ENGLISH 1302
MARIE-CLARE PRISCO
FALL 2017 * TUESDAY-THURSDAY
Sections 100, Room A 007, Sections 060 and 070, Room A 119

CATALOG DESCRIPTION: ENGL 1302

Writing Across the Curriculum (3-0). A course in critical reading and writing across the curriculum, including the research process and the research paper. Prerequisite: English 1301 or equivalent credit.

OFFICE HOURS
MWF: 9:00 – 11:00 a.m.
Office: Academic 110B

CONTACT INFORMATION
mprisco@angelo.edu

REQUIRED TEXT

BRING TO CLASS
- 3-ring binder
- Dividers for binder
- Loose leaf paper for notes
- Assignments
- Appropriate text

MAIN COURSE WORK
- Writing Project 1
- Writing Project 2
- Writing Project 3
- Midterm Reflection
- Final Reflection
- Portfolio

METHODS OF ASSESSING LEARNING OUTCOMES
Core student learning outcomes will be assessed through course assignments.

ABOUT ENGLISH 1302

COURSE DESCRIPTION
A common assumption is that once students learn to write in their English courses, they should be prepared to write effectively in all other situations. This class will challenge that assumption by examining and discussing forms of writing, methods of inquiry, genres, stylistic conventions, and communicative situations relevant to your major or potential major. The topics of discussion will not be about content in your chosen field but about how professionals in your field communicate to various academic and professional audiences.

CORE OBJECTIVES
In an effort to help you achieve the learning outcomes above, I have prepared lessons, readings, and assignments that will help you:
- Develop skill in expressing yourself orally or in writing
- Learn how to find and use resources for answering questions or solving problems
- Learn to analyze and critically evaluate ideas, arguments, and points of view

CORE STUDENT LEARNING OUTCOMES
Upon completion, students will be able to:
- Gather, analyze, evaluate, and synthesize information relevant to a question or issue
- Develop and demonstrate a logical position (i.e. perspective, thesis, & hypothesis) that acknowledges ambiguities or contradictions
- Develop, interpret and express ideas through effective written communication
- Consider different viewpoints as a member of a team
- Effectively work with others to support and accomplish a shared goal
- Demonstrate the ability to evaluate choices, actions, and consequences as related to ethical decision making
IN THE 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/.

- **Show Respect**: You will be expected to practice compassion, kindness, and respect — both with yourself and toward others.
- **Food and Drink**: Do not bring full meals into class. A drink or quiet snacks are fine, as long as you eat and drink respectfully of others.

ELECTRONIC DEVICE POLICY

You are only allowed to use electronic devices under specific circumstances (e.g., if I wanted you to look something up during class). Otherwise, phones must be turned off, and iPads and laptops are not necessary in the classroom, as we will be meeting in the computer lab every Friday. (Your binder loose-leaf paper is for notetaking in the classroom.)

If I see you using your cell phone, I will remind you of the policy and ask you to put your device away. The second time it occurs, I will ask you to leave class, and you will be counted absent.

WORK OUTSIDE THE CLASSROOM

ACCESS TO BLACKBOARD

I will use several Blackboard tools to teach this class throughout the semester. You can access Blackboard at https://blackboard.angelo.edu. To log in, you’ll need your Ramport ID and password. In addition to participating in some online discussions via this site, I will post the syllabus, writing assignments, grading standards, and additional readings. Moreover, you will submit some reading and most writing assignment responses through Blackboard. In order to make sure everyone is familiar with using Blackboard tools, I will provide a brief tutorial illustrating how to use them the first day or week of class.

ADOBE ACROBAT READER

You will need to obtain Adobe Acrobat Reader (which can be downloaded free from the internet), as you will use Acrobat Reader to access some documents on Blackboard.

TECHNICAL SUPPORT

If you are having technical problems with Blackboard, you can contact free technical support in one of the following ways:

**Phone**: 325-942-2911
**Email**: servicecenter@angelo.edu
**Web**: http://www.angelo.edu/services/technology/

ACADEMIC HONESTY

All work composed for this class must be written exclusively for this class and be your original work. You may of course receive assistance on your writing, but submitting someone else’s work as your own or failing to acknowledge sources appropriately will be grounds for plagiarism. Violations of academic honesty and plagiarism
will result in immediate failure of this class. You are responsible for understanding the Academic Honor Code, which is available on the web at http://www.angelo.edu/forms/pdf/Honor_Code.pdf.

SPECIAL REQUIREMENTS

Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, 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. For more information, see http://www.angelo.edu/services/disability-services/.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

If you intend to be absent from class to observe a religious holy day, you should make that intention known in writing to me prior to the absence.

GETTING HELP

WRITING CENTER INFORMATION

Location: Porter Henderson Library, 3rd floor, Room C305

Monday through Thursday: 10:00 a.m. to 5:00 p.m.
Wednesday evening: 6:00 to 8:00 p.m.
Friday: 10:00 a.m. to Noon
Saturday: Closed
Sunday: 1:00 to 4:00 p.m.

The Writing Center, an academic support service, aids with organization, paragraph development, and grammar. They are not proof readers or editors. To learn more about their services, visit the Writing Center 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.
GRADES

YOUR COURSE GRADE

Your grade in this course will be based upon the submission of your final portfolio and achieving minimum requirements on a range of submitted assignments. These assignments—short and long, in-class and out—are designed to help you develop a level of literacy and rhetorical understanding expected of first-year college students in reading and writing.

You are guaranteed a B in this course when you achieve the following minimum requirements:

**ATTENDANCE**

No more than 4 missed classes. *If you must miss a class, contact a classmate to get notes and information you missed in class. Late work will not be accepted under any circumstances. All assignments must be submitted to receive a passing grade. No incompletes will be given.*

**3 MAJOR WRITING PROJECTS**

Acceptable and timely submissions with all drafts and presentations included in the 3 major writing projects. (See more below on what constitutes an “acceptable submission.”)

**2 SELF-EVALUATION ESSAYS**

Acceptable submissions of the midterm and final self-evaluation essays.

**PORTFOLIO**

Submission of a final portfolio of work as listed below.

1. Writing Project 1
2. Writing Project 2
3. Writing Project 3
4. Midterm Reflection Essay
5. Final Reflection Essay

You will receive lower than a B in this course if you fail to achieve the minimum requirements as described above. How much lower than a B will be determined primarily on your willingness to dedicate yourself to the work of the class and on the acceptability of the work you submit.

You are guaranteed an A in this course when you achieve the minimum requirements listed above for a B in the course, plus, **going beyond the requirements of each writing project, as described in the assignment specs.**

**OTHER INFLUENCES ON YOUR COURSE GRADE**

- Failure to bring the required materials, including the appropriate text or homework to a scheduled class period will be equivalent to an absence.
- A total of five absences of any sort will result in automatic failure.
- Academic dishonesty of any sort, including—but not limited to—copying the work of others, buying papers, and having others do your work will result in automatic failure.
- No incompletes will be given.
WHAT IS AN “ACCEPTABLE SUBMISSION” OF A WRITING PROJECT IN THIS CLASS?

In order for your work to be considered acceptable, you will need to fulfill the following minimum requirements:

Every submitted writing assignment:

1. Must be free from virtually all errors in sentences and words.
2. Demonstrate honest effort, clear engagement, and fresh thinking on the chosen topic or issue.
3. Follow the focus and structural requirements of the assignment as listed (as indicated on assignment instructions).

STUDENT ATHLETES AND ABSENCES

Student athletes should provide me with schedule of classes that will be missed due to University-sanctioned events.

TENTATIVE SCHEDULE – UPDATED SEPT 10, 2017

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>8/29</td>
<td>8/31</td>
</tr>
<tr>
<td>Due today</td>
<td></td>
<td>“What Can I Do with This Major” web link on Bb (bring notes to share)</td>
</tr>
<tr>
<td>Class topic and activities</td>
<td>Review syllabus and assignments; discuss college-level writing; mindfulness/intension; becoming familiar with Blackboard.</td>
<td>Discuss your major and the types of writing you’ve completed in college so far (free write); What is college-level writing?</td>
</tr>
<tr>
<td>Week Two</td>
<td>9/5</td>
<td>9/7</td>
</tr>
<tr>
<td>Due today</td>
<td>The Norton Field Guide to Writing (NFGTW), “Profiles,” pp. 224-234; explore NFGTW, “Doing Field Research,” pp. 463-468</td>
<td>1st draft of Project 1, Assignment 1 bring to class either paper copy or on laptop</td>
</tr>
</tbody>
</table>
| Class topic and activities | Project 1, Assignment 1 (Interview Pitch) Selecting and contacting an interviewee Begin interview questions Watch video about interviewing | • Peer review  
• Conducting an interview  
• The interview script  
• Recording the interview and taking useful notes  
• Taking photos of interviewee |
<p>| Week Three | 9/12                           | 9/14                                         |
| Due today | Project 1, Assignment 1 (Interview Pitch), email via Bb (Due by midnight) Read “Rhetorical Situations” on pp. 53-70 (NFGTW) | Discourse Community Readings. (on Bb) |
| Class topic and activities | Discuss Rhetorical Situations. Work on visual elements. | Create an infographic “The Concept of Discourse Community.” And respond to the questions in O’Hara. |</p>
<table>
<thead>
<tr>
<th>Week Four</th>
<th>9/19</th>
<th>9/21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due today</strong></td>
<td>Jimmy Santiago Baca: Poetry as Lifesaver” on p. 893 (NFGTW), respond to questions.</td>
<td>“Living Simply in a Dumpster,” pp. 863-874 (NFGTW), Respond to questions</td>
</tr>
<tr>
<td><strong>Class topic and activities</strong></td>
<td>Create timeline of Rhetorical situation.</td>
<td>Create timeline of Rhetorical situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Five</th>
<th>9/26</th>
<th>9/28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due today</strong></td>
<td>Peer review of Assignment 2 – bring printed copy! MUST HAVE INTERVIEW BY THIS DATE!</td>
<td>FINAL of Project 1, Assignment 2 (Profile Analysis) upload to Bb by midnight</td>
</tr>
<tr>
<td><strong>Class topic and activities</strong></td>
<td>Peer reviews. Repurposing interview data for the profile Selecting and incorporating images</td>
<td>Begin working on draft of Assignment 3. Create model of Discourse Community for the interviewee.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Six</th>
<th>10/3</th>
<th>10/5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due today</strong></td>
<td>Updated draft of Project 1, Assignment 3</td>
<td>Bring draft of Assignment 3 for peer review.</td>
</tr>
<tr>
<td><strong>Class topic and activities</strong></td>
<td>Discuss profile elements.</td>
<td>Peer review – must have your draft or you will not be able to participate and will be counted absent! Discuss midterm reflection essay assignment that is due next week (posted on Bb)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Seven</th>
<th>10/10</th>
<th>10/12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due today</strong></td>
<td>Pp 445-463 (NFGTW)</td>
<td>Project 1, Assignment 3 upload to Bb by midnight TBA</td>
</tr>
<tr>
<td><strong>Class topic and activities</strong></td>
<td>Library Day! Finding resources at the Library</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Eight</th>
<th>10/17</th>
<th>10/19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due today</strong></td>
<td>“Reading Strategies,” pp 473–477 (NFGTW)</td>
<td>Midterm reflection essay upload to Bb by midnight.</td>
</tr>
<tr>
<td><strong>Class topic and activities</strong></td>
<td>Locating a topic Finding resources for Rhetorical Situations Analyzing and comparing the selection pieces of writing</td>
<td>Analyzing and comparing the selected pieces of writing; locating sources for the annotated bibliography.</td>
</tr>
</tbody>
</table>

| Week Nine | 10/24 | 10/26 |
| --- | --- |
| Class topic and activities | Developing a research plan; locating sources for the annotated bibliography; reading strategies; writing annotations |
| WEEK TEN | 10/31 | 11/2 |
| Due today | **Project 2, Assignment 1** (Rhetorical Situations) upload to Bb by midnight |
| Class topic and activities | | |
| WEEK ELEVEN | 11/7 | 11/9 |
| Due today | **Project 2, Assignment 2** (Annotated Bibliography) upload to Bb by midnight |
| Class topic and activities | Analyzing sample guides; planning your guide |
| Week Twelve | 11/14 | 11/16 |
| Due today | **Read Instructions for Project 3, Assignment 1** (The Plan) | TBA |
| Class topic and activities | Discuss Project 3, Guide to Writing in Your Academic Field | Integrating sources  
Guide formatting and layout |
| Week Thirteen | 11/21 | 11/23 |
| Due today | **Project 3, Assignment 2** (Annotated bibliography for the Guide) | Thanksgiving Break! |
| Class topic and activities | In-text documentation/inserting footnotes; guide formatting and layout; selecting and manipulating visuals | |
| Week Fourteen | 11/28 | 11/30 |
| Due today | Project 3, draft for peer review |
| Class topic and activities | Peer review |
| Week Fifteen | 12/5 | 12/7 |
| Due today | **Final draft of Project 3** |
| Class topic and activities | Presentations | Presentations |
| Week Sixteen | 12/12 | 12/14 |
| FINALS WEEK | **Section 060**  
8:00 – 10:00 a.m. | **Section 070**  
8:00 – 10:00 a.m. |
| Submit Portfolio with Final Reflection Paper | Section 100  
10:30 – 12:30 a.m. |