ENGL 1302

Fall 2017

Section 050  T/Th 8:00-9:15  A 015

Instructor: Dr. R. Mark Jackson
Office: Academic 039C
E-mail: rjackson14@angelo.edu

Office Hours: MWF 9-11
T/Th 9:30-11
(and by appointment)

Teaching: MWF 12-12:50, 2-2:50
T/Th 8-9:15, 11-12:15

Course Website: http://blackboard.angelo.edu

REQUIRED BOOKS AND MATERIALS
• Two-pocketed folder (for this class only)

WHAT TO BRING EACH DAY
• They Say, I Say
• Any other text or handout assigned (in hard copy)
• Class notes
• Writing utensils and paper
• Course syllabus

WRITING ACROSS THE CURRICULUM
Description, Outcomes, Assignments, Grades

The Department of English and Modern Languages defines ENGL1302 as a course in critical reading and writing across the curriculum, with emphasis on the research process and the research paper. Generally it focuses on research and argument.

In class, work often will occur in groups, so be prepared to share your ideas and writings with your peers—a few of them, if not the entire class. In workshops, you and your peers will help each other revise and edit rough drafts.

At the end of this course you should be able to
• Use the writing process as a form of learning, critical thinking, and communicating
• Communicate in writing effectively with audiences from a variety of disciplines
• Locate, evaluate, and integrate resources from the ASU library into your writing
• Conduct a methodical research process to complete an academic research essay
• Practice source attribution, synthesis, and citation style properly for academic research purposes.

ASSIGNMENTS AND GRADE CALCULATION
Your final grade for this course will be calculated according to this scheme:

Homework, quizzes, daily participation 10%
Peer review 10%
Paper 1 (analysis) 10%
Paper 2 (response) 20%
Paper 3 (research dossier) 20%
Paper 4 (research paper) 30%

GRADING POLICY
Assignments are graded A through F with pluses and minuses as necessary. Work that is not done or not turned in is recorded as a zero.

Letter grades will be converted to percentages as such:
A+=98, A=95, A-=92, B+=88, B+=85, B-=82, C+=78, C=75, C-=72, D+=68, D=65, D-=62, F=50.

Numeric grades will be converted to letter grades as such:
100-98=A+; 97-93=A; 92-90=A-; 89-88=B+; 87-83=B; 82-80=B-; 79-78=C+; 77-73=C; 72-70=C-; 69-68=D+; 67-63=D; 62-60=D-; 59 and below=F.
CORE CURRICULUM OBJECTIVES FOR ENGL 1302

Students in English 1302 will practice the following core curriculum learning objectives in critical thinking, communication, teamwork, and personal responsibility. Students will then demonstrate their capabilities.

- Critical thinking will be demonstrated in a final research essay.
  - 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.
  - Students will then develop and demonstrate a logical position (i.e. perspective, thesis, 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 a final research essay.
  - Students will develop, interpret, and express ideas through effective written communication by taking into consideration audience, purpose, 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 through peer review.
  - Students will consider different viewpoints as a member of a team by evaluating their peers’ drafts and arguments.

- Personal responsibility will be demonstrated in a final research essay.
  - 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.

TECHNICAL OBJECTIVES

By the end of the semester, you should know more about and become better at implementing the following:

- Rhetorical context
- Classical rhetorical strategies
- Toulmin model of argumentation
- Stasis theory
- Contextualized thesis statements
- Templates for argument
- Paragraphing
- Research
- Source integration
- Responsible use of sources
- APA documentation

ATTENDANCE POLICY

I encourage regular attendance while allowing for the exigencies of life.

- Attendance is required, but you are allowed three discretionary absences.
- If you miss more than 20% of class meetings – for any reason – you will receive a grade of F for excessive absences.
  - In a class scheduled for 2 days per week, 20% is 6 classes; in a class scheduled for 3 days per week, 20% is 9 classes.
- Missing more than this number of classes will result in an F.
- Although all absences add to the total, you are allowed three discretionary absences. That is, you may miss class three times without detriment to your grade. Use those discretionary absences wisely.
- For each absences after the third, your participation grade drops by a third of a letter grade (e.g., from B- to C+).
- You are considered absent any time you are not in class—no matter what the reason—and making up missed work (if allowed below) does not erase absences. Doctor’s notes do not erase absences, either.
- Excessive tardiness is similarly penalized. If you arrive to class late three times, I shall count that as one absence.
- To be counted present at all, you must attend at least 70% of a class period.
  - In a class scheduled for 2 days per week, 70% is 53 minutes; in a class scheduled for 3 days per week, 70% is 35 minutes.
- If you are required to travel for the university with a class or team, you should provide me a list of those dates as soon as possible.

DAILY PARTICIPATION

I score participation daily. Each day you should:

- Show up to class on time
- Complete all reading assignments prior to class
- Bring any homework due
- Bring necessary materials to class
- Actively engage with the instructor and your classmates
- Contribute to any activities being done in class
If you do not bring a required text or other required materials, your participation score for the day drops to an F; if the problem persists, you will be asked to leave the classroom. I will check for homework assignments at the start of class or ask you to e-mail or upload them before class begins. Occasionally, you will have quizzes on the reading assignments, sometimes without warning.

CLASSROOM ENVIRONMENT

- When speaking, please show respect to your instructor, your classmates, and the process of learning as a whole: allow others time to talk, try not to interrupt, and refrain from rude, offensive, or belittling comments.
- When others are talking, pay attention and do not do anything distracting like speaking with neighbors.
- Do not use your cell phone, laptop, or other electronic device unless permitted by me.
- If you need to leave class early, please inform me before class begins and ask for permission.

PAPER SUBMISSION

For each paper assignment, you will turn in two identical versions, an electronic copy and a hard copy. The electronic version goes to TurnItIn; the hard copy, to me. I’ll use the electronic copy to check against plagiarism but grade and comment upon the hard copy. The hard copy must be turned in at the start of class; the electronic copy should be submitted to TurnItIn on Blackboard by the end of the day. Hard copies should arrive to me in your pocketed folder like this:

<table>
<thead>
<tr>
<th>Left Pocket</th>
<th>Right Pocket</th>
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<tbody>
<tr>
<td>Rough draft stapled</td>
<td>Final draft stapled</td>
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<tr>
<td>Draft worksheet</td>
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Rough drafts and final drafts must adhere to the formatting rules for this course, available in a separate document on Blackboard.

WORD COUNT AND STANDARD GRADE PENALTIES

The main text of your paper, not including information in your header, bibliography, or notes, should reach at least the minimum word count identified on the prompt. Standard grade penalties follow the scheme below.

- Short by 10% of word requirement or less: -Letter grade
- Short by more than 10% of word requirement: 0
- Incorrect/incomplete formatting: -1/3 letter grade
- No bibliography: -Full letter grade
- Mistakes in bibliography: -1/3 letter grade
- Late TurnItIn report: -Full letter grade
- No TurnItIn report: 0

MAKEUP WORK

For missed notes, you should seek help from classmates. To make up any graded done in class that day, such as a quiz or homework, you must provide a legitimate reason for missing; if the absence is planned, you must provide me advance notice of your absence and why you are going to miss class. Such notifications go a long way toward assuring me that the absence is a legitimate one. If you know that you will be absent when a paper is due, you should notify me in advance and then submit the electronic copy to TurnItIn before class time and submit the hard copy by the next period. After the deadlines, your grade drops one-third of a letter grade for each day (not just class day) that your paper is late, and after five days, it receives a grade of zero. More than likely, papers that are turned in late will be returned late and receive fewer comments than those turned in on time. I will offer a brief extension, without penalty, only in the cases of emergencies. Any paper not turned after the last day of class automatically receives a score of “0.” Generally, because of timing, the final exam cannot be made up except under extraordinary circumstances.

PEER REVIEW

For the major papers, you will bring a complete rough draft to class prior to the due date of the final draft, and a classmate will read and evaluate your draft while you read and evaluate someone else’s. Even if you don’t have a draft, you should come to class on the day of a workshop. Not only will you avoid the penalty of an absence, your mere presence guarantees you a better score for the workshop than if you did not come at all.

You may participate in a workshop only if your draft is complete, that is, only if it contains the minimum number of words; an introduction, body, and conclusion; and, when necessary, citations and works-cited page. During most workshops you will fill out a worksheet that I shall grade when you turn in your final draft.

Your grade for each draft workshop will be calculated as follows:
Absence   0
Attendance without complete draft   F
Attendance with complete draft   Value of peer review (A, B, C)

TEXTBOOK
Our only textbook is *They Say/I Say* (3rd edition). Make sure you obtain the third edition, not the first or second, and the shorter version without readings. **You must bring our textbook to class every day this semester.**

TEXTBOOK ORDERS
- If acquiring books through ASU’s Bookstore, acquire all of them at the start of the semester. Toward the middle of the semester, the bookstore will start to return books and will take longer to receive new copies.
- If acquiring books through online stores such as Amazon, always double-check from whom you’re ordering and which edition you’re ordering.
  - A lot of cheap, used copies come from secondary sellers, not from the stores directly, and those sellers are not subject to the stores’ guarantees of delivery dates.
  - It’s safest to confirm an edition by cross-referencing ISBN, title, publisher, and editor.
- Wherever you acquire your books, a store’s availability and delays in shipping are not legitimate excuses for your lack of a book when you need it.
- Consider buying your books rather than renting them. Our books are cheap paperbacks, so renting saves hardly any money, and if you buy them, you can mark in them how you want, which could help you during the midterm and final exams. If you need to recoup some money, you can always sell your books.

PURDUE OWL
Because our text, *They Say/I Say*, contains little about documentation and argumentative organization, for those matters we will be using material provided by two internet sources, Purdue’s OWL (http://owl.english.purdue.edu/owl/) and UNC’s Writing Center (http://writingcenter.unc.edu/handouts/). You should become familiar with those sites.

STATEMENT ON ACADEMIC HONESTY
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for reading and understanding the Academic Honor Code, which is contained in both the print and web versions of the Student Handbook: http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf. By participating in ENGL 1302, you agree to abide by the Academic Honor Code.

If you do not understand the rules regarding plagiarism, cheating, or other lapses in academic integrity as outlined in the Academic Honor Code, it is incumbent upon you to seek clarification from me prior to the first assignment. Students who violate the Academic Honor Code will receive a failing grade for the course and be referred to the Department head and the Academic Integrity Committee.

TURNITIN
TurnItIn is plagiarism-checking software. Instructions for using TurnItIn are available on our Blackboard page. By enrolling in this course, you grant the instructor the right to submit all course materials to TurnItIn, which detects textual similarities. Assignments submitted to TurnItIn will be included as source documents in TurnItIn’s database. **All major assignments must be submitted to TurnItIn using the link provided on our Blackboard page** (see below). I will not grade papers until they have been posted to TurnItIn, and any not posted to TurnItIn eventually will receive a score of 0.

BLACKBOARD
On our site you will find the syllabus, handouts, links, assignment prompts, grading rubrics, additional readings, and the occasional announcement. You’ll also find the drop-boxes for TurnItIn, which you’ll have to use for all major assignments. If you ever have questions about the course, please check Blackboard first. The web address is: http://blackboard.angelo.edu.

OFFICE HOURS
These are listed on the first page. During office hours I will be available to talk if you want to speak with me about any aspect of the class or your performance in it. I am also happy to help you with writing assignments at any point in their development — researching, drafting, or revising. If you cannot meet me during the regular office hours, just contact me (rjackson14@angelo.edu) to schedule an appointment, and we’ll meet at some other time and maybe at some other place.
WRITING CENTER
The ASU Writing Center is a wonderful resource for students at any stage in the composition process, from brainstorming to editing. Please seek out the assistance of its tutors whenever you think you need it. They do not proofread papers or write papers for you, but they can help with structure, organization, development, and mechanics. They offer face-to-face tutoring, synchronous online tutorials, and responses to e-mailed questions. If you seek their help, you should provide them a copy of the assignment prompt and all work you’ve completed toward the assignment. The office is located on the third floor of the Porter Henderson Library, Room C305. For more information or to set up an appointment, go to http: www.angelo.edu/dept/writingcenter.

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.

COUNSELING SERVICES
Students struggling with events in their lives or with mental health issues should seek out allies and resources available on campus. The following are institutional sources of support, but you may seek out faculty, staff and others on campus for help, including myself.

Campus Clinic and Counseling Services 325-942-2171
Campus Police 325-942-2071
San Angelo Police 911
Michelle Boone, Title IX Coordinator 325-486-6357

STUDENTS WITH DISABILITIES
Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 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.
# COURSE CALENDAR

The schedule below is subject to change. You are responsible for finding out about changes.

TSIS=They Say/I Say | BB=Available on Blackboard | TBA=To Be Announced

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>READING DUE</th>
<th>HOMEWORK DUE</th>
<th>IN CLASS</th>
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| **T** 8/29 | N/A         | N/A          | • Discuss syllabus (BB)  
|         |             |              | • Personal introductions  
|         |             |              | • Communication triangle  
|         |             |              | • Intro to Paper 1  
|         |             |              | • ENGL1302 questionnaire (BB)  
| **Th 8/31** (F 1/22: Last day to register or add class) | • TSIS, “Introduction” and Ch. 1 (BB)  
|         | • Zinczenko, “Don’t Blame the Eater” (TSIS 241-3) (BB)  
|         | • Rhetorical strategies handout (BB)  
|         | • Prompt: Paper 1  
|         | • Ex 1 (TSIS 28-9): Pick any two from a-f  
|         | • Find one example each of *ethos*, *pathos*, and *logos* in Zinczenko  
|         | • *Ethos, pathos, logos*  
|         | • Rhetorical analysis of Zinczenko  

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<tr>
<th>WEEK 2</th>
<th>READING DUE</th>
<th>HOMEWORK DUE</th>
<th>IN CLASS</th>
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| **T** 9/5 | • Handout on stasis theory (BB)  
|         | • Handout on Toulmin’s model (BB)  
|         | • Identify the “stasis” of Zinczenko  
|         | • Identify claim, grounds, warrants in Zinczenko  
|         | • Stasis theory  
|         | • Toulmin’s model of argument  
|         | • Videos  
| **Th 9/7** | • Sample ads (BB)  
|         | • Pick ad for Paper 1  
|         | • Toulmin’s model of argument  
|         | • Sample ads  

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<th>WEEK 3</th>
<th>READING DUE</th>
<th>HOMEWORK DUE</th>
<th>IN CLASS</th>
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| **T** 9/12 (Wed, 9/13: Census Day) | • ASU Honor Code (BB)  
|         | • Review Zinczenko and handouts about Toulmin’s model  
|         | • LibGuide Videos: Plagiarism / Avoiding Plagiarism (BB)  
|         | • LibGuide Quizzes (BB)  
|         | • Bring signed Academic Integrity Pledge (BB)  
|         | • Toulmin’s model  
| **Th 9/14** | N/A         | **FINAL DRAFT OF PAPER 1** | • Intro to Paper 2  
|         |             |                         | • 2 assessments by SHEG  

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<tr>
<th>WEEK 4</th>
<th>READING DUE</th>
<th>HOMEWORK DUE</th>
<th>IN CLASS</th>
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</table>
| **T** 9/19 | • SHEG study: “Evaluating Information”  
|         | • TSIS, Ch. 2-3, 14  
|         | • Prompt: Paper 2 (BB)  
|         | • 100-110-word summary of Stanford study  
|         | • Discussion of fake news  
|         | • Summary vs. paraphrase vs. quotation  
|         | • Videos on plagiarism  
| **Th 9/21** | • TSIS, Ch. 2-3, 14  
|         | • 2 Slate editorials on fake news (BB)  
|         | • Quotation sandwich from one editorial  
|         | • Paraphrase from the other editorial  
|         | • Discussion of fake news  
|         | • Quotations  
|         | • Videos on plagiarism  

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<th>WEEK</th>
<th>READING DUE</th>
<th>HOMEWORK DUE</th>
<th>IN CLASS</th>
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| T    | 9/26        | • Handouts on APA documentation  
• Berghel’s editorial (BB)  
• All sources for Paper 2 (BB)  
|          | • LibGuide Videos: Information and Critical Thinking / The Basics of Citation / Getting Started with Citation  
• LibGuide Quizzes  
• APA-style bibliography for 4 sources  
|          | • APA documentation  
• Discuss Berghel’s editorial  
• Stasis theory  |
| Th     | 9/28        | Draft of first paragraph of Paper 2; use one template (TSIS 60-66)  
|          | • Thesis statements  
• Stasis theory  
• APA documentation  |
| 6    |             |              |          |
| T    | 10/3        | • TSIS, Ch. 6-7  
|          | Draft of naysayer/counterclaim plus rebuttal; use template  
|          | • Discuss naysayers, significance  
• Refutation, concession, and accommodation  |
| Th    | 10/5        | • UNC Paragraphing Handout (BB)  
• Print handouts and bring them to class  
• Paragraphing worksheet (BB)  
|          | • Discuss paragraphing  
• Sample paragraph  |
| 7    |             |              |          |
| T    | 10/10       | N/A  
|          | ROUGH DRAFT OF PAPER 2  
|          | N/A: Conferences  |
| Th    | 10/12       | N/A  
|          | ROUGH DRAFT OF PAPER 2  
|          | N/A: Conferences  |
| 8    |             |              |          |
| T    | 10/17       | N/A  
|          | NEW ROUGH DRAFT OF PAPER 2  
|          | DRAFT WORKSHOP  |
| Th    | 10/19       | N/A  
|          | **FINAL DRAFT OF PAPER 2**  
|          | • Intro to Papers 3-4  
• Paragraph revision  
• Sample journal article (BB)  |
| 9    |             |              |          |
| T    | 10/24       | Prompt: Papers 3-4 (BB)  
|          | • LibGuide Videos: Subject Searching / Keywords and Synonyms / Finding Full Text Articles / Boolean & Truncation / Searching with Subjects / Popular & Scholarly Sources  
• LibGuide Quizzes  
|          | • Online research  
• Annotated bibliographies  
• Sample journal article (BB)  |
| Th    | 10/26       | N/A  
|          | List of five possible research topics  
|          | Library Instruction Session  |
| 10   |             |              |          |
| T    | 10/31       | N/A  
(W11/1: Last day to drop or withdraw)  
|          | APA-style bibliography of 3 scholarly/peer-reviewed sources related to research topic  
|          | • Research  
• Source evaluation  
• APA documentation  |
| Th    | 11/2        | N/A  
|          | Partial draft of proposal: 1) Stasis and 2) Claim, qualifiers, grounds, rebuttal  
|          | In-class conferences  |
| 11   |             |              |          |
| T    | 11/7        | N/A  
|          | ROUGH DRAFT OF PAPER 3  
|          | DRAFT WORKSHOP  |
| Th    | 11/9        | N/A  
|          | **FINAL DRAFT OF PAPER 3**  
<p>|          | Sample research paper (BB)  |</p>
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<thead>
<tr>
<th>WEEK 12</th>
<th>READING DUE</th>
<th>HOMEWORK DUE</th>
<th>IN CLASS</th>
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<tbody>
<tr>
<td>T 11/14</td>
<td>TSIS, Ch. 8-11</td>
<td>TBA</td>
<td>Metacommentary</td>
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<tr>
<td>Th 11/16</td>
<td>Sample research paper (BB)</td>
<td>TBA</td>
<td>Group work and discussion</td>
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<tr>
<th>WEEK 13</th>
<th>READING DUE</th>
<th>HOMEWORK DUE</th>
<th>IN CLASS</th>
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<tbody>
<tr>
<td>T 11/21</td>
<td>Review sample research paper (BB)</td>
<td>Template for Paper 4</td>
<td>Group work and discussion</td>
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<td>Th 11/23</td>
<td>N/A: THANKSGIVING</td>
<td>N/A: THANKSGIVING</td>
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<tr>
<th>WEEK 14</th>
<th>READING DUE</th>
<th>HOMEWORK DUE</th>
<th>IN CLASS</th>
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</table>
| T 11/28 | TBA | • Toulmin outline for Paper 4  
• 1st paragraph and thesis for Paper 4 | N/A: Conferences |
| Th 11/30 | TBA | • Toulmin outline for Paper 4  
• 1st paragraph and thesis for Paper 4 | N/A: Conferences |

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<tr>
<th>WEEK 15</th>
<th>READING DUE</th>
<th>HOMEWORK DUE</th>
<th>IN CLASS</th>
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</table>
| T 12/5  | Sample draft(s) of Paper 5 (BB) | ROUGH DRAFT OF PAPER 4 | • DRAFT WORKSHOP 1  
• Course evaluations* |
| Th 12/7 | Sample draft(s) of Paper 5 (BB) | ROUGH DRAFT OF PAPER 4 | • DRAFT WORKSHOP 2  
• Course evaluations* |

Final Exam Schedule (Due Date for Final Draft of Paper 4):
Tuesday, December 12, 8:00 – 10:00 AM