English 1302: Writing Across the Curriculum
Meeting Days/Time for 1301.80: MW 8-9:15 A.M. ● Academic Building, RM 035
Meeting Days/Time for 1301.150: MW 11:00 - 12:15 P.M. ● Academic Building, RM 033
Meeting Days/Time for 1301.270: TTh 8-9:15AM ● Academic Building, RM 027

Instructor: Dawn Haumschilt
Office Location: West Annex, # 111
Email: dhaumschilt@angelo.edu
Office Hours: TBA

Course Policy Statement, and Expectations: Angelo State University, Spring 2017

Course Description: 1302/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.

Scope/Purpose: English 1302 continues the purpose of English 1301: to help students think well by helping them to write well. Unlike English 1301, English 1302 has a two-fold purpose: it encourages critical thinking by introducing the students to imaginative literature, to the modes of artistic thought, and to the critical responses appropriate to these modes of thought.

Course Goals and Objectives: By the end of English 1302, the student should have written papers that reflect the following:

1. Critical thinking and problem solving:
   - Use of proper audience, purpose, and subject for a writing assignment
   - Choice of an appropriate topic, tone, and style
   - Development of essays that are appropriate in logic, structure, focus, and coherence
   - Application of logic to create strong, concrete, and developed arguments
   - Analysis of essays and application of constructive suggestions from peers and instructor
   - Revision of structural, developmental, grammatical, and mechanical problems within an essay
   - Ability to analyze literature
   - Ability to write a multiple source paper
   - Ability to evaluate sources
   - Ability to properly document sources within a paper
   - Ability to do an annotated bibliography and properly formatted Works Cited page

2. Creativity:
   - Topic choice; diction, tone, and style; analysis and paper development
   - Group work and class discussions
   - Literary analysis
   - Research topic analysis
   - Research sources analysis

3. Communication/collaboration:
   - The writing assignments themselves (as the ultimate goal of the course) are to teach student to communicate effectively though writing
   - Teacher/student interaction, both in class discussions and in one-on-one help with papers
   - Interaction with other students in class discussions, group work, and peer editing

4. Leadership, personal responsibility, honesty, and integrity:
   - Regular and on-time class attendance
   - Responsibility for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
• Submission of all assignments in accordance with due dates
• Avoidance of all forms of cheating and plagiarism on all assignments
• Respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning


**Additional Supplies:**
1. A composition book (9.75 in x 7.5in) in any color. NO OTHER SIZE IS ACCEPTABLE!
2. Colored pencils
3. Blue pens

**Required Technology Skills:**
1. You must compose all of the documents for this course in Microsoft Word 2003, or a more recent version of this program.
2. You must also be competent in using Blackboard because I will post many documents that you need in Blackboard.
3. Finally, you must also check your ASU email on a daily basis in the event that I send you a message or have a question. Note: I will only use your ASU email address. I will not send you messages to another personal email on Gmail, Hotmail, etc. Likewise, you may only send me messages from your ASU account. This policy serves as a protection against computer viruses.

**Academic Behavior:** I pride myself on having a class where respect is key, and that every student is actively engaged in learning. With that being said, any behavior that is disruptive will be seen as disrespectful. Cell phones ringing/vibrating during class, texting, being late to class, walking in and out of the classroom during lecture, and leaving class early are considered disruptive. Not bringing your texts to class, as well as not participating constructively are not conducive to becoming a successful student. If you are on your phone during class, you WILL be asked to leave for the day.

**Email Correspondence:** If you send me an email, please place in the subject line: your English class number (1302, ?), along with the days of the week that class is held. Begin your email with “Dear Ms. Haumschilt” and end with it with you name. Emails must be written with proper English. Emails that look like text messages, or contain informal language may be ignored, and may possibly be placed in the round file. Do not send me an email that uses a small “i” for the pronoun “I.”

**Plagiarism:** Academic dishonesty includes any attempt to defraud, deceive or mislead the instructor in arriving at a grade, including cheating and plagiarism. Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work (*dictionary.com*). Academic dishonesty is not only against the policies of the school; it is disrespectful to your classmates who work honestly and diligently throughout the term. Any student found cheating will receive a **Failing Grade** for the assignment, and may receive a failing grade for the course.

**Plagiarism, according to the ASU Student Code of Conduct is:**
1. The representation of words, ideas, illustrations, structure, computer code, other expression or media of another as one’s own and/or failing to properly cite direct, paraphrased or summarized materials.
2. Self-plagiarism, which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

**Plagiarism and Cheating Penalties:** Except in extreme cases, disciplinary action in cases of cheating or plagiarism will be handled by, and at the discretion of the instructor and, if necessary, in consultation with the departmental chairperson. Depending on the nature and the severity of the problem, individual instructors may assign penalties from zero for the assignment to an “F” in the course.

**Participation:** One of the most important components to success for this class is to show up, be on time, and stay for the entire class. Additionally, I expect you to participate in the class discussions surrounding the concepts of the text and writing. You must complete any assigned homework, and be prepared to discuss, or ask questions that you may have. Lack of participation (sitting silently and listening) in class may lower your grade.
**Attendance:** Attendance is extremely important. Missing class can have a profound affect on your grade. Tardiness is not appreciated; persistent tardiness will result in us having a discussion. If I have to be on time for class, so do you! If you are late, find your seat as respectfully as possible and catch up as best you can. If you have a special case, please talk to me as soon as possible. No gum, food, or drink allowed in class. In class assignments cannot be made up.

**Electronics:** All electronics, including laptops must be turned off, unless prior arrangements have been made with me. No cell phones calls, text messaging, or sidebar conversations are allowed during class.

**The Writing Center:** Use the Writing Center to meet, read, discuss the text, and essay development. Bonus: Full semester participation in the writing center may result in raising your grade by one full letter. Not participating in the writing center tends to result in a lower grade. This will be extra credit!

The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center’s 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 email papers as attachments to writingcenter@angelo.edu. A tutor will respond to their questions and comment on drafts within 48 hours.

Location: Porter Henderson Library, third floor, Room C305

**Fall and Spring Hours**
(Monday-Thursday: 10 a.m.–5 p.m.) (Wednesday evening: 6–8 p.m.) (Friday: 10 a.m.–noon) (Saturday: Closed)
(Sunday: 1–4 p.m.)

**Late Work:** All work is due at the start of class. I will not accept late work. If you have an emergency of some sort, and were unable to submit an assignment by a due date; contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. But unless you have a really good excuse, I do not accept late work. **THIS IS A CHANGE FROM LAST SEMESTER.** Please do not e-mail me assignments after the due date unless you have my approval. If you will be absent on a due date, arrange to have a classmate turn in your work, or contact me before the absence to arrange an alternate method of submitting your work. “Cyber Excuses” will not be accepted (i.e. Printer out of ink, computer froze, email was lost). Papers will not be accepted via email or on a thumb drive. All papers must be turned in as a hard copy. It is your responsibility to print out and staple your paper before turning it in. Please familiarize yourself with the printer you will be using so that you might avoid any last-minute problems.

**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.

**Conferences:** Two to four times this semester, I will require you to conference with me about major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions in my office regarding your writing. I will announce the conference schedule at least a week prior to the conferencing period, and you will sign up for a day/time you are available to meet. Be sure to record your conference appointment and show up on time because missing a conference counts as a class absence. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule.
Accommodations for Students with Disabilities: If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities ACT (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Grading: 1000 Points Possible
Major Assignments: 30% * Quizzes: 5% * Journal: 20% * Exams: 20% * Peer Reviews 10% * In Class Essays 10% Participation: 5%

Numerical grades are assigned for convenience in averaging grades only. All assignments must be completed and turned in on the due date before a student will receive credit for the assignment.

Major assignments: (70%) Literacy Narrative, Resume, and Research Paper
I will specify the format you should use (font style/size, margins, page number placement, etc.). Assignments are due at the beginning of class on the due date. Please staple together multiple-paged documents. You may have me staple your assignment, for a quarter. If you turn in an essay that has been paper clipped, or unstapled, it will be returned to you ungraded, and ten points will be deducted.

In-Class Essays: 10% Exams
There will be a number of in-class essays. Please be prepared with pen and paper every time we meet as a class. We have a set number of in-class essays that we must accomplish. Please know that if the class as a whole is not prepared to discuss the assigned readings, the class will be writing about the assigned readings as opposed to discussing them. This will be on top of the predetermined amount of in-class essays.

Peer Reviews: 10% of Essay Grade
You are expected to participate in peer editing workshops, in which you will bring three copies of your rough draft for feedback from your classmates. Please note that your fellow classmates are NOT grading your essays. This is merely a way for you to receive feedback on areas, in which you may have struggles. The points for these workshops cannot be made up without a Dr.’s note, and an alternative assignment.

Quizzes: 5%
There may be unannounced quizzes throughout the semester on various class concepts, and/or reading assignments. They cannot be made up.

Midterm: 10% (Exams)
The midterm may be in in-class essay to gage your progression of your writing skills. The essay will be graded according to focus, thesis, organization, edited for errors, and coherence of the essay. A good essay will reflect and consider purpose, audience, and tone. Furthermore, it will have a strong thesis, good background information, topic sentences, supporting details, transitions, and conclusion. I will also be looking to see how you have mastered the MLA standards.

Final Exam: 10% (Exams)
The final exam may be an in-class essay to meet the primary learning outcomes of the class, and demonstrate writing comprehension. The final exam may be graded according to focus, thesis, organization, edited for errors, and coherence of the essay. A good essay will reflect and consider purpose, audience, and tone. Furthermore, it will have a strong thesis, good background information, topic sentences, supporting details, transitions, and conclusion.

Journal: 20% Written Assignments
All homework assignments are done in your journal. At times you may be asked to journal your responses to assigned writing prompts. Journals are collected and graded periodically, sometimes without warning, so as to measure your progress in both following the reading and analyzing the text. Late journals will not be accepted without a Dr.’s note. A journal is considered late after the class ends, on the day that it is due. If you miss class the day the journal is due, it is your responsibility to have someone bring it to class. Please do not get behind on your journal. You may not pass the class if you choose to not complete your journal assignments.

Course Calendar
Note: This schedule provides the topics, readings, due dates, and holidays throughout the semester. I reserve the right to change these items based on class needs.
(1) Tuesday/Wednesday - January 16-17
• Class Business: WELCOME!
• Handouts: Syllabus, Syllabus Contract, Journal Instructions, and Coat of Arms,
• Fill out 3x5 card: One unique thing about you
• Course focus and syllabus; using Blackboard (Bb)
**Homework:**
• Appropriate all materials needed for the class
• Journal: Coat of Arms
• Read the syllabus and sign the Syllabus Contract. Turn in next class session.

Thursday: January 18: To be announced.

(2) Monday/Tuesday: January 22-23
• Class Bingo
• **Research Topic and Question: Due Jan 29-30**
**Homework:**
• Read Norton Field Guide to Writing (NFGW)
  • “Rhetorical Situations” (pp. 55-67)
  • “Key Features/Literacy Narratives” (83-84)
  • “A Guide to Writing Literacy Narratives” (84-91)
  • “Coming Up with a Topic” (437-39)
• Journal: write out five goals you have for yourself this semester

Wednesday/Thursday – January 24/25
• Quiz
• Journal:
• Class Discussion: M/T readings
  MLA PowerPoint: Take notes
  Literary Narrative assignment
**Homework**
• Read: NFGW
  • “Using Visuals . . . “(607-11)
  • “Write or Wrong Identity,” (73-78)
  • “Coming Up with a Research Question” (439-40)
  Journal: Draw a visual of this essay

(3) Monday: January 29
• 1302.80  8-9:15 Library Presentation
• 1302.150  11-12:15 Library Presentation
**Homework:**
• Read: NFGW
  • “Proficiency” (82-83)
• Read: Ethics Essay
• **Begin drafting Literacy Narrative**
  Journal: Draw a visual of this essay

Tuesday: January 30
• 1302.270  8-9:15 Library Presentation
**Homework:**
• Read: NFGW
  • “Proficiency” (82-83)
• Read: Ethics Essay
• **Begin drafting Literacy Narrative**
  Journal: Draw a visual of this essay
Wednesday/Thursday: January 31-February 1
- Quiz
- Journal Prompt:
- Class Discussion: Ethics

Assign Research Paper Due April 30 / May 1
Research Calendar

Homework:
- Read NFGW:
  - “Narrating” (pp. 419-427),
  - “Dialogue” (pp. 408- top of 410)

Journal: Draw a visual of this reading

(4) Monday/Tuesday: February 5-6
- Journal Prompt:
- Rough Draft Workshop
Homework:
- Read NFGW:
  - “Drafting” (pp. 289-300)

Journal: Draw a visual of this reading

Wednesday/Thursday: February 7-8
- In Class Essay: Ethics

Homework
- Revise rough draft- bring both copies to conference

(5) Monday/Tuesday: February 12-13
Conferences
Homework
- Revise draft from conference
- Read NFGW
  - “Resumes and Job Letters” (253-64)

Wednesday/Thursday: February 14-15
Conferences
Homework
- Revise draft from conference
- Read NFGW
  - “Resumes and Job Letters” (253-64)
  - “Is Google Making Us Stupid?” (735-48)

Journal Q. 1-4

(6) Monday/Tuesday: February 19-20
Final Draft Literacy Narrative Due
- Quiz
- Journal:
  “Resumes and Job Letters” (253-64)

Resume Assignment
Homework
- Read NFGW
  - “Multitasking Can Make You Lose . . . Um . . . Focus (725-29)
  - “Should Gamers Be Prosecuted for Virtual Stealing?”

Journal Q. 1-4

Wednesday/Thursday: February 21-22
- Quiz
- Journal:
- Class Discussion: W/Th assigned reading Group Act.
Homework
• Read NFGW
  • “Proposals” (235-top 242)
  • Draft proposal for research paper: **Due March 7/8**

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(7) Monday/Tuesday: February 26-27
In Class Essay: Digital and Social Media

Wednesday/Thursday: February 28 March 1
• Journal
• **Resume Rough Draft Workshop**

Homework
• Read NFGW
  • “Creating a Rough Outline” (441) (293-95)
  • “Wikipedia as a Site of Knowledge Production” (765-71)
• Using the “Preliminary Outline” handout, create an outline of your research paper. Due next class

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(8) Monday/Tuesday: March 5-6
Resume Due

• Quiz
• Journal
• Class Discussion: W/Th assigned reading: Group Act.

Homework
• Read NFGW
  • “Homeless on Campus” (710-14)
• Using the “Preliminary Outline” handout, create an outline of your research paper. Due next class

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(9) Monday/Tuesday: March 12-13
Spring Break

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(10) Monday/Tuesday: March 19-20
• Quiz
• Journal: Use the back of your journal for your research notes—this will become part of your journal grade
• Computer lab/Library for research

Homework
• Read “School is Bad for Children” (*Blackboard*)
• Using the “Formal Outline” worksheet as a guideline, type your formal outline of your research paper. **Due March 21/22, at the beginning of class**
Wednesday/Thursday: March 21-22
• Quiz
• Journal
• Board Notes: “edu” & “org” sites to subject directory engines WS 4-c
• Class Discussion: M/T assigned reading. Class Act.
  **Homework**
• Read NFGW
  • “Searching the Web” (462-463)
• Complete the handout on “Locating Internet Sources” **Due March 26/27**

(11) Monday/Tuesday: March 26-27
• Computer lab/Library for research
  **Homework**
• Read NFGW
  • “Evaluating Sources” (469-72)

Wednesday/Thursday: March 28-29
In Class Essay
• Read NFGW
  • “Fremont High School” (716-24)  
    Journal: Draw a visual of this reading

(12) Monday/Tuesday: April 2-3
Computer Lab / Library
• Read NFGW
  • “Synthesizing Ideas” (473-77)  
    Journal: Write down three things you did not know from the reading

Wednesday/Thursday: April 4-5
• Quiz
• Journal: Signal Verbs (489)
• Class Discussion W/Th, M/T reading
  **Homework**
• Read NFGW
  • “Quoting, Paraphrasing, and Summarizing” (478-90)
  • “Anti-Intellectualism: Why We Hate the Smart Kids” (759-63)  
    Journal: Q. 2

(13) Monday/Tuesday: April 9-10
• Quiz
• Journal:
• Class Discussion W/Th reading, Class Act. summarizing plagiarism articles
  **Homework**
• Read NFGW
  • “Acknowledging Sources, Avoiding Plagiarism” (491-95)
  • “I will Forever Remain Faithful: How Lil Wayne Helped Me Survive My First Year Teaching in New Orleans” (965-975)

Wednesday/Thursday: April 11-12
• Quiz
• Journal
• Class Discussion: Review requirements for research packet: rough draft, final draft, and tutor form

(14) Monday/Tuesday: April 16-17  
  **Research Rough Draft Workshop**
**Homework:**
- Schedule a writing center visit with your rough draft of research (Have tutor sign form)
- Read NFGW
  - “Documentation” (496-99)

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<tr>
<th>Date Range</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wednesday/Thursday: April 18-19</td>
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<tr>
<td>(15) Monday/Tuesday: April 23-24</td>
<td>Conferences</td>
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<tr>
<td>Wednesday/Thursday: April 25-26</td>
<td>Conferences</td>
</tr>
<tr>
<td>(16) Monday/Tuesday: April 30-May 1</td>
<td>Research Paper Due</td>
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<tr>
<td>Wednesday/Thursday: May 2-3</td>
<td>Final Review</td>
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<td>(17) Monday: May 7:</td>
<td>Final for 1302.80: 8:00-10:00</td>
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<td>Tuesday: May 8:</td>
<td>Final for 1302.270: 8:00-10:00</td>
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<td>Wednesday: May 9:</td>
<td>Final for 1302.150: 10:30-12:30</td>
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