English 1113: Composition I
Oklahoma State University
Fall 2019

Instructor Information
Sarah Lonelodge
sarah.lonelodge@okstate.edu
Morrill Hall 409
405-744-9466
Office Hours: Tues/Thurs. 2-3 pm and Fri. 11 am - 12 pm

Class Information
<table>
<thead>
<tr>
<th>Course</th>
<th>CRN</th>
<th>Time and Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1113</td>
<td>61070</td>
<td>Tues/Thurs 12:30-1:45 HSCI 316</td>
</tr>
</tbody>
</table>

Course Overview
Students in English 1113 will engage in various forms of writing, including narrative, profile, analysis, and evaluation. This course encourages students to think creatively and read critically, to make connections and convey meaning in their writing, and write well-organized, purposeful essays for various audiences. The work we do in this course will act as a foundation for work in future courses, as an introduction to professional communication in the workplace, and as practice for the exchanging of ideas and social interactions of adult life.

FYC Program Primary Goal: Students will recognize composing as a process and demonstrate that recognition by adapting their compositions to a variety of rhetorical situations and audiences through inventing, drafting, revising, and editing writing in a variety of styles and genres.

Resources for Students
Student Counseling Center
320 Student Union
405-744-5472

OSU Writing Center
Student Union
osuwritingcenter.okstate.edu
405-744-6671
Course Outcomes
By the end of English 1113, all students will:

- Recall and describe vivid details through a narrative that shapes and expresses those details for a general/public audience.
- Interpret and explain vivid details through inquiry and observation, and then characterize those details in the form of a profile constructed for a general/public audience.
- Break down and analyze the rhetorical moves made in a primary text, and then arrange and assemble those details in an essay explaining their overall purpose/effect for a specialized/academic audience.
- Evaluate and assess the positions taken in a collection of texts about a particular researched subject and take a stance on that issue through a thesis-driven essay for a specialized/academic audience.
- Illustrate the ability to examine, analyze, and comment on the perspectives of others, who may have different views, by participating in class and small group discussion of assigned reading material.
- Read, summarize, analyze, synthesize, and evaluate texts in a variety of styles, genres, and mediums, demonstrating the ability to do so in forms that may include - but are not limited to - class discussions, quizzes, annotations, and writing about writing.
- Fully contribute to peer review sessions by describing and interpreting writing of classmates, analyzing its strengths and weaknesses, and recommending a course of action for revision.
- Revise and edit multiple drafts to produce writing that is well organized, mechanically and grammatically sound, and mostly error free.
- Compare different methods and activities for invention, revision, etc. utilized throughout the semester, reflect on those experiences in writing, and identify and visualize their own unique writing process.

Required Materials
Ebook/Textbook (Included in course fees. Access via Canvas)

Other
Note-taking supplies, Google Drive account

My Approach
- Writing in general, and essay writing in particular, is a process, and everyone’s writing process is significantly different.
- Different methods and activities will work for some and may not for others, but it is always helpful to try them in order to discover what works best for you.
- Reading, practicing, reflecting, and revising will help you become a better writer.
- Writing is and should always be fun and interesting. It helps when you fully understand the assignment and its requirements and when you choose a topic that you care about.
Grade Calculation
We will use a standard scale for final grade calculation:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1 - Literacy Narrative</td>
<td>10%</td>
<td>Narrative essay with a sense of significance that explores an experience with literacy</td>
</tr>
<tr>
<td>Project 2 - Profile</td>
<td>15%</td>
<td>Profile of a student-selected individual, place, etc. that creates interest for an audience</td>
</tr>
<tr>
<td>Project 3 - Rhetorical Analysis</td>
<td>20%</td>
<td>Analytical essay that explores and interprets the rhetorical moves in a given work</td>
</tr>
<tr>
<td>Project 4 - Evaluating Controversies</td>
<td>20%</td>
<td>Argumentative essay that analyzes sources of information and evaluates a specific controversy</td>
</tr>
<tr>
<td>Peer Review and the Writing Process</td>
<td>15%</td>
<td>Reading the writing of classmates, analyzing its strengths/weaknesses, and recommending revisions; writing process</td>
</tr>
<tr>
<td>Assignments</td>
<td>15%</td>
<td>Activities and exercises during and outside of class, including discussion, group work, writing, etc.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>5%</td>
<td>In-class essay, written in the allotted time for final exams that reflects on the learning outcomes of Comp I</td>
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</table>

Each project will be assigned separately. Specific assignment sheets will be posted on Canvas for each, and we will discuss requirements, approaches, etc. extensively during class. Each project will require you to master various aspects of composition and the writing process including traditional written essays, visual elements, rough draft, peer reviews, etc.
Composition Program Policies
These program policies are created and enforced by the composition program directors and are based on university requirements.

Dates from the Registrar
Classes begin August 19. The nonrestrictive drop/add deadline is August 26. The restrictive drop/add deadline is August 30. The instructor must sign your add card, so give yourself sufficient time to find the instructor prior to the deadline; however, the instructor is not required to allow you late entry into the course, nor does his or her signature guarantee you a seat. Composition courses are never over-enrolled, nor are seats held for individuals. The W drop/withdraw deadline is November 8. The W/F withdraw deadline is November 22. Class work ends December 6. For more information: http://registrar.okstate.edu/Academic-Calendar.

Students with Disabilities
If you think you have a qualified disability and need special accommodations for this course, you should notify your instructor and request verification of eligibility for accommodations from the Office of Student Disability Services (315 Student Union) as soon as possible. Accommodations for disabilities cannot be made until the instructor receives a verification letter from the SDS office, and accommodations cannot be made retroactively for assignments already completed or absences already accrued. For more information, call 405-744-7116 or go to http://sds.okstate.edu.

Attendance
You are expected to be present every day your class meets, but we do allow a specific number of absences without penalty for unavoidable circumstances that may occur. Absences beyond the limit are considered excessive and result in grade reductions. Students are excused without penalty in the case of jury duty, mandatory military service, required court appearances, university-sanctioned activities, and activities required for classes or scholarships. University-sanctioned activities include a student athlete’s participation in official athletic events for Oklahoma State University. (Greek life activities, on the other hand, would not be included.) However, student athletes are still expected to turn in all assignments on time and to make up work as needed within a timeframe agreed on by instructor and student. No other absences will be considered excused, including absences due to illnesses, doctor’s appointments, and emergencies. Reductions will be taken on a percentage basis from the total number of points possible in the course. Students are expected to arrive in class on time in order to be counted present. Requests for exemption from this policy must be made in writing to the Program Director. However, exemptions are extremely rare and have been granted only for the most extraordinary circumstances.

Tues/ Thurs or Mon/ Wed classes: 4 absences without automatic grade reduction, 5 absences = a final grade reduction of 7.5% of the total points possible for the course, 6 absences = a final grade reduction of 15%, and 7 or more absences = failure of the course.
Mon/Wed/Fri classes: 6 absences without automatic grade reduction, 7 absences = a final grade reduction of 5% of the total points possible for the course, 8 absences = a final grade reduction of 10%, 9 absences = a final grade reduction of 15%, and 10 or more absences = failure of the course.

Missed in-class work
Students absent for university-sponsored activities, required court appearances or mandatory military service may make up work missed due to such absences. Other policies regarding missed in-class work are at the discretion of the instructor.

(For unexcused absences, students may make up any assigned work, but the late penalty (see below) will be in effect. A reasonable deadline should be established with me. Ask a classmate or me for information about in-class work (such as discussion notes or activities) that does not need to be turned in.)

Late work
Grades of work defined as "late" (coming in after established due date and time) will be reduced by 5% of the total points possible for the assignment each day it is late. Instructors may determine if this policy includes drafts and how weekends will be counted toward the grade reduction. Instructors may reduce the grade on a paper by up to 5% if a conference or peer editing session is missed.

(This policy is also applied to drafts and all other assignments and projects. Weekends will be counted toward the grade reduction.)

Missing work
Students must complete all required rough and final drafts of the four major projects in order to receive credit for the course.

Dead Week
The Registrar sets the policies for "dead" week or the week before finals week: “During pre-finals week, all normal class activities will continue; however, no assignment, test, or examination accounting for more than 5% of the course grade may be given; and no activity or field trip may be scheduled that conflicts with another class. This excludes make-up and laboratory examinations, out-of-class assignments (or projects) made prior to pre-finals week, and independent study courses.” Note that this policy requires regular class meetings to occur: classes will not be canceled during this week, except in the case of scheduled conferences with students (see schedule for conference dates).

Plagiarism
According to University Policy, plagiarism is “presenting the written, published or creative work of another as the student’s own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials.” Plagiarism can result in failure of the course or suspension from
Avoiding Plagiarism
College can be a demanding and stressful environment, which may make meeting the 
requirements of an assignment difficult at times. If you are having difficulty completing an 
assignment, meeting with your instructor and visiting the Writing Center are very productive 
ways to get back on track. Seeking help from Student Disability Services and from University 
Counseling Services can be very beneficial as well, depending on your needs. Regardless of 
where you seek assistance, it is always better to communicate with your instructor when you 
realize you are having trouble completing rather than copying someone else’s work. 
Submitting your own work is not only a better choice ethically, but you will get more out of 
the course and grow more as a writer if you do.

Writing Center
The Writing Center is a resource for all students, staff, and faculty, not just those who feel that 
they struggle with writing. Clients are encouraged to make appointments with consultants 
for any paper for additional feedback. Clients can come with questions about existing drafts 
or come for brainstorming help when they have difficulty starting a paper. At times 
throughout the semester, instructors may suggest that clients visit the Writing Center for 
additional assistance.

When visiting the Writing Center, it is best to make an appointment in advance, especially 
during midterms or finals week. For example, if a draft of a paper is due on Friday, clients 
should call on Monday to set up an appointment for Wednesday or Thursday. Basically - plan 
ahead.

The Writing Center is a useful resource, but it is not a proofreading/editing service and it 
cannot guarantee any specific grade on a completed paper. Instead of simply proofreading 
or editing, the goal of the Writing Center is to provide tools that enable students to revise, 
edit, and proofread their own work. This can be extremely beneficial if students are properly 
prepared and know what to expect. Students will need to bring the following items to their 
scheduled consultations:

The assignment sheet provided by the instructor
Any rough drafts, prewriting, or process materials
Any pertinent instructor comments
Specific questions for the consultant
Please visit the Writing Center’s website for information on locations and hours: 
http://osuwritingcenter.okstate.edu/.

Extra Credit
Composition instructors may not offer extra credit assignments because of the difficulty in 
assuring that all students have equitable access.
Class Policies

Disclaimer
While the syllabus is a kind of contract between students and instructors, this document is subject to change as needed. We will discuss any and all changes in class, and you will also receive written notice of any changes.

Academic Integrity Honor Pledge
The first-year composition program has recently created a pledge to be included on each of our four major projects. Many universities and colleges use such an approach as a way to remind students of their own accountability as well as have an impact on campus culture. Studies suggest that consistent use of such a pledge does reduce the number of academic integrity issues when paired with instruction on the topic.

On each of the four major assignments, type the honor pledge on a new page. It will essentially become the very last page of your project. Here is our pledge:

I will respect Oklahoma State University’s commitment to academic integrity and uphold the values that preserve our academic community. By my signature below, I pledge that I have not engaged in academic dishonesty of any kind in composing this assignment.

Plagiarism can result in failure of the course or suspension from the university. For more information, see the policies listed at http://academicintegrity.okstate.edu/.

Technology
Students are strongly encouraged to bring a laptop/tablet to class everyday. We will often work with Google Drive and other programs. If you do not have access to a laptop/tablet, you may check one out from the library. If you are unable to use a library device, please let me know. I am happy to adjust our class activities as needed.

While we are working on activities, discussions, etc. during class, please do not use headphones/earbuds or your phones, smartwatches, etc. When appropriate, these devices are welcome in class. We will discuss this policy in class and work on defining it together.

Participation and Discussion Expectations
Class participation, including small and large group discussion is very common in this course. While I will not force you to speak in full-class discussion, I do expect every student to contribute to small-group work of any kind. We will also work together to create guidelines for discussion in this class during the first weeks of class. These guidelines will be agreed upon and enforced throughout the semester.

Tardy Policy
If you are late, please enter the classroom without disrupting. 3 tardies = 1 absence.

Revisions
Students may revise projects 1-3 after I have graded them. Specific due dates will be established for each of these revision opportunities. No matter what grade you receive, you are welcome to revise. There is no cap on how much your grade can increase. Due to issues of time, project 4 cannot be revised after I’ve posted your grade for it. However, we can meet prior to the due date to discuss any concerns you may have.

Conferencing
Students are required to attend individual meetings with me, which we call conferences. We will not meet on one day toward the end of each unit. You will choose a time to meet with me to discuss your work, ask questions, etc. Missing your conference will result in an absence.

Communication
If you need to contact me outside of class, please visit me during office hours, schedule an appointment outside of office hours (if possible), or send me an email. You can expect me to respond to emails within 48 hours.
<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/19-24</td>
<td>Intro to Project 1: The Literacy Narrative; eBook overview</td>
<td>Saturday @ 11:30 pm</td>
</tr>
<tr>
<td></td>
<td>8/26-31</td>
<td>Genre conventions of narratives/PR Discuss: eBook: Intro/pgs. 159-174</td>
<td>*Prepare Draft for Peer Review</td>
</tr>
<tr>
<td>3</td>
<td>9/2-7</td>
<td>Peer Review/Debriefing/Workshop</td>
<td>Project 1: Literacy Narrative</td>
</tr>
<tr>
<td>4</td>
<td>9/9-14</td>
<td>Intro to Project 2: Profile</td>
<td>*Select a topic</td>
</tr>
<tr>
<td>5</td>
<td>9/16-21</td>
<td>*Collect data</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9/23-28</td>
<td>Peer Review</td>
<td>*Prepare Draft for Peer Review</td>
</tr>
<tr>
<td>7</td>
<td>9/30-5</td>
<td>Debriefing/Workshop</td>
<td>Project 2: Profile</td>
</tr>
<tr>
<td></td>
<td>10/7-12</td>
<td>Intro to Project 3: Rhetorical Analysis</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/14-19</td>
<td>*Select topic</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10/21-26</td>
<td>Peer Review</td>
<td>*Prepare Draft for Peer Review</td>
</tr>
<tr>
<td>11</td>
<td>10/28-2</td>
<td>Debriefing/Workshop</td>
<td>Project 3: Rhetorical Analysis</td>
</tr>
<tr>
<td></td>
<td>11/4-9</td>
<td>Intro to Project 4: Evaluating Controversies</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/11-16</td>
<td>*Select topic</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/18/23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>11/25-30</td>
<td>Thanksgiving Break (NO CLASS MEETING)</td>
<td>*Prepare Draft for Peer Review</td>
</tr>
<tr>
<td>16</td>
<td>12/2-7</td>
<td>Peer Review</td>
<td>Project 4: Evaluating Controversies</td>
</tr>
<tr>
<td>Finals</td>
<td>12/9-13</td>
<td>Thursday @ 10:00 am</td>
<td></td>
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*Suggested