

ENGL 1113-016: English Composition I
Oklahoma City Community College
Spring 2009 Semester

Instructor Information:

Professor: Jon Inglett

Office: 2E4-AH

Office Hours: M (online: 10-12 pm); T (2:00-5:00; 8-9 pm); Th (2:00-5:00; 8-9 pm); F (by appt)

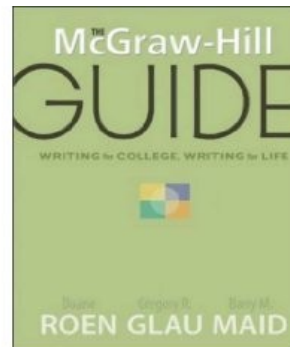
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Textbook:

The McGraw-Hill Guide: Writing for College, Writing for Life by Duane Roen, Gregory Glau, and Barry Maid.



Course Description:

The student will write well-developed compositions that demonstrate the principles of unity, coherence, and organization and which contain specific details and effective use of the language. The students will locate library material and incorporate researched materials into compositions

Course Competencies:

ENGL 1113 has primary objectives, which are addressed by meeting several specific objectives. By the end of the semester, the student should demonstrate competency in the following primary and specific objectives:

Primary Objectives

- Write well-organized essays that clearly and effectively develop main ideas and communicate these to an audience.
- Write at least one essay that demonstrates the ability to locate information, to incorporate the information into the paper, and to provide adequate documentation that acknowledges the sources of the information.

Specific Objectives:

- to use prewriting techniques such as brainstorming, listing, cubing, reporters' questions, free-writing and clustering
- to organize ideas and supporting details in a clear and effective manner
- to express the main idea of an essay in a thesis statement
- to develop effective paragraphs that exhibit unity, organization, and coherence
- to write correct and effective sentences
- to revise and edit essays to improve the original draft
- to gather information from a variety of sources, incorporate that information into a writing project, and properly document the sources in MLA or APA style
- to state an opinion and provide effective arguments in support of it

Assignments and Grading Criteria:

Initial Assessment Essay (50 points)
Essay 1—Writing to Share Experiences (100 points)
Essay 2—Writing to Summarize and Respond (100 points)
Essay 3—Writing to Solve a Problem (200 points)
Essay 4—Writing to Evaluate (100 points)
Journal Assignments (300 points)
Final Assessment Essay (100 points)

Scale: | A = 100 - 90 % | B = 89 - 80% | C = 79 - 70% | D = 69 - 60% | F = below 59% |

Note: The amount of points may vary according to the class structure.

Assessment of Student Learning:

Oklahoma City Community College is committed to providing quality educational experiences to all students and to striving for continuous improvement in its programs and services. Student assessment is vital to the educational process and can be of significant value to you and to the students who follow you.

To ensure that adequate assessment information is available to allow OCCC to continuously improve programs and services, you may be asked to participate in personal interviews, to take program and/or general education assessments which could be tests, oral presentations, writing assignments, or other activities; or to complete surveys during designated times, which may include class periods. These opportunities are your chance to help OCCC improve the courses, programs, and services which could affect you and will certainly impact students in the future.

Global Education:

Because we live in a global society and what we do in the United States affects the world, and what is done in other parts of the world impacts us, students will connect the selected readings or chapters or assignments in this course to real-life, global concerns. They will respond to issues from a variety of cultures and they will recognize the conflicts/issues are related to the issues in their own lives.

Accommodation Statement:

Oklahoma City Community College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations must make their request by: Contacting the Office of Student Support Services located on the first floor of the main building near entry 12, or call 682-7520.

Academic Dishonesty and Plagiarism:

Plagiarism consists of submitting work that is not entirely your own, copying/pasting from a website or other document without properly citing and quoting from the work, or submitting work that you have written in another course. Any form of cheating or academic dishonesty will result in a failing grade for the entire course and a written report to be filed in the office of the Associate Vice President of Academic Affairs.

Late Work:

All work should be turned in on time unless unusual circumstances exist and can be confirmed. If work should be turned in late for any reason, 20% may be subtracted from the assignment. After one week, assignments will not be accepted. No work may be submitted after the last day of class.

Official Withdrawal:

A student may officially withdraw from a credit class through the twelfth week of a 16-week course, or the sixth week of an 8-week course. A refund of full or partial fees will be due only in accordance with the College refund policy. The letter grade "W" will be shown on the official transcript for any student-initiated withdrawal after the schedule adjustment period.

Participation and Attendance:

Since this course requires interactive discussions to promote learning opportunities and growth, all students are expected to participate fully within this course. If you miss assignments or class periods due to traveling, computer problems, an illness, or any unexpected event, it is your responsibility to turn in your work early or notify me through e-mail, voice mail, phone, or in person about your issue. If you miss more than 2 class periods, your grade may automatically be lowered by 10%. If you miss more than 4 class periods, you may be failed from the course. Walking into class late is considered missing part of a class period.

Etiquette:

- Be courteous and show respect to others in their opinions and ideas.
- Sexual harassment or any form of discrimination will not be accepted in my class.
- Academically appropriate language is required at all times.
- Use of electronic devices is acceptable in some instances, as long as they do not interfere with student learning. For example, a laptop is acceptable to locate information related to an assignment but is not acceptable for chatting or browsing websites irrelevant to class activities.
- Please place your cellular phones on "Silent" or "Meeting" so that we can have a classroom without interruptions. If a phone call or text message can be defined as an emergency (i.e. an ill parent or child), please text message quietly or step out of the classroom to complete the conversation.

Grading Criteria for Writing Assignments:

The following general grading criteria apply to all the essays written in this course. Students should note that each of the essays in this course has more advanced specific criteria provided by the instructor. Just meeting these general criteria does not mean essays will earn the grade indicated, but not meeting them means that essays will definitely not earn the grade indicated.

The essay may earn an A if it:

- Deals with the assigned topic.
- Is written completely in standard English. It must contain no significant errors in spelling, punctuation, grammar, or usage that obscure the writer's meaning or distract the reader.
- Adheres completely to the conventions of academic prose as stated by the instructor.
- Includes an introduction that moves readers smoothly from an engaging opener through a presentation of the general subject of the essay and into a clear, specific thesis statement. The thesis must offer some original and thoughtful insight about the work under discussion.
- Thoroughly develops the thesis with clear, well-reasoned arguments supported by specific, concrete, and appropriate details. In all cases, the relevance of supporting details to the thesis must be explicit.

- Is organized in a pattern appropriate to the thesis. The organization must, in all cases, be clear, logical, and apparent to the reader.
- Brings readers "full circle" in the conclusion; that is, it reminds readers of some pertinent and striking motif established in the introduction.
- Is produced in the manuscript form specified by the instructor.

The essay may earn a B if it:

- Deals with the assigned topic.
- Is written primarily in standard English. It must contain very few errors in spelling, punctuation, grammar, or usage that obscure the writer's meaning or distract the reader.
- Exhibits an attempt to adhere to the conventions of academic prose as stated by the instructor.
- Includes an introduction that gets readers' attention and clearly states the thesis. The thesis must offer some original insight about the work under discussion.
- Supports the thesis with well-reasoned arguments supported by specific, concrete, and appropriate details.
- Is effectively organized in a pattern appropriate to the thesis.
- Offers a conclusion that leaves readers with a feeling of completeness.
- Is produced in the manuscript form specified by the instructor.

The essay may earn a C if it:

- Is written primarily in standard English. It may contain some errors in spelling, punctuation, grammar, or usage; but these errors should never totally obscure the writer's meaning or dominate the reader's perception of the essay.
- Includes an introduction that clearly states the thesis.
- Develops the thesis with at least some relevant details.
- Is organized in a pattern that is, for the most part, clear to the reader and appropriate to the thesis.
- Ends with a conclusion that reminds readers of the thesis and the details used to develop it.
- Is produced in the manuscript form specified by the instructor.

The essay may earn a D if it:

- Is written in standard English to a degree that the writer's meaning is normally discernible. Errors in spelling, punctuation, grammar, or usage must not dominate the essay.
- Includes an introduction, thesis, body paragraphs, and conclusion.
- Supports the thesis with at least some details
- Exhibits some attempt at organization.
- Is produced primarily in the manuscript form specified by the instructor.

The essay will earn an F if it does not meet the minimum criteria for a D. The following errors are the most common:

- The essay does not deal with the assigned topic.
- The essay is dominated by errors in spelling, punctuation, grammar, or usage that obscure the writer's meaning or which would distract an average reader.
- The essay has no controlling thesis.
- The essay does not develop one central idea or thesis throughout the work.

- The supporting detail is weak or non-existent.
- There is little or no attempt at organization.
- The essay lacks basic parts (introduction, body paragraphs, or conclusion)

English Composition I
ENGL 1113
Tentative Schedule
16 Week

Week 1—January 20

Introduction to Course

Due: Initial Assessment Essay (in class)

Week 2—January 27

Read "Thesis" (670-672)

Read "Paragraphs" (672-680)

Read "Introductions and Conclusions" (677-680)

Complete Journal 1 (in class)

Week 3—February 3

Read "Writing to Share Experiences" (65-81)

Read "Se Habla Espanol" (p. 85-89)

Assign Essay 1—Writing to Share Experiences

Complete Journal 2 (in class)

Week 4—February 10

Read "Getting Started" (98-108)

Read "Learning the Qualities of Effective Writing about Experiences" (77-79)

Read "Writing Descriptions" (696-700)

Complete Journal 3 (in class)

Week 5—February 17

Read "Revising" (111-114)

Due: First Draft of Essay 1—Writing to Share Experiences

Complete Journal 4 (in class)

Week 6—February 24

Due: Final Draft of Essay 1—Writing to Share Experiences (at the beginning of the hour)

Lecture: Using the Library Resources

Assign Essay 2—Writing to Summarize and Respond

Complete Journal 5 (in class)

Week 7—March 3

Read "Choosing the Sex of Your Baby" (34-35)

Read "Writing Effective Summaries" (35-37)

Read "Summaries" (876-877)

Read S9, S9-a, and S9-b (Appendices H-38-H39)
Complete Journal 6 (in class)

Week 8—March 10

Read Worksheet: Responding to an Essay
Read “The Objectification of Women: Whose Fault Is It?” (380-383)
Complete Journal 7 (in class)

Week 9—March 17

Due: First Draft of Essay 2—Writing to Summarize and Respond (at the beginning of the hour)
Complete Journal 8 (in class)

Week 10—March 31

Due: Final Draft of Essay 2—Writing to Summarize and Respond
Complete Journal 9 (in class)
Lecture: Synthesizing and Documenting Sources
Assign Essay 3—Writing to Solve Problems

Week 11—April 7

Read “Writing to Solve Problems” (528-540)
Read “The Nursing Crisis: The Solution Lies Within” (541-546)
Complete Journal 10 (in class)
Read “Writing Processes” (558-562; 564-566; 566-568)
Complete Journal 11 (in class)

Week 12—April 14

Mandatory Research Day (first meet in class)
Complete Journal 12 (in library)

Week 13—April 21

Due: First Draft of Essay 3—Writing to Solve a Problem (at the beginning of the hour)
Read “Revising” (573-574)
Complete Journal 13 (in class)

Week 14—April 28

Due: Final Draft of Essay 3—Writing to Solve Problems
Assign Essay 4—Writing to Evaluate
Read “The Sorcerer’s Apprentice” (409-412)
Complete Journal 14 (in class)

Week 15—May 5

Read “Who Has the Healthiest Burger?” (448-451)

Read “Writing Processes” (425-438)

Complete Journal 15 (in class)

Hand in Journal (at least 15 pages)

Week 16—May 12

Due: Final Draft of Essay 4—Writing to Evaluate

Due: Final Assessment Essay (in class assignment)