

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

**ENGL 1213 (CRN20310): 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.

**Type of course:** Theory

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

Total clock hours of lab for the semester: 0; total clock hours of clinical per semester: 0

**Class length:** Full semester

**Class days and times:** Monday, Wednesday, and Friday 12:30 – 1:25

**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:**

Jan. 5 – Feb. 27

Monday, Wednesday, and Friday: 9:30 – 11:00 and 1:30 – 2:30

Tuesday and Thursday: 12:30 – 2:30 Central Time

Feb. 28 – April 21

Monday, Wednesday, and Friday: 1:30 – 2:30

Tuesday and Thursday: 12:30 – 2:30 Central Time

**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 (student edition without handbook)

*The Oxford Book of American Poetry*, Ed. David Lehman, Oxford University Press, 2006

**References:** Items available through D2L, 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; 1-inch 3-ring binder, academic sketch pad, inexpensive water-based paints or colored pencils

**Uniform/tools and estimated cost for uniform/tools:** n/a

**Estimated cost for materials:** Texts and writing supplies: \$35.00 to \$135.00 (estimate)

<b>Course Objectives</b>	<b>Assessment of Objectives</b>
Construct documents using Microsoft Office.	Prepare assignments in Microsoft Word. (The revised research paper serves as the university assessment tool for this objective.*)
Record/save course work on computer systems.	Prepare assignments in Microsoft Word and submit them on BrightSpace/Online Classroom. (The revised research paper serves as the university assessment tool for this objective.*)
Compose written documents using processes that combine critical thinking and rhetorical strategies.	Apply literary and rhetorical devices as reading and writing strategies for critical essays and the research paper. Compose and revise essays with the help of analytic rubrics. Synthesize and apply pattern-of-development concepts (definition, comparison/contrast, and cause/effect), writing process concepts (prewriting, drafting, composing, and revising), and composition concepts (content and clarity; organization and structure; and grammar, mechanics, technique, and style). Write a formal outline for the revised research paper. (The revised research paper serves as the university assessment tool for this objective.*)
Construct written documents using standard grammar, punctuation, spelling, and a variety of sentence types.	Address the instructor's grammar comments through revision. (The revised research paper serves as the university assessment tool for this objective.*)
Create written documents that show a clear purpose and sense of audience.	Advance and support clear thesis statements in critical essays and the research paper. (The revised research paper serves as the university assessment tool for this objective.*)
Construct documents using MLA Style.	Use MLA Style to format all essays. Employ MLA Style guidelines to cite sources. (The revised research paper serves as the university assessment tool for this objective.*)
Apply structural elements in compositions to affect meaning/content.	Apply the five-paragraph-essay structure (introduction with thesis, body paragraphs with topic sentences and support, conclusion). Revise writings to hone structures of meaning, e.g., point of view, voice, tone, diction, imagery, selection of details, and arrangement of ideas. (The revised research paper serves as the university assessment tool for this objective.*)
Interpret research for the purposes of written communication.	Fold into critical essays and a research paper methodical studies of primary and secondary sources. (The revised research paper serves as the university assessment tool for this objective.*)
Integrate research into written communication.	Address sources within critical essays and the research paper. (The revised research paper serves as the university assessment tool for this objective.*)

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:

- boost your writing skills;
- respond in imaginative ways to paintings, poems, and food objects through visual and written ekphrases;
- choose an esteemed artist's painting to discuss in a critical essay;
- write a critical essay that compares/contrasts two poems by an author listed in *The Oxford Book of American Poetry*;
- apply a cause/effect diagram to consider a food object for the sensory, emotional, and memory impressions or responses it evokes;
- receive study guides designed to make textbook reading assignments more productive and less time-consuming for you;
- synthesize and apply pattern-of-development concepts (definition, comparison/contrast, and cause/effect), writing process concepts (prewriting, drafting, composing, and revising), and composition concepts (content and clarity; organization and structure; and grammar, mechanics, technique, and style);
- develop a critical essay into a longer paper through secondary sources

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

1. Syllabus questions.....	5%
2. Visual journal assignments (2 @ 4 pts. ea.)....	8%
3. Prewriting assignments (2 @ 5 pts. ea.).....	10%
4. Discovery worksheets (2 @ 5 pts. ea.).....	10%
5. Critical essays (2 @ 10 pts. ea.).....	20%
6. Research paper draft.....	10%
7. Conference/tutorial.....	5%
8. Revised research paper.....	20%*
9. Formal outline for revised research paper.....	5%
10. Cause/effect diagram.....	5%
11. Participation and classroom etiquette.....	2%
<b>Total 100%</b>	

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

\*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.

## **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.

Dropbox: You will receive brief comments on short assignments. You will receive extensive feedback on graded essays to help you improve writing and critical thinking skills. The comments and suggestions will be provided within two weeks unless they are needed sooner to complete related tasks.

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 equal one absence. Please see the attendance policy 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.

### **AUTHORIZED TOOLS**

See “*ACADEMIC DISHONESTY*,” below.

### **LATE WORK**

Only the following work may be submitted late: the **syllabus questions** from Unit 1 and **drafting/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, so separate late dropboxes will not be created.

Before you submit each assignment, refer to the course schedule in this syllabus. Pay close attention to the location where each assignment is due. Visual journals are due during class. All other assignments are due in a dropbox on BrightSpace. Each dropbox mirrors/repeats a unit number and assignment name from 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 right**

**location.** 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

## **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.

## **AMERICANS WITH DISABILITIES ACT (ADA)**

According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his/her disability and requesting accommodations. If you think you have a qualified disability and need special accommodations, you should notify the instructor and request verification of eligibility for accommodations from the Office of Academic Accommodations/LASSO Center. Please advise the instructor of your disability as soon as possible, and contact The LASSO Center, to ensure timely implementation of appropriate accommodations. Faculty have an obligation to respond when they receive official notice of a disability but are under no obligation to provide retroactive accommodations. To receive services, you must submit appropriate documentation and complete an intake process during which the existence of a qualified disability is verified and reasonable accommodations are identified. The LASSO Center is located on the 3rd floor of the Noble Center. You may call [918.293.4855](tel:918.293.4855) for more information or fax documentation to [918.293.4853](tel:918.293.4853).

## **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 Handbook (Student Rights and Responsibilities Governing Student Behavior) available online at [http://www.osuit.edu/academics/forms/student\\_rights\\_responsibility.pdf](http://www.osuit.edu/academics/forms/student_rights_responsibility.pdf).

## **ATTENDANCE POLICY FOR FACE-TO-FACE COURSES**

A primary component of OSUIT's Mission is "to prepare and sustain a diverse student body as competitive members of a world-class workforce." Regular and consistent attendance not only aids in academic success, dependable attendance is a requirement in today's real-world employment; therefore, regular and consistent attendance is a requirement in all OSUIT courses.

**Definitions:** Absent: Failing to attend all or a significant portion of a class or lab session.

- A. Students may not be marked as absent if missing class for situations such as, but not limited to
  - 1. participating in a required university activity such as a field trip;
  - 2. fulfilling a military obligation;
  - 3. a mandatory court appearance;
  - 4. death in the immediate family;
  - 5. extreme illness or accident to oneself or immediate family. Instructors, at their discretion, may require proof of such events.
- B. It is the responsibility of the student to contact and inform the instructor and/or department in advance of such excused absences whenever possible.

Tardy: Arriving late to class as defined by the individual class instructor. Faculty, at their discretion, may equate three tardies to equal one absence.

### **Procedures:**

#### Early Intervention

- A. Any student who misses 10% of an individual course (or earlier at faculty discretion) during a regular fifteen-week semester, or the equivalent portion of time in a shorter session, will have their name submitted by that course instructor to the OSUIT Early Alert System for retention intervention.
- B. At the point the Early Alert is issued, the student *must* meet with their assigned faculty advisor or designated faculty/staff member within seven (7) academic calendar days for counseling on how to improve their attendance and academic success.

#### Excessive Absences

- A. The University reserves the right to administratively withdraw any student from an individual course who misses 20% of that course, whether excused or unexcused, and, in the opinion of the instructor, the student does not have a reasonable opportunity to be successful in the course.
- B. Students should be aware any of the following may impact their financial aid:
  - 1. being administratively withdrawn from a course
  - 2. dropping a course
  - 3. their last date of attendance in a course

Please see OSUIT Policy 2-021 for full details and procedures.

**Donna Glass, Instructor**  
**Course Schedule (Unit-Driven Configuration)**

Durations	Units & Topics	Spring 2017 (Jan. 5 – April 21) Assignment names, submission locations, and due dates
		<b>University holidays and breaks</b> <ul style="list-style-type: none"> <li>• Reverend Martin Luther King Holiday: Jan. 16</li> <li>• Spring Break: March 13 – March 17</li> </ul>
Jan. 6 – Jan. 11	Unit 1 – Course introduction	<ul style="list-style-type: none"> <li>• <b>Syllabus questions</b> assigned Fri., Jan. 6, and due in appropriate Unit 1 dropbox by 11 p.m. Wed., Jan. 11</li> </ul>
Jan. 11 – Feb. 1  <b>Holiday: Jan. 16</b>	Unit 2 – Critical essay about a painting  (Ch/18)	<ul style="list-style-type: none"> <li>• Unit 2 <b>visual journal</b> assigned Wed., Jan. 11, and due during class Wed., Jan. 18</li> <li>• Unit 2 <b>prewriting</b> assigned Wed., Jan. 11, and due in its own dropbox by 11 p.m. on Wed., Jan. 18</li> <li>• Unit 2 <b>drafting/discovery worksheet</b> assigned Wed., Jan. 18, and due in its own dropbox by 11 p.m. Wed., Jan. 25</li> <li>• Unit 2 <b>critical essay</b> assigned Wed., Jan. 25, and due in its own dropbox by 11 p.m. Wed., Feb. 1</li> <li>• Optional: <b>Formal outline</b> for critical essay due in its own dropbox by 11 p.m. Wed., Feb. 1 (worth up to 5 points extra credit toward essay grade)</li> </ul>
Feb. 1 – Feb. 22	Unit 3 – Critical essay about two poems  (Ch/16)	<ul style="list-style-type: none"> <li>• Unit 3 <b>visual journal</b> assigned Wed., Feb. 1, and due during class Wed., Feb. 8</li> <li>• Unit 3 <b>prewriting</b> assigned Wed., Feb. 1 and due in its own dropbox by 11 p.m. on Wed., Feb. 8</li> <li>• Unit 3 <b>drafting/discovery worksheet</b> assigned Wed., Feb. 8, and due in its own dropbox by 11 p.m. Wed., Feb. 15</li> <li>• Unit 3 <b>critical essay</b> assigned Wed., Feb. 15, and due in its own dropbox by 11 p.m. Wed., Feb. 22</li> <li>• Optional: <b>Formal outline</b> for critical essay due in its own dropbox by 11 p.m. Wed., Feb. 22 (worth up to 5 points extra credit toward essay grade)</li> </ul>
Feb. 22 – April 12  <b>Holiday: March 13 – 17</b>	Unit 4 – Research project	<ul style="list-style-type: none"> <li>• Unit 4 <b>research paper draft</b> assigned Wed., Feb. 22, and due in its own dropbox by 11 p.m. Wed., March 8</li> <li>• Optional: <b>Formal outline</b> for the <b>research paper draft</b> due in its own dropbox by 11 p.m. Wed., March 8 (worth up to 5 points extra credit toward the essay grade)</li> <li>• Unit 4 <b>conference/tutorial</b> sign-up sheet provided Wed., March 22. Conference/tutorial dates: March 24-April 7.</li> <li>• Unit 4 <b>revised research paper</b> assigned Wed., March 22, and due in its own dropbox by 11 p.m. Wed., April 12</li> <li>• Unit 4 <b>outline for revised research paper</b> assigned Wed., March 22, and due in its own dropbox by 11 p.m. Wed., April 12</li> </ul>
April 12 – April 19	Unit 5 – Food object (Ch/19)	<ul style="list-style-type: none"> <li>• Unit 5 <b>cause/effect diagram</b> assigned Wed., April 12, and due in its own dropbox by 11 p.m. on Wed., April 19</li> </ul>

Schedule is subject to change at instructor discretion

**Course Schedule (Calendar-Week-Driven Configuration)  
Spring 2017 (Jan. 5 – April 21)**

**Note: If you prefer, use the previous version of the course schedule; both include the same scheduling information.**

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>	<b>Due Date</b>
Week 1 Jan. 2	Unit 1 Orientation	<b>Syllabus review and course introduction on Fri., Jan. 6</b>	No assignments due Week 1
Week 2 Jan. 9	Unit 1 Orientation	<b>Syllabus questions assignment</b> due in its own dropbox	11 p.m. Wed., Jan. 11
Week 3 Jan. 16  <b>Holiday: Jan. 16</b>	Unit 2 – Critical essay about a painting (Definition, Ch/18)	Unit 2 visual journal due during class  Unit 2 <b>prewriting</b> due in its own dropbox	Wed, Jan. 18  11 p.m. Wed., Jan. 18
Week 4 Jan. 23	Unit 2 – Critical essay about a painting  (Ch/18)	Unit 2 <b>drafting/discovery worksheet</b> due in its own dropbox	11 p.m. Wed., Jan. 25
Week 5 Jan. 30	Unit 2 – Critical essay about a painting  (Ch/18)	Unit 2 <b>critical essay</b> due in its own dropbox  Optional: <b>Formal outline</b> due in its own dropbox (worth up to 5 points extra credit toward the essay grade)	11 p.m. Wed., Feb. 1  11 p.m. Wed., Feb. 1
Week 6 Feb. 6	Unit 3 – Critical essay about two poems by the same author (Comparison/contrast, Ch/16)	Unit 3 visual journal due during class  Unit 3 <b>prewriting</b> due in its own dropbox	Wed., Feb. 8  11 p.m. Wed., Feb. 8
Week 7 Feb. 13	Unit 3 – Critical essay about two poems by the same author (Ch/16)	Unit 3 <b>drafting/discovery worksheet</b> due in its own dropbox	11 p.m. Wed., Feb. 15
Week 8 Feb. 20	Unit 3 – Critical essay about two poems by the same author (Ch/16)	Unit 3 <b>critical essay</b> due in its own dropbox  Optional: <b>Formal outline</b> for essay due in its own dropbox (worth up to 5 points extra credit toward essay grade)	11 p.m. Wed., Feb. 22  11 p.m. Wed., Feb. 22
Week 9 Feb. 27	Unit 4 – Research paper	Unit 4 <b>research paper draft</b>	



Week 10 March 6	Unit 4 – Research paper	Unit 4 <b>research paper draft</b> due in its own dropbox  Optional: <b>Formal outline</b> for draft due in its own dropbox (worth up to 5 points extra credit toward essay grade)	11 p.m. Wed., March 8  11 p.m. Wed., March 8
Week 11 March 13		<b>Spring Break March 13 – 17</b>	No assignments due
Week 12 March 20	Unit 4 – Research paper	Unit 4 <b>revised research paper and required outline</b>  Unit 4 conference/tutorial with instructor at NCAT 104	Per sign-up sheet: March 24-April 7
Week 13 March 27	Unit 4 – Research paper	Unit 4 <b>revised research paper and required outline</b>  Unit 4 conference/tutorial with instructor at NCAT 104	Per sign-up sheet: March 24-April 7
Week 14 April 3	Unit 4 – Research paper	Unit 4 conference/tutorial with instructor at NCAT 104  Unit 4 <b>revised research paper and required outline</b>	Per sign-up sheet: March 24-April 7
Week 15 April 10	Unit 4 – Research paper	Unit 4 <b>revised research paper</b> due under the appropriate dropbox  Unit 4 <b>required outline for revised research paper</b> due under the appropriate dropbox	11 p.m. Wed., April 12  11 p.m. Wed., April 12
Week 16 April 17	Unit 5 – Food object (Cause/effect, Ch/19)	Unit 5 <b>cause/effect diagram</b> due in its own dropbox	11 p.m. Wed., April 19

Schedule is subject to change at instructor discretion