ENGLISH 1302: WRITING ACROSS THE CURRICULUM
Technology and the Future of the Human

COURSE DESCRIPTION AND LEARNING OUTCOMES

The Department of English and Modern Languages defines ENG 1302 as a course in critical reading and writing across the curriculum, with emphasis on the research process and the research paper.

This section of the course will focus on the impact that technology—broadly defined—has on human life. Students will write a series of essays in conversation with critical perspectives on technology from multiple disciplines. These essays will build the skills necessary for the final research project: a persuasive essay that argues for the relevance of a specific technological development or idea to society and/or culture.

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.

INSTRUCTORS

Dr. Allison Dushane
Professor
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Office: Academic 021D

Ms. Courtney Reopelle
Graduate Assistant
creopelle@angelo.edu
Writing Center

OFFICE HOURS
M/W: 2:00pm-3:00pm
T/TH: 1:00pm-3:00pm

REQUIRED BOOKS AND MATERIALS

They Say, I Say (w/2016 MLA Update)
Gerald Graff
Norton
ISBN: 978-0393617436
*Be sure to get the version without readings

Technology: A Reader for Writers
Johanna Rogers
Oxford University Press
ISBN: 978-0199340736

GRATED COURSE WORK

Quizzes, In-Class Work and Homework 10%
Summary and Response Essay 15%
Synthesis and Analysis Essay 20%
Research Project
• Proposal and Annotated Bibliography 15%
• Research Presentation 10%
• Final Persuasive Essay 20%
Workshop Preparation and Participation 5%
Active Participation 5%
CORE CURRICULUM OBJECTIVES FOR ENG 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 in these objectives by writing a variety of essays.

**Critical thinking** will be demonstrated in a *Research Project*

- 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 be demonstrated in a *Research Project and Presentation*.

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 participation in *writing workshops* and *active participation in daily course activities including informal writing and discussion*.

- Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team tasks, interacting with others, contributing to the team, and resolving and synthesizing divergent viewpoints within a group.

**Personal responsibility** will be demonstrated in a *Research Project and Presentation*.

- 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.

COURSE POLICIES

I. ATTENDANCE

Regular attendance is crucial to your success in this course. I do realize that sickness, appointments, family issues, work conflicts and other circumstances sometimes arise during the semester that prevent students from attending class, and so I make allowances in the following grade categories to account for them. **I do not differentiate between “excused” absences and “un-excused absences,” so please do not bring me doctor’s notes or e-mail me with the expectation of having an absence excused.** The allowances below account for what I believe to be a reasonable number of absences in a given semester, regardless of reason. If you expect that you will need to be absent from this class more than these policies allow, I recommend you enroll in a different section or take this class in a different semester.

**A student who misses seven or more class sessions will automatically fail the course**
IF YOU MISS A CLASS

- You will need to determine what you missed during your absence by checking the Blackboard announcements, asking your classmates or by seeing me during office hours. I will post any lecture slides that I use in class. **I will not respond to email inquiries that simply ask: "what did I miss?"** It is your responsibility to check the schedule and stay on track.

- Workshop Assignments: Writing workshops are the most important component of this course. You may miss one scheduled workshop without penalty. You may bring your workshop assignment into the Writing Center to work with a peer tutor for half credit for the workshop (I should receive an e-mail from your tutor).

- Quizzes, In-Class Work and Homework: I will drop the three lowest grades from this category before calculating your final grade. **There are no make-ups.** Exceptions: If you intend to miss class to participate in a school-sponsored event or to observe a recognized holy day (see below), notify me **in writing prior to the absence.**

- Active Participation: After three absences, your absences will begin to affect your participation grade.

**HOWEVER,** if a situation arises that you suspect will result in excessive absences (something like a chronic health condition or true emergency such as a death in the immediate family or hospital stay), you should notify me **as soon as possible.** Once you have missed class meetings in excess of these allowances, there is nothing I can do for you that will preserve fair treatment for the rest of the class.

II. QUIZZES, IN-CLASS WORK and ACTIVE PARTICIPATION

Because this is a class the develops your writing skills through hands-on activities and feedback from others, you will be graded according to your participation. This will include, but is not limited to: your coming to class prepared and on time, your willingness to participate in class discussion, your readiness to volunteer when needed, and, most importantly, your overall attitude. Your **Active Participation** grade will be determined by all of these factors.

**You must bring the appropriate printed texts to class for every discussion.** Failure to bring your text to class regularly will lower your participation grade significantly.

On any day that an assigned reading is due, I may give a reading quiz. These quizzes are meant to be very straightforward and are designed to make sure you made a good faith effort to get through and understand the reading. Occasionally, these quizzes will be open book (even more incentive to bring your printed texts to class!).

I will often assign prompts for **in-class writing and work in small groups,** you will be encouraged to share and discuss your insights with the class. **Be sure to bring a notebook/paper and something to write with to every class meeting.**
III. WORKSHOPS, OPEN LAB, and WRITING CENTER

WORKSHOPS

While certain concepts will be introduced through lecture, discussion, and informal writing, many class periods will be spent workshopping components of the formal essays you will submit. This means that you will spend a good bit of your time this semester writing, revising, and discussing what you have written your classmates. I will post an assignment sheet for each workshop that details the goals and requirements for each workshop.

On workshop day, you will bring in a designated section of your work to class and we will spend the class period working on improving and expanding it. The workshop process is meant to help you not only improve your writing by putting it through several stages of writing and revision, but also to help you break down the work of writing into manageable pieces. The more work you put into each stage of the process, the less work you will have to do at the last minute and more your writing will improve!

Workshops are graded on your preparation and participation. You must meet the requirements of the written assignment, bring the printed assignment to class, and make a sincere effort during workshop to receive full credit.

You should attend class even if your workshop assignment is missing or incomplete. Attendance without a complete workshop assignment will earn partial credit. I will assign you to a group with other students with incomplete assignments or give you an alternative assignment.

OPEN LAB

Attendance on these days is encouraged, but not mandatory. Come into the lab to work on your current assignment. I will be there to answer any writing or research questions that you may have.

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
IV. ESSAY SUBMISSION

Essays are electronically before the class meeting on the dates specified on the syllabus. You should also bring one hard copy of your final essay to class. Submit a Microsoft Word or PDF version of your final draft via the SafeAssign® dropbox on Blackboard before class on the date indicated in the syllabus and on the assignment sheet. Your assignment will not be considered as fully submitted until I have received it through the dropbox—I will not accept as email attachments.

V. LATE and LOST WORK

You may submit major essay assignments up to a week beyond their due date. However, I will deduct half a letter grade from your assignment for each 24 hours it is late. After a week, you will forfeit the possibility of turning in the assignment, thus earning a zero. Unless I say otherwise, I will only accept essays uploaded to the dropbox via Blackboard.

Due to the time pressure I face when grading final essays and submitting final grades, the Final Persuasive Essay may only be submitted 24 hours late. I will deduct half a letter grade from this assignment for each 6 hours it is late.

No extensions will be granted on or after a due date—all arrangements must be made in advance.

You will need to devise a strategy for securely storing digital files. I highly recommend that you incorporate a backup file system into your storage strategy. We all know that hard drives can fail and flash drives can disappear. Back up all of your work in multiple locations.

VI. CLASSROM CONDUCT and EMAIL ETIQUETTE

ENGLISH 1302 combines lecture and discussion and often incorporates small-group work and peer review workshops. Therefore, the ability for each student in this classroom to learn is affected by the contributions and behaviors of every other student. Please show respect to your instructor, to your classmates, and to the process of learning as a whole. Allow others time to talk, try not to interrupt, and above all refrain from rude, offensive, or belittling comments. When others are talking, pay attention to their comments and do not do anything that will distract yourself or others, including playing with your cell phone or other electronic devices.

➤ **Cell phone use is 100% prohibited at all times.** Your phone should be on silent and away from sight. If you are expecting an important call, please put your phone on vibrate and let me know that you may need to leave class to answer your phone.

➤ **Personal laptop use is also prohibited, unless specified in advance.**

➤ **We will often be working with the computers in the lab, but sometimes we will need to focus on printed texts and face-to-face conversation.** Please wait to use the lab computers during class time until directed by the instructor, and stay on the assigned task.
When questions about course content occur to you outside of our scheduled class sessions, I encourage you to come to office hours or email me. However, please understand that I receive a lot of email, so it’s important that your email messages attend to some basic conventions of electronic communication. For example, your emails to me should contain a helpful subject line that contains your course number and section to direct my attention to your question. They also should begin with some sort of salutation, “Dear Dr. Dushane,” or “Hi, Dr. D,” are both fine. I will attempt to answer emails quickly within business hours (M-F 9am-5pm) though I have meetings on and off campus and sometimes cannot answer as quickly; after 5pm and on weekends, I check my email less regularly and it may be several hours or even a day before you hear back from me.

VII. OBSERVANCES OF RELIGIOUS HOLIDAYS and TRAVEL TO UNIVERSITY EVENTS

Students traveling to university-sponsored events and students who have spoken to me in advance about missing a class for purposes of religious observance will have the opportunity to make up whatever work can be completed. The opportunity to make-up work is the student’s responsibility to arrange: (1) notification must be made in writing and in advance of the absence and (2) all work must be completed in what I deem to be a timely manner. To be clear, no makeup work will be permitted after the fact; all arrangements must be made in advance and you and I must agree upon a timetable prior to your absence.

VIII. STATEMENT ON 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.”

Your enrollment in 1302 assumes your agreement to this honor code. Stealing from another person or source is wrong and passing off work you did not complete as your own is a violation punishable by your immediate failure in the course. I have no patience for this breach of trust and ethics.

IX. STUDENTS WITH DISABILITIES

I am sympathetic to all disabilities, and request that all persons requesting accommodation work through the student life office to make sure that they receive the attention they need.

“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.”
**DAILY SCHEDULE***

*Subject to change:*

Be sure to check Blackboard daily for details and any changes to the schedule. This schedule provides an overview of the semester so that you can plan around major assignment due dates, but I will post more detailed reading assignments, handouts, lecture slides and other important information on a weekly basis.

**TSIS/Tech/BB:** Read the assigned section of the *They Say, I Say* or *Technology: A Reader for Writers*, or other readings posted on Blackboard and prepare any questions you may have about the material for class. Be sure to bring the text or a printed copy of the reading to class. Be ready for class discussion, in-class work and/or a reading quiz.

### UNIT I: SUMMARY AND RESPONSE ESSAY

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and Homework</th>
<th>In-Class Handouts and Activities</th>
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<tbody>
<tr>
<td>W 1.17</td>
<td>□ Bring TSIS and Tech if you have them</td>
<td>• Welcome and Course Introduction</td>
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<td>• Syllabus Policies</td>
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<td>• TED Talk: Kahn, Gene Editing</td>
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<td>M 1.22</td>
<td>□ TSIS: Introduction and Chapter 1</td>
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<td>□ Tech: “Defining Technology” and</td>
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<td>“What is Technology”</td>
<td>• Assignment Sheet: Summary and</td>
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<td>Response Essay</td>
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<td>• In-Class Work: Templates</td>
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<td>W 1.24</td>
<td>□ TSIS: Chapters 2 and 3</td>
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<td>□ Tech: Postman, “Five Things We Need to Know About Technological Change”</td>
<td>• In-Class Work: Signal Words,</td>
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<td>Paraphrase and Quoting</td>
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<td>M 1.29</td>
<td>□ TSIS: Chapters 4-5</td>
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<td>□ Tech: Turkle, “Alone Together”</td>
<td>• In-Class Work: Responding</td>
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<td>• Citation and MLA Style</td>
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<td>W 1.31</td>
<td>□ Tech: Review Your Chosen Article</td>
<td>• Thesis Statements, Paragraphs and Organization</td>
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<td>• Grammar and Style Review</td>
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<td>• Essay Formatting</td>
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<tr>
<td>M 2.5</td>
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<td>WORKSHOP</td>
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<td></td>
<td>□ Summary and Response Essay Complete Draft: Bring THREE Printed Copies</td>
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<td>□ TSIS/Tech: Bring to Class</td>
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<td>W 2.7</td>
<td>□ Summary and Response Essay Due</td>
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<td>o Upload to Blackboard Dropbox BEFORE Class</td>
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<td>o Bring ONE Printed Copy</td>
<td>• Assignment Sheet: Analysis and</td>
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<td></td>
<td>□ TSIS/Tech: Bring to Class</td>
<td>Synthesis Essay</td>
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<td>• Rhetorical Analysis: Toulmin and Classical Appeals</td>
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## UNIT II: ANALYSIS AND SYNTHESIS ESSAY

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and Homework Do Before/Bring to Class</th>
<th>In-Class Handouts and Activities</th>
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</table>
| M 2.12 | □ TSIS: Chapter 6  
□ Tech: Chapter 4 Introduction (121-123)  
□ Carr, "Is Google Making us Stupid?"  
□ Shirky, "Does the Internet Make You Smarter?" | • In Class Work: Toulmin and Naysayers |
| W 2.14 | □ TSIS: Chapter 7  
□ Tech: Chapter 7 Introduction (253-254)  
□ Fukuyama, "Our Posthuman Future"  
□ Callahan and Nuland, "How American Medicine is Destroying Itself" | • In-Class Work: So What? Arguments and Stakes |
| M 2.19 | □ BB: Forster, “The Machine Stops”  
□ TSIS: Chapter 15 | • In-Class Work: Literary Analysis |
| W 2.21 | □ Tech: Chapter 2 Introduction (37-39)  
□ Turney, "Imagining Technology"  
□ Lesser, "Unearthly Powers" | • In-Class Work: Science/Fiction |
| M 2.26 | □ TSIS: Chapters 8 and 10  
• Essay Organization and Reverse Outlining |
| W 2.28 | OPEN COMPUTER LAB WORKSHOP | |
| M 3.5 | □ Analysis and Synthesis Essay Complete Rough Draft: Bring TWO Printed Copies  
□ TSIS/Tech: Bring to Class | |
| W 3.7 | □ Analysis ad Synthesis Essay Due  
□ Upload to Blackboard Dropbox BEFORE Class  
□ Bring ONE Printed Copy  
□ Tech: Bring to Class | Assignment Sheet: Research Project Overview  
Brainstorming, Researching and Writing  
Topic Worksheet |

**SPRING BREAK 3.12-3.16**
# UNIT III: RESEARCH PROJECT

<table>
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<tr>
<th>Date</th>
<th>Reading and Homework Do Before/Bring to Class</th>
<th>In-Class Handouts and Activities</th>
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| M 3.19   | **BB:** The Centrality of Argument  
           | Topic Worksheet Due                                                                                       | • In-Class Work: Argument Types  
           |                                                                                                           | • Assignment Sheet: Proposal and Annotated Bibliography                                           |
| W 3.21   | **LibGuide Videos**  
           |  
           | o Keywords and Synonyms  
           | o Information and Critical Thinking  
           | o Popular and Scholarly Sources  
           | LibGuide Quizzes                                                                                       | • Online Research  
           |                                                                                                           | • Library Scavenger Hunt                                                                        |
| M 3.26   | Bring at Least 2 Sources to Annotate                                                                              | • In-Class Work: Proposal and Annotated Bibliography                                                |
| W 3.28   |                                                                                                               | **OPEN COMPUTER LAB**                                                                               |
| M 4.2    |                                                                                                               |                                                                                                   |
| W 4.4    | **WORKSHOP**                                                                                                   |                                                                                                   |
|          | □ Proposal and Annotated Bibliography Complete Draft  
           | Bring THREE Printed Copies                                                                                   |                                                                                                   |
| M 4.9    | **WORKSHOP**                                                                                                   |                                                                                                   |
|          | □ Proposal and Annotated Bibliography Essay Due:  
           | o Upload to Blackboard Dropbox  
           | BEFORE Class  
           | o Bring ONE Printed Copy                                                                                   | • In-Class Work: Outlining, Paragraphs, Introductions and Thesis Statements                        |
| W 4.11   | **WORKSHOP**                                                                                                   |                                                                                                   |
|          | □ Final Persuasive Essay: Workshop Assignment #1  
           | 3-Page Exploratory Draft                                                                                     |                                                                                                   |
| M 4.16   | N/A                                                                                                            |                                                                                                   |
| W 4.18   | **WORKSHOP**                                                                                                   |                                                                                                   |
|          | □ Final Persuasive Essay: Workshop Assignment #2  
           | At Least 5 Complete Pages                                                                                     |                                                                                                   |
| M 4.23   |                                                                                                               |                                                                                                   |
| W 4.25   | **RESEARCH PRESENTATIONS**                                                                                     |                                                                                                   |
| M 4.30   |                                                                                                               |                                                                                                   |
| W 5.2    | **WORKSHOP**                                                                                                   |                                                                                                   |
|          | □ Final Persuasive Essay: Workshop Assignment #3  
           | At Least 6 Complete Pages + Works Cited                                                                      |                                                                                                   |

**FINAL PERSUASIVE ESSAY**

Due at the end of the scheduled final exam period for this class (no in-class final)

**Wednesday, May 9th in the Blackboard Dropbox @ 12:30pm (no hard copy)**