

**Oklahoma State University Institute of Technology**  
**Online Common Syllabus**  
**Spring 2017**

**ENGL 1113(CRN20139): FRESHMAN COMPOSITION I (ONLINE)**

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 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 format:** Fully online

**Required synchronous meetings:** None

**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

## **ONLINE COURSE INTERACTION**

OSUIT requires all online courses to include interaction with peers and the instructor. Our online courses use a variety of tools to build a community of learners and strengthen engagement among students and their peers, as well as between students and their instructor. Communication tools used in this course may include Discussion, News, Blackboard Collaborate, and Email. Read the syllabus completely to determine which of these methods you, your classmates, and your instructor will use for interaction.

<b>Course Objectives</b>	<b>Assessment of Objectives</b>
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 and in a response to comments paper. 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 by posting a self-introduction under the discussion tool and by participating in 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;
- write a response to comments paper about how the instructor's kudos comments and revision suggestions might be understood and applied;
- interact with the embedded librarian if you so choose;
- 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:**

1. Syllabus questions.....2%
2. Self-introduction/ice breaker.....2%
3. Prewriting assignments (3 @ 3 pts. ea.).....9%
4. Discovery worksheets (3 @ 4 pts. ea.).....12%
5. Grammar worksheets (3 @ 4 pts. ea.).....12%
6. Compositions/essays (3 @ 8 pts. ea.).....24%
7. Response to comments paper.....4%
8. Revised essay/workshop submission.....4%
9. Workshop letters and marked-up essays.....6%
10. Portfolio plan.....3%
11. Portfolio.....20%\*
12. Participation and netiquette.....2%

**Total 100%**

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

**Up to 3 points of extra credit toward your final course grade can be earned. Please see Page 5 “Interaction with the Embedded Librarian” for details.**

\*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.

## **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 builds fellowship among peers in your online writing class. Please remember that every post should be respectful.

Later in the semester, a peer critique/workshop will take place. This will give you an opportunity to read peers' writings and to have them read your work. The workshop is organized in this way: Basically, each student will revise a graded essay and submit it under the appropriate discussion forum. Then each student will be assigned a group. Each person will critique two essays. The critiques will involve marking up peers' essays and writing them letters with kudos comments and revision suggestions. 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).

Dropbox: You will receive brief comments on short assignments. You will receive extensive mark-ups and suggestions on graded essays to help you with revision plans and with improving writing skills. Also, a grade-sheet that matches the essay assignment/rubric will be uploaded with each graded essay. The comments and suggestions will be provided within two weeks (weekends and university holidays and breaks are excluded).

A response to instructor's comments paper will be required. In this paper you will demonstrate comprehension of the revision suggestions on one graded essay. The paper will communicate your thoughts about the feedback/suggestions, i.e., what the suggestions mean, how they might be useful, and specific ways they could be applied.

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

### **Interaction with the embedded librarian (optional)**

This interaction will be available for you in Unit 4. The embedded librarian discussion forum is an option designed to help you choose a short story out of a list of about ten titles from the *Points of View* anthology. You will receive up to 3 points extra credit toward your final course grade for interacting with the librarian in a respectful and meaningful way. **Note:** The librarian will respond to you by email or *via* the discussion forum.

### **AUTHORIZED TOOLS**

See “*ACADEMIC DISHONESTY*,” below.

### **LATE WORK**

Only the following work may be submitted late: the **syllabus questions** from Unit 1; **discovery worksheets and essays** from Units 2, 3, and 4; and the **response to comments paper** from Unit 5. 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](http://www.osuit.edu/academics/forms/student_rights_responsibility.pdf).

### **Attendance Policy for Online 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.

#### **Definition:**

- Absent: Failing to *actively participate* in online coursework during a standard week timeframe for a given course.
- A. Students must demonstrate attendance through *active participation* in the course at least once every seven days. Simply logging into the course does not constitute active participation.
  - B. Active participation is defined as the completion of required activities such as:
    - 1. Completion of online quizzes or exams
    - 2. Submission of assignments
    - 3. Participation threaded discussions, or
    - 4. Involvement in discussion question as determined by the instructor and indicated in the course syllabus.
  - C. Calculations for weekly to percentage ratios
    - 1. Missing 1 of 15 weeks = 6.67%
    - 2. Missing 2 of 15 weeks = 13.33%
    - 3. Missing 3 of 15 weeks = 20%
    - 4. Missing 1 of 7.5 weeks = 13.33%
    - 5. Missing 1.5 of 7.5 weeks = 20%

**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)**

<b>Durations</b>	<b>Units &amp; Topics</b>	<b>Spring 2017 (Jan. 5 – April 21) Assignment names, submission locations, and due dates</b>
		<b>University holidays and breaks</b> <ul style="list-style-type: none"> <li>• <b>Reverend Martin Luther King Holiday: Jan. 16</b></li> <li>• <b>Spring Break: March 13 – March 17</b></li> </ul>
Jan. 5 – Jan. 11	Unit 1 – Orientation	<ul style="list-style-type: none"> <li>• <b>Syllabus questions</b> due in appropriate Unit 1 dropbox by 11 p.m. Thurs., Jan. 5</li> <li>• <b>Self-introduction/ice-breaker</b> due under the appropriate discussion forum by 11 p.m. Wed., Jan. 11</li> </ul>
Jan. 11 – Feb. 1  <b>Holiday: Jan. 16</b>	Unit 2 – Descriptive process analysis  (Chapters 13 & 15)	<ul style="list-style-type: none"> <li>• Unit 2 <b>prewriting</b> due in its own dropbox by 11 p.m. Wed., Jan. 18</li> <li>• Unit 2 <b>drafting/discovery worksheet</b> due in its own dropbox by 11 p.m. Wed., Jan. 25</li> <li>• Unit 2 <b>grammar worksheet</b> due in its own dropbox by 11 p.m. Wed., Jan. 25</li> <li>• Unit 2 <b>essay</b> due in its own dropbox by 11 p.m. Wed., Feb. 1</li> <li>• Optional: <b>Formal outline</b> 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)</li> </ul>
Feb. 1 – Feb. 22	Unit 3 – Descriptive division  (Chapters 13 & 17)	<ul style="list-style-type: none"> <li>• Unit 3 <b>prewriting</b> due in its own dropbox by 11 p.m. Wed., Feb. 8</li> <li>• Unit 3 <b>drafting/discovery worksheet</b> due in its own dropbox by 11 p.m. Wed., Feb. 15</li> <li>• Unit 3 <b>grammar worksheet</b> due in its own dropbox by 11 p.m. Wed., Feb. 15</li> <li>• Unit 3 <b>essay</b> due in its own dropbox by 11 p.m. Wed., Feb. 22</li> <li>• Optional: <b>Formal outline</b> 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)</li> </ul>
Feb. 22 – March 22  <b>Holiday: March 13 – 17</b>	Unit 4 – Literary analysis, showing illustration  (Chapters 14 & 25)	<ul style="list-style-type: none"> <li>• Unit 4 <b>embedded librarian discussion topic</b> opens Wed., Feb. 22 by noon and closes at 2 p.m. on Wed., March 22</li> <li>• Unit 4 <b>prewriting</b> due in its own dropbox by 11 p.m. Wed., March 1</li> <li>• Unit 4 <b>drafting/discovery worksheet</b> due in its own dropbox by 11 p.m. Wed., March 8</li> <li>• Unit 4 <b>grammar worksheet</b> due in its own dropbox by 11 p.m. Wed., March 8</li> <li>• Unit 4 <b>essay</b> due in its own dropbox by 11 p.m. Wed., March 22</li> <li>• Optional: <b>Formal outline</b> 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)</li> </ul>



<p>March 22 – April 5</p>	<p>Unit 5 – Revision &amp; editing; writer’s workshop  (Chapters 9 &amp; 10)</p>	<ul style="list-style-type: none"> <li>• Unit 5 <b>response to comments paper</b> about graded descriptive division essay due in its own dropbox by 11 p.m. on Wed., March 29</li> <li>• Unit 5 <b>revised descriptive division essay</b> due for workshop under the appropriate discussion forum by 11 p.m. Wed., March 29</li> <li>• Unit 5 <b>two workshop letters and marked up essays</b> due under the appropriate discussion forum by 11 p.m. Wed., April 5</li> </ul>
<p>April 5 – April 19</p>	<p>Unit 6 – Advanced revision &amp; editing; reflective narrative; portfolio  (Chapters 12 &amp; 26)</p>	<ul style="list-style-type: none"> <li>• Unit 6 <b>portfolio plan</b> due in its own dropbox by 11 p.m. Mon., April 10</li> <li>• Unit 6 <b>portfolio</b> due in its own dropbox by 11 p.m. 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 questions assignment</b> due in its own dropbox	11 p.m. Thurs., Jan. 5
Week 2 Jan. 9	Unit 1 Orientation	<b>Self-introduction/ice-breaker</b> due under its own discussion forum	11 p.m. Wed., Jan. 11
Week 3 Jan. 16 <b>Holiday: Jan. 16</b>	Unit 2 – Descriptive process analysis (Ch/13&15)	Unit 2 <b>prewriting</b> 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 <b>drafting/discovery worksheet</b> due in its own dropbox  Unit 2 <b>grammar worksheet</b> 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 <b>essay</b> due in its own dropbox  Optional: <b>Formal outline</b> for the descriptive process analysis due in its own dropbox	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 <b>prewriting</b> due in its own dropbox	11 p.m. Wed., Feb. 8
Week 7 Feb. 13	Unit 3 – Descriptive division (Ch/13&17)	Unit 3 <b>drafting/discovery worksheet</b> due in its own dropbox  Unit 3 <b>grammar worksheet</b> 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 <b>essay</b> due in its own dropbox  Optional: <b>Formal outline</b> for the descriptive division essay due in its own dropbox	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 <b>embedded librarian discussion topic</b> opens  Unit 4 <b>prewriting</b> due in its own dropbox	Begins at noon on Wed., Feb. 22  11 p.m. Wed., March 1

Week 10 March 6	Unit 4 – Literary analysis (Ch/14&25)	Unit 4 <b>drafting/discovery worksheet</b> due in its own dropbox  Unit 4 <b>grammar worksheet</b>	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 11
Week 12 March 20	Unit 4 – Literary analysis (Ch/14&25)	Unit 4 <b>embedded librarian discussion topic</b> closes  Unit 4 <b>essay</b> due in its own dropbox  Optional: <b>Formal outline</b> for the literary analysis essay due in its own dropbox	Ends at 2 p.m. on Wed., March 22  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 <b>response to comments paper</b> about graded descriptive division essay due in its own dropbox  Unit 5 <b>revised descriptive division essay</b> due under the appropriate discussion forum	11 p.m. Wed., March 29  11 p.m. Wed., March 29
Week 14 April 3	Unit 5 – Revision and editing; writer’s workshop (Ch/9&10)	Unit 5 <b>two workshop letters and marked up essays</b> 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 <b>portfolio plan</b> 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 <b>portfolio</b> due in its own dropbox.	11 p.m. Wed., April 19

Schedule is subject to change at instructor discretion