English 1113: English Composition

CRN 11288: ACM 204, R 9:00a-11:30a
CRN 11289: ACM 205, F 9:00a-11:50a
CRN 11290: ACM 205, F 12:00p-2:50p
Fall 2012, UCO English Department

Instructor: Victor Hawk, vhawk@uco.edu or vhhawk@gmail.com
Office: ACM 2nd floor instructor's lab, by appointment

Textbooks and Materials:
2. Other online readings will be assigned each week
3. Writing materials such as spiral notebook and pen

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:

1. Discipline Knowledge—students explore, discuss, and practice the techniques, conventions, and processes that produce college-level writing.
2. Global and Cultural Competency—students read and write analytically about global and cultural issues and direct writing to diverse audiences.
3. 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.
4. 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.
5. 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:

① 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
② 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
③ 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
④ 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
⑤ How to document sources properly and avoid plagiarism, how to follow the conventions of standard written English
⑥ 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

Course Outline, Grading, and Participation Requirements

• Key dates and deliverables are attached at the end of the syllabus

Final Exam

• There is no final exam. We may (or may not) meet during final exam week.

Quizzes (10%)

• Ten quizzes based on the assigned readings from the text and other sources.
• Expect a quiz over the readings every week. Each quiz is likely to be four (4) questions.
• Cumulative quiz scores will account for 10% of your class grade.

Assignments (90%)

• Four short essays of 5.1 pages each. I will provide the prompts. The essays will have different goals, and you will have to approach each of them differently. All of the writing you turn in should be mostly your own ideas and in your own voice, but in contact with other ideas and voices which you acknowledge. I will explain in more detail in class. The essays you turn in for this class must be unique and original to this class; no re-use of essays written for other classes is permitted.
• Ten short (one page) reading responses are required. These are your reactions to the assigned readings and/or the text, and should be a conversation with the reading's words or structure or ideas.
• Participation in class discussions. I expect you to participate in our classroom discussions. I keep records throughout the semester of interesting and relevant points that facilitate our discussion and improve our mutual understanding of the topic at hand.

Grading Rubric

10% quizzes
30% participation and written reading responses
30% virtual* midterm portfolio
30% virtual* final portfolio

*Virtual portfolio is a concept I will explain in class. I teach a revision based writing system in which you write a draft, turn it in for feedback, revise it, and resubmit it. I normally collect these drafts in a midterm portfolio and a final portfolio, but I have found it works best at ACM to use a virtual portfolio system – you may revise an essay until it gets the grade you want, up to the final portfolio date.
Class Management Information

Attendance Policy

- I expect perfect attendance. However I know this is not always possible, in part because of life's emergencies, and in part because of university and band obligations. And we have an unusual schedule of once-a-week classes that is unique to ACM. The UCO College of Liberal Arts and the First-Year Composition Program have an attendance policy that mandates failure of the course for students who miss three full weeks of class. In our case this is three class sessions, and so I have modified this requirement as follows.
- One absence carries no penalty.
- Two absences = ½ letter grade deduction from final grade.
- Three absences = 1 letter grade deduction from final grade.
- Four absences = 1.5 letter grade deduction from final grade.
- **Five absences fails the class.**
- Absences due to a university sponsored event (including gigs) or military service will not be counted towards these totals, but the five absence rule applies in all cases, even with excused absences. I require advance notice of absence due to gigging and so forth.
- Finally, three (3) tardies counts as an absence.

Late Work Policy

- Late work will be subject to a one letter grade penalty, or more, depending on the lateness. It is important to stay on track with the essays because we will be writing them and moving on quickly.

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

- Your grade depends on your classroom presence and participation. You can bring all the technology you like into the classroom, but if it gets in our way I'm going to say something. I encourage you to think of our class as a brief vacation from your connectivity addictions.

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](http://broncho2.uco.edu/academicaffairs/StudentInfoSheet.pdf)
Deliverables and Key Dates

Essay 1 first draft due: Aug 30-31 (Thursday – Friday class)
Essay 1 second draft due: Sep 13-14

Essay 2 first draft due: Sep 20-21
Essay 2 second draft due: Oct 4-5

Essay 3 first draft due: Oct 18-19
Essay 3 second draft due: Nov 1-2

Essay 4 first draft due: Nov 8-9
Essay 4 second draft due: Nov 29-30

Virtual final portfolio due: Nov 29-30

The essay prompts, in brief

Essay 1: Autodiscography.
Think of a song that takes you back to a specific moment in time. Write about that moment. This essay will teach you about slowing down, zooming in on specific details, framing a moment, creating a scene, appealing to the five senses, and including dialogue. It is usually my students' favorite essay of the semester. And mine too.

Essay 2: A Personal Reflection on Education.
Who is the best teacher you ever had? Why? The worst? Why? What does this say about the education process? How do you want the education process to work for your children? Include the ideas of Ken Robinson, Mike Rowe, and Steve Jobs, and one other person of your choice, in your work.

Take an existing work and change it, make it your own. For example, take one of our readings and turn it into a song (adaptation). Take one of our readings and rewrite it from a different point of view (variation). Take a reading and talk back to it (call and response). The original work can be any composition we have brought up in the classroom, including a painting, a song, an image, a music video, a talk, or simply an idea. The “essay” will consist of your creative response to the original work, plus a two page commentary on why you did what you did, and maybe how you did what you did. Past students have created beats and original songs in answer to this prompt.

Essay 4: There's a Major Problem with my Major.
What are the problems involved in your chosen major, both now in school and later on, after graduation? Write about these problems. Don't try to fix them. Just get them on paper, along with your plans to deal with the problem(s). You should socialize this with your fellow students to arrive at a sort of group consensus of the major problem(s), but each essay will be the student's own work.