

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

ENGL 1113(CRN20296): 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.

Type of course: Theory

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

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

Class length: Full semester

Class days and times: Monday, Wednesday, and Friday 11:30 – 12:25

Prerequisites: None listed

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 (6th edition)* by Kathleen T. McWhorter, Bedford/St. Martin's 2015, ISBN: 978-1-4576-8438-8 (student edition without handbook)
Points of View: An Anthology of Short Stories (revised edition) Ed. James Moffett and Kenneth R. McElheny, Mentor/New American Library 1995, ISBN: 978-0-451-62872-5

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; one can of play dough; a few sheets of drawing paper; colored pencils or inexpensive water-based paints

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

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

| Course Objectives | Assessment of Objectives |
|---|--|
| Construct documents using Microsoft Word. | Prepare assignments in Microsoft Word. (The portfolio 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 portfolio serves as the university assessment tool for this objective.*) |
| Compose written documents using processes that combine critical thinking and rhetorical strategies. | Focus each prewriting on thematically linked memories and observations with the help of pattern-of-development concepts. Draft paragraphs and thesis statements that apply literary and rhetorical devices. Compose and revise essays with the help of analytic rubrics. Conceptualize and evaluate compositional issues concerning content and clarity; organization and structure; and grammar, mechanics, technique, and style. (The portfolio serves as the university assessment tool for this objective.*) |
| Construct written documents using standard grammar, punctuation, spelling, and a variety of sentence types. | Complete three grammar worksheets. Address the instructor's comments through revision. While participating in the writer's workshop, explain to peers their grammar and punctuation errors and reference the appropriate grammar handbook pages. (The portfolio serves as the university assessment tool for this objective.*) |
| Create written documents that show a clear purpose and sense of audience. | Write descriptive process analysis, descriptive division, literary analysis, and reflective narrative essays that advance and support clear thesis statements. Cultivate a sense of community and audience through peer workshops. Compile a portfolio of essays that reflect the fundamentals of expository writing with an emphasis on structure, organization, and style. (The portfolio serves as the university assessment tool for this objective.*) |
| Construct documents using MLA Style. | Use MLA Style to format all essays and to document sources within the literary analysis essay. (The portfolio 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 essays to hone structures of meaning, e.g., point of view, voice, tone, diction, imagery, selection of details, and arrangement of ideas. (The portfolio 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 with the help of grammar worksheets;
- receive study guides designed to make textbook reading assignments more productive and less time-consuming for you;

- learn pattern-of-development concepts (description, process analysis, and so forth), writing process concepts (prewriting, drafting, composing, and revising), and composition concepts pertaining to expository essays (content and clarity; organization and structure; and grammar, mechanics, technique, and style);
- complete assignments designed to help you synthesize and apply conceptual knowledge about patterns of development, writing processes, and compositional issues;
- read fellow-students' essays and post letters about their writing strengths and weaknesses;
- receive kudos comments and critiques from the instructor and your peers;
- build a portfolio that consists of finished essays, writing process materials, and a reflective piece about how reading/thinking/writing contributed to your learning experiences in English 1113

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

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|---|------|
| 1. Syllabus questions..... | 5% |
| 2. Prewriting assignments (3 @ 3 pts. ea.)..... | 9% |
| 3. Discovery worksheets (3 @ 5 pts. ea.)..... | 15% |
| 4. Grammar worksheets (3 @ 4 pts. ea.)..... | 12% |
| 5. Compositions/essays (3 @ 8 pts. ea.)..... | 24% |
| 6. Revised essay/workshop submission..... | 4% |
| 7. Workshop letters and marked-up essays..... | 6% |
| 8. Portfolio plan..... | 3% |
| 9. Portfolio..... | 20%* |
| 10. Participation and classroom etiquette..... | 2% |
| Total 100% | |

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| OSUIT |
| Grading Scale |
| 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, read instructions/rubrics/assignments carefully.

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 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 **discovery worksheets and essays** from Units 2, 3, and 4. 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 BrightSpace location where each assignment is due. Most of the assignments are due in a dropbox, but a few are due under a discussion forum. Also, always be aware of the names of 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 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.

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
 MA, English, Oklahoma State University, Stillwater, Oklahoma

Course Schedule (Unit-Driven Configuration)

| Durations | Units & Topics | Spring 2017 (Jan. 5 – April 21) Assignment names, submission locations, and due dates |
|---|--|--|
| | | University holidays and breaks <ul style="list-style-type: none"> • Reverend Martin Luther King Holiday: Jan. 16 • Spring Break: March 13 – March 17 |
| Jan. 6 – Jan. 11 | Unit 1 – Orientation | <ul style="list-style-type: none"> • Syllabus questions assigned Fri., Jan. 6, and due in appropriate Unit 1 dropbox by 11 p.m. Wed., Jan. 11 |
| Jan. 11 – Feb. 1 Holiday: Jan. 16 | Unit 2 – Descriptive process analysis (Chapters 13 & 15) | <ul style="list-style-type: none"> • Unit 2 prewriting assigned Wed., Jan. 11, and due in its own dropbox by 11 p.m. Wed., Jan. 18 • Unit 2 drafting/discovery worksheet assigned Wed., Jan. 18, and due in its own dropbox by 11 p.m. Wed., Jan. 25 • Unit 2 grammar worksheet assigned Wed., Jan. 18, and due in its own dropbox by 11 p.m. Wed., Jan. 25 • Unit 2 essay assigned Wed., Jan. 25, and due in its own dropbox by 11 p.m. Wed., Feb. 1 • Optional: Formal outline for descriptive process analysis essay due in its own dropbox by 11 p.m. Wed., Feb. 1 (worth up to 5 points extra credit toward essay grade) |
| Feb. 1 – Feb. 22 | Unit 3 – Descriptive division (Chapters 13 & 17) | <ul style="list-style-type: none"> • Unit 3 prewriting assigned Wed., Feb. 1, and due in its own dropbox by 11 p.m. Wed., Feb. 8 • Unit 3 drafting/discovery worksheet assigned Wed., Feb. 8, and due in its own dropbox by 11 p.m. Wed., Feb. 15 • Unit 3 grammar worksheet assigned Wed., Feb. 8, and due in its own dropbox by 11 p.m. Wed., Feb. 15 • Unit 3 essay assigned Wed., Feb. 15, and due in its own dropbox by 11 p.m. Wed., Feb. 22 • Optional: Formal outline for descriptive division essay due in its own dropbox by 11 p.m. Wed., Feb. 22 (worth up to 5 points extra credit toward essay grade) |
| Feb. 22 – March 22 Holiday: March 13 – 17 | Unit 4 – Literary analysis, showing illustration (Chapters 14 & 25) | <ul style="list-style-type: none"> • Unit 4 prewriting assigned Wed., Feb. 22, and due in its own dropbox by 11 p.m. Wed., March 1 • Unit 4 drafting/discovery worksheet assigned Wed., March 1, and due in its own dropbox by 11 p.m. Wed., March 8 • Unit 4 grammar worksheet assigned Wed., March 1, and due in its own dropbox by 11 p.m. Wed., March 8 • Unit 4 essay assigned Wed., March 8, and due in its own dropbox by 11 p.m. Wed., March 22 • Optional: Formal outline for the literary analysis essay due in its own dropbox by 11 p.m. Wed., March 22 (worth up to 5 points extra credit toward the essay grade) |
| March 22 – April 5 | Unit 5 – Revision & editing; | <ul style="list-style-type: none"> • Unit 5 revised descriptive division essay assigned Wed., March 22, and due for workshop under the appropriate discussion forum by 11 p.m. Wed., March 29 |

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| | <p>writer's workshop</p> <p>(Chapters 9 & 10)</p> | <ul style="list-style-type: none"> Unit 5 two workshop letters and marked up essays assigned Wed., March 29, and due under the appropriate discussion forum by 11 p.m. Wed., April 5 |
| <p>April 5 – April 19</p> | <p>Unit 6 – Advanced revision & editing; reflective narrative; portfolio</p> <p>(Chapters 12 & 26)</p> | <ul style="list-style-type: none"> Unit 6 portfolio plan assigned Wed., April 5, and due in its own dropbox by 11 p.m. Mon., April 10 Unit 6 portfolio assigned Mon., April 10, and due in its own dropbox by 11 p.m. Wed., April 19 |

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.

| Week | Topic | Assignment | Due Date |
|--|---|--|--|
| Week 1 Jan. 2 | Unit 1 Orientation | Syllabus review and course introduction on Fri., Jan. 6 | No assignments due Week 1 |
| Week 2 Jan. 9 | Unit 1 Orientation | Syllabus questions assignment due in its own dropbox | 11 p.m. Wed., Jan. 11 |
| Week 3 Jan. 16 Holiday: Jan. 16 | Unit 2 – Descriptive process analysis (Ch/13 & 15) | Unit 2 prewriting due in its own dropbox | 11 p.m. Wed., Jan. 18 |
| Week 4 Jan. 23 | Unit 2 – Descriptive process analysis (Ch/13 & 15) | Unit 2 drafting/discovery worksheet due in its own dropbox Unit 2 grammar worksheet due in its own dropbox | 11 p.m. Wed., Jan. 25 11 p.m. Wed., Jan. 25 |
| Week 5 Jan. 30 | Unit 2 – Descriptive process analysis (Ch/13 & 15) | Unit 2 essay due in its own dropbox Optional: Formal outline for the descriptive process analysis 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 – Descriptive division (Ch/13 & 17) | Unit 3 prewriting due in its own dropbox | 11 p.m. Wed., Feb. 8 |
| Week 7 Feb. 13 | Unit 3 – Descriptive division (Ch/13 & 17) | Unit 3 drafting/discovery worksheet due in its own dropbox Unit 3 grammar worksheet due in its own dropbox | 11 p.m. Wed., Feb. 15 11 p.m. Wed., Feb. 15 |
| Week 8 Feb. 20 | Unit 3 – Descriptive division (Ch/13 & 17) | Unit 3 essay due in its own dropbox Optional: Formal outline for the descriptive division 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 –Literary analysis (Ch/14 & 25) | Unit 4 prewriting due in its own dropbox | 11 p.m. Wed., March 1 |

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|---------------------|---|--|--|
| Week 10 March 6 | Unit 4 – Literary analysis (Ch/14 & 25) | Unit 4 drafting/discovery worksheet due in its own dropbox Unit 4 grammar worksheet | 11 p.m. Wed., March 8 11 p.m. Wed., March 8 |
| Week 11 | | Spring Break March 13 – 17 | No assignments due Week 11 |
| Week 12 March 20 | Unit 4 – Literary analysis (Ch/14 & 25) | Unit 4 essay due in its own dropbox Optional: Formal outline for the literary analysis essay due in its own dropbox | 11 p.m. Wed., March 22 11 p.m. Wed., March 22 |
| Week 13 March 27 | Unit 5 – Revision and editing; writer’s workshop (Ch/9 & 10) | Unit 5 revised descriptive division essay due under the appropriate discussion forum | 11 p.m. Wed., March 29 |
| Week 14 April 3 | Unit 5 – Revision and editing; writer’s workshop (Ch/9 & 10) | Unit 5 two workshop letters and marked up essays due under the appropriate discussion forum | 11 p.m. Wed., April 5 |
| Week 15 April 10 | Unit 6 – Advanced revision & editing; reflective narrative; portfolio (Ch/12 & 26) | Unit 6 portfolio plan due in its own dropbox | 11 p.m. Mon., April 10 |
| Week 16 April 17 | Unit 6 – Advanced revision & editing; reflective narrative; portfolio (Ch/12 & 26) | Unit 6 portfolio due in its own dropbox. | 11 p.m. Wed., April 19 |

Schedule is subject to change at instructor discretion