS OF EVALUATION
Course grades will be based on class and group participation, daily work, revisions, final drafts, and/or portfolio. Instructors will distribute and discuss evaluation and grading policies with their students at the beginning/during the term. (MPCC)

ASSESSMENT OF LEARNER OUTCOMES:

Grading and Evaluation:
100-93=A
92-86=B
85-78=C
77-70=D

100-96=A+
95-90=A
89-86=B+
85-80=B
79-76=C+
75-70=C
69-66=D+
65-60=D
59-0=F

Essays-------------------------------50%
Journals-----------------------------20%
Presentations----------------------20%
Tests and quizzes-------------------10%

COMPOSITION GRADING CRITERIA:

A: Strong and clear thesis

Strong organization, suited to topic, purpose, and audience

Strong, clearly relevant development and connections to thesis

Scholarly research where necessary; proper documentation

Strong and appropriate diction for subject, audience, and purpose

Strong and logical transitions throughout

Few (5-7) or no grammatical errors

B: Clear thesis
Organization which is suited to topic, purpose, and audience

Clearly relevant development and connections to thesis

Accurate research where necessary; proper documentation

Mostly strong and logical transitions

**Few and minor grammatical errors**

C: Recognizable thesis

Organizational pattern observed in majority of the essay

Mostly relevant development of supporting points

Superficial research; mostly proper documentation

Few errors in diction

Logical transitions

**Few serious grammatical errors, meaning clear**

D: Weak thesis

Broken organization

Mostly inadequate or irrelevant development; abandoned thesis

Serious errors in research interpretation, application and/or documentation

Many errors in diction or weak diction

Weak, inappropriate, or missing transitions

**Serious grammatical errors**

F: No thesis

No organization

 Totally unrelated or no development

No research where research is required or totally incorrect interpretation,
BEHAVIORAL OBJECTIVES:
1. Be inside the classroom before the tardy bell stops ringing. Punctuality is expected. **Tardy policy:** 1st offense will be a freebie, and you will receive a verbal warning. 2nd offense will be a 15 minute detention and your parents will be notified. The detention time will double if you skip. 3rd offense will be a 30 minute detention, parent notification and an office referral if you skip. 4th offense will be an office referral. **Typically students who choose to enroll in this class are here to PREPARE themselves for success at the collegiate level.**
2. Refrain from bringing food or drink into the classroom. However, you may bring bottled water. Use the restroom during passing time—NOT during this class. I do not give passes to the restroom.
3. Bring a loose leaf notebook with theme paper, blue or black pens, **mechanical pencils ONLY,** and your text everyday. I do not supply pens, pencils, paper, or extra texts. I will not give locker passes to students to retrieve forgotten materials.
4. Please follow this format: All essays will be computer generated. Use Times New Roman and 12 size font, double-space all typed materials, use 1 inch margins on all sides. Your research paper will be produced according to the MLA manuscript form. Do not forget to include a title page for final drafts. Be sure to properly date everything including your journal entries.
5. Pay attention to the instructor and your fellow students. Listen attentively be respectful at all times. Participate in sharing your writing, class discussions, peer editing, and activities. Also, take notes whenever the instructor is lecturing. You will need the notes to complete the writing assignments correctly. Journal as instructed.
6. Complete and submit all reading and writing assignments on time. A loss of 5 points will be assessed for assignments not handed in the class period they are due. A loss of 10 points will be assessed for assignments late by one school day, a loss of 20 points for 2 days, and continues from there. No late papers will be accepted for a grade during the last week of a term. **Please hand work in on time—be responsible.** A note from your parent/guardian, which acknowledges the awareness of the late assignment **must** be attached to the late work.
7. Communicate with me if there are any problems. I will listen and compromise when applicable. **Be respectful at all times.**
8. Please turn off cell phones and put them away during class.
9. Plagiarism will not be tolerated. Any student who plagiarizes will receive a “0” for the assignment. Your parents and the administration will be notified. I expect you to be honest, ethical writers. Students must follow the MLA format unless otherwise instructed.

REQUIRED TEXT AND MATERIALS:
*Dictionary
*Thesaurus
*Handouts provided by instructor
*Print off or bookmark the MLA guidelines from: http://owl.english.purdue.edu/owl/resource/557/01/

ATTENDANCE AND MAKEUP REQUIREMENTS:
I adhere to the attendance policy at NPHS. Students placed on “No Credit” status who do not complete assigned work will not receive credit.
Students are responsible for notifying me in advance of a planned absence. In the event of illness, you are responsible for obtaining notes from a fellow student. You are also responsible for seeing me to get other materials or complete work that was completed during class—such as journal prompts, tests, quizzes, etc. All work must be made up according to school policy time limits.

DISCLAIMER:
This syllabus is not a contract and the instructor retains the right to make changes in the course’s schedule, policies and requirements as necessary so long as those changes are consistent with the policies of the North Platte Public Schools and do not affect transferability. (NPHS)

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract and the instructor retains the right to make changes in the course’s schedule, policies, and requirements as necessary so long as those changes are consistent with the policies of MPCC and do not affect transferability. Material from this class may be used for English course assessment.

Questions regarding the syllabus are welcome any time.

Withdrawal from Class:
Students must complete the withdrawal form with the Registration office if they stop attending class. Students who do not formally withdraw will receive an “F” or other appropriate letter grade. The Registrar’s number is 535-3775.
**Students with Disabilities:**

"Mid-Plains Community College is committed to providing a discrimination-free environment for its students with disabilities. Students with learning or physical disabilities are encouraged to request assistance from Sherry Mihel (535-3710) or Sherry French (535-3706) on the South Campus; Robin Rankin (535-3637) on the North Campus; or Brandon Lenhart (345-8128) on the McCook Campus" (MPCC)

**INSTRUCTOR INFORMATION:** I have a Bachelor of Science in Education degree with endorsements in English and Health for grades 7-12 from Chadron State College. I also have a Master of Science in Education with an emphasis in Secondary English degree from Chadron State College. I have currently added 9 more hours of graduate level English from Chadron State College to my credentials. I have as a goal to add a total of 18 hours. I have also completed 30 hours of instruction in English Literature and Composition from the 2006 Advanced Placement Teacher Training Institute from the University of Nebraska Omaha.

I taught 9-12 English and 7-12 Health for six years at Cody-Kilgore Unified Schools. While there I coached speech and cheerleading, and directed one-act plays and musicals. I then taught for 5½ years on the Rosebud Indian Reservation. I taught junior and senior English at St. Francis Indian School and as an adjunct taught Composition I and II at Sinte Gleska University. I also served as Director of Student Support Services for 1 year while at Sinte Gleska University. I also taught Composition I and II as an adjunct for North East Community College at the Ainsworth site for 1 year. I am currently in my 4½ year at North Platte High School where I teach Composition I and II (dual credit) as well as AP Literature and Composition.
TENTATIVE SCHEDULE

SEMESTER ONE/ENGL 1010

Orientation---------------------------------------------------------------Aug. 20
Grammar and Usage Pretests------------------------------------------Aug. 24-28
Narrative Essay: telling a story---------------------------------------Aug. 28-Sept. 4
750 words---2-3 pages
Descriptive Essay: writing with your senses-----------------------Sept. 4-11
750 words---2-3 pages
Example Essay: pointing to instances-----------------------------Sept. 11-18
750 words---2-3 pages
Comparison/Contrast Essay: setting topics side by side--------Sept. 18-25
750 words---2-3 pages
Cause/Effect Essay: explaining why-----------------------------Sept. 25-Oct. 2
750 words---2-3 pages
Process Analysis Essay: explaining step by step-----------------Oct. 2-9
750 words---2-3 pages
(Presentations—Oct. 12-15)
Problem/Solution Essay: identify and solve problem--------Oct. 16-23
1000 words---3-5 pages
Persuasive Essay: assertion with logic and proof----------------Oct. 23-30
1000 words---3-5 pages
(Presentations---Nov. 2-5)
Research Paper: analyze, evaluate, and document-----------Nov. 6-Dec. 7
5000 words--10-12 pages
(Presentations—Dec. 8-11)
Watch “Taming of the Shrew”—write a film analysis--------Dec. 14-17
500 words---1-2 pages
Prepare and complete exam-----------------------------------------Dec. 17-18

I will adjust the schedule as needed. Please adhere to due dates---be responsible and mature. I am available before and after school. If you make an appointment with me—be there. My email address at school is jmiller@nppsd.org.
Enrollment: 10 high school credit hours/3 college credit hours
2010-2011 school year
Room 2105
Monday-Friday
Period 1--8:00-9:37 (Mon., Thur.) 8:00-8:32 (Wed.)
Period 3—9:43-11:20 (Mon., Thur.) 8:36-9:06 (Wed.)
Period 5—12:07-1:44 (Mon., Thur.) 10:18-10:48 (Wed.)
Period 6---12:07-1:44 (Tue., Fri.) 10:52-12:20 (Wed.)
North Platte High School
1220 W. 2nd St. North Platte, NE. 69101

Telephone: NPHS: (308) 535-7105
Email: jmiller@nppsd.org

Class Begins: January 3, 2011
Class Ends: May 12, 2011
Last Day to Drop: January 28, 2011

Instructor: Jean E. Miller
Office Hours: 7:30 a.m. to 3:45 p.m. or by appointment
Planning: 1:50-3:27 p.m. (Mon., Thur.) 12:26-12:57 (Wed.)

Catalogue Description
ENGL 1020
Introduction to Literature

Prerequisite: Reading/writing skills at ENGL 1010 level or its equivalent.

This survey course introduces students to the major genres and conventions associated with literature including fiction, poetry, and drama. By employing critical reading/thinking skills and analytical and creative writing skills, students will understand literature more fully. The course exposes students to a range of authors representing a variety of cultural and ethnic backgrounds.

3.0 semester hours/4.5 quarter hours (MPCC)

Course Goals/Objectives/Competencies

B. Goals/Objectives: Through reading the works of recognized authors from a variety of critical perspectives, (e.g., formalist, reader-response, biographical, feminist, historicist, postcolonial and deconstructionist), the student will:
1. Demonstrate knowledge of the forms and characteristics of literary genre.

2. Analyze literary selections on basis of narrator, setting, tone, organization, symbolism, figurative language, theme, point of view and diction.

3. Respond to questions raised by readings and discussion.

4. Identify similar themes in different selections and discuss how the respective authors relate their unique life views representing diverse backgrounds and traditions in literature.

5. Demonstrate the ability to use literary terminology to discuss selections and to cite source material to support a critical opinion about a selection.

6. Discuss how form affects the reader’s response.

7. Realize the importance of literature as a mirror of human experience, reflecting human motives, conflicts, and values.

8. Develop habits that promote reading throughout life.

B. COMPETENCIES

At the end of the term, the student will be able to:

11. Define literature, its cultural importance and historical significance;

12. Recognize how literature can give new insights into life;

13. Appreciate and discuss literature on a mature level;

14. Identify the various genres of literature and their components;

15. Critically analyze and interpret technical aspects of literary works;
16. Produce oral and written analyses which demonstrate critical thinking, reading, writing;

17. Use appropriate manuscript and/or research conventions. (MPCC)

**Instructional Methods:** I stress class participation heavily; make sure you read the material **before class** and are ready to participate in class discussions. If it is clear the class is not doing the reading, I will implement **daily** quizzes. There will be occasional videos and the possibility of attending a performance for bonus points. The student will be expected to present some of their writing as well as share some journal entries. There will be tests and quizzes as necessary.

**Course Requirements:**
There are multiple written assignments and essay exams, all of which must be documented and in essay format. This class consists of extensive reading and analysis of the reading. The novel analysis will consist of documentation of professional analysis, quotations, and a works cited page. Students will also do a short research paper on an author, playwright, or poet also with quotations, documentation, and a works cited page. Students will write several abstracts on assigned articles which will also consist of quotations and citations. (NPHS)

**INSTRUCTIONAL MATERIALS**

A. Suggested texts [This list should be reviewed annually. The literary works to be studied in ENGL 2100 will come from the list of texts which follows, but the instructor, at her/his discretion, may choose additional selections and/or primary works.]

9. Literature: the Evolving Canon
10. Literature: An Introduction to Fiction, Poetry, and Drama
11. Responding to Literature
12. Literature: Structure, Sound, and Sense
13. Literature – the Human Experience
14. Writing About Literature
15. Norton Introduction to Literature
16. Discovering Literature
17. Literature – Reading and Responding
18. The McGraw-Hill Introduction to Literature
19. Literature and Its Writers

C. Supplemental hand-outs, video materials, etc. – to be supplied by instructor.

D. Outside reading/research required: determined by instructor.
REQUIRED TEXT AND MATERIALS:
2. Dictionary
3. Thesaurus
4. Handouts provided by instructor
5. You will also need a computer disk or a similar device and a separate, inexpensive three-ring notebook in which to organize your assignments and handouts.
6. You should also bookmark or print off the MLA guidelines from [http://owl.english.purdue.edu/handouts/research/r_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html) for format reference for your assignments: quoting, documentation, works cited, etc. **(NPHS)**

COURSE OUTLINE (chronology may vary):

A. Genres
   1. Fiction
   2. Poetry
   3. Drama
   4. Memoir (optional)

B. Skills
   4. Written and oral critical analysis
   5. Application of manuscript and research conventions
   6. Usage of literary terminology

SPECIFIC COURSE REQUIREMENTS

Content and schedule determined by instructor.

METHOD OF PRESENTATION

Instructors should make use of varied pedagogical techniques, including several of the following: lectures, small and large discussion groups, collaborative projects, research, peer response, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multi-media, and field trips.
METHODS OF EVALUATION
Course grades, at the determination of instructor will be based on class and group participation, daily work, exams, presentations, projects, papers, and/or a portfolio. Instructor will distribute and discuss evaluation and her/his grading policies with students at the beginning of each term. (MPCC)

ASSESSMENT OF LEARNER OUTCOMES:

Grading and Evaluation:
100-93=A
92-86=B
85-78=C
77-70=D
(NPHS)

100-96=A+
95-90=A
89-86=B+
85-80=B
79-76=C+
75-70=C
69-66=D+
65-60=D
59-0=F
(MPCC)
Essays--------------------------50%
Journals-------------------------20%
Presentations-------------------20%
Tests and quizzes---------------10%

*****Grading/Evaluation: Late assignments: If assignments are handed in after the due date, they will be downgraded a letter. This means that your highest possible grade is an 85. If any assignment is a week late (three class days), it will not be accepted and will be entered as a 0.*****

Make-up Quizzes/Tests must be completed within three class periods unless a valid reason is presented.

Behavioral Objectives:
1. Be inside the classroom before the tardy bell stops ringing. Punctuality is expected. Tardy policy: 1st offense will be a freebie, and you will receive a verbal warning. 2nd offense will be a 15 minute detention and your parents will be notified. The detention time will double if you
skip. 3rd offense will be a 30 minute detention, parent notification and an office referral if you skip. 4th offense will be an office referral.

**Typically students who choose to enroll in this class are here to PREPARE themselves for success at the collegiate level.**

2. Refrain from bringing food or drink into the classroom. However, you may bring bottled water. Use the restroom during passing time—NOT during this class. I do not give passes to the restroom.

3. Bring a loose leaf notebook with theme paper, blue or black pens, **mechanical pencils ONLY**, and your text everyday. I do not supply pens, pencils, paper, or extra texts. I will not give locker passes to students to retrieve forgotten materials.

4. Please follow this format: All essays will be computer generated. Use Times New Roman and 12 size font, double-space all typed materials, use 1 inch margins on all sides. Your research paper will be produced according to the MLA manuscript form. Do not forget to include a title page for final drafts. Be sure to properly date everything including your journal entries.

5. Pay attention to the instructor and your fellow students. Listen attentively be respectful at all times. Participate in sharing your writing, class discussions, peer editing, and activities. Also, take notes whenever the instructor is lecturing. You will need the notes to complete the writing assignments correctly. Journal as instructed.

6. Complete and submit all reading and writing assignments on time. A loss of 5 points will be assessed for assignments not handed in the class period they are due. A loss of 10 points will be assessed for assignments late by one school day, a loss of 20 points for 2 days, and continues from there. No late papers will be accepted for a grade during the last week of a term. Please hand work in on time—be responsible. A note from your parent/guardian, which acknowledges the awareness of the late assignment must be attached to the late work.

7. Communicate with me if there are any problems. I will listen and compromise when applicable. Be respectful at all times.

8. Please turn off cell phones and put them away during class.

9. Plagiarism will not be tolerated. Any student who plagiarizes will receive a “0” for the assignment. Your parents and the administration will be notified. I expect you to be honest, ethical writers. Students must follow the MLA format unless otherwise instructed.
REQUIRED TEXT AND MATERIALS:
2. Dictionary
3. Thesaurus
4. Handouts provided by instructor
5. You will also need a **computer disk** or a similar device and a separate, inexpensive three-ring **notebook** in which to organize your assignments and handouts.
6. You should also bookmark or print off the **MLA guidelines** from [http://owl.english.purdue.edu/handouts/research/r_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html) for format reference for your assignments: quoting, documentation, works cited, etc.

Attendance and Make-up Requirements:
I adhere to the attendance policy at NPHS. Students placed on “No Credit” status who do not complete assigned work will not receive credit.

Students are responsible for notifying me in advance of a planned absence. In the event of illness, you are responsible for obtaining notes from a fellow student. You are also responsible for seeing me to get other materials or complete work that was completed during class—such as journal prompts, tests, quizzes, etc. All work must be made up according to school policy time limits.

Disclaimer:
This syllabus is not a contract and the instructor retains the right to make changes in the course’s schedule, policies and requirements as necessary so long as those changes are consistent with the policies of the North Platte Public Schools and do not affect transferability. *(NPHS)*

Withdrawal from Class:
Students must complete the withdrawal form with the Registration office if they stop attending class. Students who do not formally withdraw will receive an “F” or other appropriate letter grade. The Registrar’s number is 535-3775.

**Disclaimer:** This syllabus is not a contract and the instructor retains the right to make changes in the course’s schedule, policies, and requirements as necessary so long as those changes are consistent with the policies of MPCC and do not affect transferability. Any material generated by the class may be used for evaluation of the English program. *(MPCC)*
"Mid-Plains Community College is committed to providing a discrimination-free environment for its students with disabilities. Students with learning or physical disabilities are encouraged to request assistance from Sherry Mihel (535-3710) or Sherry French (535-3706) on the South Campus; Robin Rankin (535-3637) on the North Campus; or Brandon Lenhart (345-8128) on the McCook Campus" 

INSTRUCTOR INFORMATION: I have a Bachelor of Science in Education degree with endorsements in English and Health for grades 7-12 from Chadron State College. I also have a Master of Science in Education with an emphasis in Secondary English degree from Chadron State College. I have currently added 9 more hours of graduate level English from Chadron State College to my credentials. I have as a goal to add a total of 18 hours. I have also completed 30 hours of instruction in English Literature and Composition from the 2006 Advanced Placement Teacher Training Institute from the University of Nebraska Omaha.

I taught 9-12 English and 7-12 Health for six years at Cody-Kilgore Unified Schools. While there I coached speech and cheerleading, and directed one-act plays and musicals. I then taught for 5 ½ years on the Rosebud Indian Reservation. I taught junior and senior English at St. Francis Indian School and as an adjunct taught Composition I and II at Sinte Gleska University. I also served as Director of Student Support Services for 1 year while at Sinte Gleska University. I also taught Composition I and II as an adjunct for North East Community College at the Ainsworth site for 1 year. I am currently in my 4½ year at North Platte High School where I teach Composition I and II (dual credit) as well as AP Literature and Composition.
TENTATIVE SCHEDULE

SEMESTER TWO/ENGL 1020

Novel Selection and Professional Analysis------------------------Jan. 4
Journal Writing Over Novel--------------------------------------Jan. 5-8
Definition Essay: identifying basic characteristics-------------Jan. 8-15
750 words---2-3 pages
Article and Abstract Writing: summarizing and responding----Jan. 15-22
500 words---1 page

(Group share of articles---January 22)
Journal Writing Over Novel--------------------------------------Jan. 25-26
Division or Analysis Essay: separating into parts-------------Jan. 26-29
750 words---2-3 pages
Journal Writing Over Novel--------------------------------------Febr. 1-2
Poetry Analysis of 2 poems-------------------------------------Febr. 2-12
500 words---1 page on each poem
Journal Writing Over Novel--------------------------------------Febr. 15-19
Complete Novel Reading and Write Analysis---------------------Febr. 22-26
1000 words---3-5 pages

(Presentations---March 1-4)
Article and Abstract Writing-----------------------------------Mar. 5-12
500 words---1 page

(Group share of articles---March 12)
Short Story Analysis of 2 short stories-------------------------Mar. 12-26
500 words---1 page on each short story
Article and Abstract Writing-----------------------------------Mar. 26-Apr. 2
500 words---1 page
Research an American Author or playwright-------------------Apr. 2-9
500 words---1-2 pages
Watch film—write a film analysis-------------------------------April 12-16
500 words---1-2 pages
Watch 2nd film—write a film analysis--------------------------Apr. 19-23
500 words---1-2 pages
Comparison/Contrast Essay: of the two films-------------------Apr. 26-30
750 words---2-3 pages
Prepare andComplete Exam-------------------------------------May 3-7
Class Closure---------------------------------------------------May 10-12

I will adjust the schedule as needed. Please adhere to due dates—be responsible and mature. I am available before and after school. If you make an appointment with me—be there. My email address at school is jmiller@nppsd.org.