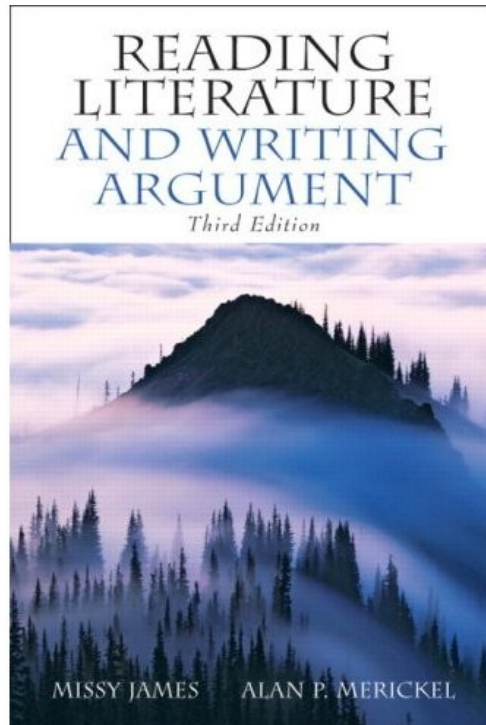


ENGL 1213: English Composition II
Section W03

Oklahoma City Community College
Fall 2007 Semester



Instructor Information:

Professor: Jon Inglett

Office: 2E4-AH

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Textbook:

Reading Literature and Writing Argument by Missy James and Alan P. Merickel Third Edition

Course Description:

In this advanced writing course, students will create essays that explore and evaluate a variety of issues and perspectives suggested by fiction, poetry, drama, essays, and other types of cultural texts. Students will refine and augment the writing techniques they learned in ENGL 1113 to develop well-reasoned, well-structured arguments in a clear, fluid, and engaging prose style.

Course Objectives:

ENGL 1213 has five objectives. By the end of the semester, the student should demonstrate competency in the following objectives:

1. Students will use a writing process that includes pre-writing, drafting, revising, and editing. Specifically, they will:

- use invention strategies to explore a topic, develop a focus for their essays, generate ideas and comments related to the topic, and make preliminary considerations of their audience and purpose.
- move from invention strategies to the drafting stage of writing project.
- learn from each other by discussing ideas related to the selected readings and by reading each other's work.
- revise their work.

2. Students will write organized and effective arguments. Specifically, they will:

- organize their essays around a controlling or dominant assertion.
- develop subordinate claims and evidence that effectively support the controlling or dominant assertion.
- follow sound principles of logic when constructing their arguments.
- consider alternative perspectives as they support their claims.
- follow an organizational pattern that makes sense to an audience.

3. Students will write in a clear, fluid, and engaging prose style appropriate to their audience and purpose. Specifically, they will write essays that feature:

- appropriate language and diction.
- effective sentences.
- a distinctive voice and appropriate tone.

4. Student will read, think, and write critically about a variety of issues and perspectives suggested by the selected readings. Specifically, they will:

- discover the intentions, meanings, premises, or ideas inherent in selected readings.
- integrate or synthesize the ideas from selected readings.
- evaluate a variety of perspectives and express their point of view.

5. Students will connect the selected readings to real-world concerns. Specifically, they will:

- recognize the relationship of the selected readings to social, political, and personal issues.
- read and write about works from a variety of cultural backgrounds.
- recognize the conflicts in the selected readings as metaphors for their own struggles to communicate and resolve issues in life, in their field, and in their work experiences.

Grading Criteria:

Discussion Board Assignments (600 Points)
Initial Assessment Essay (50 Points)
Essay 1—The Position Paper (100 Points)
Essay 2—The Rebuttal Argument (150 Points)
Essay 3—The Academic Dialogue (150 Points)
Essay 4—The Satire of Manifesto (100 Points)
Final Assessment Essay (50 Points)

Scale: | A = 1200 – 1074 | B = 1073 – 954 | C = 953 – 834 | D = 833 – 714 | F = 713 – 0 |

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; take program and/or general education assessments, which could be tests; give oral presentations, write assignments, take surveys, or engage in other activities. You may be asked to complete the assessments, tests, and other activities 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.

Students with Disabilities:

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, twenty percent 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 online course requires interactive discussions to promote learning opportunities and growth, all students are expected to participate fully within this course. If you miss assignments 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 5 assignments in the course, your grade may automatically be lowered by 10%. If you miss more than 8 assignments, you may be failed from the course.

Internet 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. Therefore, slang is not an acceptable form of communication in this course on emails, discussion boards, or essay assignments.

Discussion Boards:

The discussion board allows for the opportunity to examine, evaluate, critique, and share knowledge, ideas, and perspectives. Although many may not feel comfortable sharing ideas in a public environment, the discussion board allows for student development in writing to an audience. Although writing is sometimes accomplished in isolation, writing is not simply a private act. M.M. Bakhtin, a Russian scholar, describes writing as "a social phenomenon--social throughout its entire range...." The discussion board will prepare you for academic discourse and audience awareness.

Types of writing will vary on the discussion board; you will examine and evaluate issues in various reading selections, read and respond to issues raised by other colleagues, practice your invention process for the development of the essay assignments, and critique the drafts of your colleague's work.

Each discussion board is worth 30 Points. You will receive 20 points for writing a successful discussion board, while the remaining 10 points will result in your specific comments to at least 2 colleagues per week. Since discussion boards might vary in length requirements, consult the specific directions for each discussion board. Also, if the board does not successfully accomplish the goals of the assignments (including the length), I do not have to accept the work.

Discussion Board Rubric:

An "A" (27-30 points) means that the students

- Follow all directions successfully
- Respond to two colleague's per week (at least 100 words per colleague) in a dignified, reflective, and academically appropriate manner
- Focus on a specific topic idea through the entire discussion and show complex understanding of the topic
- Utilize strong evidence and examples to support the topic idea
- Show originality and strong critical thinking in the development of the topic
- Depict a clear understanding of the audience and purpose of the assignment

- Show evidence of logical patterns of paragraph development and transitions within and between each paragraph
- Compose the discussion in Standard American English with vocabulary appropriate for college-level writing
- Contain no more than two errors. Errors might include problems with subject-verb agreement, pronoun agreement, spelling errors, major sentence flaws, inappropriate word choice, or punctuation errors, such as run-on sentences, comma splices, and sentence fragments.

A "B" (24-26 points) means that the students

- Follow all directions successfully
- Respond to two colleague's discussion boards (at least 100 words per colleague) in a dignified, reflective, and academically appropriate manner
- Focus on a specific topic idea through the entire discussion and show complex understanding of the topic
- Utilize good evidence and examples to support the topic idea, although some of the paragraphs lack full development
- Show some originality and critical thinking in the development of the topic
- Depict a basic understanding of the audience and purpose of the assignment
- Show evidence of logical patterns of paragraph development but might contain problems with transitions within and between each paragraph
- Compose the discussion in Standard Edited English with vocabulary mostly appropriate for college-level writing
- Contain no more than four errors. Errors might include problems with subject-verb agreement, pronoun agreement, spelling errors, major sentence flaws, inappropriate word choice, or punctuation errors, such as run-on sentences, comma splices, and sentence fragments.

A "C" (21-23 Points) means that the students:

- Follow all directions successfully
- Respond to two colleague's discussion boards (at least 100 words per colleague) but show some struggle responding in a dignified, reflective, and academically appropriate manner
- Do not focus on a specific topic idea through the entire discussion and show some struggle with understanding the topic
- Utilize some evidence and examples to support the topic idea, although paragraphs lack full development
- Show little originality and critical thinking in the development of the topic
- Depict a very basic understanding of the audience and purpose of the assignment
- Show major problems with paragraph development and do not master transitions within and between each paragraph effectively
- Do not compose the discussion in Standard Edited English with vocabulary appropriate for college-level writing
- Contain no more than six errors. Errors might include problems with subject-verb agreement, pronoun agreement, spelling errors, major sentence flaws, inappropriate word choice, or punctuation errors, such as run-on sentences, comma splices, and sentence fragments.

A "D" (18-22 Points) means that the students:

- Misunderstand or not complete all directions successfully
- Respond to two colleague's discussion boards (at least 100 words per colleague) but do not add any critical ideas to the colleague's discussion board
- Do not focus on any topic idea through the entire discussion and show a major struggle

with understanding the topic

- Generalize the entire discussion without much evidence and examples to support the topic idea
- Show no originality and critical thinking in the development of the topic
- Attempt to understand audience and purpose but rarely succeed
- Show a struggle with separating paragraphs and using transitions within and between each paragraph
- Contain no more than 10 errors. Errors might include problems with subject-verb agreement, pronoun agreement, spelling errors, major sentence flaws, inappropriate word choice, or punctuation errors, such as run-on sentences, comma splices, and sentence fragments.

An "F" (below 18 Points) means that the students:

- Do not follow the directions successfully
- Do not respond to two colleague's discussion boards (at least 100 words per colleague)
- Show no focus on developing a topic idea or understanding the topic
- Generalize in one paragraph the discussion board topic instead of attempting to develop the ideas in one or two focused paragraphs
- Show no attempt at originality and critical thinking
- Show no understanding of audience and purpose
- Do no separate paragraphs or use transitions
- Contain more than 11 errors