English 1301: Writing Composition MWF

Instructor: Mr. Scott
Office: Academic Building, Room 001 B
Phone: (325) 486-6140
Email: rscott@angelo.edu
Office Hours: M/W 10 a.m. -10:45 a.m. & 2 p.m. — 3 p.m.
T/T 9:30 a.m.—11:30 a.m. & 2 p.m.—3 p.m.
And by Appointment

Introduction to Academic Writing
Section One: Course Description, Outcomes, and Objectives

This course emphasizes the writing process and will offer substantial practice in the production of effective prose essays as well as the analysis of selected readings. The prerequisite for this course is that all TSI Requirements must have been met.

ASU Core Curriculum Objectives for English 1301 & Related Course Assessments

Students in English 1301 will practice the following core curriculum learning objectives: 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.
1. 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.
2. Students will then develop and demonstrate a logical position (i.e. perspective, thesis, and 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.
1. Students will develop, interpret, and express ideas through effective written communication by taking into consideration audience, purpose, and/or 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 peer-workshops.
1. 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.
2. 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.
1. 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.

Upon successful completion of this course you should be able to:
1. Apply an understanding of the nature of the writing process by using all of its phases in writing;
2. Apply an understanding of the principles of audience analysis by adapting language, structure, and detail to the needs of specific readers;
3. Apply an understanding of basic prose structures by using them in sentences and paragraphs in essays so readers can easily understand your purpose and follow your progression of ideas;
4. Generate sufficient and appropriate detail to convince readers of the validity of your thesis;
5. Demonstrate sensitivity and attentiveness to language, applying principles of style and tone to enhance the appeal of essays;
6. Write prose largely free of errors in grammar, diction, usage, and mechanics.

In an effort to help you achieve these learning outcomes, I have prepared lessons, readings, and class assignments, listed in the syllabus schedule. These lessons will help you:
1. Develop skills in expressing yourself in writing;
2. Gain factual knowledge about academic writing (the terminology and format of academic writing);
3. Learning fundamental principles, generalizations, and theories (the writing process, writing as thinking).

Prerequisite Skills
Students must be familiar with **Microsoft Word** (97-2003, 2007, or later versions). All required assignments must be completed using **Word**. You must also have the ability to:
1. Use devices to communicate with other systems to access data, upload, and download;
2. Use email to create, send, respond, and use attachments;
3. Use word processing;
4. Navigate systems such as Blackboard and the internet;
5. Navigate a Windows or MAC operating system to manipulate files using file manager, determine active printer, access installed applications, create and delete directories and files.

**Participation Requirements**
To be successful, it is important for you to access Blackboard (Bb) frequently, at least every other day for announcements and discussions. It is essential that you access your ASU email every day. Other specific participation requirements are included as part of the course evaluation system and are included in the syllabus.

**Section Two: Student Responsibilities, Grading, Assignment Submissions**

**REQUIRED TEXT AND MATERIALS**
No textbook is require; instead reading will be given through Blackboard.
USB (Each student will need a means of saving files created in the classroom)
Materials for taking Notes in Class (Students are required to take notes in every class)

**BLACKBOARD (Bb)**
In an effort to make sure you have access to course materials at all times, course assignments, visual presentations, and a variety of handouts will be posted in Blackboard from time to time. You are required to print out all course handouts and have print-outs available in class. Course materials posted in Blackboard will include: course syllabus, readings, assignments, assignment examples, visual presentations, and a variety of other handouts. From time to time, course announcements will be delivered through Blackboard and distributed by email to all students enrolled in the class. Students are responsible for updates distributed via emails. As a result, students should check their emails every day. All student enrolled in the course are automatically enrolled in Blackboard.

**ASSIGNMENT SUBMISSION POLICIES**
All assignments will be submitted to Blackboard. All working drafts and final draft of essays must be submitted via an electronic submission to Blackboard. The final draft submissions must conform to all academic format requirements. Final graded essay will be returned in Blackboard as a graded draft with comments and a grade for the assignment.

**MISSING ASSIGNMENT ELEMENTS**
All elements (workshop drafts, workshop editing sheets, and worksheets if required) must be submitted in order for the submission to be considered complete. Workshop drafts will be submitted at the end of each peer-review session and will count toward the peer review grade.
**NOTE:** For assignments that include peer review workshops, no assignment will be given a passing grade unless at least one peer review draft is submitted along with a final draft Blackboard submission. If there is not at least one peer-review drafts submitted, the highest possible grade for a final draft is 40, and the lowest grade possible is 0.

**LATE SUBMISSIONS**

All elements of an assignment (peer review drafts and final drafts) are due on the assigned date. No late submission will be accepted resulting a grade of zero. All Blackboard final draft submissions must be submitted by 11:59 p.m. the day the essay is due. Any exceptions to this policy must be approved by me in advance of the due date.

**LOST WORK**

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 as we all know that hard drives can fail and USB 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.

**GRADING**

Students are responsible for keeping up with the schedule outlined in the course syllabus. Missing class is not an excuse for a lack of preparedness. Information about changes in the syllabus or the content of lectures will not be given out by telephone or email; a personal visit to my office is required.

**Grade Determination:** Grades for the semester will be determined as follows:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Quizzes and/or In-class Assignments</td>
<td>5%</td>
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<tr>
<td>Sequence One</td>
<td>20%</td>
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<td>Sequence Two</td>
<td>20%</td>
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<tr>
<td>Reflective Essays</td>
<td>10%</td>
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<tr>
<td>Sequence Three</td>
<td>20%</td>
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<tr>
<td>Peer Review</td>
<td>10%</td>
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<tr>
<td>Final Reflective Essay</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**November 1\textsuperscript{nd} before 5 p.m** is the last day to drop. Withdrawal grades will be indicated by W.
Section Three: Course Policies & Services

ATTENDANCE POLICY
Because this is a student-oriented class, regular attendance is required. Each student will be allowed six (6) excused absences for the course of the semester. When the allowed number of absences has been exceeded, the student automatically fails the course. Classes begin promptly at the designated time, and role will be called at the beginning of class. Once role is taken, the door to the classroom will be closed and locked. No one will be admitted after that time.

Attendance is more than simply occupying a chair. Students who fail to have required homework or are unprepared for class (lacking note taking materials, hand-ins, workshop drafts, or other required materials) can be marked as absence. Participation in classroom activities is also required. If in my opinion a student is not participating, I reserve the right to count that student absence (this includes laying heads on desk, sleeping, messing with a cell phone or other electronic device, or carrying on conversations unrelated to classroom activities).

ABSENCES EXCEPTIONS
There may be at times special circumstances that might require additional consideration on my part (such as medical emergencies). A student missing a week of classes should notify the Student Life Office and/or the dean. I will only give additional consideration when satisfactory evidence is presented that indicate a catastrophic event has occurred that warrants additional consideration.

Students who participate in sanctioned university events will be given an excused absence; however, you are still responsible for any work that is due and responsible for keeping up with assignments and work due in following classes. I highly recommend that you visit with me in my office before missing class.
THE WRITING CENTER
When necessary, students will be referred to the Writing Center for tutoring. Referrals are mandatory. When the student goes to the Writing Center, he or she must allow the Center to send me an email concerning the visit. Failure to comply with a referral will have a serious impact on subsequent assignment grades. The Center is located on the third floor of the Porter Henderson Library, Room C305.

Monday-Thursday: 9:30 a.m. to 4 p.m.
Wednesday evening: 6 p.m. to 8 p.m.
Friday: 9:30 a.m. to noon
Sunday: 1 p.m. to 4 p.m.

ACADEMIC HONESTY
“Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.” (https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php)

“Academic misconduct includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student” (Part I, section B.1 of the Code of Student Conduct).

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.

- Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discriminating by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.
• Student Contact: The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process.

Student Absence for Observance of Religious Holy Days:
“A student who intends to observe a religious holy day should make that intention know in writing to the instructor prior to the absence.”

CLASSROOM BEHAVIOR POLICIES

▪ Students are expected to behave as adults—this is not high school.
▪ Active engagement in classroom activities is required.
▪ Students who sleep or disrupt the classroom will be asked to leave the room and counted absence.
▪ Continuous disruptions in the classroom will result in disciplinary action.
▪ Leaving the classroom during class is disruptive. Personal needs should be taken care of before class. Students who continually leave the classroom during class will be asked to leave and counted absence.
▪ No cell phones or other electronic devices are allowed in the classroom during class. Students who violate this rule by having cell phones out or using an electronic device during class, will immediately be asked to leave the class and counted absence.
▪ No food or drinks are allowed in the classroom.

Section Four: Course Schedule

Reading Assignments
Readings are due the class following the date they are assigned as homework. The content of reading assignments may or may not be discussed in the classroom; however, each student is responsible for having read the assignment and having a good understanding of the material content. All reading assignments will be assigned in Blackboard (Bb). Quizzes over reading assignments may also be given unannounced.

Quizzes, Workshops, & Classroom Exercises
If a student misses a class when there is a quiz, workshop, or in-class exercise, no make-up will be allowed. In such cases, any student missing a class would do well to visit with me in my office as soon as possible. Do not contact me by email about missed in-class activities; you must come to my office.
**Assignments**
All assignments are due the day that they appear on the schedule. Late assignment submissions will be given a grade of zero unless arrangements have been made with me before the deadline. Please note that more detail instructions will be given with each assignment. It is vital that you follow all directions.

**Course Schedule**
The schedule for this course is likely to change at some point. Any changes to the schedule will be announced in class and announced in a Bb email. Students missing classes are also responsible for any schedule changes. Students who miss class are also responsible for being prepared for the next class. Students who are not prepared with the necessary materials can be counted as absence.

**Week 1 (Aug. 29- Aug. 31)**
- **Monday 8/27**  
  Lesson: Course Introduction  
  **Assignment:** Course Syllabus
- **Wednesday 8/29**  
  Discussion: Course Syllabus & Taking Notes in Class & Discourse Communities  
  **Assignment:** Diagnostic Essay
- **Friday 8/31**  
  Discussion: The Writing Process & Rhetorical Stance & Discourse Communities  
  **Reading Assignment:** “The Transaction”  
  (available in Blackboard)

**Week 2 (Sept. 3-7)**
- **Monday 9/3**  
  **Holiday**
- **Wednesday 9/5**  
  **Mini Grammar Lesson:** SVDO  
  Discussion: “The Transaction”  
  Slide Show: Reading and Einstein’s Brain
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<tr>
<th>Date</th>
<th>Lesson/Activity</th>
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<tr>
<td>Friday 9/7</td>
<td><strong>Mini Grammar Lesson Review: Phrases &amp; Clauses</strong>&lt;br&gt;Discussion: Summary &amp; Critical Reading&lt;br&gt;Assignment: Sequence One—Summary&lt;br&gt;Bb Submission Diagnostic Essay due by the end of the day.</td>
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<td><strong>Week 3 (Sept. 10-14)</strong></td>
<td><strong>Mini Grammar Lesson: Dependent &amp; Independent Clauses</strong>&lt;br&gt;Discussion: Writing a Summary&lt;br&gt;Assignment: S1LSA1—Rhetorical Moves—Analysis</td>
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<td>Monday 9/10</td>
<td><strong>Mini Grammar Lesson: Dependent &amp; Independent Clauses</strong>&lt;br&gt;Discussion: Writing a Summary&lt;br&gt;Assignment: S1LSA1—Rhetorical Moves—Analysis</td>
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<td>Wednesday 9/12</td>
<td>Discussion: Rhetorical Moves and Strategies</td>
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<td>Friday 9/14</td>
<td>Discussion: Writing a Summary, Formatting and Drafting&lt;br&gt;Assignment: S1LSA2--Summary&lt;br&gt;Bb Submission due by end of the day: S1LSA1</td>
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<td><strong>Week 4 (Sept. 17-21)</strong></td>
<td><strong>Workshop: Global Draft</strong> (you must have a complete typed electronic draft to work on in class)</td>
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<td>Monday 9/17</td>
<td><strong>Workshop: Global Draft</strong> (you must have a complete typed electronic draft to work on in class)</td>
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<td>Wednesday 9/19</td>
<td>Discussion: Paragraph Organization &amp; Structure</td>
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<td>Friday 9/21</td>
<td><strong>Workshop: Organization Draft</strong> (you must have a complete typed electronic draft to work on in class)</td>
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<td>Week 5 (Sept. 24-28)</td>
<td>Monday 9/24</td>
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<td>Wednesday 9/26</td>
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<td>Friday 9/28</td>
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<th>Week 6 (Oct. 1-5)</th>
<th>Monday 10/1</th>
<th>Assignment: Sequence Two—Argument Discussion: Identifying a Valid Claim &amp; Presenting a Focused Issue</th>
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<td>Wednesday 10/3</td>
<td>Discussion: Plausible Reasons and Evidence Assignment: S2LSA1—Valid Claim and Issue</td>
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<td>Friday 10/5</td>
<td>Workshop: Claim &amp; Issue (you must have a complete introduction paragraph when you come to class)</td>
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<td>Wednesday 10/10</td>
<td>Discussion: Acknowledging Opposing Viewpoints Workshop: S2LSA2Plausible Reasons &amp; Evidence (you must have two complete body paragraphs where you present at least two</td>
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plausible reasons each supported with evidence)

Friday 10/12 Discussion: Acknowledging Opposing Viewpoints cont.
Assignment: S2LSA3—Acknowledging Opposing Viewpoints
Bb Submission due by end of the day: Sequence One—Final Summary/Response Draft

Week 8 (Oct. 15-19)
Monday 10/15 Discussion: Conclusion
Workshop: S2LSA3—Acknowledging Opposing Viewpoints (you must have a complete body paragraphs where you present at least a plausible opposing viewpoint where you both concede and modify or you refute and challenge the viewpoint)

Wednesday 10/17 Discussion: Putting It All Together Using Transitions

Friday 10/19 Workshop: Global Draft (you must have a complete typed draft when you come to class)
Bb Submission due by end of the day: Reflective Essay One

Week 9 (Oct. 22-26)
Monday 10/22 Workshop: Organization Draft (you must have a complete typed draft when you come to class)

Wednesday 10/24 Workshop: Local Draft (you must have a complete typed draft when you come to class)
Friday 10/26  
**Assignment: Sequence Three—TBA**

**Week 10 (Oct. 29-Nov. 2)**

**Monday 10/29**  
Discussion—Literacy Narrative & Discourse
Bb Submission due by end of the day: Sequence Two—Argument

**Wednesday 10/31**  
Discussion—Literacy Narratives
Discourse Communities & Academics

**Friday 11/2**  
**Assignment: S3LSA1—Analyses of Literacy Narratives—TBA**  
Bb Submission due by end of the day: Reflection Two

**Week 11 (Nov. 5-9)**

**Monday 11/5**  
**Workshop: S3LSA2—Analyses of Literacy Narrative—TBA**

**Wednesday 11/7**  
**Workshop: S3LSA2—Analyses of Literacy Narratives—TBA**

**Friday 11/9**  
**Workshop: S3LSA2—Analyses of Literacy Narratives—TBA**

**Week 12 (Nov. 12-16)**

**Monday 11/12**  
Bb Submission due by end of the day: S3LSA1

**Wednesday 11/14**  
Discussion: Writing Your Own Literacy Narrative  
**Assignment: Literacy Narrative**

**Friday 11/16**  
Discussion: Writing Your Own Literacy Narrative cont.
### Week 13 (Nov. 19-23)
- **Monday 11/19**  
  Workshop: Global Draft (you must have a complete typed draft when you come to class)
- **Wednesday 11/21**  
  Holiday
- **Friday 11/23**  
  Holiday

### Week 14 (Nov. 26-30)
- **Monday 11/26**  
  Workshop: Organization Draft (you must have a complete typed draft when you come to class)
- **Wednesday 11/28**  
  Workshop: Local Draft (you must have a complete typed draft when you come to class)
- **Friday 11/30**  
  Bb Submission due by end of the day: Literacy Narrative

### Week 15 (Dec. 3-7)
- **Monday 12/3**  
  Discussion: Discourse Communities Review
- **Wednesday 12/5**  
  Discussion: Discourse Communities Review
- **Friday 12/7**  
  Discussion: Discourse Communities Review

### Week 16 (Dec. 10-14) Finals
- **Monday 12/10**  
  English 1301-010  
  8-10 a.m.
- **Wednesday 12/12**  
  English 1301-050  
  8-10 a.m.
  English 1301-110  
  10:30-12:30 a.m.