Oklahoma State University Institute of Technology
Online Common Course Syllabus
Spring 2019

English 1213: Freshman Composition II
This course continues to focus on patterns of developmental and expository writing, seeking to hone the writing skills learned in English 1113, as well as research skills and persuasive writing. The emphasis is on technique, style and form. Prerequisite: ENGL 1113.

Course Purpose
The purpose of this course is to further skills learned in Freshman Composition I and advance the learner’s ability to analyze and synthesize ideas and information. Students will focus on research and argument for writing in college and beyond.

Type of course: Theory
Credit Hours: 3       Total hours of theory per semester: 48
Class length: Full Semester
Course Format: Online
Required synchronous meetings: None
Prerequisites: ENGL 1113

Instructor Name: Angie Asmussen       Instructor Phone: (918) 293-4863
Office: NCAT 212C       Instructor email: angie.asmussen@okstate.edu
Contact: My preferred method of contact is via email. Please allow 24-48 hours to return your correspondence during the normal work week.
Instructor's Office Hours: MWF 9:00-9:30; 10:30-12:30 TR 9:00-9:30; 12:30-2:30 Central Standard Time

School of Arts and Sciences       School’s Main Phone: 918-293-4768

REQUIRED TEXT, REFERENCES, AND MATERIALS
References: Library Databases, Annenberg Learner website
Materials/Hardware: Microsoft Office, access to PDF format; Daily access to internet.
Uniform/Tools: None
Estimated Cost for Materials: Approximately $70.00

ONLINE COURSE INTERACTION
OSUIT requires all online courses to include interaction between students, peers and instructors. Our online courses use a variety of tools to build a community of learners and strengthen engagement between students and their peers, as well as between students and the instructor. Communication tools used in this course may include Discussion, News, Blackboard Collaborate, and Email. Read the syllabus completely to determine which of these methods you, your classmates and your instructor will use for interaction. See Unit Instructions.
Upon completion of this course, students should:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment of Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compose written documents, using processes that combine critical thinking and rhetoric.*</td>
<td>Write essays that demonstrate an effective writing process. Participation activities/study questions will hone specific concepts.</td>
</tr>
<tr>
<td>2. Construct written documents using Standard American English, standard grammar, punctuation, spelling, and a variety of sentence types.*</td>
<td>Write essays which reflect correct usage of grammar, punctuation, and spelling. Write essays which employ a variety of sentence types and structures in clear, concise, and forceful sentences. Participation activities/study questions will hone specific concepts.</td>
</tr>
<tr>
<td>3. Create written documents with clear, well-defined topics that apply cause &amp; effect, comparison &amp; contrast, extended definition, persuasion, and argument while showing a clear sense of purpose and audience.*</td>
<td>Write essays which demonstrate a clear purpose and sense of audience. Participation activities/study questions will hone specific concepts.</td>
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<tr>
<td>4. Construct documents using MLA Style.*</td>
<td>Write essays using MLA Style. Participation activities/study questions will hone specific concepts.</td>
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<tr>
<td>5. Apply structural elements in compositions to affect meaning/content.*</td>
<td>Write essays which are developed, unified, and logically organized. Participation activities/study questions will hone specific concepts.</td>
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<tr>
<td>6. Interpret research for the purposes of written communication.*</td>
<td>Understand, apply, compare, analyze, synthesize, and evaluate information and sources for research. Participation activities/study questions/writing assignments will hone specific concepts.</td>
</tr>
<tr>
<td>7. Integrate research into written communication.*</td>
<td>Write essays and papers that incorporate research. Understand, apply, compare, analyze, synthesize, and evaluate information and sources for research. Participation activities/study questions will hone specific concepts.</td>
</tr>
<tr>
<td>8. Produce multiple drafts of written works demonstrating effective use of a writing process.*</td>
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</tbody>
</table>

Updated: January 2019
Aspects of the course objective assessments may be used in the university’s assessment of student learning. An asterisk (*) above indicates this course is used in the university assessment program.

COURSE ACTIVITIES
In this course students will:

- Participate in discussions of readings from assigned course text.
- View videos that depict the various concepts employed by effective writers.
- Review basic grammar and usage.
- Participate in in-class activities in a writing setting.
- Participate in peer groups.
- Write well-developed paragraphs.
- Compose essays that include definition, cause/effect, persuasive, and argument/research.
- Demonstrate a sense of community responsibility and a work ethic based on consistent class attendance and punctuality, peer evaluations, and group activities.
- Review literary terms.
- Take announced and unannounced quizzes as given by the instructor.

EVALUATION - GRADES WILL BE BASED ON THE QUALITY AND COMPLETION OF THESE TASKS:

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Involvement: class participation, journal, drafts, peer review, assigned readings</td>
<td>20%</td>
</tr>
<tr>
<td>Compare and Contrast Essay</td>
<td>15%</td>
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<tr>
<td>Definition Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Cause/Effect Essay</td>
<td>15%</td>
</tr>
<tr>
<td>*Formal Argument/Research Essay</td>
<td>35%</td>
</tr>
</tbody>
</table>

Extensive assignments, large projects and similar type projects: Normal return time to students in one (1) to two (2) weeks.

Pre-requisite Skills/Knowledge
Students entering Freshman Composition courses need basic computer skills which include keyboarding, Microsoft Word, saving documents using either cloud or portable hard drives, and uploading files to a web-based platform. Entering students should have basic understanding of Standard American English grammar and spelling, as well as an understanding of the writing process, essay structure, and the development and support of ideas.

Communication
If you are not receiving email from any source, including this class, it is because you must access your email now through Orange Mail. Go to the OSU - IT homepage > Current Students > Online Services > Orange Mail and sign in.

LATE WORK
No late work will be accepted.
TESTING
No formal exam required.

STUDENT CONDUCT
Students are expected to cooperate in maintaining a classroom environment conducive to learning. Courteous and respectful behavior will be expected from all students each day on the discussion boards. See handout over Netiquette.

UNIVERSITY & COURSE EXPECTATIONS
It is the responsibility of each OSUIT student to read, abide by and maintain a copy of the syllabus for this course. Syllabi are available on the OSUIT website.

Students understand that excerpts or portions of their work may be utilized for institutional assessment purposes. The purpose of institutional assessment is for verification of student learning and program improvement. Every effort will be made to keep this information confidential.

ACADEMIC DISHONESTY
Academic Dishonesty Academic dishonesty or misconduct is neither condoned nor tolerated at OSUIT. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action. Academic dishonesty and/or misconduct includes, but is not limited to, the following actions: (1) Plagiarism: the representation of previously written, published, or creative work as one’s own; (2) Unauthorized collaboration on projects; (3) Cheating on examinations; (4) Unauthorized advance access to exams; (5) Fraudulent alteration of academic materials; (6) Knowing cooperation with another person in an academically dishonest undertaking. Students are required to actively protect their work against misuse by others. For details, refer to The OSUIT Student Rights and Responsibilities Governing Student Behavior is available online at http://osuit.edu/student_rights_responsibilities

*Essays submitted to the DropBoxes will be checked for originality.

Syllabus Attachment
View the Syllabus Attachment, which contains other important information such as students with disabilities act, attendance policy, etc. by visiting https://go.osuit.edu/center/teaching_learning/sites/go.osuit.edu.center.teaching_learning/files/u128/2018-19%20Syllabus%20Attachment.pdf
Online Course Schedule  
Spring 2019

I will post detailed instructions for each unit via Content. Assignments are due on Tuesdays and Fridays by 11:59 p.m.

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit One</strong></td>
<td></td>
</tr>
<tr>
<td>1/4</td>
<td>Introductions</td>
</tr>
<tr>
<td>1/8</td>
<td>Review Course Information; Course Expectations</td>
</tr>
<tr>
<td>1/11</td>
<td>Chapter 15; “His Marriage and Hers Childhood Roots”</td>
</tr>
<tr>
<td>1/15</td>
<td>Chapters 21-23; OSUIT Online Library Resources</td>
</tr>
<tr>
<td>1/18</td>
<td>Chapters’ 21-23 Study Guide due</td>
</tr>
<tr>
<td>1/22</td>
<td>Compare/Contrast Prewriting due (see chapter 4)</td>
</tr>
<tr>
<td>1/25</td>
<td>Compare/Contrast Rough Draft due; Peer Critiques</td>
</tr>
<tr>
<td>1/29</td>
<td><strong>Final Compare/Contrast Essay due; 8 Journal Entries due</strong></td>
</tr>
<tr>
<td><strong>Unit Two</strong></td>
<td></td>
</tr>
<tr>
<td>2/1</td>
<td>Chapter 17; Using Language to Influence</td>
</tr>
<tr>
<td>2/5</td>
<td>Chapter 17; “Dating on the Autism Spectrum”</td>
</tr>
<tr>
<td>2/8</td>
<td>“Company Man”</td>
</tr>
<tr>
<td>2/12</td>
<td>Chapter 19; Summary Writing</td>
</tr>
<tr>
<td>2/15</td>
<td>Definition Prewriting due</td>
</tr>
<tr>
<td>2/19</td>
<td>Definition Rough Draft due; Peer Critiques</td>
</tr>
<tr>
<td>2/22</td>
<td><strong>Final Definition Essay due</strong></td>
</tr>
</tbody>
</table>
Unit Three
2/26
Chapter 18; Inductive/Deductive Reasoning; “Mother Tongue;” 8 Journal Entries due

3/1
Chapter 24; “The Jacket”

3/5
Drafting Cause or Effect; Fallacies

3/8
Cause or Effect Prewriting due

3/12
Cause or Effect Rough Draft due; Peer Critiques

3/15
Final Cause or Effect Essay due

3/18-3/22
Spring Break

Unit Four
3/26
Chapter 20; Formal Argument (Research Paper Handout); Aristotelian Appeals

3/29
“Trigger Happy”

4/2
Formal Argument (Research Paper) Prewriting due

4/5
Reading: Pending; 8 Journal Entries due

4/9
Drafting final paper; Annotated Bibliography due

4/12
Formal Argument (Research paper) Rough Draft due; Peer Critiques

4/16
Revisions

4/19
Formal Argument (Research Paper) due at 4:30 p.m.

Schedule is subject to change at instructor discretion.