**Instructor Information**

Instructor: Sara Gilbert

Office: Morrill 406

Office Hours: Online via Zoom Monday, Tuesday, and Wednesday\* 3 pm – 4 pm or by appointment.

Note: For virtual appointments via Zoom, please send me a request with 48-hours-notice, if possible. I realize all of your schedules will be very different, and your hours may be limited for when you can meet. I will do everything possible to accommodate you if you want to meet with me about the course or your writing.

\*These days are subject to change. I’ll let you know if I change the day or time.

You can e-mail me anytime at [sara.gilbert@okstate.edu](mailto:sara.gilbert@okstate.edu). I will generally return your emails within 24 hours.

**Course Information**

ENGL1113.0 (CRN 60867)

Location: Web/Online

Time: Asynchronous

Course Description

Welcome to English 1113: Composition I. In this course, you will practice drafting, writing, and revising your writing through a series of short essays in a variety of genres. This class takes a rhetorical approach to writing, which means we will always consider the ways your writing should be shaped by considerations of purpose, audience, and situation.

This course will largely be designed for you to go at your own pace, as the content is designed to be completed in weekly chunks at times best suited for you. It is my goal for the course to be as flexible and forgiving as possible. In other words, there are built in measures that allow flexibility in terms of when you complete assignments, as well as measures to be forgiven for times when you fall behind or are overwhelmed with the content. As it is my goal for every student to excel in this course, I have designed it so that there are many ways to succeed in the course, but really only one way to fail: by not doing the writing. As long as you make consistent efforts to complete the content, you will do well in this course. You are not expected to be an excellent writer coming into the course, and you do not have to be an excellent writer by the time you leave the course to do well. What you must do is write and put effort into improving your writing.

Course Outcomes

By the end of English 1113, all students will be able to:

• Narrate an event or series of events in which they describe settings, utilize descriptive/sensory details, and suggest a main point to the narrative through such details.

• Report information through the use of primary research in which they shape their topic for a specific audience, define key terms, incorporate credible research accurately, and shape that information in ways that are rhetorically appropriate for their audience with respect to tone, organization, style, etc.

• Analyze a written/textual product and utilize evidence from that analysis to answer a specific inquiry question about that product using insights derived from the analysis.

• Evaluate a written/textual product in which they apply rhetorically appropriate evaluative criteria to their review of the product in order to provide their audience with relevant information about the subject of their evaluation.

• Draft, revise, and edit multiple drafts of writing in various genres to produce textual products that are rhetorically effective with respect to considerations such as organization, style, tone, grammar and mechanics, etc.

Required Textbooks and Materials

• Everyone’s an Author with Readings (e-book found on Canvas).

• A variety of supplemental readings, which will be provided to you as links on Canvas

• Regular access to Canvas and a writing device for class.

Short Descriptions of Major Assignments

*Writing a Narrative*

This essay will take the form of a 900-1,200-word narrative that tells a story to another student in order to help them understand what they need to know to succeed academically in high school.

Unit Outcomes:

• Narrate an event or series of events in which they describe settings, utilize descriptive/sensory details, and evoke a main point to the narrative through such details.

• Draft, revise, and edit multiple drafts of writing in various genres to produce textual products that are rhetorically effective with respect to considerations such as organization, style, tone, grammar and mechanics, etc.

**Rough Draft Due: Monday, August 31**

**Final Draft Due: Sunday, September 13**

*Writing with Primary Research*

This essay will take the form of a 1,200-1,500-word creative non-fiction essay that reports on an interview with a person from your local community, such as a teacher, a coach, or a local businessperson. Your goal with this piece is to tell a story about this person, using their own words as evidence, to explain to explain to another student what makes that person interesting.

Unit Outcomes

• Report information through the use of primary research in which they shape their topic for a specific audience, define key terms, incorporate credible research accurately, and shape that information in ways that are rhetorically appropriate for their audience with respect to tone, organization, style, etc.

• Draft, revise, and edit multiple drafts of writing in various genres to produce textual products that are rhetorically effective with respect to considerations such as organization, style, tone, grammar and mechanics, etc.

**Rough Draft Due: Monday, September 28**

**Final Draft Due: Sunday, October 11**

*Analyzing Writing*

This essay will take the form of a 1,200-1,500-word essay that uses the analysis of another piece of writing to answer the following question: “What rhetorical strategies does the writer use to make their position clear and persuasive?”

Unit Outcomes

• Analyze a written/textual product and utilize evidence from that analysis to answer a specific inquiry question about that product using insights derived from the analysis.

• Draft, revise, and edit multiple drafts of writing in various genres to produce textual products that are rhetorically effective with respect to considerations such as organization, style, tone, grammar and mechanics, etc.

**Rough Draft Due: Monday, October 26**

**Final Draft Due: Sunday, November 1**

*Evaluating Writing*

This essay will take the form of a 1,200-1,500-word essay that uses analysis of 3 different news reports from different sources (but on the same subject) to answer the following question: “Which of these three sources is the most credible sources of information on my subject, and why?”

Unit Outcomes

• Evaluate a written/textual product in which they apply rhetorically appropriate evaluative criteria to their review of the product in order to provide their audience with relevant information about the subject of their evaluation.

• Draft, revise, and edit multiple drafts of writing in various genres to produce textual products that are rhetorically effective with respect to considerations such as organization, style, tone, grammar and mechanics, etc.

**Rough Draft Due: Sunday, November 22**

**Final Draft Due: Monday, December 7**

Course Policies and Grades

*Course Structure: Content Weeks, Feedback Weeks, and Revision* *Weeks*

To do well in this course, you'll need to make at least weekly check-ins for the content. The course is broken down into 4 units, each of which are 4-weeks in length and contain the following sections:

Content Weeks 1 and 2: In these weeks, you will listen to short lectures by your instructor, complete small writing assignments to help prepare you for your major paper in the unit, and answer discussion questions about assigned readings. Completing the small writing assignments and discussion questions will constitute your attendance for those weeks.

Feedback Weeks: During feedback weeks, you will get feedback on your drafts from your instructor and from other students in your class. To get attendance for these weeks, you will need to read and respond to assigned drafts from other students in class in addition to turning in a draft of your own paper.

Editing and Revising Weeks: In these weeks, you will reflect on the feedback given to you and incorporate that into a revised version of your paper. For students seek an "A" in the course, you will also need to write short reflections in which you explain your revision choices.

*Labor Based Assessment and Attendance*

This course utilizes what is called “labor-based assessment,” which is a type of assessment based on how much work you do and completeness of assignments rather than benchmarks of standards. As long as you complete all work on time and within the spirit of the assignments, you should expect to do well in this course. On the Canvas site, there is a detailed assessment rubric that describes the over-arching labor-based approach, as well as what you would need to do to make each grade on each assignment. Please review that document closely to understand how your grades will be determined.

“Attendance” in this class is determined based on completing smaller process assignments, due at the end of each week. What you need to do to get your attendance counted is described on each week’s module of the campus site.

Forgiveness Weeks:

For this course, you are given 3 “forgiveness weeks” in the schedule. This means that if you fall behind the work at any point, you may e-mail the instructor and invoke one of your three forgiveness weeks. You can then go back, complete the work from the week you didn’t do so well on, and receive full credit for the work and attendance.

*Grading Scale and Weights*

Writing a Narrative: 200 points

Writing with Primary: Research: 250 points

Analyzing Writing: 250 points

Evaluating Writing: 250 points

Reflective Writing: 50 points

A: 900+ points

B: 800-899

C: 700-799

D: 600-699

F: 599 or fewer

Course Schedule

Your course schedule, including all readings and due dates, is available on Canvas. You should make sure to familiarize yourself with the course structure on the first day of class. All four units are structured the same, with the same type of content due each week.

**Available Resources**

Dates from the Registrar: For more information on important dates from the register, such as when to add or drop courses: <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>.

**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. The writing center provides online sessions, as well as asynchronous sessions.

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/.

\*This syllabus and schedule are subject to change.