ENGL 112 (Hybrid)
English Composition II
Early Fall Session 15/11
August 17 – October 10, 2015

Course Description

Continued practice of expository writing applied to literary analysis of fiction, drama, and poetry culminating in a research paper.

Prerequisite: Grade of C or better in ENGL 111

Class Day and Time: Wednesday, 5:30 pm – 8:30 pm (Fort Stewart)

This is a hybrid course which is defined as an online course supported by a weekly in-seat class. Our class will consist both in-seat and online instruction through various resources, discussion and homework. Please note that we will meet every week, unless otherwise noted.

You are expected to attend every class. If you know prior to the beginning of the session that you will miss more than one in-seat class, it is strongly recommended that you wait to take this course at another time.

The online portion of our course is located in D2L. You will access the course through CougarTrack.

Textbooks


ISBN: 978-0-393-92339-1

Textbooks for the course may be ordered from MBS Direct:

- online at [http://direct.mbsbooks.com/columbia.htm](http://direct.mbsbooks.com/columbia.htm)
- by phone at 800-325-3252

For additional information about the bookstore, visit [http://www.mbsbooks.com](http://www.mbsbooks.com).

Course Overview

This is the class in which you will learn to research, using literature as a focus, and then use that research in a paper that will synthesize and analyze the work and the research information. You will read works from several different genres – short stories, poetry, and plays. You will look at the literary work from several perspectives:

- When was it created and what does it reflect about that time?
- Who created the work and how is it reflective of what we know about the author?
What did the work say to contemporary readers when it was published?
What does it say to readers today?
How does your own experience affect your reading of the work?

You will learn new skills in critical analysis and writing and develop those you already have. Over the course of the eight weeks, you will write several short papers (4-5 pages) and one major research paper, which will be developed in incremental steps over several weeks.

**Technology Requirements**

Participation in this course will require the basic technology for all online classes at Columbia College:

- A computer with reliable Internet access,
- A web browser,
- Acrobat Reader,
- Microsoft Office or another word processor such as Open Office.

You can find more details about standard [technical requirements](#) for our courses on our site.

**Course Objectives**

The objective of this course is for students to learn the interrelated skills of engaged reading, analytical thinking, and argumentative writing that are essential to college level research through close engagement with literary texts.

**Measurable Learning Outcomes**

- Select and limit topics for composition as assigned.
- Maintain coherence through written assignments by formulating a clear thesis, topic sentences, and transitional phrases, as well as effectively organizing evidence.
- Differentiate among genres of literature, explain complex literary themes, and critically evaluate ideas in the context of literature.
- Write about assigned readings, using literary terminology as appropriate; demonstrate comprehension of non-literal expression such as metaphor; in class recitation and writing; assess and criticize one’s own writing and the writings of others.
- Recognize and practice effective sentence structures such as subordination, coordination, parallelism, and active voice.
- Recognize and correct "basic writing errors" such as fragments, fused sentences, dangling modifiers, spelling errors, incorrect punctuation, and errors in agreement, reference and tense.
- Write effective sentences that reflect an awareness of the power of words, by such means as varied sentence structure, precise idiom and appropriate diction, and strong verbs.
- Revise consciously, effectively, and thoroughly, emphasizing organizational clarity, high standards of evidence, and sentence-level correctness.
### Grading

#### Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>900 – 1000</td>
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<tr>
<td>B</td>
<td>800 – 899</td>
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<tr>
<td>C</td>
<td>700 – 799</td>
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<tr>
<td>D</td>
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<td>60-69%</td>
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#### Grade Weights

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<tr>
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<tr>
<td>Essays (Online)</td>
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<tr>
<td>Midterm Exam (In Class)</td>
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<tr>
<td>Final Exam (In Class)</td>
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### Schedule of Graded Assignments

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<th>Due In-Seat</th>
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<td></td>
<td>Plagiarism Tutorial Quiz</td>
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<tr>
<td>2</td>
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<tr>
<td></td>
<td>Quiz 1</td>
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<tr>
<td>3</td>
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### Assignment Overview

#### Readings (Before Class)

All readings and lectures review should be completed **prior** to coming to the in-seat portion of class. You should utilize the information from the readings and incorporate it into all assignments within the course.

#### Plagiarism Tutorial and Quiz

You must complete the plagiarism tutorial and quiz in Week 1 before the Dropbox area will be available to you to post your writing assignment.

#### In Class Activities

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

#### Discussions (Online)

While they are not graded, they are intended to help you formulate your opinions, thoughts, and ideas between in-class sessions. Discussions are an integral part of this course and will assist you in better understanding the topics in the course. Discussion activities are designed to help extend your learning into the real world and bridge the gap between theory and practice.

Discussion topics will be based on the chapter material defined in the weekly course schedule. You are encouraged to interact with your classmates in all discussions. Additional online discussion topics may be introduced as needed. Participation in all discussions will improve performance on homework and the Final Exam.

Conventions of “netiquette” (online etiquette), which include courtesy to all users, will be observed online and the equivalent will be observed in the classroom setting. While these discussions are not graded, they are opportunities for you to formulate your thoughts prior to class, share your progress on your Research Paper, and get feedback from classmates between in class sessions.

#### Dropbox Assignments

Over the course of the eight weeks, you will complete smaller sections of your Final Research Paper.

- Week 3: Finding and Evaluating Sources
- Week 4: Narrowing your Topic and Drafting a Thesis
- Week 5: Annotated Bibliography

These assignments will be discussed during the In-Class portion of the course, but must be submitted to the appropriate Dropbox folder **by 11:59 pm CT on Sunday of the appropriate week.**

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<th>In Class Activity 7</th>
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<td></td>
<td>Essay 3</td>
<td>200</td>
<td>Wednesday</td>
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Essays

Of course, the heart of this course is about writing! You will write several shorter papers and one long research paper on a book of your choosing in this course.

Short Story
You will write a shorter paper (3-5 pages, 800-1200 words, 12 pt. New Times Roman) on a short story in week 3.

Short Paper
In Week 6, you will write a brief analysis of one point from your Final Research Paper. You will be able to utilize this in your Final Research Paper.

Research Paper
In Week 8, you will write a longer research paper (8-12 pages), which you will develop through a series of shorter writing assignments that you submit to the Dropbox area over the course of the session.

- Week 3: Finding and Evaluating Sources
- Week 4: Narrowing your Topic and Drafting a Thesis
- Week 5: Annotated Bibliography
- Week 6: Short Paper (first draft)
- Week 8: Final Paper

Your Final Research Paper must be submitted to the appropriate Dropbox folder by 11:59 pm CT on Wednesday of Week 8.

Quizzes (Online)
You will complete 4 short quizzes on elements of effective sentence structure. Much of this should be review of what you have learned in the past, but it should also help you improve your writing. There will be 10 items on each quiz. You may take the quiz again until you master it.

Quizzes must be completed by 11:59 pm CT on Sunday of the appropriate week.

Midterm and Final Exam (In Class)
These exams will test knowledge gained from the texts and viewings assigned in class. Both exams will include essay questions about a piece of literature. Exams are not open for review, meaning that you will not be allowed to look over your exam after you’ve taken it. Both exams have a 2 hour time limit. You will not be allowed to use any outside resources during the exams.

The Midterm and Final Exams will be given during Week 5 and 8 respectively during the In Class session of this course.

Course Schedule

Week 1: Introductions; Short Stories

Readings (Before Class)
The Norton Introduction to Literature:
- “Fiction: Reading, Responding, Writing” 12-33
- Poe, “The Cask of Amontillado” p. 107
- Melville, “Bartleby the Scrivener,” p. 372
- “Critical Approaches,” pp. 1303-1332
Handbook

- “Research Strategy.” Section 50-53 (pp. 311-371). Information on the research process.
- “Reading and Writing about Literature.” Section 56 (377-386).

Plagiarism Tutorial and Quiz (Online)

Complete the plagiarism tutorial and take the quiz. You will not be able to post any assignments to the Dropbox area until you do. It should take you about 20 minutes to complete the tutorial and quiz, so plan to complete it early in the week, before you begin working on the short story analysis.

In Class Activity 1 and 2

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Week 2: Analyzing the text

Readings (Before Class)

The Norton Introduction to Literature:

- Chopin, “The Story of an Hour,” p. 277
- Gilman, “The Yellow Wallpaper,” p. 307
- Faulkner, “A Rose for Emily,” p. 298

In Class Activity 3

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Dropbox 1 (Online)

Choose one of the short stories in The Norton Introduction to Literature (other than the one by Poe or Melville) to use as a focus for answering the following questions. I will expect at least a five-six sentence paragraph for each answer to the numbered questions.

Give details from the story to support your answers. Use the material in the reader on “Writing about Literature” as you do this assignment. This assignment is due by Thursday.

1. What can you tell about the narrator in this story? What effect does this narrator have on how we understand what is happening?
2. Choose one of the main characters of this story. What can we learn about this character from the details given in the story? Does the character change from the beginning to end of the story? Is this a positive or negative character— and how do you know this from the story? Give details.
3. What role does the setting play in this story? What can you say about how it furthers the plot or the effect on the reader? What are the details that allow you to "see" one of the scenes in this story?
4. What is the conflict or tension in this story, and how is it resolved by the end? Are all the reader's questions answered or are we left wondering what happens next?
5. Poe said that short stories were to create an effect. What is the effect of this story and how does the author create it? Be sure to provide supporting details.

Quiz 1 (Online)

This quiz will ask you to distinguish between a phrase and a dependent clause. Review pp. 188-192 in the Handbook.
Your quiz is **due by 11:59 pm CT on Sunday.**

**Week 3: Poetry**

**Readings (Before Class)**

_The Norton Introduction to Literature:_
- Heaney, "Mid-Term Break," p. 687
- Hopkins, "Spring and Fall," p. 606
- Roethke, “My Papa’s Waltz,” p. 552

**In Class Activity 4**

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

**Essay 1 (Online)**

Choose a short story from the reader, _The Norton Introduction to Literature_, (NOT one of the 5 we have already read) and analyze this story in a 3-5 page paper. You may choose the story you used in the Short Story Analysis Questions Assignment. Be sure to narrow your focus to only one of the different ways of looking at the piece of literature. **You are to use no outside sources in this essay, just the story itself.** You should format this essay in MLA format, and provide a works cited page that lists the story.

Submit your analysis to the appropriate Dropbox folder **by 11:59 pm CT on Sunday.**

**Dropbox 2 (Online)**

Two criteria you may use for evaluating sources are the validity and the relevance of the source to your topic. Read pp. 338-349 in the _Handbook_ to learn more about what makes a source valid. **Find one source in the library database on your book.** Cite it and tell us why you would consider it valid. **Find a source online.** Cite the source accurately, and then tell us why you think this source would or would not be considered valid.

Submit your response to the appropriate Dropbox folder **by 11:59 pm CT on Sunday.**

**Quiz 2 (Online)**

In this quiz, you will be asked to distinguish between main (independent) and subordinate (dependent) clauses. For a review, see pp. 191-192 in the _Handbook._

Your quiz is **due by 11:59 pm CT on Sunday.**

**Week 4: More Poetry**

**Readings (Before Class)**

_The Norton Introduction to Literature:_
- Browning, "My Last Duchess," p. 667
- Donne, "The Flea," p. 526
- Frost, “The Road not Taken,” p. 683

**In Class Activity 5**

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.
Dropbox 3 (Online)
We are preparing for our mid-term exam, which will include a poem to analyze in an in-class essay. In order to practice this analysis, choose a poem from our text, and answer the following questions with a well-developed answer for each question giving examples from the text.

1. What is the poem about? Describe the action of the poem.
2. Who is the speaker of the poem? It is not the author necessarily. What can you tell about the speaker from the poem?
3. What is the organization of the poem? Look at lines, stanzas, sentences, and/or rhyme schemes. How does that affect the meaning of the poem?
4. How is language used in this poem? Do you find metaphors, analogies, symbols, alliteration, figures of speech that carry connotations as well as denotations? (Connotations would be the suggested meaning as opposed to denotations which would be the literal meaning—see glossary for literary terms in The Norton.)
5. What do you have problems with or do not quite understand in this poem? Be as specific as possible, and look at what the section might possibly mean. (Hint: use a dictionary if a word isn’t clear; sometimes poets use a word or phrase with a different meaning than the common one)

You must submit this assignment to the appropriate Dropbox folder by 11:59 pm CT on Sunday.

Dropbox 4 (Online)
Now that you have decided on your focus for your paper, write a thesis sentence and a supporting paragraph. Be sure to bring your thesis sentence to class to share in a small group. As you review your classmates’ thesis statements, do you think their thesis is sufficiently narrow to reflect their perspective on the book?

Revise and post your final version to the appropriate Dropbox for review by 11:59 pm CT on Sunday.

Quiz 3 (Online)
In this quiz, you will be asked to identify different sentence patterns: simple, compound, complex and compound-complex. For a review, see pages 192-193 in the Handbook.

Your quiz is due by 11:59 pm CT on Sunday.

Week 5: Drama

Readings (Before Class)

The Norton Introduction to Literature:
- Glaspell, Trifles, p. 743

Dropbox 5 (Online)

Annotated Bibliography: Compile a list of five outside sources you can use for your final paper. Your novel does not count as one of these five. Four of your final five sources must be from the library database. If you have problems accessing this, please contact me for help.

The focus of this assignment is to make sure that you have selected valid and relevant sources and are citing correctly for the final paper. This list should have at least five sources in it, but you might want to include a few more just to make sure you have everything listed here. You are not limited to five outside sources. Write an annotation for each source that includes:

- a summary of the source
- why you think this is a valid source
- the relevance of the source: the type of information you will be using from it
Post your Annotated Bibliography is due to the appropriate Dropbox folder by **11:59 pm CT on Thursday**.

**Midterm Exam (In Class)**

The Midterm Exam will have you write an analysis of a poem. You will be provided with the poem and guidance on the essay when you sign in to the test. It will be drafted, revised and completed during the two hour test period.

The exam must be completed during the in-seat portion of class during **Week 5**.

**Week 6: More Drama**

**Readings (Before Class)**

*The Norton Introduction to Literature:*


**In Class Activity 6**

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

**Essay 2 (Online)**

You should be well on your way in writing your research paper by now. This assignment is for you to begin a preliminary draft of that final paper. This paper should be at least three pages (approx. 700 words) and use **two outside sources** from the library databases not including your novel.

After the introduction to your research topic and your thesis sentence, develop your first point. What do you want the reader to see about your book after he/she reads your essay? You will develop this much more in your final paper, but this should be a focused essay on at least one point you plan on making in your final paper. (If you change your mind and go in another direction, you will not be held to using this thesis, but for planning purposes, come as close as you can to what you think you are going to do in your final paper.)

This will require you to focus and narrow your thesis very strictly to something you can do in this limited amount of space. Instead of trying to make three or more points, focus on only one. You will use the analytical skills you have been developing in doing this paper. Find at least two sources that will help you develop that point.

Bring your draft to class for peer review. Then post your revised paper to the appropriate Dropbox folder by **11:59 pm CT on Sunday**.

**Quiz 4 (Online)**

In this quiz, you will be asked to resolve problems in usage by selecting the grammatically correct sentence structure. It will focus on punctuation of introductory elements, sentences, and correcting comma splices. Remember to use Smarthinking.com if you need additional help to understand the concepts.

Your quiz is **due by 11:59 pm CT on Sunday**.

**Week 7: Focus on Writing**

**Readings (Before Class)**

You will have no outside readings this week so that you can focus on completing your research paper.
In Class Activity 7
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Week 8: More Drama

Readings (Before Class)

The Norton Introduction to Literature:
- Hansberry, A Raisin in the Sun, p. 918.

In Class Activity 8
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Final Exam (In Class)
The Final Exam consists of several short essay questions regarding the three plays we have read. You will have two hours to complete it.

The exam must be completed during the in-seat portion of class during Week 8.

Essay 3 (Online)
This paper will contain your very best analysis of the work you choose. This is a stand-alone paper, showing the depth of your understanding and perceptions about this work. Again, make sure you focus on the work itself.

You may want to look at the structure of the work. (Can it be divided into more than one part? Are there two or three memorable scenes?) You may want to look at the characterizations in the book. (Did one character change throughout the work?) You may want to look at the influence of the book. (What changed as a result of its publication?) Anything that you have in your first paper may be used in this paper, as long as it is relevant to your thesis.

Your final research paper should include at least five sources. The paper will be graded on content, conventions, usage of in-text citations, and appropriate tone and language. The Works Cited page will be graded at the same time, and will be used to check the in-text citations.

Post your final paper to the appropriate Dropbox folder by 11:59 pm CT on Thursday.

Course Policies

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's Student Conduct Code and Acceptable Use Policy. Students violating these policies will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct and the Computer Use Policy for students can be found in the Columbia College Student Handbook. The Handbook is available online; you can also obtain a copy by calling the Student Affairs office (Campus Life) at 573-875-7400. The teacher maintains the right to manage a positive learning environment, and all students must adhere to the conventions of online etiquette.
Plagiarism

Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas, or expression of another in any form as your own is plagiarism. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the original author. For proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College.

Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.

All required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

A plagiarism tutorial is located in the content area of the D2L website. Additionally, work that was completed in a prior course and submitted in the current course will not be accepted.

Non-Discrimination

There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status.

Disability Services

Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Attendance Policy

Attendance for a week will be counted as having submitted a course assignment for which points have been earned during that week of the session or if the proctoring information has been submitted or the plagiarism quiz taken if there is no other assignment due that week. A class week is defined as the period of time between Monday and Sunday (except for Week 8, when the week ends in accordance with the campus end date). The course and system deadlines are all based on the Central Time Zone.

Email

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor. You may forward your Cougar email account to another account; however, the College cannot be held responsible for breaches in security or service interruptions with other email providers.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.
Late Assignment Policy

A hybrid class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next eight weeks. You must keep up with the schedule of reading and writing to successfully complete the class.

Course Evaluation

You will have an opportunity to evaluate the course near the end of the session. Course evaluations will open on Sunday of Week 5 and will remain open until Thursday of Week 7. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.

Additional Resources

Orientation for New Students

This course is offered online, using course management software provided by Desire2Learn and Columbia College. The Student Manual provides details about taking an online course at Columbia College. You may also want to visit the course demonstration to view a sample course before this one opens.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Helpdesk, or the D2L Helpdesk for assistance. Contact information is also available within the online course environment.

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<th><a href="mailto:helpdesk@desire2learn.com">helpdesk@desire2learn.com</a></th>
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<tr>
<td>800-231-2391 ex. 4357</td>
<td>877-325-7778</td>
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Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. The Writing Center can be used for writing assistance in any course.

Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a Connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack under Students->Academics->Academic Resources.