

**Oklahoma State University Institute of Technology**  
**Face-to-Face Common Syllabus**  
**Summer 2018**

**ENGL 1213 (CRN40374): 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:** Monday, Wednesday, and Friday 9:30 – 10:25 A.M.

**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
11:30-1:30	9:30-12:30	11:30-1:30	9:30-12:30	11:30-12:30

**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 relatively inexpensive set of water-based paints; a pack of modeling compound such as Play-Doh; a three-ring binder; and a set of tabbed dividers

**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.	With especial emphasis on textual distinction as a phenomenon that derives from reading/perceiving particularities of audience, purpose, medium, context, and genre convention, exhibit in reading activities, prewriting assignments, drafts, and final essays the development of rhetorical knowledge. (The revised research paper* serves as the assessment tool.)
Construct written documents using Standard American English grammar, punctuation, spelling, and a variety of sentence types.	Write coherent sentences and paragraphs with a level of formality as appropriate to the given rhetorical situation of an assignment. (The revised research paper* serves as the assessment tool.)
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.	Within critical essays and the research paper, address extended definition, comparison/contrast, cause/effect, and argument/persuasion topics and questions as derived from pertinent theoretical frameworks. (The revised research paper* serves as the assessment tool.)
Construct documents using MLA Style.	Use MLA Style to format each essay. Prepare in-text citations and bibliographies for essays according to the MLA Handbook (8 <sup>th</sup> edition). (The revised research paper* serves as the assessment tool.)
Apply structural elements in compositions to affect meaning/content.	Employ the five-paragraph model 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.	Conduct purposeful research across knowledge contexts, collect sources, and write paraphrases for an annotated bibliography. Synthesize textual research within the bridge assignment through cause/effect questions. Apply <i>ethos</i> , <i>pathos</i> , and <i>logos</i> to the interpretation of evidence for a strong inductive argument/research paper. (The revised research paper* serves as the assessment tool.)
Integrate research into written communication.	Apply disciplinary taxonomies and Modern Language Association principles to written observations and arguments for an academic audience. (The revised research paper* serves as the assessment tool.)
Produce multiple drafts of written works demonstrating effective use of a writing process.	Show the development of rhetorical knowledge through critical reading/thinking/writing processes. (The revised research paper* serves as the assessment tool.)

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

- adapt specified bodies of knowledge to English/textual studies contexts and purposes
- reimagine patterns of development for factual, interpretive, and evaluative queries
- renew perceptual learning strategies and acuties
- explore physical learning (kinesthetic-tactile) approaches for reading activities
- involve sensory observation, sensory memory, and emotional intelligence while reading and analyzing assorted texts
- navigate the trial and error circularity of critical reading, thinking, and writing processes
- infer from textual research the greatest and thorniest interventions surrounding the life and work of a celebrated person (poet, painter, novelist, comic book illustrator, composer, chef, baseball player, philanthropist, social activist, philosopher, scientist, etc.)
- embark on a semiotic journey while practicing descriptive writing to include thick description

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

1. Syllabus questions.....4%
2. Reading activities (2@4 pts. ea.)..... 8%
3. Prewriting assignments (2@4 pts. ea.).....8%
4. Drafts/discovery worksheets (2@5 pts. ea.)....10%
5. Critical essays (2@5 pts. ea.).....10%
6. Working annotated bibliography.....20%
7. Bridge assignment.....8%
8. Research paper draft.....10%
9. Revised research paper.....20%\*
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 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 (high, medium, and low stakes): All written assignments are graded/assessed at a *BrightSpace* dropbox. As low-stakes items, reading activities, 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 working annotated bibliography, the bridge assignment, and the research paper draft are graded according to a rubric that is grounded in specific learning objectives/goals; as a high-stakes item, the revised/final research paper is graded according to a rubric that is grounded in certain learning objectives/goals.

Attention to individual student progress: The instructor provides dropbox feedback/grading comments to support the ongoing development of knowledge with individual student progress and learning needs 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): Summer 2018 (May 3 – August 24)

Duration	Units/Topics	Assignments: When and Where to Submit Them
		<b>University holidays and breaks: May 28 Memorial Day Holiday; June 25 – July 6 Summer Break</b>
May 3 – May 11	Unit 1 – Orientation	<ul style="list-style-type: none"> <li>• <b>Syllabus questions</b> assigned Fri., May 4, and due in its own dropbox by 11 p.m. Fri., May 11</li> </ul>
May 11 – May 30  <b>Holiday May 28</b>	Unit 2 – Critical essay about two paintings: Reading and writing strategies  (SCW Ch.16; Websites)	<ul style="list-style-type: none"> <li>• Unit 2 <b>reading activity</b> assigned Fri., May 11, and due at the beginning of class on Wed. May 16</li> <li>• Unit 2 <b>prewriting</b> assigned Fri., May 11, and due in its own dropbox by 11 p.m. Wed., May 16</li> <li>• Unit 2 <b>drafting/discovery worksheet</b> assigned Wed., May 16, and due in its own dropbox by 11 p.m. Wed., May 23</li> <li>• Unit 2 <b>essay</b> assigned Wed., May 23, and due in its own dropbox by 11 p.m. Wed., May 30</li> <li>• Optional: <b>Formal outline</b> assigned Wed., May 23, and due in its own dropbox by 11 p.m. Wed., May 30 (worth up to 5 points extra credit toward essay grade)</li> </ul>
May 30 – June 20	Unit 3 – Critical essay about one poem: Reading and writing strategies  (SCW Ch.18; Websites)	<ul style="list-style-type: none"> <li>• Unit 3 <b>reading activity</b> assigned Wed., May 30, and due at the beginning of class Wed., June 6</li> <li>• Unit 3 <b>prewriting</b> assigned Wed., May 30, and due in its own dropbox by 11 p.m. Wed., June 6</li> <li>• Unit 3 <b>drafting/discovery worksheet</b> assigned Wed., June 6, and due in its own dropbox by 11 p.m. Wed., June 13</li> <li>• Unit 3 <b>essay</b> assigned Wed., June 13, and due in its own dropbox by 11 p.m. Wed., June 20</li> <li>• Optional: <b>Formal outline</b> assigned Wed., June 13, and due in its own dropbox by 11 p.m. Wed., June 20 (worth up to 5 points extra credit toward essay grade)</li> </ul>
June 20 – July 25 <b>Break 6.25-7.6</b>	Unit 4 – Research (SCW Ch. 23)	<ul style="list-style-type: none"> <li>• Unit 4 <b>working annotated bibliography</b> (initial secondary source research/five sources) assigned Mon., July 9, and due in its own dropbox by 11 p.m. on Wed., July 25</li> </ul>
July 25 – August 1	Unit 5 – Bridge assignment (SCW Ch.19)	<ul style="list-style-type: none"> <li>• Unit 5 <b>bridge assignment</b> assigned Wed., July 25, and due in its own dropbox by 11 p.m. Wed., August 1</li> </ul>
Aug.1 – Aug. 24	Unit 6 – Research paper (SCW Ch. 24)	<ul style="list-style-type: none"> <li>• Unit 6 <b>research paper draft</b> and <b>optional outline</b> are assigned Wed., August 1; each assignment is due in its own dropbox by 11 p.m. Wed., August 8</li> <li>• Unit 6 <b>revised research paper</b> and <b>optional outline</b> are assigned Wed., August 8; each assignment is due in its own dropbox by 11 p.m. Wed., August 22</li> </ul>

Schedule is subject to change at instructor discretion

**Course Schedule by Calendar Week: Summer 2018 (May 3 – August 24)**

<b>Week</b>	<b>Topics/Units</b>	<b>What to Submit, and Where</b>	<b>Due Date</b>
Week 1 May 3	Unit 1 – Orientation	<b>Syllabus questions assignment</b>	No assignment due this week
Week 2 May 7	Unit 1 – Orientation	<b>Syllabus questions assignment</b> due in its own dropbox	11 p.m. Fri., May 11
Week 3 May 14	Unit 2 – Critical essay about two paintings (SCW Ch/16; Web)	Unit 2 <b>reading activity</b> due during class  Unit 2 <b>prewriting</b> due in its own dropbox	Wed., May 16  11 p.m. Wed., May 16
Week 4 May 21	Unit 2 – Critical essay about two paintings (SCW Ch/16; Web)	Unit 2 <b>drafting/discovery worksheet</b> due in its own dropbox	11 p.m. Wed., May 23
Week 5 May 28	Unit 2 – Critical essay about two paintings (SCW Ch/16; Web)	Unit 2 <b>essay</b> due in its own dropbox  Optional: <b>Formal outline</b> due in its own dropbox	11 p.m. Wed., May 30  11 p.m. Wed., May 30
Week 6 June 4	Unit 3 – Critical essay about one poem (SCW Ch/18; Web)	Unit 3 <b>reading activity</b> due during class  Unit 3 <b>prewriting</b> due in its own dropbox	Wed., June 6  11 p.m. Wed., June 6
Week 7 June 11	Unit 3 – Critical essay about one poem (SCW Ch/18; Web)	Unit 3 <b>drafting/discovery worksheet</b> due in its own dropbox	11 p.m. Wed., June 13
Week 8 June 18	Unit 3 – Critical essay about one poem (SCW Ch/18; Web)	Unit 3 <b>essay</b> due in its own dropbox  Optional: <b>Formal outline</b> due in its own dropbox	11 p.m. Wed., June 20  11 p.m. Wed., June 20
Weeks 9-10 <b>Summer Break 6.25 – 7.6</b>	Summer Break	Summer Break	No assignment due during summer break
Week 11 July 9	Unit 4 – Research (SCW Ch/23)	Unit 4 <b>working annotated bibliography</b> (initial secondary source research/five sources)	No assignment due this week
Week 12 July 16	Unit 4 – Research (SCW Ch/23)	Unit 4 <b>working annotated bibliography</b>	No assignment due this week

Week 13 July 23	Unit 4 – Research (SCW Ch/23)  Unit 5 – Bridge assignment (SCW Chapter 19)	Unit 4 <b>working annotated bibliography</b> due in its own dropbox  Unit 5 <b>bridge assignment</b>	11 p.m. Wed., July 25
Week 14 July 30	Unit 5 – Bridge assignment (SCW Chapter 19)  Unit 6 – Research paper (SCW Chapter 24)	Unit 5 <b>bridge assignment</b> due in its own dropbox  Unit 6 <b>research paper draft</b> and <b>optional outline</b>	11 p.m. Wed., August 1
Week 15 August 6	Unit 6 – Research paper (SCW Chapter 24)	Unit 6 <b>research paper draft</b> and <b>optional outline</b> due in the designated dropboxes	11 p.m. Wed., August 8
Week 16 August 13	Unit 6 – Research paper (SCW Chapter 24)	Unit 6 <b>revised research paper</b> and <b>optional outline</b>	No assignment due this week
Week 17 August 20	Unit 6 – Research paper (SCW Chapter 24)	Unit 6 <b>revised research paper</b> and <b>optional outline</b> due in the designated dropboxes	11 p.m. Wed., August 22

Schedule is subject to change at instructor discretion