

Composition 1 English 1013

Instructor: Scott O'Neil

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Office: Witherspoon Hall 146 (and via WebEx Teams)

Office Hours: T/R 2:30-4:30 and by appointment

Syllabus

Required Texts:

Axelrod, Rise B., and Charles R. Cooper. *The St. Martin's Guide to Writing 12e and LaunchPad for the St. Martin's Guide to Writing 12e (Six-Months Access.)*, Bedford/St. Martin's, 2019.

Course Prerequisite: Prerequisite: Score of 19 or above on English section of the Enhanced ACT, 40 or above on the TSWE, 42 or above on the ASSET Language Usage Test, or a grade of C or better in ENGLISH 0203 or -303.

Course Description: ENGL 1013: Composition I. A review of grammar, introduction to research methods, and practice in writing exposition using reading to provide ideas and patterns. May not be taken after successful completion of ENGL 1043.

Course Justification: This course provides writing skills that will be used throughout your academic career. English 1013 helps students meet the general educational objectives for Arkansas Tech University.

Course Goals: The goals of this course are to prepare the incoming or returning freshman student with writing skills to succeed in further college courses. They align with three of Arkansas Tech University's general education objectives:

- Students will learn to think critically in order to argue position effectively, evaluate sources, and employ sound logic in academic essays.
- Students will learn to write essays that communicate effectively in clear, correct prose.
- Students will develop ethical perspectives by understanding and addressing contrasting sides of an argument.

Class Policies and Procedures

Student Rights:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, or disability in any of our

practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct, we encourage you to report it. You can talk to me or directly to our Title IX Coordinator, Amy Pennington, at (479)968-0407.

Students with Disabilities:

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, Located in Doc Bryan Student Center, Suite 141, or call (479)964-3290. Most importantly, please talk to me and let me know how I can best teach you.

Contacting Your Instructor

I will be delighted to discuss your suggestions, ideas, and concerns about this course with you. You should feel free to drop by during my office hours, particularly if you enjoy coffee/tea. If those times are inconvenient, please e-mail me. I'm happy to make other arrangements. Please e-mail me in advance if you need to cancel an appointment.

The best way to contact me is via e-mail. **I will generally respond to all e-mails within 24 hours**, and I request that you show me the same courtesy. However, I am not permanently attached to my computer. **I do not generally check my e-mail between 10 PM and 10 AM.**¹ Please plan your electronic communications accordingly.

Written Work

All writing assignments should be typed and double spaced with one-inch margins. Please use 12-point Times New Roman font. All writing will be handed in electronically via email; **All assignments must be in .doc or .docx format, or I will not be able to open them.**

Please note! This syllabus constitutes a contract for this class. I will follow all of the policies I have set out in the syllabus. If you are still enrolled in this class by the end of the add/drop period, I will assume you have agreed to these terms and conditions.

Assessment: You will be required to complete four essay papers and a multimodal presentation for this class, as well as several other assignments. Each of these components will be part of a larger web-site that you will be building, and thus each piece of writing should be accomplishing a part of a larger argument.

Assignments/Grading:

Participation	10 points
Bibliography Workshop	10 points
Bibliography "Translation"	10 points
Research Question Pitches	10 points
Narration/Personal/History paper *	10 points
Fact-supported analysis paper *	10 points

¹ This is a lie, but you shouldn't really expect a response that late at night. ☺

Comparison/Contrast (source bias) paper *	10 points
Definition/Buzzword/Branding paper *	10 points
Persuasion/Closing the Deal paper *	10 points
Polish and editing	10 points

TOTAL 100 points

*** Note—One of the five papers must be transformed into a multi-modal piece for your final website. All papers should be between 600 and 800 words in length.**

Grading Scale:

93%-100%	A	80%-82%	B-	67%-69%	D+
90%-92%	A-	77%-79%	C+	63%-66%	D
87%-89%	B+	73%-76%	C	60%-62%	D-
83%-86%	B	70%-72%	C-	59% and below	F

A -- Achievement that is outstanding relative to the level necessary to meet course requirements.

B -- Achievement that is significantly above the level necessary to meet course requirements.

C -- Achievement that meets the course requirements in every respect.

D -- Achievement that is worthy of credit even though it fails to meet fully the course requirements.

F -- Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed.

Course Schedule

Week 1

W 8/19 and F 8/21: Welcome, Introductions, Syllabus overview

Week 2

M 8/24 and W 8/26: Asking questions and seeking answers. Logical Fallacies. Arriving at authentic claims

Asynchronous Class: Research Question Pitches. Post to Blackboard Discussion forum.

F 8/28: [Online via WebEx]—Please come prepared with your initial set of research question pitches. We are going to, as a group, evaluate and analyze a web site, and then break out for some peer review on your RQPs.

Week 3

M 8/31 and W 9/2: *Research Question Pitches due via email (be sure to include your course and section in the email header).* Read Chapter 14, “Narrating and Describing” in the course text. We will complete a description exercise involving photographs (and colored pencils).

Asynchronous Class: Action and the right verb choice—why diction matters when painting a verbal picture. Description tips from pros.

F 9/4: [Online via WebEx]—Tips and concerns about narrating and describing—tone, misdirection, “A Birthday Party,” The Great Egress. Pete’s Dragon. Introduction of MLA Bibliography Workshop Assignment.

Week 4

M 9/7: NO CLASS—LABOR DAY HOLIDAY (Monday group will get an asynchronous lesson).

W 9/9: Workshop: Outlining your narration—what are the components? What is the larger role of this piece in your overall website? Post to Blackboard Discussion forum.

F 9/11: [Online via WebEx]—*First draft of Narration paper is due.* Shift towards Fact-Supported Analysis paper. *Pawn Stars* and *AtLA* video examples.

Week 5

M 9/14 and W 9/16: Practicing with primary sources. Please read Chapter 19, “Using Sources to Support Your Ideas,” in the course text.

Asynchronous Class: *Shawsbank* example. Post to Blackboard Discussion forum.

F 9/18: [Online via WebEx]—Please read Chapter 18, “Selecting and Evaluating Sources,” from the course text. Practicing the diction of litigation. *Revised draft of Narration paper is due.*

Week 6

M 9/21 and W 9/23: *First draft of Fact-Supported Analysis is due.* Please read chapter 16, “Arguing,” in your course text. What IS an argument? What is the point of arguing? Hockey card advertisement workshop. *Friends* clip.

Asynchronous Class: Polarizing arguments that seem to have two sides—how to navigate them and make them work for you. Post to Blackboard Discussion forum.

F 9/25: [Online via WebEx]—Firestar/Starfire example. In class workshop—groups of 3. Pro/con/third voice.

Week 7

M 9/28 and W 9/30: More close reading practice—music and family titles.

Asynchronous Class: Rhetorical practice: presentational writing vs. narrative writing vs. argumentative writing. Post to Blackboard Discussion forum.

F 10/2: [Online via WebEx]—*Revised draft of Fact-Supported Analysis is due.* Using quotations effectively.

Week 8

M 10/5 and W 10/7: *First draft of Comparison/Contrast Paper is due.* Please watch *12 Angry Men* before coming to class (I will provide you with a link). Burke's parlor. Argument-based sources.

Asynchronous Class: Differentiation and why it matters. Post to Blackboard Discussion forum.

F 10/9: [Online via WebEx]—*MLA Bibliography Workshop Assignment is Due.* Introduce APA revision assignment. Carving out your space in the academic discussion. Workshop—what are the major issues in your major field? What are the major issues in your interests/hobbies? In what realm are you considered to have expertise?

Week 9

M 10/12 and W 10/14: Definitions/buzz words/branding—what are the key terms associated with your topic? Why do these terms matter? OED, Fools, Professions, Electrolytes (they're what plants crave). Gatorade example.

Asynchronous Class: Please read Chapter 15, "Defining, Classifying, and Comparing," in your course text before watching this week's video. College vs. University and other term-based binaries—issues of *connotation* vs. *denotation*. Post to Blackboard Discussion forum.

F 10/16: [Online via WebEx]—*Revised draft of Comparison/Contrast Paper is due.* What is a "villain"? Using cartoons to craft a definition. *Ten Commandments*, *Team Rocket*, *Thanos*, etc etc.

Week 10

M 10/19 and W 10/21: Individual conferences to discuss the project thus far and begin

strategizing about multi-modal piece and web design (via WebEx).

Asynchronous Class: Please read chapter 22, “Analyzing and Composing Multimodal Texts,” in your course text before watching this week’s lesson on Multimodality. Post to Blackboard discussion forum.

F 10/23: [Online via WebEx]—*First draft of Definition/Buzz Word/Branding Paper is due.* What are “Weasel Words” and how can we spot them/avoid using them ourselves?

Week 11

M 10/26 and W 10/28: What is a “real” sport? e-games, golf, bowling, etc. Crafting terms and anticipating challenges.

Asynchronous Class: Audience awareness, selection, and strategy. Post to Blackboard discussion forum.

F 10/30: [Online via WebEx]—*Revised draft of Definition/Buzz Word/Branding Paper is due.* Cellular phones, user manuals, and issues of audience.

Week 12

M 11/2 and W 11/4: Levels of power—Carding Esteem writing workshop.

Asynchronous Class: Please read chapter 13, “Cueing the Reader,” in your course text before watching this week’s video. How to guide your reader through an argument. Post to Blackboard discussion forum.

F 11/6: [Online via WebEx]—*First draft of Persuasion/Closing the Deal Paper is due.* Putting it all together: Constructing research questions from an episode of *Spiderman and His Amazing Friends*

Week 13

M 11/9 and W 11/11: Putting it all together: Constructing definitions from the two-part episode of *The Golden Girls*.

Asynchronous Class: Putting it all together: Comparing/contrasting a cover song vs the original, with a bit of research thrown in the mix. Post to Blackboard discussion forum.

F 11/13: [Online via WebEx]—*APA Translation Assignment Due.* Revision strategies: Concision/cutting a scene, linking each point back to a central argument, and transition work.

Week 14

M 11/16 and W 11/18: *Revised draft of Persuasion/Closing the Deal Paper is due.* Revision strategies: Peer review—differentiation (highlighter test).

Asynchronous Class: Revision strategies—targeted edits (homonyms/homophones, punctuation, checking different browsers, checking links, etc). Post to Blackboard discussion forum. Final revision strategy—performed reading.

F 11/20: [Online via WebEx]—Individual conference time to meet with me about your projects

Week 15

M 11/23: Individual conference time to meet with me about your projects

T 11/24: Individual conference time to meet with me about your projects

Thanksgiving Break is 11/25-30

Final Websites due TBD