



ENGL 1113
Composition I
Section
_____ MWF

Instructor: Dr. Beilfuss
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REQUIRED TEXTS

- Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. New York: Norton, 2010.
- Course management system D2L at <https://oc.okstate.edu/>

OTHER SUPPLIES OR RESOURCES

- A notebook: Any basic college-ruled notebook or journal will do, nothing fancy.
- Folders: One folder to keep quizzes and essays organized throughout the semester, you will need at least one other folder (manila file folder)

COURSE DESCRIPTION

English 1113 asks students to engage in various forms of writing, including narrative, profile, analysis, and evaluation. The course encourages students to read creatively and critically, make connections in their writing, and write well organized, thoughtful essays.

Students should also understand the purpose of using these various forms of writing for different audiences. Substantial revision is a key component of English 1113.

COURSE OBJECTIVES

By the end of the semester, students will understand and perform writing as a process. Students will:

- Demonstrate a clear sense of audience and a purpose that addresses the needs of that audience
- Understand and use prewriting and invention strategies, including the use of informal writing and conversation to generate ideas
- Shape remembered and observed events into essays for a public audience
- Ask and interpret questions about a topic and its subtopics in order to develop ideas in accordance with the purpose of the paper
- Construct a clear thesis that, when required, makes a debatable point about the material under consideration; connect theses to topic sentences and transitions; connect topics to each other; use specific evidence to support subordinate and main ideas
- Correctly paraphrase and quote material from other texts and to use such material with appropriate introduction, punctuation, and citation
- Articulate connections among different source materials
- Understand and use revision skills
- Recognize and use the conventions of academic writing
- Demonstrate structural patterns of writing, including adequate introductions and conclusions, transitions between ideas, and paragraphing
- Know the difference between active/passive voice and weak/strong verbs and to understand the appropriate uses of each
- Become more skillful at revising sentences for clarity, correctness, interesting and specific vocabulary, and appropriate diction levels and word choices
- Distinguish main ideas from supporting ideas and evidence

- Examine an argument's organization and the purpose(s) of that organization
- Recognize that some writers may move from a simple to a larger point of view or may trace the process of changing their minds about the topic under consideration
- Work through difficult sentences and unfamiliar vocabulary and to develop the habit of looking up unfamiliar vocabulary, recognizing word connotations, and deciphering meaning from context
- Summarize and annotate sources and distinguish between summary and analysis
- Understand the purpose and limitations of anecdotal evidence
- Evaluate evidence for fairness and accuracy and evaluate a writer's conclusions (the ways in which the idea is true/untrue, sufficient/insufficient, etc.)
- Make connections among texts or between a text and personal experience

ASSIGNMENTS AND GRADES

Essay 1: Literacy Narrative	10%
Essay 2: Profile	15%
Essay 3: Textual Analysis	20%
Essay 4: Evaluation Essay	20%
Final Exam	5%
Quizzes	15%
<u>Homework, daily writing, etc.</u>	<u>15%</u>
<i>Total</i>	100%

Essays: You will have four essays to write over the course of the semester. Each paper will be peer-reviewed as a rough draft. These papers will be discussed in much greater detail as they are assigned. Be sure to keep all assignment sheets, drafts, peer reviews, and comment sheets of every paper.

Your performance will be graded on the following scale:

A (90-100%) Extraordinary. "A" work requires a full command of the material, a strong sense of purpose, clear and compelling thought, and skillful writing.

B (80-89%) Good to very good. This work provides a very solid fulfillment of the assignment. Papers and essay questions demonstrate a clear argumentation and presentation.

C (70-79%) Acceptable. This work fulfills the minimum required by the assignment. It might lack skillful argumentation but show an understanding of the material. It might also suggest interesting approaches to the material but falter in carrying them out.

D (60-69%) This work presents a major deficiency in writing and argumentation.

F (0-59%) Unacceptable. This work does not satisfy the minimum required by assignment.

Quizzes: Students will answer questions regarding assigned readings throughout the semester. Quizzes will include all information covered in class and reading assignments. Quizzes may be given online or in class.

Participation: Class participation is essential in this course, as it is discussion-based and will involve individual and group work. Simply showing up to class is not enough. Your grade will be negatively impacted if you enjoy sleeping in class, texting, arriving late, etc. You are expected to come to class prepared, by completing the reading and forming questions on the topic. Exercises will occur frequently in class. If you are present and participate, you will receive credit. If you are absent, you will not receive credit.

CLASS MANAGEMENT INFORMATION

Attendance Policy: see Program policies below.

Late Work Policy: see Program policies below. All work is due at the beginning of class. Any paper turned in late (that is, after class begins) will receive a deduction of 10% per day (24 hours period) that the paper is late. You must complete all required drafts and all final copies of the four major essays to receive credit for the course. This may mean that in order to pass this course, you may be required to turn in a paper for which you will receive no credit.

In-class activities cannot be made up. If you are aware that you will be absent on a date an assignment is due, you are responsible for turning it in before the due date. It is your responsibility to plan ahead.

Quizzes cannot be made up. Please note that if you arrive to class late and I have already collected the quizzes, you will not be allowed to take the quiz. Likewise, peer review workshops require students to be both present and prepared. As a result, you must attend class and have a completed rough draft of your paper in order to receive credit for the peer review.

Email Communication: E-mail is the best way to contact me. You are welcome to e-mail me any time with questions. A long or involved question is usually better discussed in person. Please include your name in the e-mail text, since it is not always obvious who is sending it. Be courteous and polite. Please also include a brief subject line. Major papers should not be sent via e-mail. If you are ill and cannot come to class, e-mail is a perfect way to inform me ahead of class that you are going to be absent.

Technology Policy: Students are not allowed to use a cell phone during class for any reason. This includes texting. Do not disrespect the time of your fellow students. Please keep your cell phone turned off and out of sight during class. If you believe that you have an extreme emergency, please arrive early to class and we will discuss it and I may approve it before class begins.

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. The only absences that do not count toward the total allowed are those taken for mandatory military service and activities required for classes or scholarships. **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.

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 (which do not include social or Greek-sponsored activities, clubs, or intramural athletics) or mandatory military service may make up work missed due to such absence. Other policies regarding missed in-class work are at the discretion of the instructor.

Missing work

You must complete all required drafts and all final copies of the four major papers in order to receive credit for the course.

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 the University. For more information, see the policies listed at <http://academicintegrity.okstate.edu/>.

DISABILITIES

According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his or her disability and to request accommodations. If a student thinks that s/he has a qualified disability and needs special accommodations, s/he should notify the instructor and request verification of eligibility for accommodations from the office of Student Disability Services, 315, Student Union. Students should advise the instructor of such disability as soon as possible and contact Student Disability Services to ensure timely implementation of appropriate accommodations. Faculty have an obligation to provide reasonable accommodations when they receive official notice of a disability but are under no obligation to provide retroactive accommodations.

SCHEDULE

NOTE: The information in this plan is subject to change.

Week	Day	Topics	Reading Assignments due	Assignments Due & Reminders
Week 1		Introduction/syllabus overview		
		Rhetorical Situation	Chapters 1-4	
		Literacy Narrative assignment overview	Chapter 7	
Week 2		Icebreaker Activity; Reading Strategies	Chapter 41	
		Description	Chapter 37; Chapter 57 (624-28)	
		Narration	Chapter 40	
Week 3		University Holiday – Labor Day		No classes
		Literacy Narratives continued	Chapter 57 (633-39)	
		Literacy Narratives continued	Chapter 57 (640-44)	
Week 4		Literacy Narrative Peer Review		Literacy Narrative first draft due
		Profile assignment Overview	Chapter 16	
		Profiles	Chapter 16	Literacy Narrative final draft due
Week		Profiles	Chapter 63 (837-47)	

5				
		Writing as Inquiry & Profiles	Chapter 22 & Chapter 63 (848-57)	
		Generating Ideas and Text & Profiles	Chapter 24 & Chapter 63 (858-62)	
Week 6		Drafting & Profiles	Chapter 25 & Chapter 63 (863-66)	
		Assessing Your Own Writing & Profiles	Chapter 26 & Chapter 63 (867 -74)	
		Defining	Chapter 36	
Week 7		Peer Review		Profile first draft due
		Profile Assignment Review	Chapter 16	
		Textual Analysis Assignment Overview		Profile due
Week 8		Analyzing Texts	Chapter 8 (52-81)	
		Analyzing Texts continued	Chapter 8 (52-81)	
		Fall Break		No Classes
Week 9		Literary Analysis & Textual Analysis	Chapter 8 (81-86) & Chapter 58 (651-55)	
		Quoting, Paraphrasing and Summarizing & Textual Analysis	Chapter 47 & Chapter 58 (656-65)	
		Sources and Plagiarism & Textual Analysis	Chapter 48 & Chapter 58 (667-78)	
Week 10		Documentation and MLA Style	Chapter 49 & 50	
		Textual Analysis	Chapter 58 (679-83)	
		Textual Analysis	Chapter 58 (684-91)	
Week 11		Textual Analysis Peer Review		Textual Analysis draft due
		Textual Analysis Assignment Review		
		Evaluation Essay Overview		Textual Analysis due

Week 12		Arguing a Position	Chapter 10	
		Evaluations & Strategies	Chapter 13 & Chapter 31	
		Evaluations & Analyzing Cause and Effect	Chapter 61 (765-74) & Chapter 32	W Drop/Withdraw Deadline
Week 13		Evaluations & Arguing	Chapter 61 (775-78) & Chapter 33	
		Evaluations & Comparing and Contrasting	Chapter 61 (779-89) & Chapter 35	
		Evaluations	Chapter 61 (790-796)	
Week 14		Reading Poetry: John Keats's "Ode on a Grecian Urn"	Handout	** Download, print, and read Keats's poem & bring to class
		Evaluating Poetry: Cleanth Brooks's essay	Handout	** Download, print, and read Brooks's essay & bring to class
		Peer Review		Evaluation Essay draft due
Week 15		Review & Writing Tips		Evaluation Essay due
		Thanksgiving Break		No Classes
				No Classes
Week 16		Review & Writing Tips		Pre-finals Week
		Review & Writing Tips		Pre-finals Week
		Review & Writing Tips		Pre-finals Week
	Finals			Finals Week
				Final Grades must be submitted by faculty.