

III. Course Description

ENGL 1113 is the first course in college-level writing. The course emphasizes the composing process, analytical thinking, various types of writing, basic research methods and documentation. **Students in ENGL 1113 must make a C or better to enroll in ENGL 1213.**

IV. Course Objectives:

The main goals of this 3-hour course, expressed in more detail through the Student Learning Outcomes below, drive students to skilled written communication in academic contexts, awareness of genre and discourse adaptation, and recognition and application of writing as a multi-stepped process. These goals prepare students for argument and research in their major and in their professions.

Learning Outcomes:

| Course Outcome | Assessment Tool | Program Outcome | University Outcome |
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| <i>By the end of the semester, students will be able to</i> | <i>These abilities are established by</i> | <i>The Composition Program's goal:</i> | <i>Oklahoma Christian University's goal:</i> |
| analytical essays that demonstrate effective written academic communication and a deep level of understanding. Meaning is constructed for diverse people. | all formal essays and informal writing assignments | Written Communication | Effective Communication |
| select a topic, develop a clear thesis, organize their ideas, produce, revise, and present a draft. | prewriting and idea generation informal assignments, one-on-one meetings with instructor devoted to the improvement of student drafts according to the writing process, peer reviews completed before major papers, rough drafts, final drafts | Writing Process | Effective Communication |
| use web resources to find academic and otherwise relevant information, integrate information into their writing | formal essays which employ library sources and/or credible web sources | Research | Information Literacy |

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| writing, and document formation (including citing, quoting, paraphrasing, and avoiding plagiarism). | | | |
| consider, evaluate, and create multiple perspectives in a written or multimedia analysis. | all formal essays, and by critical reading and analytic discussion of texts | Critical Thinking and Reading | Critical and Creative Thinking |
| purpose, audience, and social context of a writing assignment, including both academic genres and other formal or professional writing. | all formal essays, each of which requires students to write toward a specific audience, with a specific purpose, and for a specific occasion | Genre | Effective Communication |
| academic discourse from the perspective of intellectual property | in-class discussions and assigned readings about inquiry, and by formal essays that are approached through questioning | Inquiry/Argument | Effective Communication, Critical and Creative Thinking |
| discuss and understand cultures, faiths, and views different from their own. | in-class discussions over thought-provoking texts, and by formal essays which integrate perspectives different from the student's | Broad Perspectives | Personal, Social and Global Stewardship |
| use correct conventions of Standard English, especially grammar, punctuation, spelling, and style. | all formal submitted writing | Grammar and Mechanics | Effective Communication |

V. Course Requirements & Grading Standards:

Unit 1, Weeks 1-4 (230 pts)

Week 1 - August 13

Discussion

10 pts

Copy of annotations

10 pts

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| Grammar Work | 10 pts |
| Week 2 - August 17 | |
| Discussion | 10 pts |
| Rhetorical Situation Analysis | 10 pts |
| Grammar Work | 10 pts |
| Week 3 - August 24 | |
| Discussion | 10 pts |
| Grammar Work | 10 pts |
| Week 4 - August 31 | |
| Workshop | 50 pts |
| Final Draft and Reflection | 100 pts |
| Unit 2, Weeks 5-9 (320 pts) | |
| Week 5 - September 7 | |
| Discussion | 10 pts |
| Grammar Work | 10 pts |
| Week 6 - September 14 | |
| Bullock questions | 10 pts |
| Discussion | 10 pts |
| Postscript for Essay #1 | 10 pts |
| Grammar Work | 10 pts |
| Week 7 - September 21 | |
| Prewriting analysis and thesis statement | 20 pts |
| Discussion | 10 pts |
| Grammar Work | 10 pts |
| Week 8 - September 28 | |
| Discussion | 10 pts |
| Grammar Work | 10 pts |
| Week 9 - October 5 | |
| Workshop | 50 pts |
| Final Draft and Reflection | 150 pts |
| Unit 3, Weeks 10-17 (400 pts) | |
| Week 10 - October 12 | |
| Bullock questions | 10 pts |
| Discussion | 10 pts |
| Grammar Work | 10 pts |
| Week 11 - October 19 | |
| Discussion | 10 pts |
| Prewriting analysis and thesis statement | 20 pts |
| Grammar Work | 10 pts |
| Week 12 - October 26 | |
| Postscript for Essay #2 | 10 pts |
| Discussion | 10 pts |
| Grammar Work | 10 pts |
| Week 13 - November 2 | |
| Workshop | 50 pts |
| Final draft | 200 pts |
| Week 14 - November 9 | |
| Reflection | 50 pts |

Total

950 pts

Break Down of Assignments:

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| Final Drafts of Essays | 53% |
| Writing Process (prewriting, thesis, workshops), Discussions, Homework | 47% |

All assignments and grades will be posted online. Unless otherwise noted, grades will be completed 1 week after the due date.

VI. Materials Needed`

- *The Norton Field Guide to Writing with Readings*, 4th edition by Bullock, Goggin, Weinberg
 - (There is an e-book available, but it is a 5th edition. If you are unable to get the 4th edition in a hard copy in a timely manner for class and would like to use the 5th edition e-book, please let me know so that I can get you the correct pages for assignments.)
- Other materials available on Blackboard
- Computer and access to reliable internet

VII. Course Map

To get started, log into Blackboard. On the far left, you'll see Announcements, Syllabus, Calendar, Course Content, and Q and A. Review these links. You'll mostly be working through the Course Content for the remainder of the class. The course is organized into folders in the course content, with one major folder per unit. Inside each unit folder, you'll see a breakdown of each week. Inside each week, you'll find instructions for reading and assignments to be completed. If you have any questions, feel free to post in the Q and A or email me at misty.colgrove@oc.edu.

VIII. Sources of Help

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|------------------------|---|
| Tutoring | Student Success 405.425.5923 www.oc.edu/academics/student-success/ |
| Writing Lab | Writer's Block http://writersblock.oc.edu/ |
| Research Help | Library 405.425.5312 Ask a Librarian (libanswers.oc.edu/) library.oc.edu |
| Information Technology | Support Central 405.425.5555 support.oc.edu/home |
| Blackboard Help | Link in Blackboard (usually on left side) |

Calling & Career Office

Day Six

Career counseling, strengths analysis, resume and portfolio building, interview mastery, network building, career search/landing, and more.

405.425.5961

www.oc.edu/daysix

IX. Course Policies:

Active Participation

Description: In an online class, participation is very important. **This class is not a move-at-your-own-pace course. You will be expected to respond to discussion boards several times during the week. Usually you will have an initial response due on Wednesday at 11:59 pm and at least two peer responses before Sunday at 11:59 pm.** The timeline for workshops may be different than typically discussion weeks. When you comment on the discussion board, remember to

- Be Respectful. No obscene, offensive, or discriminatory language.
- Be Professional and gentle when replying with critical questions or clarification.
- Be scholarly.
- Be polite.

To effectively participate in the discussion board, please provide organized and thoughtful responses showing connections from the readings and other materials in the course. Replying to a peer's post should include more than affirmations or summary but extending the discussion, asking a probing and relevant question, and/or drawing any connections from the course material and others' responses.

Participation is also very important in workshops. If you do not participate in the workshop, you are missing out on an opportunity to hear feedback on your work, and your peers miss out on you adding feedback to their work. **If you do not participate in the workshop, your final draft will automatically lose 30% of the total points available.**

Late assignment/exam policies

For discussions, workshops, and assignments (like questions from the book, grammar work): No late work is accepted unless you have an emergency (ie in the hospital, car accident, etc.) or some pre-excused event.

For final drafts, thesis statements, and postscripts: You may turn in work late, up to 3 days with the following penalties:

1 day late = -10%

2 days late = -20%

3 days late = -30%

Revision Policy

You may rewrite one paper that gets a C, D or F due to its score, not from a late penalty. It must be turned in no later than two weeks after you receive back the original graded paper. This paper will need to be accompanied by a typed explanation listing the major changes that were made to the paper. I will re-evaluate the paper and assign a new grade. **The highest possible grade on the revision is an 89% B+.**

This course offers no extra credit assignments.

Internet Issues

You must have access to reliable internet for this class. I completely understand that things happen. I have been there, too, as an online teacher for 8 years. There have been many times I've had to visit a place with wifi or the library to get my work done. I expect the same from my students. If there is a serious emergency that prevents you from attaining internet, please let me know in a timely manner.

Americans with Disabilities Act

If you have a diagnosed disability and need special accommodations, please notify Ms. Katy Roybal (425-1876) before or immediately after your first scheduled class meeting. After your disability has been verified, your instructor will work with you, with Ms. Roybal, and with the Office of the Vice President of Academic Affairs to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this course.

Sexual Misconduct Policy (Title IX)

Oklahoma Christian University is a Christian community unequivocally committed to ensuring a working and learning environment in which the dignity of every individual is respected and providing a campus environment that is free of unlawful discrimination, which includes sexual harassment, sexual assault, or sexual misconduct. OC's Sexual Misconduct Policy (see the OC Student Handbook) is compliant with Title IX, which states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Sexual harassment is a breach of community, which expresses disrespect, exploits and undermines relationships based on trusts, and interferes with learning and productive work.

Students are encouraged to immediately seek available assistance and report incidents of sexual misconduct as defined by the Sexual Misconduct Policy to the Title IX Coordinator:

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| Title IX Coordinator | Mrs. Lisa Herndon | 405.425.1820 | lisa.herndon@oc.edu |
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Students have access to confidential services through OC's Counseling Center and the Spiritual Life office.

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| OC Counseling Center | 405.425.5250 |
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Spiritual Life

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| Jeff McMillon, Dean of Spiritual Life | 405.425.5919 |
| Summer Lashley, Ethos Director | 405.425.5908 |

Oklahoma Christian University Policy on Academic Honesty**Cheating**

Cheating on an examination, assignment, roll sheet or other course related work or activities undermines the ethics of the academy and the specific Christian purposes of Oklahoma Christian University. Accordingly, students who cheat on examinations, assignments or other course related work or activities will face serious consequences, as outlined in this policy.

Plagiarism

One particular form of cheating is plagiarism. Plagiarism is the transmission of another's ideas, words, or materials as one's own and/or the failure to credit accurately the ideas, words, or materials of another. Plagiarism also includes passing off another's work (a friend, a parent, a website) as one's own. Plagiarism undermines the ethics of the academy and the specific Christian purposes of Oklahoma Christian University. Accordingly, students who engage in plagiarism in assignments submitted will face serious consequences, as outlined in this policy.

Penalties for Academic Dishonesty

1. On the first offense, the student will receive zero (0) credit for the examination or assignment. For forms of cheating or dishonesty other than on examinations or assignments, the Professor shall have the discretion to impose an appropriate penalty. Professors must send documentation of the first offense to the appropriate chair, the dean of the appropriate college, the Chief Academic Officer, and the Dean of Students.
2. On the second offense in the same course, the student will receive an F in the course. Professors must send documentation of the second offense to the appropriate chair, the dean of the appropriate college, the Chief Academic Officer, and the Dean of Students.
3. At either the first offense or second offense, the student may appeal using the process described in both the *OC Student Handbook* and the *OC Academic Policy Manual* covering Grade Appeals.
4. If the student commits offenses in two or more courses, the Academic Appeals Committee, described in the *OC Student Handbook* and in the *OC Academic Policy Manual*, may assign penalties for academic dishonesty in addition to the penalties assigned by the professors in the courses. The Academic Appeals Committee may impose penalties up to and including suspension from the University in instances where a student has engaged in cheating or plagiarism in two or more courses. The Academic Appeals Committee will inform the Chief Academic Officer and the Dean of Students in writing of any penalties imposed by it and will report annually on its activities to the University's Academic Affairs Committee.
5. Professors should maintain the highest standards of academic honesty both in and out of the classroom. Professors must report and apply the rules regarding cheating/plagiarism to the appropriate channels. The student should be referred to the Oklahoma Christian University Covenant for principles which should guide conduct in these matters.

COVID Information

Even though this course is entirely online, you should know that if you have tested positive for COVID-19 or know that you have been exposed to COVID-19, please do not go to any FACE-TO-FACE classes until you have been cleared by a medical professional, such as the COVID-19 Clinical Officer. Of course, you should still participate in this or other online classes, unless you have symptoms that prohibit you from doing so (e.g., extreme fatigue). If you have to miss class (i.e., you cannot participate and meet the deadlines of this online course), please send me a copy of communication from a medical professional saying that you have tested positive or have been exposed. I will also need a copy of communication from a medical professional saying that you are fit to "return" to class. I will work with you the best I can to help you avoid falling behind in your

coursework. Your attendance/participation grade will not be reduced because of illness or quarantine, *if appropriate documentation is supplied*, as mentioned above.

Copyright notice

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X. Tentative Course Schedule: (Subject to change; I will notify you of any changes.)

Unit 1: Literacy Narrative (4 weeks)

Wk 1 August 13—Academic Habits of Mind and Getting to Know You

Read Bullock et al. pp. 45-52 and pp. 10-26.

Choose one essay to read (Bullock et al. pp. 79-81 or 82-83).

Due: Discussion, Annotations, Grammar Work

Wk 2 August 17—Rhetorical Situation

Read Bullock et al. pp. 73-86 and pp. 26-32.

Choose a literacy narrative from the readings (Bullock et al. pp. 640-661).

Due: Discussion, Rhetorical Situation Analysis, Grammar Work

Wk 3 August 24—First Draft Writing

Read Bullock et al. pp. 86-90

Due: Discussion and Grammar Work

Wk 4 August 31—Workshop and Final Draft

Read Bullock et al. pp. 91-93

Due: Workshop and Final Draft with Reflection

Unit 2: Textual Analysis (5 weeks)

Wk 5 September 7—Understanding How to Analyze a Text

Read Bullock et al. pp. 94-99 and pp. 110-116

Due: Discussion, Grammar Work

Wk 6 September 14—Analyzing a Text

Read Bullock et al. pp. 675-686

Due: Bullock questions, Discussion, Postscript for Essay #1, Grammar Work

Wk 7 September 21—Pre-Writing

Read Bullock et al. pp. 116-125, 105-110, 355-361

Due: Prewriting and thesis, Discussion, Grammar Work

Wk 8 September 28—First Draft Writing

Due: Discussion, Grammar Work

Wk 9 October 5—Workshop and Final Draft Due
Read Bullock et al. p. 127
Due: Workshop and Final Draft with Reflection

Unit 3: Academic Essay (5 weeks)

Wk 10 October 12—Understanding How to Argue a Position, Avoiding Binary Thinking
Read Bullock et al. first half of p. 156, pp. 735-749
Due: Bullock questions, Discussion, Grammar Work

Wk 11 October 19—Ethos and Thesis
Read Bullock et al. pp. 731-733, 169-170, 172-180, 367-369
Watch TED Talk by Adam Alter “Why our screens make us less happy”
Due: Discussion, Prewriting and thesis, Grammar Work

Wk 12 October 26—First Draft Writing
Due: Postscript for Essay #2 and Discussion, Grammar Work

Wk 13 November 2—Workshop and Final Draft Due
Read Bullock et al. pp. 181-182
Due: Workshop and Final Draft with Reflection

Unit 4: Reflective Essay (1 week)

Wk 14 November 9—Reflective Writing
Read Bullock et al. pp. 248-252
Due: Final Draft