ENG 1113 ENGLISH COMPOSITION

10644 & 10645
LAR 232
MWF 12:00-12:50 PM & MWF 1:00-1:50 PM
FALL 2012
ENGLISH DEPARTMENT

INSTRUCTOR INFORMATION

Matthew L Cherry
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Office Information: LAR 229, 974-5516
Office hours: MWF 10:00-10:50 AM and by appointment

COURSE DESCRIPTION AND OBJECTIVES

CATALOGUE DESCRIPTION

This course provides instruction in college level writing, covering grammatical skills, rhetorical issues, and cognitive abilities necessary to produce effective academic prose. The primary purpose of first-year English is to produce writers of competent expository prose by providing an environment, which acts as an initiation into the academic world.

PREREQUISITES

None

TRANSFORMATIVE LEARNING OUTCOMES

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at the University of Central Oklahoma will have transformative learning experiences in six core areas: discipline knowledge; leadership; research; creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

This course supports the following tenets of transformative learning:

- Discipline Knowledge—students explore, discuss, and practice the techniques, conventions, and processes that produce college-level writing.
Global and Cultural Competency—students read and write analytically about global and cultural issues and direct writing to divers audiences.

Problem Solving (Research, Scholarly, and Creative Activities)—students analyze complex texts, produce creative and scholarly papers and presentations, conduct limited and focused research, and document sources.

Service Learning and Civic Engagement—in service learning sections, students write about a significant service learning experience; in other sections, students learn how the public use of language has the potential to affect an audience and to effect a change in their communities.

Health and Wellness—students read about, write about, and discuss those intellectual, emotional, and spiritual issues that give human existence vitality and meaning.

COURSE OBJECTIVES

Students taking ENG 1113 will learn the following:

- How to balance claims and evidence within various pieces of writing, how to develop a complex central controlling idea (or thesis), and how to analyze a range of texts and writing subjects
- How to develop a sense of purpose when writing, how to deliver the significance or “so what?” of a paper to readers, and how to aim writing at a various particular audiences
- How to present ideas logically or in the order generally dictated by the genre of writing being undertaken, how to organize writing into effective introductions, conclusions, and body paragraphs, how to sequence individual sentences effectively within paragraphs, and how to create smooth transitions between ideas and paragraphs
- How to write with an engaging voice, how to use a variety of sentence structures effectively, how to adjust word choice for various audiences, and how to use quotations and paraphrases effectively
- How to document sources properly and avoid plagiarism, how to follow the conventions of standard written English
- How to revise writing by working through multiple drafts of an assignment, how to be more aware of one’s individual writing process, how to proofread and edit one’s own work as well as others’, how to give and incorporate feedback into one’s writing

TEXTBOOKS


OTHER SUPPLIES OR RESOURCES
You will need regular access to an Internet-capable computer, as well as some kind of portable data storage device. I strongly recommend that you familiarize yourself with UConnect and D2L. Also, please be prepared to write in-class; you may find such items as notebooks and writing utensils highly useful.

Also, **buy a stapler**. I will not have a stapler in class. I will not accept loose-leaf papers. Spend $12 on a high-quality Swingline and you will have an office tool/self-defense mechanism that you will use for the rest of your life. It is a worthwhile investment.

### COURSE OUTLINE, GRADING, AND PARTICIPATION REQUIREMENTS

#### COURSE OUTLINE (SUBJECT TO CHANGE)

- 08/31 Friday – Rough Draft 1 due
- 09/07 Friday – Rough Draft 2 due
- 09/14 Friday – Rough Draft 3 due
- 09/21 Friday – Rough Draft 4 due
- 10/05 Friday – Evaluation Draft 1 due
- 10/12 Friday – Annotated Bibliography
- 10/19 Friday – Evaluation Draft 2 due
- 11/9 Friday – Evaluation Draft 3 due
- 11/23 Friday – Evaluation Draft 4 due

#### DATE AND TIME OF FINAL EXAM

There is no final examination for this class. Your midterm is the annotated bibliography and your final will consist of one of our four papers in a Final Draft form; this means you will revise and reshape the Evaluation Draft of your choice into the best piece of writing you can produce and submit it along with a reflective cover essay as your final assignment. We will set the due date of the final paper as we approach the end of the semester.

#### GRADE PERCENTAGES OF REQUIRED ASSIGNMENTS

- Evaluation Drafts - each: 10% (four drafts for a total of 40% of overall grade)
- Reading Response Journal: 20%
- Annotated Bibliography: 20%
- Final Draft of one paper: 20%
NAMES AND DESCRIPTIONS OF REQUIRED ASSIGNMENTS

Your major coursework will consist of four papers. You will submit two drafts of each paper: the rough draft and the evaluation draft. You will select one of these papers and revise it a second time to produce a final draft, which you will turn in as our final assignment.

Your midterm assignment will be an annotated bibliography, consisting of MLA format works-cited entries for six sources that we have covered in class, as well as paragraph-length annotations detailing the subject matter, area of research, usefulness, scholarliness, and other points of the sources in question.

You will keep a weekly journal of written responses to the readings that are assigned in class. We may spend time in class on these journal entries; their purpose is to motivate you to keep up with our reading assignments, to facilitate interaction with those readings, to practice the art of written composition, and to help you generate pre-writing material that can help you write the papers assigned in class.

Any additional in-class writing assignments or pop quizzes – and there will be pop quizzes – will count as part of the Reading Response Journal grade.

All major assignments, including all drafts of each paper, must be completed in order to pass the course.

GRADING SCALE

A = 4.0 - 3.67
B = 3.5 - 2.67
C = 2.5 - 1.67
D = 1.5 - 1.33
F = 1.0 and below

CLASS MANAGEMENT INFORMATION

ATTENDANCE POLICY

The First-Year Composition Program has a standard attendance policy for all courses in the program. Upon the ninth absence in a MWF section or upon the sixth absence in TR section, the student will fail the course. Absences due to a university sponsored event or military service will not be counted towards these totals. I will track attendance. I will adhere to this policy. Track your own attendance with a written record. On your ninth absence, you will fail, and there is nothing I can do about it.
Arriving on time and prepared for class is not just a good personal habit; it is an indicator of respect for your class, your instructor, your college career and, most importantly, your fellow students. If you are tardy and miss a significant portion of class, I will count you absent for the day.

LATE WORK POLICY

I do not accept late work.

PLAGIARISM POLICY

Plagiarism is a form of academic dishonesty in which a student presents the words or ideas of another author in a way that intentionally misleads a reader to believe that the words or ideas were the student’s. Instructors have numerous options for dealing with confirmed cases of plagiarism, ranging from asking students to repeat an assignment to failure of the course and other severe university sanctions. The procedures for dealing with confirmed cases of academic dishonesty are located in the Student Code of Conduct, section IV.D.4.

TURNITIN.COM POLICY

UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters.

TECHNOLOGY POLICY

Do not text, call, play, or browse on your portable electronic device in class. If your portable electronic device makes any kind of noise in class, I will ask you to leave class for the day. I understand that many students use laptops in lieu of notebooks for in-class notes and writing; given this course's reliance upon sites such as TED.com and the Internet in general, I will allow laptops, but if I find you using a laptop for anything non-course related, I will ask you to leave class for the day.

OTHER UCO POLICIES

UCO STUDENT INFORMATION SHEET AND SYLLABUS ATTACHMENT

Please refer to the following URL for more information regarding UCO policies.

http://broncho2.uco.edu/academicaffairs/StudentInfoSheet.pdf