Meeting Days/Time for 310: TR 11:00 am - 12:15 pm  
Meeting Days/Time for 330: TR 12:30 pm - 1:45 pm  
Location: Academic 101  
Location: Academic 005

Instructor: Damien Weaver  
Email: dweaver3@angelo.edu  
Office: West Annex  
Office Hours: MW 3:30 – 4:30; T 2:00 – 3:00 (or by appt.)

Course Description  
This course emphasizes clear, detailed writing that employs critical reading and thinking and basic research skills. Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.

The purpose of ENGL 1301 is to help you grow and stretch yourself as a college writer—for academic assignments and also for the writing demands in your personal, professional, and civic lives. In this course, you’ll examine how writing is a process, as well as a communicative act that always occurs within a particular context, and you’ll gain practice writing for different purposes and audiences.

Course Objectives  
By writing, reading, and engaging in discussion in this course, you’ll improve your ability to:

1. Analyze the rhetorical needs (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical writing assignments.

2. Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment.

3. Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, rebuttal, visuals, narration, conclusion, etc.) in response to the rhetorical needs of an assignment.

4. Locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment.

5. Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions to make their writing clear, credible, and persuasive.

Required Texts  


Please also bring a folder (standard two-pocket) to class for generative writing and other in-class and at-home exercises. This will serve as your Writing Portfolio.
Required Resources

- Internet access and Blackboard access to complete homework assignments
- Pen/pencil and paper for all class meetings
- Access to a copier for required copies of your work for peer review

COURSE REQUIREMENTS

The Basics: To do well in this class, you must:
- Attend all class sessions, arrive on time, and stay for the entire class.
- Complete homework, assigned readings and quizzes, and all major writing assignments.
- Submit work that is entirely your own and that you have written specifically for this class that demonstrates college-level writing and fulfills the requirements of the assignment.
- Engage respectfully with fellow students, in-class activities, and discussions.
- Seek to improve through incorporation of instructor feedback, revision, and use of writing resources (course textbooks and Writing Center).
- Ask for help and clarification if you need it.

Major Assignments: This course is designed as a series of five units, each with its own major writing assignment—an essay 1,000-1,250 words in length. Each essay will go through an extensive writing process, and each will introduce new challenges.
  - Unit 1: Inquiring into Self asks you to draw upon personal experience, analyze an aspect of your personal context, and write about it to a familiar audience.
  - Unit 2: Interacting with Texts asks you to develop and write a critical response to one or more published texts and tailor that response to an academic audience.
  - Unit 3: Identifying the Issues asks you to interpret and analyze a given primary “text”—a film, in our case—in which the key issues are less explicitly stated (“shown”, rather than told) and produce TWO short review essays, each directed at a different audience.
  - Unit 4: Starting a Conversation asks you to pursue a question that interests you, engage in effective library research, and communicate what you learned to a more public audience.
  - Unit 5: Final Exam Essay is a reflection essay where you’ll analyze what you’ve written in this course and who you are as a writer. This essay will serve as your final exam.

Unit 1-4 Portfolios: Each of the first four unit assignments requires that you engage in a rigorous writing process. For each unit, you’ll develop and submit a portfolio that includes the following:
  a. generative writing to explore ideas and writing options;
  b. an initial draft;
  c. a substantially revised draft, based on feedback from self, peers, instructor, and others;
  d. a further revised and copy-edited final draft;
  e. reflections on your own writing to help you identify effective processes and writing choices.

Each activity, including peer review, is meant to help you focus on specific aspects of your writing. With certain assignments, we may devote more time to certain stages of the process, and at other times, we may move more quickly. To grow as writers, we need to write, reflect, and write some more—thus, each part of the process is required, and grades for units 1 - 4 will be based on the entire portfolio, not only the final version of essays. Be sure to save every piece of writing! For each unit, you’ll be given instructions on what to submit, how, and when.
NOTE: YOU MUST VISIT THE WRITING CENTER AT LEAST ONCE DURING THE SEMESTER (UNITS 1 – 4). THE CHOICE IS YOURS AS TO WHEN IN THE WRITING PROCESS OF WHICH UNIT YOU VISIT. HAVE THE WRITING CENTER REPRESENTATIVE SIGN AND DATE THE DRAFT AND INCLUDE IT IN YOUR PORTFOLIO.

Writing Community Membership: One of the best ways to learn to write is to share ideas about writing with others. Creating a community that enables us to grow and develop as writers depends on each person fulfilling our responsibilities, offering mutual respect to one another, and being receptive readers of one another’s writing.

As a result, essential learning in this course will happen as you engage in writing-related activities with peers. Performing well in writing community membership means actively and respectfully contributing to and seeking to learn from our class community. Note that participation can take a variety of forms: e.g., asking questions and giving comments during class discussion, taking notes on behalf of a small group, sharing perspectives in writing with peers.

Writing community responsibilities include the following:

a. being prepared to participate. Being prepared includes, but is not limited to, bringing required materials to class and actively reading the required texts. Reading texts by other writers, including classmates, will help you generate ideas, dialogue with others, and become aware of your writing choices. You should also be prepared to reflect on your writing. In addition to class meetings, you’ll meet individually with me for at least one required student-teacher conference where we’ll discuss more fully your writing and your progress in the course.

b. giving constructive Peer Response. Learning to write means learning to be read by many others. In our class, you’ll regularly give and get critical peer response. By giving constructive feedback and by listening carefully to others, you’ll learn to make effective revisions—e.g., to further develop ideas and to move readers in intended ways.

c. Participating in peer activities, incl. Class Discussion & small Group exercises. Our writing community activities will include discussion among the entire class as well as small group exercises—during class time, possibly on Blackboard forums, too. These activities are designed to help you write and reflect on your essay assignments.
CLASS POLICIES AND GRADES

The Things You Carry (Always Have This Stuff with You When You Come to Class):

- A hard-copy of your most recent draft.
- Any materials previously assigned as homework. Be sure to check Blackboard frequently and keep abreast of all assignments and announcements.

COURSE GRADE: Your final grade for the semester will be based on the following breakdown:

<table>
<thead>
<tr>
<th>Writing Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit 1 Portfolio</td>
<td>20% of total grade</td>
</tr>
<tr>
<td>Unit 2 Portfolio</td>
<td>20% of total grade</td>
</tr>
<tr>
<td>Unit 3 Portfolio</td>
<td>20% of total grade</td>
</tr>
<tr>
<td>Unit 4 Portfolio</td>
<td>20% of total grade</td>
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<tr>
<td>Unit 5 Final Reflection Essay</td>
<td>10% of total grade</td>
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<tr>
<td>Writing Community Membership (Class Participation &amp; Writing Center Visit)</td>
<td>10% of total grade</td>
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*NOTE: Each unit grade is based on the average of two grades: final essay and portfolio. Final essay and portfolio grades are weighted equally (50/50) for Unit 1 with essay grades becoming heavier through the term—so essay and portfolio grades become weighted respectively 60/40 for Unit 2, 70/30 for Unit 3, and 80/20 for Unit 4.

YOU CANNOT PASS IF YOU DO NOT COMPLETE ALL WRITING ASSIGNMENTS AND RECEIVE AT LEAST A “C/70” ON THE PORTFOLIO, REGARDLESS OF THE GRADES YOU RECEIVED IN OTHER AREAS OF THIS COURSE.

Late Work: Assignments are due at the beginning of class, otherwise they are considered late. If you are absent for unexcused reasons or do not have the assignment completed by the due date, you can turn in the assignment at the beginning of the next class for a late penalty of 10% off the total grade. I will not accept late work beyond that unless you have requested an emergency extension. Extensions will be granted at my discretion and no more than one per student per term. The key to any extension depends on the courtesy of early communication. To receive an extension and credit for late work, it must be requested by course message on or before the assignment due date. Work that is consistently late will affect your grade and may impact your ability to pass the course. The final exam essay cannot be submitted late.

Conferences: Several times during the term, I will cancel class meetings and schedule individual conferences so that we can discuss drafts of your essays. These conferences should last no longer than 15 minutes, and they are required. A missed conference will be equivalent to two absences. I would also encourage you to use the extra time made available by the cancelled class meetings to catch up on your reading and writing assignments.

Student Athletes and Absences: Student athletes should provide me with schedule of classes that will be missed due to University-sanctioned events.
**Attendance and Participation:** You are responsible for all content covered in class, whether you are there or not. Many in-class assignments, because they are based on class discussion, cannot be made up. Please remember that if you miss class for any reason it is your responsibility to obtain notes and assignments from Blackboard and your classmates. Excessive absences (4 or more) will impact your grade and may affect your ability to pass the course. Though I appreciate an email alerting me to your absence, emailing me to let me know you will not be in class does not excuse your absence. Make-up work is allowed at my discretion.

**Observances of Religious Holidays:** A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

**Tardiness:** It is important that you arrive on time since I use the first minutes of class to review homework and make announcements about assignments and adjustments to the syllabus. If you happen to be late, please make sure to check eLearn and ask your classmates about any essential updates you missed. Chronic lateness will impact your ability to do well in this course and may affect your grade.

**Classroom Decorum:** ASU students and instructors are bound by the terms of the Code of Student Conduct, which is published in the Student Handbook at [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/).

- **Show Respect:** You will be expected to be courteous and behave appropriately at all times in the class including treating your fellow classmates with respect.

- **Food and Drink:** I do not allow full meals in the classroom (leave your combo meal at home, please), but I don’t mind if you bring something to drink or a non-disruptive snack (not smelly/doesn’t require utensils).

**Electronic Device Policy:** In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:

<table>
<thead>
<tr>
<th>Ipods/MP3s</th>
<th>Cell Phones</th>
<th>Laptops/Tablets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using your phone or Ipods/MP3 players to listen to music during class is never allowed. Please remove your headphones and put them away before class begins.</td>
<td>During class, you are not available to answer calls or send/receive text messages. You may not use your cell phone unless instructed. However, occasionally I will instruct students to locate information using their phones or record conference times in their phones. Furthermore, if you are expecting an important call that you must take, inform me before class, and I will allow you to step out into the hallway and take the call.</td>
<td>You may use a tablet or laptop to access an electronic version of the textbook or course-related files downloaded from Blackboard, or, in some cases, bring drafts for peer review. Unless otherwise instructed, these devices should only be in use during group reading sessions of texts currently under discussion (either assigned texts or classmates’ essay drafts).</td>
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</tbody>
</table>
Penalties for Violating the Electronic Device Policy: If I catch you using your cell phone, tablet, or laptop in class for purposes other than those outlined above (e.g., for texting, checking social media, surfing for irrelevant content) or listening to music in class, the first time it occurs, I will call you out in class and ask you to put your device away. Believe me, you don’t want this. It’s very embarrassing. The second time it occurs, I will ask you to leave class and charge you with an absence.

Accommodation Statement: If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Plagiarism Policy: Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

Types of Plagiarism
Plagiarism can include any of the following:
• Failing to quote material taken from another source.
• Failing to cite material taken from another source.
• Submitting writing that was written by another person or for another class.
• Submitting writing that was substantially edited by another person.

Procedures for Handling Plagiarism Cases
If an instructor thinks a student may have plagiarized, he or she will follow these steps:
• Meet privately with the student to discuss the assignment in question and the evidence of plagiarism;
• Identify the appropriate consequence;
• File a report with the Office of Student Services;

Possible Consequences
The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:
• Adequately redo or revise the assignment in question,
• Fail the assignment in question,
• Fail the class, or
• Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/.

SUPPORT SERVICES FOR STUDENTS

Students with Disabilities: Persons with disabilities that may warrant academic accommodations must contact Student Services 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.

Office Hours: You’re welcome to come to office hours any time you’d like to discuss questions or concerns related to this course. If you have a time conflict with my office hours, please schedule an appointment.
Writing Center Information
The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center’s website at http://www.angelo.edu/dept/writing_center/.

The Writing Center offers tutoring services through two methods:

- **Traditional face-to-face tutoring**: Face-to-face Writing Center sessions typically last approximately 15-20 minutes and focus on a section of a draft or a specified writing issue. Students who visit the Writing Center are assisted on a first come-first served basis. No appointment is necessary for face-to-face tutoring.
- **E-submission of papers**: Students can send writing questions via email to the Writing Center by completing and submitting the electronic draft submission cover sheet. In addition, they can e-mail papers as attachments to writingcenter@angelo.edu. A tutor will respond to their questions and comment on drafts within 48 hours.

*Location: Porter Henderson Library, third floor, Room C305

*Fall and Spring Hours

Monday-Thursday: 10 a.m.–5 p.m.
Wednesday evening: 6–8 p.m.
Friday: 10 a.m.–noon
Saturday: Closed
Sunday: 1–4 p.m.

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