Dual-Credit English 1302: Writing Across the Curriculum: Research & Rhetoric
Wylie High School
Abilene, Texas
Instructor: Mrs. Molly Hunt
mhunt@wylie.esc14.net

Course Description
From the ASU catalogue: “A course in critical thinking and writing across the curriculum, including the research process and the research paper.”

Course 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. Building on the objectives of ENG 1301, we will extend the principles of academic discourse to the processes of inquiry, analysis, production, and review of written communication.

Student Learning Outcomes
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.

Student Responsibilities

- Completely and carefully read all reading assignments according to the reading schedule
- Take 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

Course Content:
College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

Course Materials & Resources:
Textbook: They Say/I Say: with Readings, 3rd edition by Gerald Graff, Cathy Birkenstein & Russel Durst
Supplies:
1. A binder to keep all course papers (size and shape are up to you)
2. Notebook for daily notes
3. Notebook paper
4. Pens and pencils and a highlighter
5. Access to internet and Blackboard

Grading:
I will NOT accept late papers. If you miss class due to a school-sponsored activity, you must notify me before you are gone. Major essays should be turned in prior to an excused absence and will not be accepted late. All essays must be completed to pass the course. **If you fail to complete an essay, you will fail the course, regardless of your average.**

<table>
<thead>
<tr>
<th>Semester Grade Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Essay 1</td>
<td>15%</td>
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<tr>
<td>Essay 2</td>
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<td>Essay 3</td>
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<td>Class Discussion</td>
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<td>Daily work/Quizzes</td>
<td>15%</td>
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<tr>
<td>Reading Responses</td>
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**Your final course grade will be determined by this point scale:**
- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

**Essay Format:** All essays must be typed MLA format. For explanations and examples of this formatting style, please refer to your *MLA Handbook* that is required for this course OR go to Purdue University's OWL Guide website: http://owl.english.purdue.edu.

**Essay Submission:**
You will need to submit a Microsoft Word or PDF version of your final draft via Blackboard by 11:47 pm on the due date. Your assignment will not be considered as fully submitted until I have received your digital copy in Blackboard.

**Essay Revision:** If you receive a grade of “D” or “F” on a final draft, you may choose to rewrite your paper for another evaluation. However, the highest grade you can earn upon revision is a “70.” **If you decide to revise a paper, you need to meet with me during tutorials within two days of receiving your grade to discuss your revision strategy.** You will then have just 5 calendar days from our meeting to submit your revised draft. If you do not meet with me in tutorials, I will not accept your revised essay. You may only revise **ONE** of your major essays.

**Student with Special Needs:** Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify their instructors the first week of class. It is
the student’s responsibility to provide the necessary documentation to the Office of Student Affairs.

**Academic Honesty**

“Angelo State University students shall maintain complete honesty and integrity in their academic pursuits. The University expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom.”

Academic integrity is something that I expect from a college level student and for which I have zero tolerance. If your work is plagiarized or written by someone other than yourself, you will receive a zero.

**Absences**

- *At 5* non school related absences, the student will drop one full letter grade.
- *At 7* non school related absences, the student will drop another full letter grade.
- *At 9* non school related absences, the student will be removed from the dual credit class and be placed in regular English class.
- ***Long term illnesses and/or injuries will be reviewed on a case by case basis by the administration.***

**Student Absence for Observance of Religious Holy Day**

“Religious Holy Day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

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 a reasonable time after the absence. A student who is excused under this policy may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**Changes to the Syllabus:** The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.
ASU Core Curriculum Objectives for English 1302 and Related Course Assessments

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 an analytical essay.
➢ Students will research and draft multiple papers, prepare and present collaborative projects that include oral presentations and visual arguments, and will evaluate their participation and the work of others in various class activities.

Communication will also be demonstrated in an analytical essay.
➢ Take into consideration audience, context, purpose, conventions and circumstances relevant to written communication; use relevant and appropriate content for the specific rhetorical situation in order to express their position(s) effectively in writing.

Teamwork will be demonstrated in three essays on various topics.
➢ Work individually and collectively toward a shared purpose or goal with the members of their team, creating and evaluating their peers’ drafts.
➢ Consider different viewpoints as a member of a team.

Personal responsibility will be demonstrated in a research paper.
➢ Identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making; also recognize and evaluate possible consequences of their decisions.
➢ Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.
Dual Credit English 1302  
with Mrs. Hunt

Schedule and Assignments

WEEK ONE
Read
Chapter 12 (“I Take Your Point”: Entering Class Discussions) - pg. 163
Chapter 1 (“They Say”: Starting with What Others Are Saying) - pg. 19
NICHOLAS CARR, “Is Google Making Us Stupid?” pg. 313

WEEK TWO
Read
Chapter 14 (“What’s Motivating This Writer?”: Reading for the Conversation) - pg. 173
Chapter 2 (“Her Point Is”: The Art of Summarizing) - pg. 30
DAVID ZINCNENKO, “Don’t Blame the Eater” - pg.462

WEEK THREE
Read
Chapter 3 (“As He Himself Puts It”: The Art of Quoting) - pg. 42
MICHAEL POLLAN, “Escape from the Western Diet” - pg. 420
MARY MAXFIELD, “Food as Thought: Resisting the Moralization of Eating” - pg. 442

WEEK FOUR
Read
Chapter 4 (“Yes / No / Okay, But”: Three Ways to Respond) - pg. 55
RADLEY BALKO, “What You Eat Is Your Business” - pg. 466
DAVID H. FREEDMAN, “How Junk Food Can End Obesity” - pg.506

WEEK FIVE
Essay #1 Due on Monday, September 19
Read
Chapter 5 (“And Yet”: Distinguishing What You Say from What They Say) - pg. 68
SHERYL SANDBERG, “Lean In: What Would You Do If You Weren’t Afraid?” - pg. 642
BELL HOOKS, “Dig Deep: Beyond Lean In” - pg. 659
Write
In-class Activities
Exercises 1 and 2 from Chapter 5 - pg. 75-77

WEEK SIX
Read
Chapter 6 (“Skeptics May Object”: Planting a Naysayer in Your Text) - pg. 78
ANNE-MARIE SLAUGHTER, “Why Women Still Can’t Have It All” - pg. 676
RICHARD DORMENT, “Why Men Still Can’t Have It All” - pg. 697
Write
Answer “Joining the Conversation” question 5 after the Slaughter essay or “Joining the Conversation” question 4 after the Dorment essay.
In-class Activities
Exercise 2 in Chapter 6 - pg. 91

WEEK SEVEN
Read
Chapter 7 ("So What? Who Cares?": Saying Why It Matters) - pg. 92
CHARLES MURRAY, “Are Too Many People Going to College?” - pg. 234
SANFORD J. UNGAR, “The New Liberal Arts” - pg. 226
Write
In-class Activities

WEEK EIGHT
Read
Chapter 8 ("As a Result": Connecting the Parts) - pg. 105
PAUL KRUGMAN, “Confronting Inequality” - pg. 561
BRANDON KING, “The American Dream: Dead, Alive, or on Hold?” - pg. 610
Write
In-class Activities
Exercise 1 from Chapter 8 - pg. 119

WEEK NINE
Essay #2 Due - October 17th
Read
Chapter 9 ("Ain’t So / Is Not": Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice) - pg. 121
LIZ ADDISON, “Two Years Are Better than Four” - pg. 255
MICHELLE OBAMA, “Bowie State University Commencement Speech” - pg. 285
Write

WEEK TEN
Read
Chapter 10 ("But Don’t Get Me Wrong": The Art of Metacommentary) - pg. 129
Chapter 13 ("IMHO": Is Digital Communication Good or Bad—or Both?) - pg. 167
GERALD GRAFF, “Hidden Intellectualism” - pg. 264
In-class Activities
Exercise 1 in Chapter 10 - pg. 137

WEEK ELEVEN
Read
JENNA WORTHAM, “I Had a Nice Time with You Tonight. On the App” [p. 393]

WEEK TWELVE
Read
Chapter 15 ("Analyze This": Writing in the Social Sciences) - pg. 184

WEEK THIRTEEN
Read
Chapter 11 ("He Says Contends": Using the Templates to Revise) - pg. 139
WEEK FOURTEEN
*Essay #3 Due - Nov. 21st*

WEEK FIFTEEN
**Read**
Review Chapter 6 and Chapter 7

WEEK SIXTEEN
**Read**
**Write**
Course Reflection Essay