English 1301: Writing Composition MWF

Instructor: Mr. Scott
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Phone: (325) 486-6510
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Office Hours: M/W 2 p.m.—4 p.m.
T/T 11 a.m.—11:30 a.m. & 2 p.m.—4 p.m.
And by Appointment

Introduction to Academic Writing
Section One: Course Description, Outcomes, and Objectives

This course emphasizes the writing process and will offer substantial practice in the production of effective prose essays as well as the analysis of selected readings. The prerequisite for this course is that all TSI Requirements must have been met.

ASU Core Curriculum Objectives for English 1301 & Related Course Assessments

Students in English 1301 will practice the following core curriculum learning objectives in critical thinking, communication, teamwork, and personal responsibility. Students will then demonstrate their capabilities in these objectives by writing a variety of essays.

Critical Thinking will be demonstrated in an analytical essay.
1. Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by employing problem-solving strategies that generate positions and arguments and by examining the basic principles of information-gathering to support a thesis.
2. Students will then develop and demonstrate a logical position (i.e. perspective, thesis, and hypothesis) that acknowledges ambiguities or contradictions by analyzing and evaluating their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

Communication will also be demonstrated in an analytical essay.
1. Students will develop, interpret, and express ideas through effective written communication by taking into consideration audience, purpose, and/or circumstances relevant to written communication, by using relevant and appropriate content for the specific rhetorical situation in order to express their purpose(s) effectively.
**Teamwork will be demonstrated in peer-workshops.**

1. Students will consider different viewpoints as a member of a team by working toward a shared purpose or goal with members of their team and by creating and evaluating their peers’ drafts, presentations, and arguments.
2. Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team task, interacting with others, contributing to the team and resolving and synthesizing divergent viewpoints within a group.

**Personal responsibility will be demonstrated in a final reflection essay.**

1. Students will demonstrate the ability to evaluate choices, actions, and consequences as related to ethical decision making by identifying their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making and by recognizing possible consequences of their decisions.

Upon successful completion of this course you should be able to:

1. Apply an understanding of the nature of the writing process by using all of its phases in writing;
2. Apply an understanding of the principles of audience analysis by adapting language, structure, and detail to the needs of specific readers;
3. Apply an understanding of basic prose structures by using them in sentences and paragraphs in essays so readers can easily understand your purpose and follow you progression of ideas;
4. Generate sufficient and appropriate detail to convince readers of the validity of your thesis;
5. Demonstrate sensitivity and attentiveness to language, applying principles of style and tone to enhance the appeal of essays;
6. Write prose largely free of errors in grammar, diction, usage, and mechanics.

In an effort to help you achieve these learning outcomes, I have prepared lessons, readings, and class assignments, listed in the syllabus schedule. These lessons will help you:

1. Develop skills in expressing yourself in writing;
2. Gain factual knowledge about academic writing (the terminology and format of academic writing);
3. Learning fundamental principles, generalizations, and theories (the writing process, writing as thinking).

**Prerequisite Skills**

Students must be familiar with **Microsoft Word** (97-2003, 2007, or later versions). All required assignments must be completed using **Word**. You must also have the ability to:

1. Use devices to communicate with other systems to access data, upload, and download;
2. Use email to create, send, respond, and use attachments;
3. Use word processing;
4. Navigate systems such as Blackboard and the internet;
5. Navigate a Windows or MAC operating system to manipulate files using file manager, determine active printer, access installed applications, create and delete directories and files.

Participation Requirements
To be successful, it is important for you to access Blackboard (Bb) frequently, at least every other day for announcements and discussions. It is essential that you access your ASU email every day. Other specific participation requirements are included as part of the course evaluation system and are included in the syllabus.

Section Two: Student Responsibilities, Grading, Assignment Submissions

REQUIRED TEXT AND MATERIALS
No textbook is required; instead reading will be given through Blackboard
USB (Each student will need a means of saving files created in the classroom)
Materials for taking Notes in Class (Students are required to take notes in every class)
Colored highlighters, Multicolored Pen, & Colored Markers (at least two color besides black)

BLACKBOARD (Bb)
In an effort to make sure you have access to course materials at all times, course assignments, visual presentations, and a variety of handouts will be posted in Blackboard from time to time. You are required to print out all course handouts and have print-outs available in class. Course materials posted in Blackboard will include: course syllabus, readings, assignments, assignment examples, visual presentations, and a variety of other handouts. From time to time, course announcements will be delivered through Blackboard and distributed by email to all students enrolled in the class. Students are responsible for updates distributed via emails. As a result, students should check their emails every day. All student enrolled in the course are automatically enrolled in Blackboard.

ASSIGNMENT SUBMISSION POLICIES
All assignments will be submitted to Blackboard. All working drafts and final draft of essays must be submitted both as hard-copies and a final draft as an electronic submission to Blackboard. The final hard-copy submission must conform to all academic format requirements. Hard-copies will be kept and filed. Graded essay will be returned in Blackboard submissions with comments and a grade for the assignment.

MISSING ASSIGNMENT ELEMENTS
All elements (workshop drafts, workshop editing sheets, and worksheets) must be submitted in order for the submission to be considered complete. Ten (10) points will be deducted from the assignment grade for each missing element required.
**NOTE:** For assignments that include workshops, no assignment will be given a passing grade unless at least one workshop draft and one workshop editing sheet are submitted along with a final hard-copy draft and a Blackboard submission. If there are no drafts or editing sheet submitted, the highest grade possible is 40, and the lowest grade possible is 0.

**LATE SUBMISSIONS**

All hardcopy elements of an assignment (drafts, editing sheets, worksheets, and final copies) are due on the assigned date at the beginning of class. No late submission will be accepted and the resulting grade will be a zero. All Blackboard final draft submissions must be submitted by 11:59 p.m. of the day the essay is due. Any exceptions to this policy must be approved by me in advance of the due date.

**LOST WORK**

You will need to devise a strategy for securely storing digital files. I highly recommend that you incorporate a backup file system into your storage strategy. We all know that hard drives can fail and flash drives can disappear. Back up all of your work in multiple locations. I will not accept technological breakdowns or lost files as valid excuses for missing assignment deadlines.

**GRADING**

Students are responsible for keeping up with the schedule outlined in the course syllabus. Missing class is not an excuse for a lack of preparedness. Information about changes in the syllabus or the content of lectures will not be given out by telephone or email; a personal visit to my office is required.

Grade Determination: Grades for the semester will be determined as follows:

- Quizzes 10%
- Sequence One 20%
- Reflective Essay 5%
- Sequence Two 20%
- Reflective Essay 5%
- Sequence Three 20%
- Peer Review 5%
- Final Reflective Essay 15%
- Total 100%

**November 3\textsuperscript{nd} before 5 p.m** is the last day to drop. Withdrawal grades will be indicated by \textbf{W}.
Section Three: Course Policies & Services

ATTENDANCE POLICY
Because this is a student-oriented class, regular attendance is required. Each student will be allowed six (6) absences. When the allowed number of absences has been exceeded, the student automatically fails the course. Classes begin promptly at the designated time, and roll will be called at the beginning of class. Once roll is taken, the door to the classroom will be closed and locked. No one will be admitted after that time.

Attendance is more than simply occupying a chair. Students who fail to have required homework or are unprepared for class (lacking note taking materials, hand-ins, workshop drafts, or other required materials) can be marked as absence. Participation in classroom activities is also required. If in my opinion a student is not participating, I reserve the right to count that student absence (this includes laying heads on desk, sleeping, messing with a cell phone or other electronic device, or carrying on conversations unrelated to classroom activities).

ABSENCES EXCEPTIONS
There may be at times special circumstances that might require additional consideration on my part (such as medical emergencies). In order to be given additional consideration on my part, a student you missing a week of classes should notify the Student Life Office and/or the dean. I will only give additional consideration when satisfactory evidence is presented that indicate a catastrophic event has occurred that warrants additional consideration.

Students who participate in sanctioned university events may petition for an excused absence. Excused absences for university sanctioned events and athletic events are not automatic and will not be considered if the student fails to notify me before the absence occurs and does not make a significant effort to keep up with the academic requirements.
THE WRITING CENTER
When necessary, students will be referred to the Writing Center for tutoring. Referrals are mandatory. When the student goes to the Writing Center, he or she must allow the Center to send me an email concerning the visit. Failure to comply with a referral will have a serious impact on subsequent assignment grades. The Center is located on the third floor of the Porter Henderson Library, Room C305.

Monday-Thursday: 9:30 a.m. to 4 p.m.
Wednesday evening: 6 p.m. to 8 p.m.
Friday: 9:30 a.m. to noon
Sunday: 1 p.m. to 4 p.m.

ACADEMIC HONESTY
“Students must understand the principles of academic integrity and abide by them in all class and/or course work at the University. Academic Misconduct violations are outlined Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question” (http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php).

SPECIAL ACCOMMODATIONS
“Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, located in room 112 of the University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.”

CLASSROOM BEHAVIOR POLICIES
- Students are expected to behave as adults—this is not high school.
- Active engagement in classroom activities is required.
- Students who sleep or disrupt the classroom will be asked to leave the room and counted absence.
- Continuous disruptions in the classroom will result in disciplinary action.
- Leaving the classroom during class is disruptive. Personal needs should be taken care of before class. Students who continually leave the classroom during class will be asked to leave and counted absence.
- No cell phones or other electronic devices are allowed in the classroom during class. Students who violate this rule by having cell phones out or using an electronic device during class, will immediately be asked to leave the class and counted absence.
- No food or drinks are allowed in the classroom.
Section Four: Course Schedule

Reading Assignments
Readings are due the day that they appear on the schedule. The content of reading assignments may or may not be discussed in the classroom; however, each student is responsible for having read the assignment and having a good understanding of the material content. All reading assignments will be assigned in Blackboard (Bb). Quizzes over reading assignments may also be given unannounced.

Quizzes, Workshops, & Classroom Exercises
If a student misses a class where there was a quiz, workshop, or in-class exercise, no make-up will be allowed. In such cases, any student missing a class would do well to visit with me in my office as soon as possible. Do not contact me by email about missed in-class activities, you must come to my office during my posted office hours.

Assignments
All assignments are due the day that they appear on the schedule. Late assignment submissions will be given a grade of zero unless arrangements have been made with me before the deadline. Please note that more detail instructions will be given with each assignment. It is vital that you follow all directions.

Course Schedule
The schedule for this course is likely to change at some point. Any changes to the schedule will be announced in class and announced in a Bb email. Students missing classes are also responsible for any schedule changes. Students who miss class are also responsible for being prepared to the next class. Students who are not prepared with the necessary materials can be counted as absence.

Week 1 (Aug. 28- Sept. 1)

Monday 8/28  Lesson: Course Introduction
Assignment: Course Syllabus

Wednesday 8/30  Discussion: Course Syllabus & Taking Notes in Class & Discourse Communities

Friday 9/1  Discussion: The Writing Process & Rhetorical Stance & Discourse Communities
Reading Assignment: “The Transaction” (available in Blackboard)
Week 2 (Sept. 4-8)

Monday 9/4  Holiday

Wednesday 9/6  Mini Grammar Lesson: SVDO
Discussion: “The Transaction”
Slide Show: Reading and Einstein’s Brain

Friday 9/8  Mini Grammar Lesson Review: Phrases & Clauses
Discussion: Summary & Critical Reading
Assignment: Sequence One—Summary
Bb Submission due by the end of the day:
Diagnostic Essay
Bb Submission due by the end of the day:
Syllabus Quiz

Week 3 (Sept. 11-15)

Monday 9/11  Mini Grammar Lesson: Dependent & Independent Clauses
Discussion: Writing a Summary
Assignment: S1LSA1—Rhetorical Moves
Analysis

Wednesday 9/13  Discussion: Rhetorical Moves and Strategies

Friday 9/15  Discussion: Writing a Summary, Formatting and Drafting
Assignment: S1LSA2—Summary
Bb Submission due by end of the day:
S1LSA1

Week 4 (Sept. 18-22)

Monday 9/18  Workshop: Global Draft (you must have a complete typed electronic draft to work on in class)
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<tr>
<td>Wednesday 9/20</td>
<td>Discussion: Paragraph Organization &amp; Structure</td>
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<td>Friday 9/22</td>
<td><strong>Workshop: Organization Draft</strong> (you must have a complete typed electronic draft to work on in class)</td>
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<td><strong>Week 5 (Sept. 25-29)</strong></td>
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<td>Monday 9/25</td>
<td>Discussion: Local Editing</td>
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<td>Wednesday 9/27</td>
<td><strong>Workshop: Local Draft</strong> (you must have a complete typed electronic draft to work on in class)</td>
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<td>Friday 9/29</td>
<td><strong>Reading Assignment:</strong> TBA (available in Blackboard)</td>
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<td>Discussion: Objective vs. Subjective</td>
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<td><strong>Bb Submission due by end of the day:</strong> S1LSA2</td>
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<td><strong>Week 6 (Oct. 2-6)</strong></td>
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<td>Monday 10/2</td>
<td><strong>Assignment: Sequence Two—Argument</strong></td>
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<td>Discussion: Identifying a Valid Claim &amp; Presenting a Focused Issue</td>
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<td>Wednesday 10/4</td>
<td>Discussion: Plausible Reasons and Evidence</td>
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<td><strong>Assignment:</strong> S2LSA1—Valid Claim and Issue</td>
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<td>Friday 10/6</td>
<td><strong>Workshop: Claim &amp; Issue</strong> (you must have a complete introduction paragraph when you come to class)</td>
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<td><strong>Week 7 (Oct. 9-Oct. 13)</strong></td>
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<td>Monday 10/9</td>
<td>Discussion: Plausible Reasons and Evidence cont.</td>
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<td><strong>Assignment:</strong> S2LSA2—Plausible Reasons and Evidence</td>
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| Wednesday 10/11 | Discussion: Acknowledging Opposing Viewpoints  
Workshop: S2LSA2—Plausible Reasons & Evidence (you must have two complete body paragraphs where you present at least two plausible reasons each supported with evidence) |
| Friday 10/13  | Discussion: Acknowledging Opposing Viewpoints cont.  
Assignment: S2LSA3—Acknowledging Opposing Viewpoints  
Bb Submission due by end of the day: Sequence One--Summary |
| **Week 8 (Oct. 16-20)** |  |
| Monday 10/16  | Discussion: Conclusion  
Workshop: S2LSA3—Acknowledging Opposing Viewpoints (you must have a complete body paragraphs where you present at least a plausible opposing viewpoint where you both concede and modify or you refute and challenge the viewpoint) |
| Wednesday 10/18 | Discussion: Putting It All Together Using Transitions |
| Friday 10/20  | Workshop: Global Draft (you must have a complete typed draft when you come to class)  
Bb Submission due by end of the day: Reflective Essay One |
### Week 9 (Oct. 23-27)

**Monday 10/23**  
Workshop: Organization Draft (you must have a complete typed draft when you come to class)

**Wednesday 10/25**  
Workshop: Local Draft (you must have a complete typed draft when you come to class)

**Friday 10/27**  
Assignment: Sequence Three—Literacy Narrative  
Reading Assignment: TBA (available in Blackboard)

### Week 10 (Oct. 30-Nov. 3)

**Monday 10/30**  
Discussion—Literacy Narrative & Discourse  
Bb Submission due by end of the day: Sequence Two—Argument

**Wednesday 11/1**  
Discussion—Literacy Narratives  
Discourse Communities & Academics

**Friday 11/3**  
Assignment: S3LSA—Analyses of Literacy Narratives  
Bb Submission due by end of the day: Reflection Two

### Week 11 (Nov. 6-10)

**Monday 11/6**  
Workshop: S3LSA2—Analyses of Literacy Narratives (you must have a complete typed draft when you come to class)

**Wednesday 11/8**  
Workshop: S3LSA2—Analyses of Literacy Narratives (you must have a complete typed draft when you come to class)
Friday 11/10  Workshop: S3LSA1—Analyses of Literacy Narratives (you must have a complete typed draft when you come to class)

Week 12 (Nov. 13-17)
Monday 11/13  Bb Submission due by end of the day: S3LSA1

Wednesday 11/15  Discussion: Writing Your Own Literacy Narrative
Assignment: Literacy Narrative

Friday 11/17  Discussion: Writing Your Own Literacy Narrative cont.

Week 13 (Nov. 20-24)
Monday 11/20  Workshop: Global Draft (you must have a complete typed draft when you come to class)

Wednesday 11/22  Workshop: Organization Draft (you must have a complete typed draft when you come to class)

Friday 11/24  Workshop: Local Draft (you must have a complete typed draft when you come to class)

Week 14 (Nov. 27-Dec. 1)
Monday 11/27  Bb Submission due by end of the day: Literacy Narrative

Wednesday 11/29  Holiday

Friday 12/1  Holiday
Week 15 (Dec. 4-8)

Monday 12/4  Discussion: Discourse Communities Review

Wednesday 12/6  Discussion: Discourse Communities Review

Friday 12/8  Discussion: Discourse Communities Review

Week 16 (Dec. 11-15)

Monday 12/11  English 1301-020  8-10 a.m.

Wednesday 12/13  English 1301-070  8-10 a.m.
                English 1301-160  10:30-12-30 p.m.