**Writing Across the Curriculum**

**COURSE DESCRIPTION and OBJECTIVES**

Course Objectives:

English 1302 is a course in critical reading and writing across the curriculum, including working through the research process and producing a research paper. The general objective of English 1302 is to develop critical reading skills and writing skills across the curriculum in a variety of disciplines. You will learn to use the Porter Henderson Library and its resources and to write a research paper that incorporates sources and uses documentation effectively.

Upon completing English 1302, students should:

- be able to use reading and writing for inquiry, learning, critical thinking, and communicating.
- be able to write to a variety of audiences in a variety of disciplines
- be familiar with the library and be able to use its resources, including its online resources and other electronic databases
- be able to work through the research process to write a research paper
- understand attribution and documentation and use an appropriate style

English 1302 outcomes will be measured by various assignments, including the composition of a research paper.

**ASU Core Curriculum Objectives for English 1302 and Related Course Assessment**

Students in this course will also demonstrate the following two core curriculum objectives in critical thinking by submitting an analytical 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.
**Graded Course Work**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Practice (MindTap, Aplia)</td>
<td>(15%)</td>
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<tr>
<td>Participation</td>
<td>(25%)</td>
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<tr>
<td>Memo</td>
<td>(5%)</td>
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<tr>
<td>Bibliography</td>
<td>(5%)</td>
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<tr>
<td>Annotated Bibliography</td>
<td>(10%)</td>
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<tr>
<td>Outline &amp; Discovery Draft</td>
<td>(5%)</td>
</tr>
<tr>
<td>Research Paper</td>
<td>(25%)</td>
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<tr>
<td>Final Exam</td>
<td>(10%)</td>
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<tr>
<td><strong>Total:</strong></td>
<td>(100%)</td>
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**Grading Scale:**

- 90%–100% A
- 80%–89% B
- 70%–79% C
- 60%–69% D
- 59% and Below F

**Extra Credit**

I do not offer extra credit assignments, so don’t ask for them. Stay on top of your coursework, and be proactive!

Comments on written work appear within MindTap. Please look at your comments and the rubric to see how you did and how to improve on the next assignment. To view comments and grades:

1. Re-access the essay dropbox.
2. Click on the hyperlinked grade next to the submitted assignment.
3. View the marks and comments in the new window, which will appear automatically.

**Grade Determination:**

It is your responsibility to keep track of your grade and where you stand in the class. If you have questions about your grade, please come by the office and ask. Your grade for the semester will be determined using the percentage breakdown to the left.

**Course Assignments**

In this course, you will complete various daily assignments and activities; actively participate in workshops, conferences, class discussions, and opportunities to share your work; read and contemplate assigned texts; and compose essays. Here’s a bit more information on some of these assignments:

**Practice:**

- Aplia assignments: These assignments are assigned to practice certain skills in writing, ranging from sentence-level to research-based. Each question can be attempted three (3) times. I record the highest grade. You will have an entire week to complete the assignments. Most are due Wednesday of the week.
- MindTap assignments: These assignments are mostly responses on the reading.

**Participation:**

- Discussions: I expect students to conduct themselves with maturity and tact. Derogatory comments or inflammatory statements will not be tolerated. See Nettiquite section below for more information.
- Draft Checks: You will upload your draft to show that you are, in fact, drafting the paper. There may be some reflection components, additionally.
- Peer Editing: On particular assignments, we will conduct a peer editing session in MindTap. You will be graded to the extent to which you provide feedback with pride and effort. I expect all peer editing sessions to be helpful and insightful.
- Tutoring: You will use one of our many tutoring resources, and this will be a participation grade. These resources include the Writing Center, MindTap tutoring (you are provided 6 free sessions), and SMART track through Ramport. Again, this is to provide you with some helpful feedback.

**Written Assignments: The Research Project**

The following assignments are major writing assignments.

- Memo
- Bibliography
- Annotated Bibliography
- Outline/Discovery Draft
- Research Paper
- Final Exam
Each student must sign a Student Acknowledgement Form stating that he/she understands the policies of the course BEFORE I can accept any work for assessment. If you feel that you cannot work within these policies, I suggest that you find another section.

Policies for the Online Classroom

Late Work

- Deadlines for Major Assignments: Major Written Assignments are due on the day and time listed on the Weekly Checklist, as well as MindTap. If you miss the deadline, you must contact me via email to be able to submit the paper via MindTap, as I must confirm your late submission. Do not email the paper to me.
- Late Work: Papers that are turned in within 24 hours will be have a 10% deduction. No papers will be graded more than 24 hours late.
- All Work Due, Even If Late: However, each final written assignment packet must still be submitted in the order that it is assigned. In other words, even if a written assignment receives a grade of zero because it is over a week late, that assignment must still be submitted before any subsequent written assignments will be accepted and graded.
- Submission Order: Writing assignments must be completed in the order in which they are assigned; that is, all previous writing assignments must have been turned in for a new writing assignment to be graded.
- Extension for Practice and Participation: There is no extended time for Practice or Participation.
- Electronic Submission of Work: All major written work will be submitted (in its final form) to electronic dropboxes in MindTap. Full instructions for usage will be provided in class.

Please note: Pleading a case of "computer malfunction" is the dog-ate-my-homework excuse of the 21st century, and such an excuse will not be accepted. Access to reliable technology and avoiding procrastination are a student's responsibility. Please note also that failure to appropriately submit an assignment to the Turnitin dropbox (InSite within MindTap) is not an excuse the instructor will accept. (To ensure a successful file submission, students should always check their digital portfolio by re-accessing [refreshing] the dropbox page and ensuring a Turnitin digital receipt.)

Withdrawal Policy:
The last day to drop a course or to totally withdraw from the University will be Friday, November 3. Withdrawal grades will be indicated by W.

Netiquette

The following guidelines (which apply to all communication inside the online classroom) help to ensure that the online classroom is a positive and respectful learning environment:

- Students should conduct themselves online as they would conduct themselves in a traditional classroom.
- Students should respect the varying opinions and backgrounds of others; thus, the use of abusive, derogatory, harassing, or profane language or
Obscenity: Be aware that “a person commits an offense if he intentionally or knowingly displays or distributes an obscene photograph, drawing, or similar visual representation or other obscene material and is reckless about whether a person is present who will be offended or alarmed by the display or distribution” (Penal Code: Title 9, Ch. 43, Subch. B, Sec.22).

STUDENT HANDBOOK
In addition to these course

tone inside the online classroom is inappropriate and should be avoided.
- Students should not type in all caps, as such typing implies SHOUTING and is generally considered rude.
- Students should remember that the online classroom is not an entirely private setting. Angelo State administrators do have access to the online classroom, and no online communication inside this classroom, not even inside email, is truly private.
- Students should remember that communication in the online classroom is recorded. As a result, students should refrain from writing, posting, or sending any messages that they might later regret, as all messages inside the online classroom are easy to copy, to forward, to print, etc. In other words, students should not generate written messages that they would not actually say to someone else in person.
- Because communication inside the online classroom is written and not oral, and because this written communication is received without vocal tone, body language, or physical facial expressions, students should approach this communication carefully. Real people, not just a computer, are the recipients of this communication, and as a result, online miscommunication is all too easy. The use of “emoticons,” such as happy faces :-) , can help to alleviate some of this miscommunication.
- Students should be considerate of the recipients of their messages. These recipients should be greeted by name, should receive messages that are concisely and accurately titled (in the “subject line”), and should be presented with clear and grammatically standard written communication.
- Students should not expect instant replies or responses to their messages, as other participants in the online classroom are not necessarily constantly or simultaneously online.
- Students should remember that “flaming,” or sending angry messages to others, must be avoided. (If a student is tempted to send a hostile message, then that student should stop, take a break, and calm down. After the student is calm, a respectful message, as opposed to a hostile one, should be sent.)
- Students should send questions or concerns about course materials directly to the instructor via ASU email inside the online classroom. Broadcasted complaints in any other form are both inappropriate and unacceptable; such comments also become part of the class record.

Academic Honesty:

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the Web at http://www.angelo.edu/forms/pdf/honorcode5.pdf. At minimum, students who are determined to have violated this policy will receive a
policies, students are responsible for familiarizing themselves with and following the information in the ASU Student Handbook, available at http://www.angelo.edu/content/files/17187-20122013-student-handbook-for-web.

I quoted this policy and the next (on academic honesty and special accommodations) directly from official university operating policy text. They express important information that I take seriously. If you have questions about these policies or requests for special accommodations, please ask me. I’ll be happy to speak to you about these policies.

WC Hours of Operation (during long semesters):
10:00 - 5:00 Mon – Thurs
10:00 - 12:00 Friday
6:00 - 8:00 Wed evening
1:00 - 4:00 Sun afternoon

What WC Tutors Do/Don’t Do:
The Writing Center tutors provide assistance at any stage of the writing process; however, tutors do not complete a student’s work, and they do not proofread a student’s work. Tutors teach students how to effectively revise their own writing, helping students to develop the skills they need to plan, draft, and revise their work.

failing grade on the assignment and may also receive a failing grade in the course. They may also be referred to the English Department Chair for possible further action.

In this writing class, all aspects of Academic Honesty apply. Please pay close attention to issues concerning plagiarism. Make sure that you completely understand the offense; if you have any questions concerning plagiarism, consult the aforementioned ASU publications or speak to your instructor about your concerns. Students who violate the Policy on Academic Honesty will be subject to disciplinary action, which may include a failing grade in the course. When academic dishonesty occurs, instructors will communicate with the student concerning the penalty and the student’s right of appeal. Students can refer to the Academic Honor Code for complete details.

Departmental Reminder for Submission of New Work: Students who have been enrolled in English 1301 (online, in a classroom, or otherwise) in a previous semester should remember that the work they submit this semester must be new. This means, for instance, that students cannot submit papers (or any other assignments) that were initially written in a previous semester. Students need to treat this semester as a fresh start—because recycled work from previous semesters will not be accepted. Likewise, if students have friends and/or family members who have previously taken this class, then students should remember that papers (or other assignments) from these friends and/or family members cannot be submitted in place of students’ own work. The work that each student submits this semester must be original. Any student who submits recycled and/or copied work this semester will be subject to the Angelo State University policies governing academic dishonesty.

Resources to Ensure Success

THE WRITING CENTER
Writers always benefit from other writers' opinions. For example, professional writers depend on their editors for constructive criticism. In 1302, students will rely on the instructors, their peers, and the tutors in the Writing Center, an academic support service available to all ASU students at no cost. The Writing Center is located on the third floor of the Porter Henderson Library, Room C305.

You should plan to visit the Center frequently throughout the writing process for each of your out-of-class writing assignments. I may also require you to visit the Center. In this case, the final copy of a written assignment will not be accepted for full credit unless you have completed the required work in the Center.

CONTACTING ME
When questions about course content occur, I encourage you to email me for assistance. However, please understand that I receive a lot of email on
Please feel free to email me whenever you like. I only ask that you take the time to attend to a few basic communication conventions and that you realize it might take me as long as 24-48 hours to get back to you.

Be sure to check your ASU email and Blackboard at least once per day. I’ll occasionally send out important class updates via email in between class sessions. I also suggest downloading the Bb app for alerts and notifications.

SOME HELPFUL CAMPUS RESOURCES FOR STUDENTS

- Contact ASU Health Clinic and Counseling Services at (325) 942-2171 from 8 a.m. – 5 p.m., M-F. Search angelo.edu for more info.
- The ASU Tutor Center is next to the Writing Center on the third floor of the Library building—two excellent resources.
- First Year Experience has a million useful resources for first year college students—and college students in general. Search “First Year Experience” at angelo.edu.

any given day and that you are communicating within a professional environment, so it’s important that your email messages attend to some basic conventions of electronic communication:

- Helpful subject line (before email); Ex: “Question about WRR3”
- Greeting or salutation (to begin email); Ex: “Hello, Mrs. _____,”
- Body of email
- Signature and section # at end of email; Ex: “Thanks, Devon Jacobs ENG 1301.210”

Finally, I ask that you attempt to use properly punctuated and complete sentences in your emails to me. They don’t have to be perfectly edited, but I will not respond to carelessly written messages littered with typographical errors. In short, emailing is not texting. Please remember the different expectations for the two.

I am available via phone during regular office hours. Email is usually the best way to contact me. While I do my best to respond to student e-mails in the shortest amount of time as possible, a response time is going to be dependent on time of day the e-mail is sent, my own academic schedule, and any technical support inquiry I must do in order to properly answer your message. I do my best to respond to student e-mails within 24 hours during the week. On weekends and holidays, response times may be longer, including up to 48 hours.

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.”

Contact the Student Life Office: Students are expected to attend all classes, conferences, and required Writing Center activities unless prevented from doing so by illness, bona fide emergencies, or circumstances beyond their control. Should a serious illness, emergency, or other crisis occur, it is the student’s responsibility to contact the Student Life Office immediately so that professors may be informed. In all cases, I determine whether an absence will be considered legitimate and if work can be made up.

Personal Emergencies: Sometimes things fall apart. If you encounter a personal tragedy or some emotional distress that causes you to miss assignments, get in touch with me as soon as you can and contact Student Services as soon as possible. I don’t need all of the details, but at least I’ll know you haven’t dropped the course or been eaten by a bear. This does not guarantee anything, but it will at least maintain communication so that we can move forward.
English 1302.D10 Online (tentative) Weekly Plan

For this online section, we use an e-book and learning platform called MindTap inside of Blackboard. This resource serves as our text for the course.

Our course is set-up in sixteen weeks. At the end of each week, students must complete the required practices, discussions, homework, quizzes, essay, and any other graded activity in MindTap. More detailed weekly information is available in Blackboard (under Weekly Checklists). One (1) week of Weekly Checklists and MindTap Weekly Units will be posted at a time, and at times, two (2) weeks will be posted. Electronic textbook readings should be completed before online activities are attempted.

All work is due Friday at 3 pm Central Standard Time unless stated otherwise on the Weekly Checklist and on MindTap.

This is a tentative schedule. All changes will be announced and recorded in the Weekly Checklist.

-------------------- WEEK ONE (8/28-9/1)-------------------
Intro. and set-up
Why We Write

-------------------- WEEK TWO (9/1-9-8)-------------------
Writing Process
MindTap practice

-------------------- WEEK THREE (9/8-9/15)-------------------
Pick a topic for research
Discussion post
Topic due

-------------------- WEEK FOUR (9/15-9/22)-------------------
Finding and Evaluating sources
Identifying key components of sources
Discussion post
Topic approval due
Drafting the Memo assignment

-------------------- WEEK FIVE (9/22-9/29)-------------------
Peer editing session
Memo Assignment due

-------------------- WEEK SIX (9/29-10/6)-------------------
How to write bibliographic entries
Access OWL Purdue
MindTap assignments
Bibliography due

-------------------- WEEK SEVEN (10/6-10/13)-------------------
Writing annotations
Summarizing, paraphrasing, quoting
MindTap assignments

-------------------- WEEK EIGHT (10/13-10/20)-------------------
Peer editing session for Annotated Bibliography
Annotated Bibliography due
WEEK NINE (10/20-10/27)

Model problem/solution outline for research paper

**Outline due**

WEEK TEN (10/27-11/3)

Begin drafting the Research Paper
Discovery Draft of Research Paper due
MindTap assignments

**Last day to drop 11/3**

WEEK ELEVEN (11/3-11/10)

How to create strong paragraph structure in the Research Paper
Introductions/Conclusions
Draft check
MindTap assignments

WEEK TWELVE (11/10-11/17)

Avoiding Plagiarism
Using sources effectively
Quoting and integrating sources
Draft check

WEEK THIRTEEN (11/17-11/24)

Peer Editing sessions
Use tutoring resources

WEEK FOURTEEN (11/24-12/1)

**Research Paper due**

WEEK FIFTEEN (12/1-12/8)

Research Project debriefing
Review/prepare for final exam

WEEK SIXTEEN (12/8-12/15): FINAL EXAM

**Final Exam: typed essay due date/time TBA**