

Oklahoma State University Institute of Technology
Online Common Syllabus
Summer 2017

ENGL 1113(CRN40241): 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:

First Half: May 4 – June 22

Second Half: July 10 – August 25

Monday, Wednesday, and Friday

Monday, Wednesday, and Friday

10:30 – 11:30

10:00 – 11:30

12:30 – 1:25

12:30 – 1:25

Tuesday and Thursday

2:30 – 3:30

11:00 – 12:30

Tuesday and Thursday

11:00 – 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* (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 & 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; a pot of modeling compound or Play-Doh; a few sheets of art paper for water-based paints; a miniature or small set of 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, and between individual students and the instructor. Communication tools used in this course may include Email and BrightSpace. Read the syllabus completely to determine which of these methods you, your classmates, and your instructor will use for interaction.

Course Objectives	Assessment of Objectives
Construct documents using Microsoft Word.	Prepare assignments in Microsoft Word. (The portfolio* serves as the university assessment tool.)
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.)
Compose written documents using processes that combine critical thinking and rhetorical strategies.	Build a portfolio* that demonstrates applied knowledge of pattern-of-development concepts (description, process analysis, illustration, and literary narrative); writing process concepts (prewriting, drafting, composing, and revising); and composition concepts (content and clarity; organization and structure; and grammar, mechanics, technique, and style). In a reflective writing, make and support a claim about how the portfolio* demonstrates applied knowledge of course concepts. Create classification and division tables that are contextualized through an epistemology.
Construct written documents using standard grammar, punctuation, spelling, and a variety of sentence types.	Complete a tripartite grammar review. Show increased knowledge and skills around grammar within the portfolio.*
Create written documents that show a clear purpose and sense of audience.	Cultivate a sense of community and audience by posting a self-introduction. Discuss in the portfolio plan how you understand the instructor's grading comments. Participate in a writer's workshop. Compile a portfolio* of essays that reflect the fundamentals of expository writing with an emphasis on structure, organization, and style.
Construct documents using MLA Style.	Use MLA Style to format all essays and to document sources within the illustration essay. (The portfolio* serves as the university assessment tool.)
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.)

An asterisk (*) above indicates this assignment is used in the university's student learning assessment program.

COURSE ACTIVITIES

In this course you will:

- improve your writing skills;
- complete reading activities that invite creative responses to course content;
- learn descriptive writing techniques;
- create essays through organic processes;
- receive instructor feedback about how your writing can be improved;
- participate in a workshop with a focus on word choices, authorial voice or performance, and meaning/sense;
- interact with the embedded librarian if you so choose;
- build a portfolio that demonstrates applied knowledge of course concepts and objectives

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

1. Syllabus questions.....	2%
2. Self-introduction/ice breaker.....	2%
3. Reading activities (3 @ 5 pts. ea.).....	15%
4. Prewriting assignments (2 @ 4 pts. ea.).....	8%
5. Drafts/discovery worksheets (3 @ 5 pts. ea.)..	15%
6. Compositions/essays (2 @ 8 pts. ea.).....	16%
7. Tripartite grammar review	5%
8. Writer's workshop letter.....	5%
9. Portfolio plan.....	5%
10. Portfolio.....	20%*
11. Classification & division tables assignment.....	5%
12. Participation & netiquette.....	2%
Total 100%	

OSUIT Grading Scale A = 90%-100% B = 80%-89% C = 70%-79% D = 60%-69% F = 59% & below
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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 grade 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 nurtures communication among peers in your online writing class.

Later in the semester, a writer's workshop will take place. This will give you an opportunity to read a peer's writing and to have him or her read your work. 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).

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 3. The embedded librarian discussion forum is an option designed to help you choose a short story 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; **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 is due in a dropbox, but a few must also be submitted under a discussion forum.**

Also, notice the names of the 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 locations 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

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 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)
 Summer 2017 (May 4 – August 25)**

Durations	Units & Topics	Assignment names, submission locations, and due dates
		University holidays and breaks <ul style="list-style-type: none"> • Memorial Day Holiday: May 29 • Summer Break: June 26 – July 7
May 4 – May 10	Unit 1 – Orientation	<ul style="list-style-type: none"> • Syllabus questions due in appropriate Unit 1 dropbox by 11 p.m. Fri., May 5 • Self-introduction/ice-breaker due under the appropriate discussion forum and in its own dropbox by 11 p.m. Wed., May 10
May 10 – May 31 Holiday: May 29	Unit 2 – Descriptive process analysis: Reading and writing strategies (SCW Chapters 13 & 15)	<ul style="list-style-type: none"> • Unit 2 reading activity due in its own dropbox by 11 p.m. Wed., May 17 • Unit 2 prewriting due in its own dropbox by 11 p.m. Wed., May 17 • Unit 2 drafting/discovery worksheet due in its own dropbox by 11 p.m. Wed., May 24 • Unit 2 essay due in its own dropbox by 11 p.m. Wed., May 31 • Optional: Formal outline for descriptive process analysis essay due in its own dropbox by 11 p.m. Wed., May 31 (worth up to 5 points extra credit toward essay grade)
May 31 – June 26	Unit 3 – Illustration and literary narrative: Reading and writing strategies (SCW Chapters 14 & 25; <i>POV</i> ; Websites)	<ul style="list-style-type: none"> • Unit 4 embedded librarian discussion forum opens Wed., May 31 by noon and closes at 2 p.m. on Wed., June 21 • Unit 3 reading activity due in its own dropbox by 11 p.m. Wed., June 7 • Unit 3 prewriting due in its own dropbox by 11 p.m. Wed., June 7 • Unit 3 drafting/discovery worksheet due in its own dropbox by 11 p.m. Wed., June 14 • Unit 3 essay due in its own dropbox by 11 p.m. Wed., June 21 • Optional: Formal outline for illustration essay due in its own dropbox by 11 p.m. Wed., June 21 (worth up to 5 points extra credit toward essay grade)
Break: June 26 – July 7		<ul style="list-style-type: none"> • No assignments due during the summer break!
July 7 – July 17	Unit 4 – Grammar review (SCW; Websites)	<ul style="list-style-type: none"> • Unit 4 grammar review (parentheticals, coordination, and subordination) due in its own dropbox by 11 p.m. on Mon., July 17

July 17 – July 26	Unit 5 – Thinking about thinking: reflective essay and workshop	<ul style="list-style-type: none"> • Unit 5 drafting/discovery worksheet for workshop due under the appropriate discussion forum and in its own dropbox by 11 p.m. Fri., July 21 • Unit 5 workshop letter due under the appropriate discussion forum and in its own dropbox by 11 p.m. Wed., July 26
July 26 – August 16	Unit 6 – Revision & editing: portfolio (SCW Chapter 10)	<ul style="list-style-type: none"> • Unit 6 portfolio plan due in its own dropbox by 11 p.m. Wed., August 2 • Unit 6 portfolio due in its own dropbox by 11 p.m. Wed., August 16
August 16 – August 25	Unit 7 – Categories & Parts: Reading and writing strategies (SCW Chapter 17)	<ul style="list-style-type: none"> • Unit 7 reading activity due in its own dropbox by 11 p.m. Wed., August 23 • Unit 7 tables assignment due in its own dropbox by 11 p.m. Wed., August 23

Schedule is subject to change at instructor discretion

**Course Schedule (Calendar-Week-Driven Configuration)
Summer 2017 (May 4 – August 25)**

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

Week	Topic	Assignment and location(s) where it must be submitted	Due Date
Week 1 May 4	Unit 1 Orientation	Syllabus questions assignment due in its own dropbox	11 p.m. Fri., May 5
Week 2 May 8	Unit 1 Orientation	Self-introduction/ice-breaker due under its own discussion forum and in its own dropbox	11 p.m. Wed., May 10
Week 3 May 15	Unit 2 – Descriptive process analysis (SCW Ch/13&15)	Unit 2 reading activity due in its own dropbox Unit 2 prewriting due in its own dropbox	11 p.m. Wed, May 17 11 p.m. Wed, May 17
Week 4 May 22	Unit 2 – Descriptive process analysis (SCW Ch/13&15)	Unit 2 drafting/discovery worksheet due in its own dropbox	11 p.m. Wed., May 24
Week 5 May 29 Holiday: May 29	Unit 2 – Descriptive process analysis (SCW Ch/13&15) Unit 3 – Illustration and literary narrative (SCW Ch/14&25; <i>POV</i> ; Websites)	Unit 2 essay due in its own dropbox Optional: Formal outline for the descriptive process analysis due in its own dropbox Unit 4 embedded librarian discussion forum	11 p.m. Wed., May 31 11 p.m. Wed., May 31 Opens at noon on Wed., May 31
Week 6 June 5	Unit 3 – Illustration and literary narrative (SCW Ch/14&25; <i>POV</i> ; Websites)	Unit 3 reading activity due in its own dropbox Unit 3 prewriting due in its own dropbox	11 p.m. Wed., June 7 11 p.m. Wed., June 7
Week 7 June 12	Unit 3 – Illustration and literary narrative (SCW Ch/14&25; <i>POV</i> ; Websites)	Unit 3 drafting/discovery worksheet due in its own dropbox	11 p.m. Wed., June 14
Week 8 June 19	Unit 3 – Illustration and literary narrative (SCW Ch/14&25; <i>POV</i> ; Websites)	Embedded librarian discussion forum Unit 3 essay due in its own dropbox Optional: Formal outline for the illustration essay due in its own dropbox	Ends at 2 p.m. Wed., June 21 11 p.m. Wed., June 21 11 p.m. Wed., June 21

Week 9 June 26 Summer break		No assignments due during summer break!	
Week 10 July 3 Summer break		No assignments due during summer break!	
Week 11 July 10	Unit 4 – Tripartite grammar review (SCW ; Websites)	Unit 4 grammar review	
Week 12 July 17	Unit 4 – Tripartite grammar review (SCW; Websites) Unit 5 – Thinking about thinking	Unit 4 grammar review due in its own dropbox Unit 5 drafting/discovery worksheet due under the appropriate discussion forum and in its own dropbox	11 p.m., Mon., July 17 11 p.m. Fri., July 21
Week 13 July 24	Unit 5 – Thinking about thinking Unit 6 – Revision & editing (SCW Ch/10)	Unit 5 workshop letter due under the appropriate discussion forum and in its own dropbox Unit 6 portfolio plan	11 p.m. Wed., July 26
Week 14 July 31	Unit 6 – Revision & editing (SCW Ch/10)	Unit 6 portfolio plan due in its own dropbox	11 p.m. Wed., August 2
Week 15 August 7	Unit 6 – Revision & editing (SCW Ch/10)	Unit 6 portfolio due in its own dropbox	11 p.m. Wed., August 16
Week 16 August 14	Unit 7 – Categories & parts (SCW Ch/17)	Unit 7 reading activity due in its own dropbox Unit 7 tables assignment	11 p.m. Wed., August 23
Week 17 August 21	Unit 7 – Categories & parts (SCW Ch/17)	Unit 7 tables assignment due in its own dropbox 11 p.m. Wed., August 23	11 p.m. Wed., August 23

Schedule is subject to change at instructor discretion