**COMPOSITION II: ENGL 1213**

Spring 2022

Instructor: Sara Gilbert email: sara.gilbert@okstate.edu

Office: Writing Center, SU 440 Office hours: By appointment via zoom

Class time: TR 9:00-10:30

Overview:

In this course, you will further practice drafting, writing, and revising your writing through a series of short essays in a variety of genres. However, this course will focus more specifically on **researching, analyzing, and producing scholarly writing using primary and secondary research** 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 be hybrid: we will have online options for every class, as well as asynchronous options for anyone who cannot be in class. There will be an in-person option when possible, but that will be largely dictated by Covid-19 infections on campus and in class. **\*\*Asynchronous work will be utilized as a backup plan for anyone who needs to miss class due to illness or emergency; I will unlock the modules when people need them, but please try to at least zoom into class synchronously when possible\*\***

It is my goal for the course to be as flexible and forgiving as possible. In other words, I have 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 ENGL 1213, all students will:

* Critically consume arguments made for a particular audience and explain/represent those arguments accurately and fairly within their given rhetorical context.
* Analyze and evaluate the effectiveness of arguments with respect to the values and conventions of the rhetorical contexts in which those arguments were produced.
* Research a specific, focused scholarly conversation within a designated area of study and be able to describe and explain important questions, accepted truths, and areas of agreement/disagreement within that conversation.
* Participate in a scholarly conversation by producing a researched argument shaped by the rhetorical practices of those scholars active in the conversation.
* Apply conventions of academic style through consistently and accurately summarizing, paraphrasing, and quoting source materials, citing and distinguishing their own prose from source materials, and utilizing both in-text and bibliographic citation practices from a chosen style guide (such as MLA, APA, or Chicago). MLA is heavily encouraged. If you’d like to use a different citation style, please talk to me.

Texts and Materials:

* Textbook/e-book: *Everyone’s an Author* (you can find the e-book [here](https://www.amazon.com/Book-Learning-Tools-Everyones-Readings-dp-0393420841/dp/0393420841/ref%3Dmt_other?_encoding=UTF8&me=&qid=1641062843), or physical textbook [here](https://www.amazon.com/Everyones-Author-Readings-Andrea-Lunsford/dp/0393420833/ref%3Dsr_1_2?crid=3HFVE6LMG16CF&keywords=everyone%27s+an+author+3rd+edition&qid=1641062843&sprefix=everyone%27s+an+author%2Caps%2C142&sr=8-2)).
* Regular access to Canvas, your email, and a writing device for class.

**Requirements**:

Major Assignments:

 Listed are the **basic** formats of each assignment, however, on several of them you will get a choice of either an essay or a presentation/infographic. If you want something even more multimodal, talk to me and maybe we can come up with something new. I’ll explain more about those options throughout the semester.

Assignment 1: Listening to and Representing an Argument (150 points)

Assignment **Basic** Form: 800-1,000 word essay or multimodal presentation summarizing a single scholarly source.

* + Critically consume arguments made for a particular audience and explain/represent those arguments accurately and fairly within their given rhetorical context.
	+ Relevant *Everyone’s an Author* textbook Chapters: 1-4.

Assignment 2: Analyzing and Evaluating an Argument (250 points)

Assignment **Basic** Form: a 1,200 to 1,500 word essay or multimodal project analyzing a scholarly essay for its rhetorical effectiveness.

* + Analyze and evaluate the effectiveness of arguments with respect to the values and conventions of the rhetorical contexts in which those arguments were produced.
	+ Relevant *Everyone’s an Author* textbook Chapters 6-8; 18-19.

Assignment 3: Describing and Explaining a Scholarly Conversation (250 points)

Assignment **Basic** Form: 1,500 to 1,800 word essay or multimodal project explaining the scholarly conversations around a selected topic, with 4-6 scholarly sources.

* + Research a specific, focused scholarly conversation within a designated area of study and be able to describe and explain important questions, accepted truths, and areas of agreement/disagreement within that conversation.
	+ Relevant *Everyone’s an Author* textbook Chapters 20-24.

Assignment 4: Entering and Participating in a Scholarly Conversation (300 points)

Assignment **Basic** Form: 1,500 to 1,800 word researched essay or project making an argument about the student’s selected research topic.

* + Participate in a scholarly conversation by producing a researched argument shaped by the rhetorical practices of those scholars active in the conversation.
	+ Relevant *Everyone’s an Author* textbook Chapters 26-27; 30-33.

Final Exam: Reflection on the Course (50 points)

Assignment **Basic** Form: An in-class or virtual presentation reflecting on the writing strategies learned in the course.

Formatting:

All major essays must be typed, in MLA formatting (size 12 font, Times New Roman, double spaced) **unless you get permission from me to use another format**. Every assignment should have a title.

\*\*Headers must be written in this format: (in top left corner) \*\*

Your name

Gilbert

ENGL 1213

Date

 I will give you more information regarding each unit as we move throughout the course (please remember to come to class—in person or virtually—and check your email daily!).

Emails:

 Please check emails daily and turn on canvas notifications!! I cannot stress this enough! I often send out daily and weekly reminders about homework assignments, what is due, and other important notes like if/when we can have class in-person. It is imperative you check your email frequently and regularly, even if notifications don’t pop up on your phone. If you have any problems or concerns about this, please feel free to email me. I know we’re all still getting used to online learning, so I’m happy to clarify anything at any time. I check my emails obsessively and usually respond pretty fast, so feel free to reach out.

 When emailing me, please use email etiquette: include a subject (preferably just a few words about \*why\* you’re emailing me), a salutation (“Hi, Sara,” or “Hello Professor Gilbert” or something along those lines), the body of the email, and please write your name at the bottom of the email. If you’re not sure about email etiquette, take a look at this website: <https://eduadvisor.my/articles/students-guide-to-writing-professional-emails/>.

Class Participation:

 “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. Although flexible and sel-based, you are expected to participate. Class participation includes thoughtfully engaging and interacting in discussion boards and speaking with me.

**Course Policies and Grades:**

Course Structure*:*

*Content Weeks, Feedback Weeks, and Revision Weeks*

 This 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 me (if synchronous) or by my boss, Dr. Josh Daniel (if asynchronous), 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 and Prep Weeks: During feedback weeks, you will get feedback on your drafts from myself 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:

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.

Forgiveness Weeks:

For this course, you are given 2 “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.

Grades:

 Please note: I do not assign grades, you earn them. The definition of grades for undergraduate students are as follows:

 A = 90-100% (900+ points)

 B = 80-89% (800-899 points)

 C = 70-79% (700-799 points)

 D = 60-69% (600-699 points)

 F = 0-59% (599 or fewer points)

Grading Scale and Weights:

Listening to and Representing an Argument: 150 points

 Analyzing and Evaluating an Argument: 250 points
 Describing and Explaining a Scholarly Conversation: 250 points
 Entering and Participating in a Scholarly Conversation: 300 points

 Final Exam—Reflection on the Course: 50 points

# 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.

Electronics:

You MUST have regular access to a laptop or desktop. Because this is a hybrid class, you will need access to a keyboard, Google Docs, Canvas, Microsoft Word, PowerPoint (or Google Slides), Zoom, and Piktochart!

Classroom Culture:

This classroom (and virtual classroom while online) is a safe space! Please feel free to share your opinions, funny GIFs or memes, but be courteous and respectful. We all come from different walks of life. Because this class includes a digital discussion, please listen and speak respectfully at all times online. Be kind, be courteous, but stay engaged! I look forward to teaching you this semester and my goal is for you to leave this class as better, thinkers, analyzers, and writers.

**FYC Policies and Procedures**:

Students with Disabilities:

 If you have a qualified disability and need special accommodations for this course, you should notify your instructor and request verification of elegibility 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>.

Plagiarism:

 Please write original work in this course (all assignments will go through Turnitin.com, a plagiarism software). This includes work you completed in high school or here at OSU for another class. 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 extrent to which any part or parts of the project are attributed to the 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, please see the policies listed at <http://academicintegrity.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 (me) when you realize you are having trouble completing something 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:

I am an Assistant Director at the OSU Writing Center and really suggest you use the WC services whenever you can. It is a huge asset, so please remember to utilize it! If you have any issues or questions about the WC, email me or visit the Writing Center's website for information on locations and hours: <http://osuwritingcenter.okstate.edu/>

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. When visiting the Writing Center, it is best to make an appointment in advance, especially during midterms or finals week. 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. Students will need to bring the following items to their 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 note: this syllabus is subject to change at my discretion\*\*