Term Information

Effective Term	Spring 2021
Previous Value	*Autumn 2014*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of optional distance-learning version of this course.

What is the rationale for the proposed change(s)?

The English Department was asked to develop a distance-learning version of its First-Year English Composition course in decimal iterations .01 and .02.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1110.02
Course Title	First-Year English Composition
Transcript Abbreviation	First-Yr Engl Comp
Course Description	Practice in the fundamentals of expository writing, as illustrated in the student's own writing and in the essays of professional writers. Taught with an emphasis on literary texts.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Previous Value	*14 Week, 12 Week, 8 Week, 7 Week, 6 Week*
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

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Previous Value   *Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: EduTL 1902 or 1902.04, or English Placement Level 4.
Previous Value   *Prereq: EduTL 1902 (108.01) or 1902.04 (108.01), or English Placement Level 4.*
Exclusions   Not open to students with credit for 1109, 1110.01, 1110.01H, 1110.02 (non-DL version), 1110.02H, 1110.03, 1167H, or equiv.

Previous Value   Not open to students with credit for 1109 (109.01 or 109.02), 1110.01 (110.01), 1110.01H (110.01H), 110.02, 1110.02H (110.02H), 1110.03 (110.03), 1167H (167H), or equiv.
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   23.1301
Subsidy Level   General Studies Course
Intended Rank   Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
    Level 1 (1110)
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning   • Apply basic skills in expository writing
objectives/outcomes
                                        • Demonstrate critical thinking through written and oral expression

                                        • Retrieve, read, and use written information analytically and effectively

                                        • Learn conventions and challenges of academic discourse

Content Topic List   • Analytical writing

                                        • Analysis of print and non-print texts

                                        • Cultural analysis

                                        • Rhetorical analysis

                                        • Taught with an emphasis on literary texts
Sought Concurrence   No

Attachments

- Syllabus - ENGL 1110.02 - Patton Online - AU20 - 7-10-20.pdf: Syllabus

  (Syllabus. Owner: Lowry,Debra Susan)

- English 1110.02 Semester Syllabus.doc: Syllabus

  (Syllabus. Owner: Lowry,Debra Susan)

- ENGL 1110.02 Online Approval Form - Patton - 7-10-20.docx: ASC Tech Review

  (Other Supporting Documentation. Owner: Lowry,Debra Susan)

Comments

- Debra, I left you a voice mail on Friday, Aug. 29. Only English 1101.01 has been approved by the College of ASC
  and ASCTech/ODEE for distance learning offering.If the Dept wants to submit 1101.02 for DL, you will need a
  separate review by ASCTech/ODEE and any resources would need to come from the Dept (not the College). *(by
  Vankeerbergen,Bernadette Chantal on 09/03/2014 04:37 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	08/07/2014 09:20 AM	Submitted for Approval
Approved	Lowry,Debra Susan	08/07/2014 09:21 AM	Unit Approval
Approved	Heysel,Garett Robert	08/20/2014 10:35 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/03/2014 04:38 PM	ASCCAO Approval
Submitted	Lowry,Debra Susan	07/14/2020 11:47 AM	Submitted for Approval
Approved	Lowry,Debra Susan	07/14/2020 11:47 AM	Unit Approval
Approved	Heysel,Garett Robert	07/14/2020 01:40 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	07/14/2020 01:40 PM	ASCCAO Approval

SYLLABUS
ENGL 1110.02

First-Year Writing
Autumn 2020 – Online

COURSE OVERVIEW

Instructor and office hours

Jennifer Patton

Patton.220@osu.edu

Drop-In Office Hours: Thursdays from 11:30 a.m. – 12:30 p.m. via Zoom

   Link: https://osu.zoom.us/j/99106423662?pwd=UFhIQU54OGdDY29qUDIzV2ZWN3d5QT09

   Meeting Password: 153561

By-Appointment Office Hours: Contact Patton.220@osu.edu to arrange

Course description

In this first-year writing course, you will develop your capacity for undertaking academic research and analysis through an original research project and presentation of the results of your work to an audience of your peers. You will identify an area of interest within our course theme—*Brevity: A Journal of Concise Literary Nonfiction* essays—and you will find materials to analyze, develop analytical research questions, explore secondary texts and make claims that are connected to the evidence you have discovered. As many researchers do at this stage in their work, you will then reframe what you have learned for a public audience. During the research process, you will also be preparing for the Colloquium by working on your own presentation, a 5-minute presentation communicating the results of your research and analysis.

While the skills we practice in this class will help you be successful in all kinds of college-level composition, writing doesn't happen in a vacuum—you're always writing *about* some subject, and you're always writing in a particular *context*. So, in this class, you'll be writing primarily about personal and cultural criticism essays from *Brevity*. The context you'll be writing in is English studies. In other words, I will teach you the conventions of thought, research and writing that are standard within the discipline of English—and, of course, we'll talk about how

these conventions can be transferred or modified when writing in different academic disciplines, professional settings, etc.

Brevity: A Journal of Concise Literary Nonfiction has published well-known and emerging writers working in the extremely brief essay form, along with craft essays. *Brevity* includes the work of three Pulitzer prize finalists, numerous NEA fellows, Pushcart winners, *Best American* authors, and writers from India, Egypt, Ireland, Spain, Malaysia, and Japan. Authors published in *Brevity* include Abigail Thomas, Lia Purpura, Roxane Gay, Diane Seuss, Jennifer Finney Boylan, Steven Barthelme, Joe Mackall, Ander Monson, Caitlin Horrocks, Jennifer Percy, Jon Pineda, Brenda Miller, Aimee Nezhukumatathil, Robin Hemley, David L. Ulin, Heather Sellers, Matthew Gavin Frank, Lee Martin, Rebecca McClanahan, Barbara Hurd, Bret Lott, Ira Sukrungruang, Rigoberto González, Judith Kitchen, Michael Martone and Jenny Boully.

GOALS AND OBJECTIVES FOR THE GENERAL EDUCATION CURRICULUM

Writing and communication

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Course learning outcomes

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

HOW THIS COURSE WORKS

Mode of delivery

Our Autumn 2020 course will be 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

This course is divided into **weekly modules** released by the beginning of each week. Students are expected to keep pace with weekly deadlines.

Credit hours and work expectations

This is a **three-credit-hour course**. According to Ohio State policy, students should expect around three hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to six hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance**: **AT LEAST 2 TIMES PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*
- **Office hours**: **OPTIONAL**
  My office hours are optional.
- **Participating in discussion forums**: **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

If you know you will be unable to participate in a specific activity such as peer review, you must notify me beforehand. If you cannot notify me beforehand, please contact me as soon as possible. If you miss because of participation in an authorized university-sanctioned event, death in the family or observation of a religious holiday, your absence will be considered excused. You must provide documentation for any excused absence.

If you miss more than two days' worth of online activities for unexcused reasons, your grade will drop a full letter grade (from an "A" to a "B").

COURSE REQUIREMENTS AND GRADING CRITERIA

ASSIGNMENT	POINTS	PERCENTAGE
Primary Source Analysis Posts	200	20%
Research-Based Personal Essay	150	15%
Research Questions and Planning Page	100	10%
Secondary Source Assignment	150	10%
Abstract	50	5%
Final Analysis Paper	250	25%
Colloquium Presentation	100	10%
Participation and Peer Review	50	5%
Total	**1000**	**100%**

See course schedule below for due dates.

Skills:

- Identification of appropriate primary sources for analysis, accessing university library databases, application of analytical frameworks and rhetorical methods, analysis of primary and secondary sources, synthesis of multiple critical viewpoints into new interpretations, thesis development, composing process, style and grammar

- Applying examined writing approaches and conventions into creation of own work

- Making appropriate rhetorical decisions to reframe the results of academic research for a new audience, understanding genre expectations, attribution and citation of sources

- Preparatory writing, careful listening and summarizing, responding to presentations in oral and written form

- Active participation in discussion, in-class writing, peer review, productive collaboration, respect for classmates

Grading scale

93–100: A 90–92.9: A- 87–89.9: B+ 83–86.9: B	80–82.9: B- 77–79.9: C+ 73–76.9: C 80–82.9: B-	70–72.9: C- 67–69.9: D+ 60–66.9: D Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7-14 days**.

- **Email:** I will reply to emails within **24-48 hours on days when class is in session at the university**. If you don't receive a response by then, please send a follow-up message.

- **Q&A Discussion board:** I will check and reply to messages in the Q&A discussion boards every **48 hours on school days**.

OTHER COURSE POLICIES

Late Work

Assignment grades drop a full letter grade for each day they are submitted late. (For example, an "A" will become a "B.")

Plagiarism

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Faculty Rule 3335-5-487 states, "It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee." In addition, it is a violation of the student code of conduct to submit without the permission of the instructors work

for one course that has also been submitted in fulfillment of the requirements of another course. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resources/).

Classroom Etiquette

Everyone in the class is expected to be respectful and civil to other members of the class. All online discussions, regardless of subject matter, will be conducted in a civil, respectful and adult manner. Harassment will not be tolerated in any form and will result in disciplinary action.

COURSE MATERIALS AND TECHNOLOGIES

No required textbook

- No purchases are required.
- Essays, readings and videos will be posted on Carmen.

Course technology

For help with your password, university email, Carmen or any other technology issues, questions or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills for online courses
- Basic computer and web-browsing skills
- Navigating Carmen; for questions about specific functionality, see the Canvas Student Guide.

Required technology skills specific to this course Required Technology skills specific to this course
- Record and upload video on Carmen
- Post on OneNote
- Record and upload slide presentation

Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

SUBMISSIONS AND FACULTY RESPONSE

All written work is to be typed double-spaced with a 12-point font and appropriate margins. Using the first person (I) is generally acceptable. If you cannot attend a class, you must turn in the work by the deadline.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** You can expect feedback within **7-14 days,** often sooner.

- **Email:** I will reply to emails within **24-48 hours on days when class is in session at the university**. If you don't receive a response by then, please send a follow-up message.

- **Q&A Discussion board:** I will check and reply to messages in the Q&A discussion boards every **48 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in online class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. You will participate in peer review for many assignments and are encouraged to ask a trusted person to proofread your assignments before you turn them in.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer review**: The course includes many opportunities for formal collaboration with your classmates. Study groups and peer review of major written projects are encouraged.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Students with disabilities (including mental health, chronic or temporary medical conditions) who have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

> "To be fully alive, fully human, and completely awake is to be continually thrown out of the nest."
>
> – Pema Chodron (b. 1936)

- CarmenCanvas accessibility
- Streaming audio and video
- CarmenZoom accessibility
- Collaborative course tools

ADDITIONAL RESOURCES

First-Year Writing Program Director

Edgar Singleton is the Director of First-Year Writing at Ohio State. You can reach him at singleton.1@osu.edu.

Writing Program Ombud

The Ombud of the Writing Programs, Debra Lowry, mediates conflicts between instructors and students in Writing Programs courses. Her office is in Denney Hall 441, and you may speak with her by appointment and by email at lowry.40@osu.edu. All conversations with the Ombudsman are confidential.

Writing Center

The OSU Writing Center is available to provide free, professional writing tutoring and consultation. You may set up an appointment by visiting http://cstw.osu.edu/writing-center.

Academic Advising

For an overview of and contact information for the student academic services offered on the OSU Columbus campus, visit http://advising.osu.edu/welcome.shtml.

Student Services

For an overview of and contact information for student services offered on the OSU's Columbus campus, visit http://ssc.osu.edu.

Mental Health Services

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The university offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.**

"The strong individual is the one who asks for help when it's needed."

– Rona Barrett, Columnist and Nonprofit Founder

COURSE SCHEDULE

Note: This course schedule is subject to change; I'll notify you of any adjustments.

Week	Dates	Topics, Readings, Videos, Activities, Assignments, Deadlines		
		Learn (due Monday)	Apply (due Wednesday)	Reflect (due Friday)
1	8/25 to 8/30	-Read Syllabus -Watch Welcome video -Read "Reading 1" *Writing Analytically* excerpt -Watch *What's Literary Analysis?* (4 min.) -Watch *What is Creative Nonfiction?* *(5 min.)* -Read Sample *Brevity* essay -View OneNote Literature Analysis Example -Submit first post for Week 1 Reflection Assignment	-Make your own Introduction video -Submit First-Week Writing Assignment	- Comment on OneNote post of least one classmate -Submit second post for Week 1 Reflection Assignment
2	8/31 to 9/7	-Read "Reading 2" *Writing Analytically* excerpt (6) -Watch *Seems to Be About X but is Really About Y* (4 min.) -Watch *Difference Within Similarity* (4 min.) -Read *Brevity* essays 1 and 2 -Submit first post for Week 2 Reflection Assignment **Optional** -Watch *Why Avoid the 5-Paragraph Essay Format?* (11 min.)	-Submit a Literature Analysis Post on OneNote *for each* primary source essay -*Writing Analytically* OneNote Exercise	-Comment on OneNote post of least one classmate -Submit second post for Week 2 Reflection Assignment
3	9/8 to 9/13	-Read "Reading 3" *Writing Analytically* excerpt (12) -Watch related videos -Read *Brevity* essays 3 and 4	-Submit a Literature Analysis Post on OneNote *for each* primary source essay	-Comment on OneNote post of least one classmate -Submit second post for Week 3 Reflection Assignment

Week	Dates	Topics, Readings, Videos, Activities, Assignments, Deadlines		
		-Submit first post for Week 3 Reflection Assignment	-Practice The Method on song lyrics	
4	9/14 to 9/20	-Read *Brevity* essays 5 and 6 -Read memoir excerpt from Joan Didion's *"The Year of Magical Thinking"* (16) -Watch *Research-Based Personal Essay Assignment* -Read Research-Based Personal Essay Assignment -Submit first post for Week 4 Reflection Assignment	-Submit a Literature Analysis Post on OneNote *for each* primary source essay -Watch *Writing Prompts*, engage in related activity and submit excerpt	-Comment on OneNote post of least one classmate -Submit second post for Week 4 Reflection Assignment
5	9/21 to 9/27	-Read *Brevity* essays 7 and 8 -Watch *Narrative Arc Analysis* -Submit first post for Week 5 Reflection Assignment	-Submit a Literature Analysis Post on OneNote *for each* primary source essay -Watch *More Writing Prompts*, engage in related activity and submit excerpt	-Comment on OneNote post of least one classmate -Submit second post for Week 5 Reflection Assignment
6	9/28 to 10/4	-Studio time for writing -Watch *Self-Editing* -Watch *Peer Review Process* -Submit first post for Week 6 Reflection Assignment	-Submit Research-Based Personal Essay Assignment -Engage in Peer Review and submit related materials	-Submit revised Research-Based Personal Essay Assignment -Submit second post for Week 6 Reflection Assignment
7	10/5 to 10/11	-Read at least two more Additional *Brevity* essays -Read *Who Says? Research Questions p. 39-42* (4) -Read *Who Says? Scholarly Sources p. 60-65* (6) -Watch *Research Questions* and *Topic Selection* -Read Sample Paper	-Submit analysis of additional *Brevity* Essay -Submit Research Questions and Planning Page	-Submit second post for Week 7 Reflection Assignment

Week	Dates	Topics, Readings, Videos, Activities, Assignments, Deadlines		
		Submit first post for Week 7 Reflection Assignment		
8	10/12 to 10/18	-Watch *They Say, I Say* (20 min.) -Read *Who Says? Engaging with Resources p. 68-72* (5) -Watch *Conducting Research* -Watch *Secondary Source Assignment* -Read Secondary Source Assignment -Submit first post for Week 8 Reflection Assignment	-Submit Part 1 of Secondary Source Assignment	-Work on rest of Secondary Source Assignment (2 more sources) -Submit second post for Week 8 Reflection Assignment
9	10/19 to 10/25	-Watch *Final Analysis Paper* -Watch *Quoting Sources* (watch up to 14 min.) -Watch *Colloquium and Abstract* -Read Final Analysis Paper Assignment Sheet -Submit first post for Week 9 Reflection Assignment	-Submit Secondary Source Assignment	-Submit Abstract Draft -Submit second post for Week 9 Reflection Assignment
10	10/26 to 11/1	-Watch *Analysis Paper Introduction* -Work on Final Analysis Paper -Attend optional conference with instructor on Tuesday -Submit first post for Week 10 Reflection Assignment	-Submit Analysis Paper Introduction Draft	-Engage in Peer Review -Submit second post for Week 10 Reflection Assignment
11	11/2 to 11/8	-Work on Final Analysis Paper -Watch *Image Selection* -Submit first post for Week 11 Reflection Assignment	-Submit Part 1 of Analysis Paper Draft	-Engage in Peer Review -Submit second post for Week 11 Reflection Assignment
12	11/9 to 11/15	-No assignment in honor of Veteran's Day	-Submit Final Analysis Paper Draft	-Engage in Peer Review -Submit second post for Week 12 Reflection

Week	Dates	Topics, Readings, Videos, Activities, Assignments, Deadlines		
			-Submit first post for Week 12 Reflection Assignment	Assignment (image selection)
13	11/16 to 11/22	-Rewatch *Colloquium* -Work on Colloquium presentation -Submit first post for Week 13 Reflection Assignment	-Submit Abstract -Submit Final Analysis Paper	-Submit Colloquium presentation -Submit second post for Week 13 Reflection Assignment
14	11/23 to 11/29	-Watch, engage with and respond to peer Colloquium presentations	No assignment Have a Happy Thanksgiving!	No assignment Enjoy time with your family
15	11/30 to 12/4	-Watch, engage with and respond to peer Colloquium presentations	-Watch, engage with and respond to peer Colloquium presentations -Assessments -Evaluations	

Syllabus Template

Class meets: Dates and places
Office hours: Minimum of 3 hours
Instructor: Your name
Contact: Your email

Course Description and Objectives

Course Theme:
Your Literary Focus

GOALS AND OBJECTIVES FOR THE GENERAL EDUCATION CURRICULUM

Writing and Related Skills
Writing and Related Skills coursework develops students' skills in written communication and expression, reading, critical thinking, and oral expression.

1. Students apply basic skills in expository writing.
2. Students demonstrate critical thinking through written and oral expression.
3. Students retrieve and use written information analytically and effectively.

Specific Expected Learning Outcomes:
1. Students learn the conventions and challenges of academic discourse.
2. Students can read critically and analytically.

In this first-year writing course, you will develop your capacity for undertaking academic research and analysis through an original research project and presentation of the results of your work to an audience of your peers. You will examine works of literature determined by your instructor and you will analyze that literature, develop analytical research questions, explore secondary texts, and make claims that are connected to the evidence you have discovered. As many researchers do at this stage in their work, you will then reframe what you have learned for a public audience. You will write a short, persuasive article with the goal of publication in Commonplace, for which you will also serve as an editor. Over the course of the semester, you will also supplement your work as a writer through responses to prompts in a class blog. These responses will provide additional practice at key skills and serve as the basis for several classroom activities and discussions.

Required Materials

- Readings posted to Carmen site
- Rosenwasser, David and Jill Stephen. *Writing Analytically* 6th Ed. Boston: Thomson, 2012
- Commonplace Online User's Manual (purchased at http://www.commonplaceuniversity.com—instructions for purchasing located on our class Carmen site)
- You will need to have access to all readings during each class meeting, either in hard copy or digitally.

Course Requirements

During the semester, you will complete several major assignments designed to build on each other intellectually and conceptually. These assignments are:

Analytical Research Project: Analysis of Primary and Secondary Sources   50%

Skills: Identification of appropriate primary sources for analysis, accessing university library databases, application of analytical frameworks and rhetorical methods, analysis of primary and secondary sources, synthesis of multiple critical viewpoints into new interpretations, thesis development, composing process, style and grammar

The Blog Project   15%

Skills: Transfer of analytical skills to genres and media, contribute meaningfully and in writing to ongoing discussion

Commonplace Essay: Re-imagining Your Research for Public Audience   20%

Skills: Making appropriate rhetorical decisions to reframe the results of academic research for a new audience, understanding genre expectations, revising, style and grammar

Peer Editing for Commonplace   10%

Skills: Editorial reading, responding to author with clear and practical advice, suggesting revision for publication

Participation   5%

Skills: Active participation in discussion, in-class writing, productive collaboration, respect for classmates

Course Policies

Attendance is important to the success of this class and to your development as a writer. Therefore, each unexcused absence after three will result in the lowering of your final grade by a third of a grade. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade. It is your responsibility to contact your instructor as soon as possible if you miss class. **It is program policy that seven unexcused absences will automatically result in failure for the course.**

Tardiness is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. Excessive tardiness will lower your participation grade.

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Faculty Rule 3335-5-487 states, "It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee." In addition, it is a violation of the student code of conduct to submit without the permission of the instructors work for one course

that has also been submitted in fulfillment of the requirements of another course. For additional information, see the Code of Student Conduct.

Student Work should be turned in at the time indicated on the syllabus and in the format designated by the instructor. Late submission of an assignment will result in the deduction of **one full letter grade** for each day past the due date (for example, B+ to C+). The grade will not be affected when an assignment is late for reasons that would result in an excused absence.

Class Cancellation Policy: If class is cancelled due to emergency, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Resources

The **Ombudsman of the Writing Programs**, Matthew M. Cariello, mediates conflicts between instructors and students in Writing Programs courses, including 110 and 367. Phone 292-5778 or email cariello.1@osu.edu. All conversations with the Ombudsman are confidential.

The **OSU Writing Center** is available to provide free, professional writing tutoring and consultation. You may set up an appointment by visiting http://cstw.osu.edu/writingcenter.

Students with disabilities that have been certified by **the Office for Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The ODS is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/

Daily Schedule

Day	Topics/Activity	Reading Due	Writing Due
Day 1	● Introduction to English 110 ● Syllabus overview ● First-Day Writing		First-Day Writing due in Carmen dropbox
Day 2	● Preview ARP ● Model primary sources	*WA*, Ch. 1 – Introduction, Tips for Managing the Writing Process (5-12,15-16)	
Day 3	● Preview Commonplace ● Introduction to the Blog Project	Commonplace Manual Intro	
Day 4	● Exploring Literary topics	Literary reading	
Day 5	● Finding Primary Sources	*WA*, Ch. 2 – Analytical Toolkit (23-35)	
Day 6	● Analyzing complex texts	*WA*, Ch. 2 – Analytical Toolkit (36-52)	Bring in two possible primary sources

	using The Method		
Day 7	● Primary Source summary activity in class		Primary source summaries due in class
Day 8	● What do we mean by research in English 110? ● Research Question activity	*WA*, Ch. 3 – Five Analytical Moves (53-66, 74-75, 78-82)	
Day 9	● Timely ● Blog Project Group #1 Presents	Commonplace Manual, Ch. 1	
Day 10	● Rhetorical Analysis	*WA*, Ch. 4 – Analytical Toolkit 2 (85-94)	
Day 11	● Getting Started with Research ● Annotated Bibliography and Secondary Source Integration (SSI)	*WA*, Ch. 4 – Analytical Toolkit 2 (94-103)	Primary Source Analysis due in Carmen dropbox
Day 12	● Finding your way in the library		
Day 13	● Library continued ● Understanding MLA style	*WA*, Ch. 5 – Writing About Reading (111-13, 117-19) *WA*, Ch. 14 – MLA Style and Integrating Quotations (306-09)	
Day 14	● Evaluating Secondary Sources	*WA*, Ch. 13 – Using Sources Analytically (267-81)	
Day 15	● Integrating Secondary Sources	Model secondary sources on Carmen Literary reading	
Day 16	● Interpretation	WA, Ch. 6 – Context and Interpretation (138-42) WA, Ch. 10 – 10 on 1 Template (223-24)	
Day 17	● Evidence and Claims	WA, Ch. 8 – Evidence vs. Claims (165-74, 187-89)	Annotated Bibliography due in Carmen dropbox
Day 18	● Thesis	WA, Ch. 11 – Evolving Thesis	

	• development • Sign up for conference times	(227-36)	
Day 19	• Making your thesis complex and your argument compelling	WA, Ch. 12 – Weak Thesis Statements (255-64)	
Day 20	• Blog Project Presentation		
Day 21	• Working with secondary sources	Literary reading	
Day 22	• Moving toward your final ARP	WA, Ch. 15 – Forms and Formats (326-37, 345-47)	Secondary Source Integration due in Carmen dropbox
Day 23	• Intros and Conclusions	WA, Ch. 16 – Intros and Conclusions (349-66)	
Day 24	• Style and revision	*WA*, Ch. 17 – Revising for Style (375-89) *WA*, Ch. 18 – Active Verbs and Active Voice (408-11)	
Day 25	• In-class studio time for revision		
Day 26	• Preview of Commonplace • Compelling	Commonplace Manual, Ch. 2	
Day 27	• Considering a public audience • Ethos	Commonplace Manual, Ch. 2.5	Final Analytical Research Paper due in Carmen dropbox
Day 28	• Model Commonplace Essays	Commonplace Essays	
Day 29	• Relevant	Commonplace Manual, Ch. 3	
Day 30	• Guided writing workshop		
Day 31	• Commonplace Workshop I	Commonplace Manual Ch. 4	Commonplace draft due in Carmen dropbox
Day 32	• Blog Project Presentation		
Day 33	• Practice Peer Review	Classmates' Commonplace essays	
Day 34	• Practice Peer Review	Classmates' Commonplace essays	
Day 35	• Blog Project Presentation		Commonplace manuscript for review due in Carmen dropbox
Day 36	• Commonplace Workshop II	CP manuscript to review	

	● Individual Memo		
Day 37	● Commonplace Workshop III ● Consensus and Group Memo	Commonplace Individual Memo due in Carmen dropbox before class	Commonplace Group Memo packet due in Carmen dropbox by the end of class
Day 38	● Commonplace Workshop III ● Consensus and Group Memo		Commonplace Group Memo packet due in Carmen dropbox by the end of class
Day 39	● Course summary		CP final essay due in Carmen dropbox
Day 40	● Course summary		
Day 41	● Course summary ● Evaluations		

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: ENGL 1110.02
Instructor: Jenny Patton
Summary: First Year Writing

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			• Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			• Carmen Discussion Board • Carmen Wiki • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information
• Date reviewed: 7/10/20

- Reviewed by: Ian Anderson

Notes: This is ready to go!

[a]The following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. http://advising.osu.edu/welcome.shtml

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu. Also, consider including this link in the "Other Course Policies" section of the syllabus.