English 1302 Writing Across Curriculum

Spring 2018

“Much learning does not teach understanding” Heraclitus

“Research is formalized curiosity. It is poking and prying with purpose.” Zora Neale Hurston

“The first draft of anything is [crap]” Earnest Hemingway

Instructor: Nathan Morrill  email: nmorrill@bradyisd.org


Link to novel: https://www.huxley.net/bnw/

English 1302 A Core Communications Course

“The ASU Core Curriculum Committee has designated English 1302 as a core course in the area of Communication. According to the Texas Higher Education Coordinating Board, courses in this foundational component area should “focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively” and should “involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.” In addition, every core course must help students develop four of the broad core skills.

The core skills designated for this class are as follows:

**Critical Thinking Skills** – To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;

**Communication Skills** – To include effective development, interpretation and expression of ideas through written, oral and visual communication;

**Teamwork** – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal; and

**Personal Responsibility** – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

All student learning outcomes and course policies are designed to foster student growth in these four skill areas. Attached to this syllabus is the rubric used by the Department of English and Modern Languages to assess core outcomes in this class.
**Personal Conduct and Responsibilities**

In this and all college courses, you should conduct yourself with professionalism and collegiality, and you should take responsibility for your own learning and performance. Excellent students are motivated, dedicated, and self-reliant; they have a positive attitude and a good work ethic. You will improve your chances of succeeding in this class by following these rules:

**Stay focused.** Attend class and be actively involved. Pay attention and participate in discussions. Ask questions when you have them and consult your professor when you have concerns.

**Be prepared every day.** Critically read all assignments. Conscientiously complete homework and class activities. Keep up with your work.

**Follow instructions carefully,** especially those on assignment prompts, and prepare assignments according to the guidelines provided.

**Encourage learning and collaborate** with classmates and support the instructor in the goal of learning.

**Be courteous.** To avoid distracting others, arrive on time and leave when class is dismissed.

**Avoid talking in class except when appropriate.** While it is sometimes acceptable and even desirable to question opinions and even facts offered by others (including the teacher), you should do so respectfully and thoughtfully, with learning goals in mind.

**Use electronic devices for class purposes only.** I encourage you to bring laptops, tablets, and smart phones to class, but use them only when invited to do so—no texting or personal calls.

**Take good care of your body and mind.** Keep yourself nourished and rested.

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**Make up work** The following attendance policy is consistent with University OP 10.04 ("Academic Regulations Concerning Student Performance").

**An absence does not excuse the student from being prepared for the next class.** Thus, students who miss class should contact a classmate or the instructor to be sure of the assignment for the next class.

**All assignments are due when called for.** Being permitted to submit work after the deadline gives students an advantage over those who turn work in on time; thus late work will be accepted without penalty only in the case of excused absences. The penalty for an unexcused late essay is one-half letter grade for each day late.

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**Course Grades**

Course grades will be determined on the following factors

Daily work 10%

Major writing assignments
MWA 1 (Brave New World) 10%
MWA (2) Elements of the Story 10%
MWA (3) Poetry 10%
MWA (4) Drama 10%
Research essay (author and novel) 20%
Exams 30%

Daily work includes quizzes, exercises, group work, peer review, and miscellaneous writing assignments. Students will complete four major writing assignments, including a research essay. There will be a midterm and final exam.

The grading scale is as follows: A=90-100; B=80-89; C=70-79; D=60-69; F 0-59

I encourage you to consult with me any time you have a question or concern about a grade for any assignment or for the course overall!

**Academic Honesty**

“All ASU students are expected to understand and to comply with the University’s policy on Academic Honesty as stated in the ASU Bulletin and in the ASU Student Handbook. Students who violate the Policy on Academic Honesty will be subject to disciplinary action including a failing grade in the course.”

**Tentative schedule for all readings and major writing assignments**

The following is a tentative schedule of readings and major assignments. Additional assignments will be made in class.

**Week 1**

Introduction: Course policies and syllabus

Read *They Say I Say* Introduction, Chapter 1 (Starting With What Others Are Saying)

Owen and Sawhill “Should Everyone Go To College”

*They Say I Say* Chapter 2 (The Art of Summarizing)

*They Say I Say* Chapter 3 (The Art of Quoting)
Week 2
Literature Craft and Voice pg 16-17 (Amy Hempel San Francisco) and 20-31 (Writing From Reading “Rapture” and Student Response)
They Say I Say Chapter 4 (Three Ways to Respond)
They Say I Say Chapter 5 (Distinguishing From What You Say from What They Say)
Brave New World Chapters 1-5

Week 3
Literature Craft and Voice pages 71-76 (The Garden of Love and Student Essay) pages 138-139 cont on 145-149 (Reading a Story for Its Elements) pages 140-145 (John Updike and “A&P”)
They Say I Say Chapter 6 (Planting a Naysayer in Your Text)
Scholarly article on Brave New World
Brave New World Chapters 6-10

Week 4
Literature Craft and Voice pages 161 cont. 164-185 (Writing About Fiction) page 162-163 (Girl)
They Say I Say Chapter 7 (Saying Why It Matters)
They Say I Say Chapter 8 (Connecting the Parts)
Brave new World Chapters 11-15

Week 5
Literature Craft and Voice pages 186-187 cont. 196-199 pages 188-194 (Greasy Lake) pages 199-203 (Araby)
They Say I Say Chapter 9 (Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice)
Murray “Are Too Many People Going to College”
They Say I Say Chapter 10 (The Art of Metacommentary)
Addison “Two Years Are Better Than Four”
Brave New World Chapters 16-18
**Week 6**

Major Writing Assignment 1 due (Brave New World)

Literature Craft and Voice pages 224-225 cont. 234-239 (Character) pages 226-233 (Who’s Irish) pages 261-265 (The Jilting of Granny Weatherall)

Graff “Hidden Intellectualism”

Rose “Blue Collar Brilliance”

Brave New World Exam

Choose Novel and Author for Research

**Week 7**

Literature Craft and Voice pages 268-269 cont. 276-279 (Setting) pages 283-290 (The Gilded Six Bits) pages 291-295 (The Cask of Amontillado)

Hrabowski “Colleges Prepare People For Life”

Literature Craft and Voice pages 298-299 cont. 314-318 (Point of View) pages 300-313 (Brownies) pages 319-321 (How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie)

**Week 8**

Literature Craft and Voice pages 336-337 cont. 342-347 (Crafting Style and Tone) pages 347-350 (Indian Education) pages 364-371 (The Yellow Wallpaper)

Literature Craft and Voice pages 374-375 cont. 384-387 (Theme) pages 408-419 (Interpreter of Maladies)

Literature Craft and Voice pages 424-425 cont. 438-441 (Symbols) pages 448-455 (Young Goodman Brown)

**Week 9**

Midterm

MWA 2 due elements of fiction and story telling

Literature Craft and Voice pages 560-561 cont. 564-569 (Reading a Poem in Its Elements)

O my luve’s like a red red rose page 570, Those Winter Sundays page 571, A Fragment page 573, Sailing to Bysantium page 578,
Literature Craft and Voice pages 582-583 cont. 586-605 (Writing about Poetry)

Annotated Bibliography due

Week 10

Spring Break

Week 11

Research outline and Thesis due

Literature Craft and Voice Chapter 19 Types of Poetry pages 607-623


Week 12

Literature Craft and Voice Synecdoche and Metonymy page 763, Naming of Parts 764, Personification and Apostrophe page 765, Composed upon Westminster Bridge, September 3, 1802 page 766, Paradox, Oxymoron and Pun page 769-770, Their Sex Life page 771,

Literature Craft and Voice Chapter 24 page 782, 786, Western Wind page 786, Sound page 787-790, Digging page 791, Jabberwocky page 792, Rhyme page 797-798 800-803, Rhythm page 810-812, Sadie and Maud page 812, A Song in the Front Yard page 813, Meter and Scansion page 814-816, Trochee trips from long to short page 817

Week 13

Literature Craft and Voice Building Blocks of Form page 834-837, Sonnet page 838, How Do I love the? Let me count the ways page 839, On First Looking into Chapman’s Homer page 841, When in disgrace with Fortune and men’s eyes page 843, What lips my lips have kissed, and where, and why page 845, The Limerick page 858, There was an Old Man with a gong page 859, The Elegy page 860, To an Athlete Dying Young page 861, The Ode page 866, Ode to the West Wind page 867

MWA 3 Poetry Interpretation

Poetry Exam
**Week 14**

Literature Craft and Voice Elements of Drama page 1014-1021, Writing about Drama page 1024-1025 cont 1042-1062, The Zoo Story page 1027-1041

Literature Craft and Voice Oedipus the King page 1068-1096, Ancient Greek Drama page 1097-1104

**Week 15**

Author and Book Research papers due

Literature Craft and Voice The Glass Managerie page 1395

**Week 16**

Literature Craft and Voice A Raisin in the Sun page 1959

**Week 17**

MWA 4 Drama

Drama Exam

**Week 18**

Finals over all aspects of the semester