

**Oklahoma State University Institute of Technology**  
**Face-to-Face Common Syllabus**  
**Fall 2017**

**ENGL 1213 (CRN60497): 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.

**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 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:** Tuesday and Thursday 9:30 – 10:55

**Prerequisites:** Engl. 1113 or division chair approval

**Instructor name:** Donna Glass

**Instructor phone:** (918) 293-4835

**Office:** NCAT 104A

**Instructor email:** donna.glass@okstate.edu

**Contact:** My preferred method of contact is email. Please allow 24-48 hours to return your correspondence during the normal work week.

**Instructor's office hours (Central Time):**

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

**School name:** School of Arts and Sciences

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

**REQUIRED TEXT, REFERENCES, AND MATERIALS**

**Texts:** *Successful College Writing* by Kathleen T. McWhorter, 6th ed., Bedford/St. Martin's, 2015, ISBN 9781319087746 (student edition without handbook) **and** *The Oxford Book of American Poetry*, Ed. David Lehman, Oxford University Press, 2006, ISBN 9780195162516

**References:** Items available through *BrightSpace*, the 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*; four sheets of art paper for water-based paints; a miniature or small set of inexpensive water-based paints

**Uniform/tools:** N/A

**Estimated cost for materials:** Texts and materials: Approximately \$40.00 - \$135.00

**Estimated cost for uniform/tools:** N/A

**Upon completion of the course, students should:**

<b>Course Objectives</b>	<b>Assessment of Objectives</b>
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 1213. Within the framework of this metaphor, the reading activity steps introduce vocabularies for inquiry into how texts perform rhetorically, prewriting steps focus on textual analysis toward 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 annotated bibliography step nurtures secondary research, the research project steps call for rethinking/revising/reworking earlier researches and writings based on new researches. (The revised/final research paper* supports demonstration of proficiency around the knowledge and skills addressed in the course objectives.)
Construct written documents using Standard American English grammar, punctuation, spelling, and a variety of sentence types.	Show increased knowledge and skills around grammar within the research paper.*
Create written documents with clear, well-defined topics that apply cause/effect, comparison/contrast, extended definition, persuasion, and argument while showing a clear sense of purpose and audience.	Utilize extended definition and comparison/contrast as analytic structures for research and writing. Integrate <i>ethos</i> , <i>pathos</i> , and/or <i>logos</i> throughout discussions within critical essays and the research paper* with an academic audience in mind. Develop an idea from a reading activity to create a cause/effect table that shows critical thinking. Effectively qualify debatable thesis statements; accordingly, address degrees of probability or possibility within critical essays and the research paper.*
Construct documents using MLA Style.	Use MLA Style to format the working annotated bibliography and each essay. Prepare all in-text citations and bibliographical entries according to the MLA Handbook (8 <sup>th</sup> edition). (The research paper* serves as the 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 review academic essay structures. Compose critical essays and the research paper* while honing structures of meaning, e.g., point of view, voice, tone, diction, imagery, selection of details, and arrangement of ideas.
Interpret research for the purposes of written communication.	Fold into critical essays methodical studies of primary sources. Create a working annotated bibliography of secondary sources. Develop a research paper* that addresses primary and secondary sources.
Integrate research into written communication.	Advance and support clear thesis statements in critical essays and the research paper.*
Produce multiple drafts of written works demonstrating effective use of a writing process.	Engage various research, reading, and writing processes to develop critical essays, the working annotated bibliography, and the research paper.*

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 conduct and organize academic research
- develop critical essays and a research paper through organic processes
- engage physical learning (kinesthetic-tactile) approaches in reading activities
- apply relevant concepts to object studies; we will include paintings (color, line, shape, texture, and so forth); poems (speaker, imagery, diction, and so forth); and food (texture, flavor, pure, and so forth)
- explore aesthetic properties of paintings, poems, and food objects
- apply research strategies to discover how critics perceive the work of a poet or painter (your choice)

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

1. Syllabus questions.....5%
2. Reading activities (3@4 pts. ea.).....12%
3. Prewriting assignments (2@3 pts. ea.).....6%
4. Drafts/discovery worksheets (2@5 pts. ea.)....10%
5. Critical essays (2@5 pts. ea.).....10%
6. Working annotated bibliography.....20%
7. Research paper draft.....10%
8. Research paper.....20%\*
9. Cause/effect table.....5%
10. Participation and classroom etiquette.....2%

**Total 100%**

\*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.

<b>OSUIT</b>	
<b>Grading Scale</b>	
A	= 90%-100%
B	= 80%-89%
C	= 70%-79%
D	= 60%-69%
F	= 59% & below

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. 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.

## **AUTHORIZED TOOL**

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 except the Unit 2 and Unit 3 reading activities is due in a dropbox**. Also, notice the names of the assignments; the dropboxes 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 location 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.

## **INTERACTIVE LEARNING ENVIRONMENT**

Tools used for interaction: Email, office hours, class meetings, 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).

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 cause/effect table, prewriting assignments, and critical essay drafts are assessed based on the appearance of reasonable effort toward particular learning objectives/goals; as medium-stakes items, each critical essay, the annotated bibliography, and the research paper draft are graded according to a rubric that is grounded in specific learning

objectives/goals; as high-stakes items, the revised/final research paper and formal outline are graded according to a rubric that is grounded in certain 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.

Class meetings: Do all reading and writing assignments on time; otherwise, you will not understand presentations or be able to fully participate in activities and discussions. Also, carefully read instructions/rubrics/assignments.

Attendance and promptness: Please attend each class and arrive on time. If you arrive late due to some unforeseeable necessity, quietly take a seat without interrupting the flow. Three late arrivals are equal to one absence. Please see the attendance policy within the syllabus attachment for additional details about absences.

Teaching style: The class usually begins with a review of the syllabus schedule and our agenda for the day. This is a good time to ask questions about an assignment on which you are working; however, if the question will not benefit the class as a whole, please consider saving it for office hours—an example would be a question that arises because you did not finish the reading or writing homework.

Bring to each class textbooks and writing materials (paper and pen). Please take notes during presentations/lectures, group discussions, and group activities. Do not take out electronic equipment when the class is not working on something that requires it. Unfortunately, when this is allowed, some students insist on viewing “irrelevant” information, which can distract others. On the same note, please do not bring meals to class unless they are needed for an assignment.

### **SYLLABUS ATTACHMENT**

[http://osuit.edu/center/student\\_syllabus\\_information](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)**

<b>Duration</b>	<b>Unit &amp; Topics</b>	<b>Assignments: When and Where to Submit Them</b>
		<b>University holidays and breaks</b> <ul style="list-style-type: none"><li>• <b>Student Break: November 22, 23, and 24</b></li></ul>
Sept. 7 – Sept. 14	Unit 1 – Orientation	<ul style="list-style-type: none"><li>• <b>Syllabus questions</b> assigned Thurs., Sept. 7, and due in appropriate Unit 1 dropbox by 11 p.m. Thurs., Sept 14</li></ul>

Sept. 14 – Oct. 5	Unit 2 – Critical essay about a painting: Reading and writing strategies  (SCW Chapter 18; Websites)	<ul style="list-style-type: none"> <li>• Unit 2 <b>reading activity</b> assigned Thurs., Sept. 14, and due during class Thurs., Sept. 21</li> <li>• Unit 2 <b>prewriting</b> assigned Thurs., Sept. 14, and due in its own dropbox by 11 p.m. Thurs., Sept. 21</li> <li>• Unit 2 <b>drafting/discovery worksheet</b> assigned Thurs., Sept. 21, and due in its own dropbox by 11 p.m. Thurs., Sept. 28</li> <li>• Unit 2 <b>essay</b> assigned Thurs., Sept. 28, and due in its own dropbox by 11 p.m. Thurs., Oct. 5</li> <li>• Optional: <b>Formal outline</b> assigned Thurs., Sept. 28, and due in its own dropbox by 11 p.m. Thurs., Oct. 5 (worth up to 5 points extra credit toward essay grade)</li> </ul>
Oct. 5 – Oct. 26	Unit 3 – Critical essay about two poems by the same author: Reading and writing strategies  (SCW Chapter 16; Websites)	<ul style="list-style-type: none"> <li>• Unit 3 <b>reading activity</b> assigned Thurs., Oct. 5, and due during class Thurs., Oct. 12</li> <li>• Unit 3 <b>prewriting</b> assigned Thurs., Oct. 5, and due in its own dropbox by 11 p.m. Thurs., Oct. 12</li> <li>• Unit 3 <b>drafting/discovery worksheet</b> assigned Thurs., Oct. 12, and due in its own dropbox by 11 p.m. Thurs., Oct. 19</li> <li>• Unit 3 <b>essay</b> assigned Thurs., Oct. 19, and due in its own dropbox by 11 p.m. Thurs., Oct. 26</li> <li>• Optional: <b>Formal outline</b> assigned Thurs., Oct. 19, and due in its own dropbox by 11 p.m. Thurs., Oct. 26 (worth up to 5 points extra credit toward essay grade)</li> </ul>
Oct. 26 – Nov. 7	Unit 4 – Research (SCW Chapter 23)	<ul style="list-style-type: none"> <li>• Unit 4 <b>working annotated bibliography</b> (initial secondary source research/four articles) assigned Thurs., Oct. 26, and due in its own dropbox by 11 p.m. on Tues., Nov. 7</li> </ul>
Nov. 7 – Nov. 14	Unit 5 – Culinary art object (SCW Chapter 19)	<ul style="list-style-type: none"> <li>• Unit 5 <b>reading activity</b> assigned Tues., Nov. 7, and due in its own dropbox by 11 p.m. Tues., Nov. 14.</li> <li>• Unit 5 <b>cause and effect table</b> assigned Tues., Nov. 7, and due in its own dropbox by 11 p.m. Tues., Nov. 14.</li> </ul>
Nov. 14 – Dec. 15 <b>Break:</b> <b>Nov. 22</b> <b>– 24</b>	Unit 6 – Research paper (SCW Chapter 24)	<ul style="list-style-type: none"> <li>• Unit 6 <b>research paper draft</b> assigned Tues., Nov. 14, and due in its own dropbox by 11 p.m. Tues., Nov. 28</li> <li>• Unit 6 <b>revised research paper and formal outline</b> assigned Tues., Nov. 28, and due in the designated dropbox by 11 p.m. Tues., Dec. 12.</li> </ul>

Schedule is subject to change at instructor discretion

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

<b>Week</b>	<b>Topics/Units</b>	<b>What to Submit, and Where</b>	<b>Due Date</b>
Week 1 Sept. 6	Unit 1 – Orientation	<b>Syllabus questions assignment</b>	
Week 2 Sept. 11	Unit 1 – Orientation	<b>Syllabus questions assignment</b> due in its own dropbox	11 p.m. Thurs., Sept. 14
Week 3 Sept. 18	Unit 2 – Critical essay about a painting (SCW Ch/18; Web)	Unit 2 <b>reading activity</b> due during class  Unit 2 <b>prewriting</b> due in its own dropbox	Thurs., Sept. 21  11 p.m. Thurs., Sept. 21
Week 4 Sept. 25	Unit 2 – Critical essay about a painting (SCW Ch/18; Web)	Unit 2 <b>drafting/discovery worksheet</b> due in its own dropbox	11 p.m. Thurs., Sept. 28
Week 5 Oct. 2	Unit 2 – Critical essay about a painting (SCW Ch/18; Web)	Unit 2 <b>essay</b> due in its own dropbox  Optional: <b>Formal outline</b> due in its own dropbox	11 p.m. Thurs., Oct. 5  11 p.m. Thurs., Oct. 5
Week 6 Oct. 9	Unit 3 – Critical essay about two poems by same author (SCW Ch/16; Web)	Unit 3 <b>reading activity</b> due during class  Unit 3 <b>prewriting</b> due in its own dropbox	Thurs., Oct. 12  11 p.m. Thurs., Oct. 12
Week 7 Oct. 16	Unit 3 – Critical essay about two poems by same author (SCW Ch/16; Web)	Unit 3 <b>drafting/discovery worksheet</b> due in its own dropbox	11 p.m. Thurs., Oct. 19
Week 8 Oct. 23	Unit 3 – Critical essay about two poems by same author (SCW Ch/16; Web)	Unit 3 <b>essay</b> due in its own dropbox  Optional: <b>Formal outline</b> due in its own dropbox	11 p.m. Thurs., Oct. 26  11 p.m. Thurs., Oct. 26
Week 9 Oct. 30	Unit 4 – Research (SCW Ch/23)	Unit 4 <b>working annotated bibliography</b> (initial secondary source research/four articles)	
Week 10 Nov. 6	Unit 4 – Research (SCW Ch/23)	Unit 4 <b>working annotated bibliography</b> due in its own dropbox	11 p.m. Tues., Nov. 7
Week 11 Nov. 13	Unit 5 – Culinary art object (SCW Chapter 19)	Unit 5 <b>reading activity</b> due in its own dropbox  Unit 5 <b>cause/effect table assignment</b> due in its own dropbox	11 p.m. Tues., Nov. 14  11 p.m. Tues., Nov. 14

Week 12 Nov. 20 <b>Break: Nov. 22 – 24</b>	Unit 6 – Research paper (SCW Chapter 24)	Unit 6 <b>research paper draft</b>	
Week 13 Nov. 27	Unit 6 – Research paper (SCW Chapter 24)	Unit 6 <b>research paper draft</b> due in its own dropbox	11 p.m. Tues., Nov. 28
Week 14 Dec. 4	Unit 6 – Research paper (SCW Chapter 24)	Unit 6 <b>revised research paper</b>	
Week 15 Dec. 11	Unit 6 – Research paper (SCW Chapter 24)	Unit 6 <b>revised research paper</b> due in its own dropbox  Unit 6 <b>formal outline for revised research paper</b> due in its own dropbox	11 p.m. Tues., Dec. 12  11 p.m. Tues., Dec. 12

Schedule is subject to change at instructor discretion