

Oklahoma State University Institute of Technology
Online Common Syllabus
Fall 2017

ENGL 1113(CRN60553): FRESHMAN COMPOSITION I

This course focuses on the writing process and strategies for improving writing. The assignments reflect the fundamentals of expository writing with an emphasis on structure, organization, and style. The course offers a brief review of grammar and punctuation, a study of sentence structure, and practice writing paragraphs and compositions.

Course purpose: The purpose of Freshman Composition I is to help students become effective communicators in writing. The ultimate goal is students will apply this knowledge in future writing courses, in writing across the curriculum, and/or in writing beyond the classroom. To be effective, students will learn to analyze the rhetorical situation of purpose, audience, and context, then produce written documents that have a clear message, are organized effectively, and reflect effective use of American Standard English.

Type of course: Theory

Credit Hours: 3; Total clock hours of theory per semester: 48;

Total clock hours of lab for the semester: N/A; total clock hours of clinical per semester: N/A.

Class length: Full semester

Class days and times: N/A

Prerequisites: N/A

Instructor name: Donna Glass

Instructor phone: (918) 293-4835

Office: NCAT 104A

Instructor email: donna.glass@okstate.edu

Contact: Email is preferred. Please allow 24-48 hours for response during the work week.

Instructor's office hours (Central Time):

Monday	Tuesday	Wednesday	Thursday	Friday
12:30-2:30 p.m.				

School name: School of Arts and Sciences

School's main phone: (918) 293-4768

REQUIRED TEXTS, REFERENCES, AND MATERIALS

Texts: *Successful College Writing (6th edition)* by Kathleen T. McWhorter, Bedford/St. Martin's 2015, ISBN 9781319087746 **and** *Points of View: An Anthology of Short Stories (revised edition)* Ed. James Moffett & Kenneth R. McElheny, Mentor/New American Library 1995, ISBN 9780451628725

References: Items available through *BrightSpace*, campus library, and specified Internet sites

Materials: USB storage device; computer equipped with Internet, *Microsoft Word*, *Adobe Reader*, and the ability to run multimedia delivery systems, including *BrightSpace*; a paper magazine with how-to articles that pertain to cooking, gardening, homemade crafts, or the suchlike

Uniform/tools: N/A

Estimated cost for materials: Texts and materials: Approximately \$120.00 - 130.00

Estimated cost for uniform/tools: N/A

Upon completion of the course, students should:

Course Objectives	Assessment of Objectives
Compose written documents using processes that combine critical thinking and rhetoric.	Each unit might be imagined as a set of steps that spiral up toward the completion of English 1113. Within the framework of this metaphor, the reading activity steps introduce vocabularies for inquiry into how texts perform rhetorically; prewriting steps focus on the synthesis of prior knowledge and new knowledge; drafting steps offer practice writing thesis statements and paragraphs; composing steps address the revision and development of a draft; the peer workshop step nurtures an exchange of knowledge; a portfolio planning step fosters re-reading instructor feedback and outlining revision goals; and the portfolio* step supports demonstration of proficiency around the knowledge and skills addressed in course objectives.
Construct written documents using Standard American English grammar, punctuation, and spelling, and a variety of sentence types.	Complete a tripartite grammar review. Show increased knowledge and skills around grammar within the portfolio.*
Create written documents with clear, well-defined topics that apply narration, description, illustration, process analysis, and classification/division while showing a clear sense of purpose and audience.	Write a rhetorical analysis essay over a descriptive how-to article and a literary analysis essay over a short story. Prepare a classification or division table that builds upon a reading activity idea. During a writer's workshop, address to a peer a letter that observes both strengths and weaknesses of the reflective essay draft. Construct a narrative essay respecting an academic goal within the context of a wish, vision, or hopeful dream. (The portfolio* serves as university assessment tool.)
Construct documents using MLA Style.	Use MLA Style to format each essay. Prepare in-text citations and bibliographies according to the MLA Handbook (8 th edition). (The portfolio* serves as university assessment tool.)
Apply structural elements in compositions to affect meaning/content.	Employ the five-paragraph model (introduction with thesis, body paragraphs with topic sentences and support, conclusion) to learn academic essay structures. Compose and revise essays for the portfolio* while honing structures of meaning, e.g., point of view, voice, tone, diction, imagery, selection of details, and arrangement of ideas.
Produce multiple drafts of written works demonstrating effective use of a writing process.	Through recursive reading/thinking/writing processes, generate rhetorical and literary analysis essays with arguable thesis statements that are well-supported. Compile a portfolio* of process material and final essays.

Aspects of the course objective assessments may be used in the university's assessment of student learning. If applicable, an asterisk (*) above indicates this assignment is used in the university assessment program.

COURSE ACTIVITIES

In this course you will

- improve basic writing skills
- learn how to write different kinds of academic essays
- explore strategies for analyzing and interpreting primary texts/sources
- unfold organic writing processes
- receive instructor feedback about how your writing can be improved
- participate in a workshop with a focus on word choices, authorial voice or performance, and meaning/sense
- build a portfolio that demonstrates applied knowledge of course concepts and objectives

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

1. Syllabus questions.....2%
2. Self-introduction/ice-breaker.....2%
3. Reading activities (3 @ 5 pts. ea.).....15%
4. Prewriting assignments (2 @ 4 pts. ea.).....8%
5. Drafts/discovery worksheets (3 @ 5 pts. ea.)..15%
6. Compositions/essays (2 @ 8 pts. ea.).....16%
7. Tripartite grammar review5%
8. Writer’s workshop letter5%
9. Portfolio plan.....5%
10. Portfolio.....20%*
11. Classification or division table assignment.....5%
12. Participation & classroom netiquette.....2%

Total 100%

<p style="text-align: center;">OSUIT Grading Scale A = 90%-100% B = 80%-89% C = 70%-79% D = 60%-69% F = 59% & below</p>

Up to 3 points of extra credit toward your final course grade can be earned through participation in the online/embedded librarian discussion. Additional details will appear on *BrightSpace* under “content” when Unit 3 opens.

*The student’s grade for this assignment will be used in the university’s assessment of student learning. A 70% competency or higher receives a Pass rating. This Pass/Fail rating is independent of the student’s course grade.

Daily and/or weekly quizzes, small weekly assignments, and similar type projects: Normal return time to student by next class meeting or no later than one (1) week.

Extensive assignments, large lab projects, extensive quizzes, exams, and similar type projects: Normal return time to students is one (1) to two (2) weeks.

RECOMMENDED STUDENT COMPETENCIES/SKILLS

Students need basic computer skills which include keyboarding, *Microsoft Word*, saving documents using USB storage devices, and uploading files to a web-based platform. Some prior writing experience is helpful.

AUTHORIZED TOOLS

N/A

LATE WORK

Only the following work may be submitted late: the **syllabus questions** from Unit 1; **drafts/discovery worksheets and essays** from Units 2 and 3. The penalty for submitting one of these items up to a week late is an automatic deduction of five points from the assignment grade. No work will be accepted for grading more than one week after the initial due date. The original dropboxes are designed to accept late submissions; separate late dropboxes will not be created.

As you study the course schedule in this syllabus, notice that **every required assignment is due in a dropbox, but three assignments must *also* be submitted under a discussion forum**. Also, notice the names of the assignments; the dropboxes and discussion forums are named so that they match the course schedule. This is meant to help you post work correctly. If you post an assignment in the wrong place, the assignment will not be graded, and it will receive a zero (0). **It is the student's responsibility to post work on time and in the locations named on the syllabus schedule**. So always take a few minutes to make sure your work really is submitted (you can go back and look). Finally, email submissions of work are not accepted in this class.

TESTING

N/A

WRITING PROCESS

In this class, instructional scaffolding is provided through the design of reading activity, prewriting, drafting, composing, and revising assignments. Within this context, reading activities and prewriting engage writing for inquiry and learning (Chapters 3, 4, and 5); drafting requires creation of a working thesis or main idea that is effectively supported through structured body paragraphs (Chapters 6 and 8); composing circles back to the draft and consists of substantial revision as well as the addition of a title, an introduction, and a conclusion (Chapter 7); and revision incorporates both global/macro and local/micro development (Chapters 9 and 10). Each writing process step demonstrates the coextensive relationship between writing and learning. Because it is a flexible object, the writing process is adapted for varied assignments and writing scenarios.

ONLINE COURSE INTERACTION/RECIPROCITY

Always use good netiquette when corresponding with the instructor, your peers, and the embedded librarian; this means to be respectful and professional.

Interaction with your peers

The discussion tool is used for this interaction.

Discussion: A self-introduction post is required. You are encouraged to read other students' discussion posts and, if you wish, respond to them. Each contribution is important as it nurtures communication among peers in your online writing class. Later in the semester, a writer's workshop will take place. This will give you an opportunity to read a peer's writing and to have him or her read your work. Detailed instructions will be provided under "content."

Interaction with your instructor

Tools used for this interaction: Email, discussion, news, and dropbox.

Email: You are welcome to email questions. I respond to emails within forty-eight hours during the normal work week (weekends and university holidays and breaks are excluded). Also, I send emails to the class-list throughout the semester to nurture a supportive and an energetic virtual classroom environment.

Discussion: You may post a question under the appropriate forum, and I will respond within a week (weekends and university holidays and breaks are excluded).

News: The instructor posts announcements under news on a regular basis to enhance your enjoyment of a high-energy virtual classroom environment.

Office hours: Feel free to stop by during office hours. Please prepare questions and/or an excerpt of your writing so that our visit will be as productive as possible.

Grading/assessment: All written assignments are graded/assessed at a *BrightSpace* dropbox. As low-stakes items, reading activities, the classification/division table, prewriting assignments, draft assignments, the portfolio plan, and the writer's workshop letter are assessed based on the appearance of reasonable effort toward learning objectives/goals; as medium-stakes items, each composition/essay assignment is graded according to a rubric that is grounded on specific learning objectives/goals; as a high-stakes item, the portfolio is graded according to analytic and holistic rubrics for comprehensive assessment of learning objectives/goals.

Feedback: The instructor provides dropbox feedback/grading comments to support the ongoing development, synthesis, and application of knowledge with student progress and learning objectives/goals in mind.

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 courses may include Discussion, News, and Email. Read the syllabus completely to determine which of these methods you, your classmates, and your instructor will use for interaction.

General guidelines for student conduct while interacting within an online course include: (1) Use proper language in all communications; (2) Harassment of any type will not be tolerated; (3) No jokes, insults, or threats of an offensive nature.

For more information, go to <http://osuit.edu/center/netiquette>

SYLLABUS ATTACHMENT

View the syllabus attachment, which contains other important information, by visiting http://osuit.edu/center/student_syllabus_information

SYLLABUS SCHEDULE

Donna Glass, Instructor
 MA, English, Oklahoma State University, Stillwater, Oklahoma

Course Schedule (Unit-Driven Configuration): Fall 2017 (Sept. 6 – Dec. 15)

Duration	Unit & Topics	Assignment names, submission locations, and due dates
		University holidays and breaks <ul style="list-style-type: none"> • Student Break: November 22, 23, and 24
Sept. 6 – Sept. 13	Unit 1 – Orientation	<ul style="list-style-type: none"> • Syllabus questions assignment assigned Wed., Sept. 6, and due in its own dropbox by 11 p.m. Wed., Sept 13 • Self-introduction/icebreaker assigned Wed., Sept. 6, and due in its own dropbox by 11 p.m. Wed., Sept. 13
Sept. 13 – Oct. 4	Unit 2 – Rhetorical analysis essay: Reading and writing strategies (SCW Chapters 13 & 15)	<ul style="list-style-type: none"> • Unit 2 reading activity assigned Wed., Sept. 13, and due in its own dropbox by 11 p.m. Wed., Sept. 20 • Unit 2 prewriting assigned Wed., Sept. 13, and due in its own dropbox by 11 p.m. Wed., Sept. 20 • Unit 2 drafting/discovery worksheet assigned Wed., Sept. 20, and due in its own dropbox by 11 p.m. Wed., Sept. 27 • Unit 2 essay assigned Wed., Sept. 27, and due in its own dropbox by 11 p.m. Wed., Oct. 4 • Optional: Formal outline assigned Wed., Sept. 27, and due in its own dropbox by 11 p.m. Wed., Oct. 4 (worth up to 5 points extra credit toward essay grade)
Oct. 4 – Oct. 25	Unit 3 – Literary analysis essay: Reading and writing strategies (SCW Chapters 14 & 25; <i>POV</i> ; Websites)	<ul style="list-style-type: none"> • Unit 3 online/embedded librarian extra credit/optional discussion forum opens at 1 p.m. on Wed., Oct. 4, and closes at 1 p.m. on Wed., Oct. 18. • Unit 3 reading activity assigned Wed., Oct. 4, and due in its own dropbox by 11 p.m. Wed., Oct. 11 • Unit 3 prewriting assigned Wed., Oct. 4, and due in its own dropbox by 11 p.m. Wed., Oct. 11 • Unit 3 drafting/discovery worksheet assigned Wed., Oct. 11, and due in its own dropbox by 11 p.m. Wed., Oct. 18 • Unit 3 essay assigned Wed., Oct. 18, and due in its own dropbox by 11 p.m. Wed., Oct. 25 • Optional: Formal outline assigned Wed., Oct. 18, and due in its own dropbox by 11 p.m. Wed., Oct. 25 (worth up to 5 points extra credit toward essay grade)
Oct. 25 – Nov. 1	Unit 4 – Grammar review (SCW; Websites)	<ul style="list-style-type: none"> • Unit 4 grammar review (parentheticals, coordination, and subordination) assigned Wed., Oct. 25, and due in its own dropbox by 11 p.m. on Wed., Nov. 1

Nov. 1 – Nov. 15	Unit 5 – Thinking about thinking: reflective essay and workshop	<ul style="list-style-type: none"> Unit 5 reflective essay draft for workshop assigned Wed., Nov. 1, and due under the appropriate discussion forum and in its own dropbox by 11 p.m. Wed., Nov. 8 Unit 5 workshop letter assigned Wed., Nov. 8, and due under the appropriate discussion forum and in its own dropbox by 11 p.m. Wed., Nov. 15
Nov. 15 – Dec. 6 Break: Nov. 22, 23, and 24	Unit 6 – Revision & editing: portfolio (SCW Chapters 9 & 10)	<ul style="list-style-type: none"> Unit 6 portfolio plan assigned Wed., Nov. 15, and due in its own dropbox by 11 p.m. Mon., Nov. 20 Unit 6 portfolio assigned Wed., Nov. 15, and due in its own dropbox by 11 p.m. Wed., Dec. 6
Dec. 6 – Dec. 15	Unit 7 – Categories & Parts: Reading and writing strategies (SCW Ch/17)	<ul style="list-style-type: none"> Unit 7 reading activity assigned Wed., Dec. 6, and due in its own dropbox by 11 p.m. Wed., Dec. 13 Unit 7 table assignment assigned Wed., Dec. 6, and due in its own dropbox by 11 p.m. Wed., Dec. 13

Schedule is subject to change at instructor discretion

Course Schedule by Calendar Week: Fall 2017 (Sept. 6 – Dec. 15)

Week	Topics/Units	What to Submit, and Where	Due Date
Week 1 Sept. 6	Unit 1 Orientation	Syllabus questions assignment Self-introduction/ice-breaker	
Week 2 Sept. 11	Unit 1 Orientation	Syllabus questions assignment due in its own dropbox Self-introduction/ice-breaker due under discussions and in its own dropbox	11 p.m. Wed., Sept. 13 11 p.m. Wed., Sept. 13
Week 3 Sept. 18	Unit 2 – Rhetorical analysis essay: Reading and writing strategies (SCW Chapters 13&15)	Unit 2 reading activity due in its own dropbox Unit 2 prewriting due in its own dropbox	11 p.m. Wed, Sept. 20 11 p.m. Wed, Sept. 20
Week 4 Sept. 25	Unit 2 – Rhetorical analysis essay: Reading and writing strategies	Unit 2 drafting/discovery worksheet due in its own dropbox	11 p.m. Wed., Sept. 27
Week 5 Oct. 2	Unit 2 – Rhetorical analysis essay: Reading and writing strategies	Unit 2 essay due in its own dropbox Optional: Formal outline due in its own dropbox	11 p.m. Wed., Oct. 4 11 p.m. Wed., Oct. 4

Week 6 Oct. 9	Unit 3 – Literary analysis essay: Reading and writing strategies (SCW Chapters 14&25; POV; Websites)	Unit 3 online/embedded librarian discussion forum opens at 1 p.m. Wed., Oct. 4 Unit 3 reading activity due in its own dropbox Unit 3 prewriting due in its own dropbox	11 p.m. Wed., Oct. 11 11 p.m. Wed., Oct. 11
Week 7 Oct. 16	Unit 3 – Literary analysis essay: Reading and writing strategies	Online/embedded librarian discussion forum closes at 1 p.m. Wed., Oct. 18 Unit 3 drafting/discovery worksheet due in its own dropbox	11 p.m. Wed., Oct. 18
Week 8 Oct. 23	Unit 3 – Literary analysis essay: Reading and writing strategies	Unit 3 essay due in its own dropbox Optional: Formal outline due in its own dropbox	11 p.m. Wed., Oct. 25 11 p.m. Wed., Oct. 25
Week 9 Oct. 30	Unit 4 – Grammar review (SCW; Websites)	Unit 4 grammar review due in its own dropbox	11 p.m. Wed., Nov. 1
Week 10 Nov. 6	Unit 5 – Thinking about thinking: reflective essay and workshop	Unit 5 reflective essay draft for workshop due under the appropriate discussion forum and in its own dropbox	11 p.m. Wed., Nov. 8
Week 11 Nov. 13	Unit 5 – Thinking about thinking: reflective essay and workshop	Unit 5 workshop letter due under the appropriate discussion forum and in its own dropbox	11 p.m. Wed., Nov. 15
Week 12 Nov. 20 Break: Nov. 22, 23, and 24	Unit 6 – Revision & editing: portfolio (SCW Chapters 9&10)	Unit 6 portfolio plan due in its own dropbox	11 p.m. Mon., Nov. 20
Week 13 Nov. 27	Unit 6 – Revision & editing: portfolio	Unit 6 portfolio	
Week 14 Dec. 4	Unit 6 – Revision & editing: portfolio	Unit 6 portfolio due in its own dropbox	11 p.m. Wed., Dec. 6
Week 15 Dec. 11	Unit 7 – Categories & Parts: Reading and writing strategies (SCW Chapter 17)	Unit 7 reading activity due in its own dropbox Unit 7 table assignment due in its own dropbox	11 p.m. Wed., Dec. 13 by 11 p.m. Wed., Dec. 13

Schedule is subject to change at instructor discretion