Writing Across the Curriculum: Research & Rhetoric

COURSE DESCRIPTION, OUTCOMES, and OBJECTIVES
The core purpose of this course is to help you develop critical reading, writing, and researching skills applicable to a variety of academic disciplines. This course is designed to help prepare you for other writing tasks in your college career and major as well as for life after college. Building on the objectives of English 1301, we will extend the principles of academic discourse to the processes of inquiry, analysis, production, and review of written communication. We will engage in the research process to evaluate, synthesize, and use sources responsibly and productively in our own writing.

From the ASU catalogue: “A course in critical thinking and writing across the curriculum, including the research process and the research paper.” Prerequisites: Successful completion of English 1301 or the equivalent.

Upon successful completion of this course you should
- 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, including RAMCAT and other databases
- Conduct a methodical research process to complete an academic research essay
- Practice source attribution, synthesis, and citation style properly for academic research purposes.

In an effort to help you achieve the learning outcomes above, you’ll have lessons, readings, and class assignments that will help you
- Develop skills in expressing yourself 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.

At the end of the semester, I’ll ask you to complete a survey in which you will indicate your sense of how you have progressed in these three objective areas.

COURSE TEXTS, MATERIALS, AND RESOURCES
You will need to obtain these items listed to the left as soon as possible. I will not give extensions for assignments because texts/materials have not yet been obtained.

COURSE WORK: YOUR RESPONSIBILITIES
Please understand that this course will challenge you. If you want to do well in this class, you should plan to devote a lot of time and energy to it. You will need to ask questions when you have them and work hard to find answers to those questions. You will not do well in this class if you plan to regularly miss class or remain passive and disengaged from class discussions and activities.
COURSE TEXTS

*They Say/I Say: The Moves that Matter in Academic Writing
3rd edition, without readings
by Gerald Graff & Cathy Birkenstein
ISBN: 9780393935844

*How To Win Friends & Influence People
ISBN: 9780671027032
(This text is also free online!)

*All materials posted to Blackboard

COURSE MATERIALS & RESOURCES

Large (1") 3-ring folder to keep all course papers
Tab dividers (one packet of 3-5)
Two (2) two-pocket paper folders for essay submissions
College-ruled spiral or loose-leaf notebook paper
Pens, pencils, highlighters
Access to a word processing program, printer, hole puncher, and stapler
Access to the internet and Blackboard
Patience, Persistence, Organization, and a Willingness to Learn
USB/flash drive (recommended)

GRADED COURSE WORK

Daily (5%)
Quizzes: RQs and CQs (20%)
Annotated Bibliography (20%)
Researched Argument Essay (25%)
Creative Revision assignment (20%)
Final Reflection Essay (10%)
Total: 100%

Students who hope to earn an “A” will consistently do the following:

- Completely and carefully read all reading assignments according to the reading schedule
- Take careful notes during class lectures and discussions
- Focus specifically on course material during class sessions
- Work hard on all assignments, attending to all details (multiple hours per week outside of class)
- Work proactively through challenging tasks (be self motivated; push yourself to perform better than you have before)
- Study reading and lecture notes prior to quizzes
- Understand seeking appropriate assistance is a sign of maturity
- Ask questions of others and answer them for others when possible
- Prepare yourself for success before each class period (get enough rest, eat meals, complete all homework, print necessary documents, etc.)

COURSE EXPECTATIONS: MY RESPONSIBILITIES

You can expect me to deliver clear lessons, to answer questions you have about course content and materials, to be punctual and prepared, and to treat you with courtesy and fairness. It is my job to provide opportunities for you to learn; it your job to take advantage of those opportunities.

GRADING

I will determine your final grade in this course based upon your entire performance in the course. Course projects and assignments and their associated grade percentages are listed on the next page at the left for your reference. If you have a question about your status in the class at any point in the semester, feel free to contact me to set up a brief appointment. I will also periodically update your course grades and absences accrued on Blackboard.

MINIMUM REQUIREMENTS

If you do not meet the minimum requirements listed below, you are not able to pass the class—period—and the course grade distribution to the left becomes irrelevant.

- Accrue no more than five absences (for any reason)
- Agree to, sign, and submit the Academic Performance Agreement
- Submit completed three major assignment submissions (all parts and all materials) no later than two weeks after their original due dates
Here are some other important items related to assignments:

- Assignments are due at the beginning of class unless otherwise specified.
- Handwritten assignments will not be accepted for assignments that should be typed.
- Plagiarism and cheating will result in automatic failure of the assignment and may result in failure of the course.

Your classmates and I will provide formative comments on your first drafts that will help you focus your revision efforts on some of the most important areas of your essays. For final drafts, I will provide summative comments that explain the strengths and weaknesses of the essay. I will also assign a grade to this draft. Please carefully attend to submission guidelines when you submit final drafts.

ASSISTANCE ON ASSIGNMENTS
You are welcome to contact me regarding help with assignments provided you do it in a timely manner (see “Contacting Me” section of the syllabus). My office hours are always open to students who would like assistance. However, do not ask me for assistance at the last minute or for extensive help on the day your assignment is due; I will not give it. Plan ahead.

COURSE ASSIGNMENTS
In this course, you will complete various daily assignments and activities; actively participate in workshops, conferences, and class discussions; read and contemplate assigned texts; and compose essays, reading responses, and reflections. Here’s a bit more information on some of these assignments:

**Reading Quizzes (RQs) & Class Quizzes (CQs)**
Reading quizzes are accessible through Blackboard and are due by 9:00 a.m. on the day they are due. Class quizzes will be taken in class only and might not be announced beforehand; they cannot be made up if taken late.

**Workshops**
During workshops, you will work in class with peers on revising your writing. If your draft does not meet the minimum word count (announced in class) or if you do not have a draft with you, you may stay in class to work on your essay, but you will be given an absence for the day.

**Conferences**
Occasionally you will meet with me or a Writing Center tutor in or outside of class in a brief conference to discuss your writing. This will give you a chance to ask questions about your writing and me (or a tutor) a chance to answer them. You will bring a completed conference preparation sheet to the conferences. A missed conference equals absences. Being late to, unprepared for, or inattentive in a conference likewise equals absences.

**Major Assignments**
For each of the three major writing assignments in the course, you will create at least three complete drafts, including two working drafts and a final draft.

- Drafts 1, 2, etc.: Reviewed by me, a Writing Center tutor, and/or by class members for feedback.
- Final Draft: Submitted to me for a grade.

**Final Draft Submission**
When you turn in your major assignments (AB, RAE, and CR assignments), you must submit the final draft electronically to the e-submission links provided. You must also submit your assignment’s physical papers in a thin two-pocket folder. You must have all of the required items together in the order listed in the assignment sheet. If you do not, you will lose points from your essay grade. Both paper and electronic submissions must be on time to avoid late point penalties. See individual assignment sheets for details about submissions.

**Major Assignment Late Policy**
All late work will automatically be given a grade of zero, with the exception of major assignments. See the Major Assignment Late Policy in this syllabus.
**THE WRITING CENTER**

The Writing Center is an academic support service available to all ASU students, offering tutoring in writing at no cost. Tutors will not write or edit your papers, but they will help you develop the skills you need to plan, draft, and revise your work. I strongly encourage you to make it an integral part of your writing process by visiting the tutors frequently during the semester. The Center is located on the third floor of the Porter Henderson Library, Room C305. (See the Writing Center's website on ASU’s website for more information.)

**WC Hours of Operation:**

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<tr>
<td>Su</td>
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<td>M-Th</td>
<td>10 a.m. – 5 p.m.</td>
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<td>W</td>
<td>6 p.m. – 8 p.m.</td>
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<td>F</td>
<td>10 a.m. – 12 noon</td>
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I strongly encourage you to make visiting the Writing Center an integral part of your writing process by visiting the tutors frequently during the semester.

**CONTACTING ME**

When questions about course content occur to you outside of my office hours or our scheduled class sessions, I encourage you to email me for assistance. I am happy to answer questions. However, please understand that I receive a lot of email on 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 AB”
- Greeting or salutation (to begin email); Ex: “Hello, Mrs. Arreola,”
- Body of email (use complete sentences)
- Signature and section # at the end; Ex: “Thanks,
  Devon Jacobs
  ENG 1302.210”

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 ask all students to maintain professionalism and courtesy. If you have a question regarding your status in the class or about a grade, you must discuss it with me via a face-to-face meeting.

I am available via phone only during regular office hours. Email is usually the best way to contact me. I will do my best to respond to emails within a 2-4 hour period during the workweek. Do not expect a response on the same day if you email after 5 p.m. Replies to emails on weekends are rare. Plan ahead when sending emails so that you allow yourself adequate time to receive a response.

**CONTACTING YOU**

You are required to check your email and Blackboard regularly so as to stay up-
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.

CLASSROOM ENVIRONMENT

Preparation: This course is centered around frequent reading, writing, and discussion. To succeed in this course, then, you will need to come to class each day completely prepared. This means having all assignments completed, being ready to discuss the assignments, and bringing your portfolio, all textbooks, and all required materials to class each day. I do not like to embarrass people. However, if you come to class unprepared, you will be asked to leave and given an absence.

Distractions: You should turn off and put away all technological devices (phones, laptops, iPods, etc.) before class begins. If you are in a computer lab, you are permitted to be on the computer only when authorized, and to view only class-related sites, texts, etc. Tobacco in any form is prohibited in the classroom, as is any behavior (sleeping in class, doing coursework for other classes, talking disruptively, etc.) that impedes me teaching or you learning. Failure to observe and follow any of the class policies is grounds for dismissal from class and being given an absence. Food and drink are not permitted in the classroom.

Engaging: As we will be having discussions in this course, it is highly likely that you will disagree with something you read, with me, or with someone else. Disagreement can be very fruitful for revealing and exploring aspects of arguments, regardless of whether our minds are changed, and for digging closer to truth. As we discuss with one another, I ask that you exhibit courtesy and exercise reasoning and thoughtfulness.

ATTENDANCE

Absences: I require students to attend class, and I take attendance every day. I realize that sickness or emergencies can occur. Such absences should not occur for any student more than five times total this semester (this includes both “excused” and “unexcused” absences). Students with absences beyond this will no longer be eligible for a passing grade in the course.

Furthermore, missing class, coming to class unprepared, failing to participate, sleeping in class, behaving disruptively, frequently being late, leaving during class repeatedly, and leaving early without a valid reason each constitute an absence. Failing to attend a conference on time and prepared equals absences. For any class that you miss, please also understand that the following consequences will apply:

- I will not allow you to make up (for credit) any assignment or exercise given and completed within the class period you missed.
- You will need to determine what you missed during your absence by asking your classmates or by seeing me during my office hours. I will not respond to email inquiries regarding missed work.
- If you disagree with an absence count I record in Blackboard, you have two weeks from the day the absence occurred to contact me to discuss it. No changes will be considered after two weeks.
Please do not bring me doctor’s notes with the expectation of having an absence not counted. A doctor’s note may allow you to turn in an assignment late without point penalty, but it doesn’t erase the absence.

You get five free absences – more than two whole weeks of class – to use for occasions when something prevents you from coming to class. That’s it. Use them wisely. If you expect that you will need to be absent from this class more than five times over the semester, again, I strongly recommend that you enroll in a different section of this class.

**Tardiness:** Because your presence is required for you to learn, you should make a habit of being late to class or of leaving during class. If you do, I will bring the matter to your attention and give you an opportunity to make changes. If you do not correct the issue, you will be credited with absence per subsequent infraction. If you come in late or if you know you will need to leave class early, sit close to the door so as not to disturb those around you when you enter or exit the classroom.

**Locked Door:** Class begins promptly. You are considered late if you are more than a few (2-3) minutes late to class. After I have closed the classroom door, it will stay locked until the end of class. After the door has been closed, no student will be allowed inside the classroom. Students who come to class after this point will be counted absent.

**Prior Notice of Absences:** I appreciate an email to let me know if you will be absent and the reason why (a heads-up). If you are a student athlete or a student involved in other ASU activities (music, theater, etc.), you will need to provide me with a schedule of classes you will miss due to university-sanctioned events. If your schedule requires you to miss more than the allowed number of class sessions, you should plan to take another course that better fits your schedule.

**Personal Emergencies:** Sometimes things fall apart. If you encounter a personal tragedy or some emotional distress that causes you to miss classes, get in touch with me as soon as you can. 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.

**Observances of Religious Holidays:** A student who intends to observe a religious holiday should make that intention known in writing to me prior to the absence. (This is a bonus sentence to see who read the syllabus carefully. Show this sentence to me privately by January 25 for extra points.) A student who is absent from classes for the observance of a religious holiday 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.

**MAKE-UP WORK/LATE WORK**

**I do not accept work via email.** If you know ahead of time that you must miss class, you should submit the assignment to me prior to your absence if you wish to receive credit for it. You may give your assignment to a classmate to submit for you, but you assume all responsibility of risk if you do. Submitting a daily assignment on time for a day you are absent will not substitute for your presence and participation in class that day. Being absent does not excuse you from being prepared for class on your return or from having all necessary materials in the essay submissions.

**I do not accept late work.** If you have not submitted the assignment by the time it is due, you may complete the assignment for personal practice and benefit, but you will not receive credit for it. The only exception to this rule is the late policy for your major assignments, or if you make arrangements with me as described in the next paragraph.
I do mean what I say here. Back up your work and meet your deadlines.

I quoted these two policies 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 sympathetic.

If you have a legitimate reason for not turning in your work on time (serious illness, a death in the family, etc.), please let me know about it (and bring documentation) and we can likely work out an arrangement. In all cases, I determine whether an absence will be considered legitimate and if work can be made up. Because students can know the dates for university-sponsored events before they happen, university-sponsored events do not usually count as legitimate reasons for not turning work in on time.

**LOST WORK/QUIZ ISSUES**

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. I will not accept technological breakdowns or lost files as valid excuses for missing assignment deadlines.

You have one or two attempts to take each quiz. If you do not have technical difficulties, two attempts are available. If you have technical difficulties with either attempt, that's why you were given two attempts. Do not ask me to restore a quiz for technical difficulties unless it was due to a campus-wide issue.

**EXTRA CREDIT**

I do not offer extra credit assignments when students ask for them, so don't ask for them. Stay on top of your coursework.

**ACADEMIC HONESTY**

All of your work must be original and produced exclusively for this class. You may of course receive assistance on your writing, but submitting someone else’s work as your own, using part or whole of something you have written for another class, or cutting and pasting and paraphrasing internet sources will be grounds for plagiarism. A good rule of thumb is that you can receive verbal feedback and advice from others, but no one should write any section of your essay for you. Violations of academic honesty are grounds for immediately failing the course. You are responsible for understanding the Academic Honor Code, available at through ASU’s website: www.angelo.edu.

“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.”

**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.” For more info: [http://www.angelo.edu/services/student_life/disability.html](http://www.angelo.edu/services/student_life/disability.html).
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.
- If you see or encounter a dangerous situation, the University Police Department can be contacted at 325-942-2071.
- The ASU Tutor Center is next to the Writing Center on the third floor of the Library building—two excellent resources.
- The ASU My Future website (https://myfuture.angelo.edu) is a useful, easy-to-navigate site specifically for ASU students. It's full of campus news, events information, and college survival resources.
- The Freshman College has information about many useful resources for first year college students—and college students in general. Search “Freshman College” at angelo.edu.

This very last section is an added appendix section. This information is included for administrative purposes, and you don’t need to worry about it.

Final Note: I reserve the right, though such an occurrence is unlikely, to make changes to the syllabus during the semester as deemed necessary. You will be notified of any changes in class and/or via email.

STUDENT HANDBOOK
In addition to these course policies, students are responsible for familiarizing themselves with and following the information in the ASU Student Handbook, available through ASU’s website: www.angelo.edu.

ASU CORE CURRICULUM OBJECTIVES FOR ENGLISH 1301 AND RELATED COURSE ASSESSMENTS

Students in English 1301 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 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.

Communication will also be demonstrated in an analytical essay.

- 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 in a midterm reflection essay.

- Students will consider different viewpoints as a member of a team by working toward a shared purpose or goal with members of their team and by creating and evaluating their peers’ drafts, presentations, and arguments.
- Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team task, interacting with others, contributing to the team, and resolving and synthesizing divergent viewpoints within a group.

Personal responsibility will be demonstrated in a final reflection essay.

- 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.
## English 1302 Course Schedule (TR)
### Spring 2018 – Mrs. Arreola

Assignments are due on the day they are listed, unless otherwise specified. Quizzes are due by 9 a.m. on the due date. This syllabus is subject to change. Classes will be notified of changes.

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<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Reading Assignment</th>
<th>Writing/Other Assignment</th>
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<tr>
<td><strong>Week One</strong></td>
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| Tu, 1/16   | Class introductions  
Syllabus, class policies, texts, BB, etc.                              |                                                                                    |                                                        |
| Th, 1/18   | “Main Concepts”: What makes an effective argument? What is rhetoric? What are habits of effective writers?  
Overview of research project | *Syllabus  
*Writing myths and rituals slideshow  
*Carnegie, Introduction  
*T5/I5, Introduction | *Academic Performance Agreement  
*RQ1 (Diagnostic exam)                                                        |
| **Week Two** |                                                                              |                                                                                    |                                                        |
| Tu, 1/23   | “They Say”/“I Say” concept  
*T5/I5, Chp. 1 | RQ2                                                   |
| Th, 1/25   | Responding to others  
Avoiding plagiarism | *T5/I5, Chp. 4  
*Harvard College modules  
*Plagiarism slideshow | *My Writing History and Goals  
*RQ3  
*RQ4                                                   |
| **Week Three** |                                                                              |                                                                                    |                                                        |
| Tu, 1/30   | Rhetorical situation awareness: What a text’s rhetorical situation is and why it helps to know about it  
General markers of informal v. formal writing  
Begin reading “A&E” in class | *T5/I5, Chp. 9 | RQ5                                                   |
| Th, 2/1    | Argument Types  
Rhetorical awareness: Writing for different audiences | *Petrie, “Athletes and Education”  
*Petrie, “On Writing ‘Athletes and Education’”  
*Jayakumar and Comeaux, “The Cultural Cover-Up…” | *TTSA with 2-column chart  
*RQ6                                                   |
| **Week Four** |                                                                              |                                                                                    |                                                        |
| Tu, 2/6    | Integrating information: Voice markers,  
Summary v. paraphrase v. quote  
Integrating quotations: Exercises with “Athletes and Education” | *T5/I5, Chp. 2 & Chp. 5  
*T5/I5, Chp. 3 | *RQ7  
*RQ8                                                   |
| Th, 2/8    | Video: Aristotelian appeals  
Ethos: Legitimate v. Illegitimate sources  
Logos: Credible data & sound reasoning | Harvard College and Reid texts on “Evaluating sources” |                                                        |
| **Week Five** |                                                                              |                                                                                    |                                                        |
| Tu, 2/13   | Introduce annotated bibliography (AB) assignment  
Videos: “From Idea to Library,” “Peer Review in 3 Minutes,” “One Perfect Source?”  
Key terms: journal, article, database, etc.  
Example text: Using sources in different ways in an argument | Harvard College text titled “A Source’s Role in Your Paper” (under “Integrating Sources”) |                                                        |
| Th, 2/15   | IN LIBRARY: Tutorial on using library research sources | Information Literacy course: Videos (that accompany quizzes) | Information Literacy course: All quizzes with videos (there will be 10+ quizzes) |
| **Week Six** |                                                                              |                                                                                    |                                                        |
| Tu, 2/20   | Pathos: Legitimate v. illegitimate use of emotion in argument  
Review legit. and illegit. uses of each appeal  
Rhetorical awareness and Aristotelian appeals in MLK’s argument  
Review self-guided workshop on Anno.1 | *Carnegie, Part Three: Chp. 4 and Chp. 10  
*MLK, “A Letter from Birmingham Jail” excerpts | *AB 1.1 (partial draft – Annotation 1)  
*RQ9  
*Conferences at Writing Center begin – take draft and other conference materials |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Assignment Details</th>
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<tr>
<td><strong>Week Seven</strong></td>
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<tr>
<td>Th, 2/22</td>
<td>ASU Writer’s Conference</td>
<td>*ASU Writer’s Conference assignment</td>
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<td>*AB 1.2 (partial draft – Annotations 1 through 3)</td>
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<tr>
<td>Tu, 2/27</td>
<td>(Pre-workshop) Sample annotations: Editing, plagiarism review &amp; giving constructive feedback</td>
<td>AB 1.3 (partial draft – Annotations 1 through 6)</td>
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<td>Th, 3/1</td>
<td>Workshop on annotations</td>
<td>*AB1.4 (complete draft – with all eight annotations)</td>
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<td>*Conferences at Writing Center due by Sunday, 3/4</td>
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<td><strong>Week Eight</strong></td>
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<tr>
<td>Tu, 3/6</td>
<td>Review RAE assignment requirements</td>
<td>*AB 1.5 (Final Draft), e-submissions and folder</td>
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<td></td>
<td>Thesis: “So what? Who cares?” First column of 3-column chart</td>
<td>*RQ10</td>
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<tr>
<td>Th, 3/8</td>
<td>Responding to opponents Second and third columns of 3-column chart</td>
<td>*RQ11</td>
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<td>Organizational strategies for arguments</td>
<td><em>(Last day: AB e-submissions and folder)</em></td>
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<tr>
<td></td>
<td>In-class work on rough outline</td>
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<td>3/12 - 3/16</td>
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<td><strong>Week Nine</strong></td>
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<tr>
<td>Tu, 3/20</td>
<td>Principles of paragraphing: Beyond the five-paragraph essay</td>
<td>Outline</td>
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<tr>
<td>Th, 3/22</td>
<td>In-class drafting/revision: Integrating information</td>
<td>RAE 1.1 (partial draft – 2 full double-spaced typed pages)</td>
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<tr>
<td><strong>Week Ten</strong></td>
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<tr>
<td>Tu, 3/27</td>
<td>Practice editing: Local and stylistic concerns in RAE</td>
<td>*RQ12</td>
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<td>*T3/I3, Chp. 10</td>
<td>*RAE 1.2 (partial draft – 4 full double-spaced typed pages)</td>
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<tr>
<td>Th, 3/29</td>
<td>Workshop on RAE / Revising</td>
<td>*RQ13</td>
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<tr>
<td></td>
<td>*T3/I3, Chp. 8</td>
<td>*RAE 1.3 (complete draft – 5 or more full double-spaced typed pages)</td>
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<td>*Handout on transitions</td>
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<tr>
<td><strong>Week Eleven</strong></td>
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<tr>
<td>Tu, 4/3</td>
<td>In-class revising / Conferences</td>
<td>RAE 1.4 (complete draft – revised after last feedback) and other conference materials</td>
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<tr>
<td>Th, 4/5</td>
<td>Workshop on RAE</td>
<td>RAE 1.5 (complete draft – revised after last feedback)</td>
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<tr>
<td><strong>Week Twelve</strong></td>
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<tr>
<td>Tu, 4/10</td>
<td>Workshop on RAE / Revising</td>
<td>RAE 1.5 (complete draft – revised after last feedback)</td>
</tr>
<tr>
<td>Th, 4/12</td>
<td>Introduction to Creative Revision assignment Example texts: Rhetorical situation adjustments</td>
<td>*RAE 1.7 (Final Draft), e-submissions and folder</td>
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<td><em>(Monday, 4/16 = Last day: RAE e-submissions and folder)</em></td>
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<tr>
<td><strong>Week Thirteen</strong></td>
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<tr>
<td>Tu, 4/17</td>
<td>In-class prewriting activity: Analysis of rhetorical situation adjustments</td>
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<td></td>
<td>CR 1.1 (Complete draft of short article/blog)</td>
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<tr>
<td>Th, 4/19</td>
<td>Global workshop on CR assignment / In-class revising</td>
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<td>Week Fourteen</td>
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<tr>
<td>Tu, 4/24</td>
<td>Global workshop on CR assignment / In-class revising</td>
<td>CR 1.2 (Complete draft of cover letter)</td>
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<tr>
<td>Th, 4/26</td>
<td>Local workshop on CR assignment / In-class revising</td>
<td>CR 1.3 (Complete draft of both parts – revised after last feedback)</td>
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<thead>
<tr>
<th>Week Fifteen</th>
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<tbody>
<tr>
<td>Tu, 5/1</td>
<td>Complete IDEA forms via BB</td>
<td>Final Reflection Essay and Visual assignment sheet</td>
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<td>Introduce Final Reflection Essay assignment</td>
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<td>In-class drafting</td>
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<tr>
<td>Th, 5/3</td>
<td>Class wrap-up</td>
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<th>Week Sixteen: Finals Week</th>
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<td>Your Final Reflection Essay and Visual assignment is due before the end of your testing period.</td>
<td>Final Reflection Essay and Visual (Final Draft), printed and stapled copy</td>
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</table>

English 1302.340 (TR 11:00 a.m. – 12:15 p.m.): Exam time = Tuesday, May 8, 10:30 a.m. – 12:30 p.m.  
English 1302.380 (TR 2:00 – 3:15 p.m.): Exam time = Tuesday, May 8, 1 – 3 p.m.
Academic Performance Agreement (Student Copy)
English 1302: Writing Across the Curriculum (TR) – Mrs. Arreola

In order to make the requirements of this class and your responsibilities as a student as clear as possible, I’ve provided you with this document titled “Academic Performance Agreement.” Please read this information carefully as it outlines the kinds of behaviors, study habits, and attitudes necessary for success in this class, as well as in the university writing community at large. If you understand the terms and conditions set forth below, please print/sign your name on both copies provided. Submit this copy to me and keep the other copy for your reference. By signing and returning this agreement to me, you commit yourself to the standards of conduct and academic performance listed below. Signing this APA is a minimum requirement for passing this course. If you do not agree to follow these standards, you should drop the course and enroll in another section of this course.

1. I understand that I should abide by the most current version of the syllabus as well as any changes to the syllabus my instructor designates.
2. I understand I should check Blackboard and my email often and regularly, which means at least once, at minimum, between each class meeting. I understand email sent to my angelo.edu address is official ASU communication and I am responsible for information sent out via email.
3. I understand that attendance is a requirement of the class and that six absences of any sort, excused or unexcused, will result in automatic failure. I also understand that if I miss class, I should contact another student to discover what I’ve missed or visit my instructor during office hours.
4. If I miss more than one class in sequence, I will contact the instructor to let her know the reasons for my absences.
5. I understand that arriving late to class is inappropriate because it disrupts the class. I understand that the instructor will shut the door to the classroom when the class starts and that I will not attempt to enter the class after the door has been closed.
6. I understand that cell phones and other technological devices must be turned off before entering class. I understand if my cell phone rings during class I will be asked to leave the class. I understand that laptops are to be shut down when class begins.
7. I understand that if I fail to follow class procedures at any point during class and my instructor asks me to leave, I will be given an absence for that day.
8. I understand that this class has substantial reading and writing requirements. These requirements will demand that I manage my time carefully and schedule at least six hours of study time per week or two hours of study time for every one hour of scheduled class time.
9. I understand that I should be prepared each day to bring the texts under discussion with me to class.
10. I understand that I should be prepared each day to share my responses to the reading assignments in class. I understand that I will be required to contribute to class discussions and small group work in class. In other words, I will be required to speak in class, share my ideas, and behave respectfully towards others.
11. I understand any of my work for this class could be used as a model for whole class learning.
12. I understand that any writing I submit must be my own and written exclusively for this class.
13. I understand that when I use the ideas of others in my writing that I must let my readers know whose ideas are whose and where I found them. I understand that plagiarism (or the failure to acknowledge others’ ideas appropriately) is a form of academic dishonesty and will result in failure.
14. I understand that I will benefit from discussing my ideas and writing with my family, friends, and other students. I also understand that I can get help with my ideas and writing in the Writing Center. However, I also understand that I should never claim someone else’s ideas or writing as my own.
15. I understand that I must adhere to the due dates for all writing assignments because late work will not be accepted, at the discretion of the instructor.
16. I acknowledge that when I use Turnitin.com, the program to which I will submit some of my course work, I am adding my essay to a database of other student essays and texts. I understand that my essay will be used anonymously by the program to help check other papers for plagiarism. I give my consent to add my work to the Turnitin.com databases.
17. I understand that I should think of writing as a complex process of planning, drafting, revising, editing, and presentation. Consequently, I understand that I should schedule time to complete each of these tasks before submitting my work.
18. I understand that I can make an appointment with my instructor to talk about any aspect of the class, including course assignments, my writing, the required reading, extended absences, or comments and grades on my writing.

Student Name: Print                     Student Name: Signature                     Date signed

Course Name & Number:                Semester/Year

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Student Name:  Print                  Student Name:  Signature                  Date signed

Course Name & Number. Section               Semester/Year