ENGL 1213.007: 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: Tuesday and Thursday 11:00 – 12:25
Prerequisites: Engl. 1113 or division chair approval

Instructor name: Donna Glass
Office: NCAT 104A
Instructor phone: (918) 293-4835
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:
January 6 – February 26:
Monday, Wednesday, and Friday: 8:00 – 8:30, 9:30 - 11:30, and 12:30 – 3:00
Tuesday and Thursday: 10:00 – 11:00 and 2:00 – 3:00 Central Time

February 29 – April 21:
Monday, Wednesday, and Friday: 8:00 – 8:30 and 12:30 – 3:00
Tuesday and Thursday: 10:00 – 11:00 and 2:00 – 3:00 Central Time

School name: School of Arts and Sciences
School’s main phone: (918) 293-4768

REQUIRED TEXT, REFERENCES, AND MATERIALS
References: Items available through D2L, the campus library, and specified Internet sites
Materials: A jump, flash, or thumb drive; access to a computer equipped with Internet, Microsoft Word, Adobe Reader, Windows Media Player or a comparable player, speakers or sound apparatus of some sort, and an ability to run the D2L/Online Classroom delivery system; colored pencils (twelve); four or five small sheets of poster board or heavy paper
Uniform/Tools: n/a
Estimated cost for materials: Texts and writing supplies: $35.00 to $135.00 (estimate)
Estimated cost for uniform/tools: n/a
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<tr>
<th>Course Objectives</th>
<th>Assessment of Objectives</th>
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<tr>
<td>Construct documents using Microsoft Office.</td>
<td>Prepare assignments in Microsoft Word. (The research project functions as the university assessment tool for this objective.*)</td>
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<tr>
<td>Record/save course work on computer systems.</td>
<td>Prepare assignments in Microsoft Word and submit them on D2L/online classroom. (The research project functions as the university assessment tool for this learning objective.*)</td>
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<tr>
<td>Compose written documents using processes that combine critical thinking and rhetorical strategies.</td>
<td>Discuss pattern-of-development concepts on exams. Apply comparison/contrast, definition, and cause/effect to organize facts, but engage inductive reasoning patterns to interpret facts within expository essays. Submit a portfolio of revised expository essays. Incorporate elements of classical argument and rhetoric within the research paper.* Write and illustrate a children’s story about a historical theme and perspective in response to a work of nonfiction.</td>
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<tr>
<td>Construct written documents using standard grammar, punctuation, spelling, and a variety of sentence types.</td>
<td>Use standard English as you compose essays. Show a deeper understanding of the relationship between punctuation and writing correct sentences in revised essays. (The research paper will be used for university assessment of grammar skills.*)</td>
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<tr>
<td>Create written documents that show a clear purpose and sense of audience.</td>
<td>Craft essays with the audience (your peers and instructor) in mind. Promote a sense of audience and community among peers by participating in discussions and activities during class. Convey a deep sense of purpose (ethos) within each essay. (The research project functions as the university assessment tool for this learning objective.*)</td>
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<tr>
<td>Construct documents using MLA Style.</td>
<td>Use MLA Style to format all essays. Apply MLA Style guidelines any time you quote or paraphrase a visual, an auditory, and/or a written text. (The research paper functions as the university assessment tool for this learning objective.*)</td>
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<tr>
<td>Apply structural elements in compositions to affect meaning/content.</td>
<td>Compile a portfolio that reflects the fundamentals of expository writing with an emphasis on technique, style, and form. Submit expository essays and a research paper* that have been revised to hone structures of meaning, e.g., point of view, voice, tone, diction, imagery, selection of details, arrangement of ideas, and so forth.</td>
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<tr>
<td>Interpret research for the purposes of written communication.</td>
<td>Evaluate and select sources that address weighty questions as you build a working bibliography. Construct an argumentative research paper that evaluates diverse perspectives on a topic.*</td>
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<tr>
<td>Integrate research into written communication.</td>
<td>In each essay, including the research paper*, thoroughly explicate source material.</td>
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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:

- receive study guides designed to organize and focus reading assignments;
- complete exams that invite creative exploration of course content as opposed to rote recitation of facts;
- analyze how a filmic version of a children’s book blends the real and the imaginary in a portrayal of human behaviors and their effects;
- discuss how symbolic meanings of words and pictures contribute to the construction of a theme in a magazine advertisement;
- compare the lived experiences, core beliefs and values or creeds, and major works of two painters, poets, musicians, photographers, or political leaders who move you;
- search through websites, biographies, memoirs, ephemera, academic journals, and so forth, as you look for additional details about the work and lives of the two important people you compared, and then create a working bibliography;
- construct a research paper that unfolds a deep argument;
- write and illustrate a children’s story about a historical theme and perspective in response to a work of nonfiction;
- nurture a productive learning environment in which we explore difficult cultural issues that continue to be redefined within popular, academic, and creative fields;
- create a respectful, sensitive learning community.

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

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

1. Exams (3 @ 6 points ea.)..........................18%
2. Expository essays (3 @ 6 points ea.)..........18%
3. Portfolio of revised expository essays.........10%
4. Working bibliography.............................12%
5. Research project.............................................35%*
   (Includes short essay [10%], revised, expanded essay [20%], and formal outline [5%])
6. Children’s story ........................................5%
7. Participation and professionalism...............2%

Total    100%

*The student’s grade for this assignment will be used in the university’s assessment of student learning. A 70% competency or higher receives a Pass rating. This Pass/Fail rating is independent of the student’s course grade.
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 a writing sample so that our visit will be as productive as possible.

**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 your writing skills. The comments and suggestions will be provided within two weeks (weekends and university holidays and breaks are excluded).

**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. This means that it would not be appropriate to greet classmates, shaking hands and such and drawing undue attention to your late arrival. 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.

Do not take out during class electronic equipment. Unfortunately, when this is allowed, some students insist on typing and viewing electronic information during presentations, which is rude and distracting. On the same note, please do not bring meals to class.

AUTHORIZED TOOLS

See “ACADEMIC DISHONESTY,” below.

LATE WORK

Assignments that **cannot** be submitted late include outlines, the revised/final research paper, and the children’s story. All other work may be submitted up to one week late. 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. Most of the assignments are due in a dropbox on D2L, and a few are due during class.

If you post an assignment in the wrong place on D2L, the assignment will not be graded, and it will receive a zero (0). **It is the student’s responsibility to submit work on time and in the right location.** Always take a few minutes to make sure your work really is submitted when turning in an assignment on D2L (you can go back and look). Also, always review the syllabus schedule the day before class to make sure you have all needed materials to complete in-class activities and assignments.

**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 for more information or fax documentation to 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
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.
### Course Schedule

#### Always read all assignments; they are posted under “content” on D2L/online classroom. Each new assignment will be posted under “content” by the assignment date listed below.

**Thurs., Jan. 7** – First day of class: Course introduction; review of syllabus and schedule

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<thead>
<tr>
<th>Unit 1 – Cause/Effect – Duration Jan. 7 - 21</th>
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<tr>
<td>• <strong>Exam</strong> assigned Thurs., Jan. 7 and <strong>due in its own dropbox by 11 p.m. on Thurs., Jan. 14</strong></td>
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<tr>
<td>• <strong>Essay</strong> assigned Thurs., Jan. 14 and <strong>due in its own dropbox by 11 p.m. on Thurs., Jan. 21</strong></td>
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<tr>
<td>• <strong>Optional:</strong> Formal outline for the essay due in its own dropbox by 11 p.m. on Thurs., Jan. 21 (worth up to 5 points extra credit toward essay grade)</td>
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<tr>
<th>Unit 2 – Definition – Duration Jan. 21 – Feb. 4</th>
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<tr>
<td>• <strong>Exam</strong> assigned Thurs., Jan. 21 and <strong>due in its own dropbox by 11 p.m. on Thurs., Jan. 28</strong></td>
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<tr>
<td>• <strong>Essay</strong> assigned Thurs., Jan. 28 and <strong>due in its own dropbox by 11 p.m. on Thurs., Feb. 4</strong></td>
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<tr>
<td>• <strong>Optional:</strong> Formal outline for the essay due in its own dropbox by 11 p.m. on Thurs., Feb. 4 (worth up to 5 points extra credit toward the essay grade)</td>
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<tr>
<th>Unit 3 – Comparison/Contrast – Duration Feb. 4 – Feb. 18</th>
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<tr>
<td>• <strong>Exam</strong> assigned Thurs., Feb. 4 and <strong>due in its own dropbox by 11 p.m. on Thurs., Feb. 11</strong></td>
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<tr>
<td>• <strong>Essay</strong> assigned Thurs., Feb. 11 and <strong>due in its own dropbox by 11 p.m. on Thurs., Feb. 18</strong></td>
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<tr>
<td>• <strong>Optional:</strong> Formal outline for the essay due in its own dropbox by 11 p.m. on Thurs., Feb. 18 (worth up to 5 points extra credit toward the essay grade)</td>
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<tr>
<th>Unit 4 – Advanced revision &amp; editing; portfolio – Duration Feb. 18 – Feb. 25</th>
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<td>• <strong>Portfolio</strong> that includes two essays showing advanced revision and editing assigned Thurs., Feb. 18 and <strong>due in its own dropbox by 11 p.m. on Thurs., Feb. 25</strong></td>
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<tr>
<th>Unit 5 – Working bibliography – Duration Feb. 25 – March 3</th>
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<tr>
<td>• <strong>Working bibliography assigned</strong> Thurs., Feb. 25 and <strong>due in its own dropbox by 11 p.m. on Thurs., March 3</strong></td>
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<tr>
<th>Unit 6 – Research paper – Duration March 3 – March 31</th>
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<tr>
<td>• <strong>Research paper (short essay)</strong> assigned Thurs., March 3 and <strong>due in its own dropbox by 11 p.m. on Thurs., March 10</strong></td>
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<tr>
<td>• <strong>Revised and expanded research paper</strong> assigned Thurs., March 24 and <strong>due in its own dropbox by 11 p.m. on Thurs., March 31</strong></td>
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<tr>
<td>• <strong>Required:</strong> Formal outline for the research paper <strong>due in its own dropbox by 11 p.m. on Thurs., March 31</strong></td>
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<tr>
<th>Unit 7 – Interpretation of historical essay – Duration April 5 – April 14</th>
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<tr>
<td>• <strong>Illustrated children's story in response to an essay from the Oates anthology assigned Tues., April 5 and due during class on Thurs., April 14</strong></td>
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Schedule is subject to change at instructor discretion