Writing Across the Curriculum:
Efficient Research and Effective Writing

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 the items listed to the left on the next page 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.
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.

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 all three major writing assignment submissions, completed (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.

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:

**Daily Assignments (RTRs, Quizzes, Charts, etc.)**
Responses to Readings (RTR) assignments ask you to respond in various ways to assigned texts. Quizzes will be taken in class and might not be announced beforehand; they cannot be made up late for credit. Other types of daily assignments will be given in class along with instructions.

**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 writing 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.
Major Assignment Late Policy*:
There are three major writing assignments: the Academic Career Research (ACR) Essay, the Professional Career Research (PCR) Essay, and the Career Development Research (CDR) Essay.

You have three submissions total for each major assignment: two electronic submissions and one paper submission.

On time =
All e-submissions submitted by 11:59 p.m. on the due date AND Paper folder submitted by 5 p.m. on the due date

I will count off 5 points per missing submission per day it is late, up to two weekdays after the original due date.

(Weekdays are Monday through Friday. Saturday and Sunday are not included in weekdays.)

After two weekdays following the original due date, the total number of points you've lost per day for late submissions will stand, and I'll stop counting off late points.

If you failed to submit all three submissions by two weekdays after the original due date, your grade for that assignment will become a zero.

As a reminder, students must submit all three major writing assignments within two weeks of their original due dates (even if a grade is a zero) in order to be eligible to pass the class.

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.

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>
<th>Day</th>
<th>Hours</th>
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<tr>
<td>Su</td>
<td>1 p.m. – 4 p.m.</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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<td>Closed</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 24-48 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-to-date with the course. You should check your email and Blackboard daily, or at least once between every class meeting.
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. Food, drink, and tobacco in any form are not permitted 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.

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.

Tardiness: Because your presence is required for you to learn, you should not 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
I do mean what I say here. Save your work in multiple places 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.

**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:

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-related events before they happen, university-related events do not usually count as legitimate reasons for not turning work in on time.

**EXTRA CREDIT**
I may occasionally offer an extra credit opportunity to the entire class, but I do not offer extra credit assignments to individuals, so don’t ask for them. Stay on top of your coursework.
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 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 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 2019 – Mrs. Arreola

Assignments are due at the beginning of class on the day they are listed, unless otherwise specified.

This syllabus is subject to change. Classes will be notified of changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Reading Assignment</th>
<th>Writing/Other Assignment</th>
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<tbody>
<tr>
<td>Week One</td>
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<tr>
<td>Tu, 1/15</td>
<td>Class introductions&lt;br&gt;Syllabus, class policies, texts, BB, etc.&lt;br&gt;Assign Diagnostic Exam</td>
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<tr>
<td>Th, 1/17</td>
<td>Assign “My Writing History and Goals”&lt;br&gt;Introduction to writing and research&lt;br&gt;Writing Myths and Rituals (slideshow)&lt;br&gt;How to set up a paper in MLA formatting</td>
<td>Syllabus</td>
<td>Academic Performance Agreement</td>
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<td>Week Two</td>
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<tr>
<td>Tu, 1/22</td>
<td>Assign “My Writing History and Goals”&lt;br&gt;Basics of MLA style documentation&lt;br&gt;<strong>Why to Document &amp; When to Document</strong>&lt;br&gt;Avoiding plagiarism / Plagiarism slideshow</td>
<td>Harvard, “Avoiding Plagiarism” section, first four modules&lt;br&gt;<em>MLA Handbook</em>, pp. 1-10</td>
<td>RTR answers</td>
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<tr>
<td>Th, 1/24</td>
<td>Avoiding plagiarism, continued&lt;br&gt;Exercises/Quiz&lt;br&gt;Introduce ACR Essay assignment</td>
<td>Harvard, “Avoiding Plagiarism” section, last two modules</td>
<td>My Writing History and Goals&lt;br&gt;RTR answers</td>
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<td>Week Three</td>
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<td>Th, 1/31</td>
<td>Exercise: Evaluate and compare sources&lt;br&gt;Sources’ soundness v. Sources’ usefulness&lt;br&gt;Using the same source in different ways / Using different sources in different ways&lt;br&gt;When and how to use non-scholarly sources</td>
<td>Harvard, “Integrating Sources” section, first three modules</td>
<td>RTR answers&lt;br&gt;Sources for evaluation and comparison exercise</td>
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<td>Week Four</td>
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<td>Tu, 2/5</td>
<td><strong>Information Literacy Tutorial (in the ASU Library)</strong></td>
<td>Information Literacy Tutorial videos</td>
<td>Information Literacy Tutorial quizzes</td>
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<td>Th, 2/7</td>
<td>Research Day&lt;br&gt;Library Scavenger Hunt (extra credit)&lt;br&gt;– Due by end of office hours on Friday, 2/8: Group photos and checked out book to Mrs. Arreola in her office</td>
<td>Library Scavenger Hunt instructions</td>
<td>Three ACR Essay sources (online article, YouTube video, and one more) – with annotations/sticky notes at relevant passages and times</td>
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<td>Week Five</td>
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<td>Tu, 2/12</td>
<td><strong>How to Document</strong>: Overview; Works Cited and In-Text Citations&lt;br&gt;<strong>Works Cited List</strong>: Author, Title, Container, Other Contributors</td>
<td>Harvard, “Citing Sources” section, first module only&lt;br&gt;<em>MLA Handbook</em>, pp. 19-38, 61-66, 102-106</td>
<td>RTR answers&lt;br&gt;Three ACR Essay sources (print book chapter, personal or recorded interview, and one more) – with annotations/sticky notes at relevant passages</td>
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<td>Th, 2/14</td>
<td><strong>Works Cited List</strong>: Version, Number, Publisher, Publication Date, Location</td>
<td><em>MLA Handbook</em>, pp. 38-50, 107, 110</td>
<td>RTR answers&lt;br&gt;ACR Essay Draft 1 (at least half), with quotes from sources, (<em>CITE</em>) notes, and Works Cited citations for sources used</td>
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<td>Week Six</td>
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<td>Tu, 2/19</td>
<td><strong>Works Cited List</strong>: Optional Elements, Organizing the Works Cited list, and Other Non-Print Sources&lt;br&gt;In-Text Citations</td>
<td><em>MLA Handbook</em>, pp. 50-53, 111-115, 127-128&lt;br&gt;<em>MLA Handbook</em>, pp. 54-58, 116-126</td>
<td>RTR answers&lt;br&gt;ACR Essay Draft 2 (complete), with quotes from sources, (<em>CITE</em>) notes, and Works Cited citations for all sources used</td>
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<td>Date</td>
<td>Assignment</td>
<td>Notes</td>
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<td>Th, 2/21</td>
<td><strong>ASU Writer's Conference</strong></td>
<td>ASU Writer's Conference assignment (extra credit) – due on date listed on assignment sheet</td>
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<td><strong>Week Seven</strong></td>
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<tr>
<td>Tu, 2/26</td>
<td>Summarize, Paraphrase, or Quote? Integrating Quotations: Handout</td>
<td>Harvard, “Integrating Sources” section, last two modules</td>
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<tr>
<td>Th, 2/28</td>
<td>Integrating Quotations, continued</td>
<td><em>TS/IS</em>, Chapters 1 – 3 (NOT Parts 1 – 3)</td>
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<td><strong>Week Eight</strong></td>
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<td>Tu, 3/5</td>
<td>Mock MLA Exam</td>
<td>ACR Essay Draft 5 due (final draft)</td>
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<td>Th, 3/7</td>
<td>MLA Exam</td>
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<td><strong>SPRING BREAK!</strong></td>
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<td>3/11 - 3/15</td>
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<td><strong>Week Nine</strong></td>
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<td>Tu, 3/19</td>
<td>Introduce Professional Career Research (PCR) Essay</td>
<td><em>TS/IS</em>, Chapter 4</td>
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<td>Th, 3/21</td>
<td>Be Clear Who Is Speaking Local Concerns Exercises</td>
<td><em>TS/IS</em>, Chapter 5</td>
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<td><strong>Week Ten</strong></td>
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<tr>
<td>Tu, 3/26</td>
<td>Why Is Your Paper Important? Choose a professional career for PCR Essay</td>
<td><em>TS/IS</em>, Chapter 7</td>
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<td>Th, 3/28</td>
<td>Small Devices that Make a Difference in Your Writing</td>
<td><em>TS/IS</em>, Chapters 8 and 10</td>
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<td><strong>Week Eleven</strong></td>
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<td>Tu, 4/2</td>
<td>Drafting work on PCR Essay / Optional conferences with Mrs. Arreola</td>
<td>Three PCR Essay sources (print book chapter, personal or recorded interview, and one more) – with annotations/sticky notes at relevant passages</td>
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<td>Th, 4/4</td>
<td>Workshop on PCR Essay Draft 1</td>
<td>PCR Essay Draft 1 (no Works Cited list required yet)</td>
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<td><strong>Week Twelve</strong></td>
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<td>Tu, 4/9</td>
<td>Workshop on PCR Essay Draft 2</td>
<td>PCR Essay Draft 2, with Works Cited list</td>
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<td>Th, 4/11</td>
<td>Introduce Career Development Research (CDR) Essay Introduce Three-Column Chart</td>
<td><em>TS/IS</em>, Chapters 1 and 6</td>
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<td><strong>Week Thirteen</strong></td>
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<td>Tu, 4/16</td>
<td>Rhetorical Awareness Principles of paragraphing: Beyond the five-paragraph essay</td>
<td><em>TS/IS</em>, Chapter 9</td>
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<tr>
<td>Th, 4/18</td>
<td>Drafting on CDR Essay</td>
<td>Six sources total for CDR, annotated and sticky noted and Three-Column Chart, completed</td>
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<td>Week Fourteen</td>
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<tr>
<td>Tu, 4/23</td>
<td>Self Revision on CDR Essay Draft 1</td>
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<td>CDR Essay Draft 1 (complete, but without Works Cited list)</td>
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<td>Th, 4/25</td>
<td>Global Workshop on CDR Essay Draft 2</td>
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<td>CDR Essay Draft 2 (complete, with Works Cited list, and revised)</td>
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<th>Week Fifteen</th>
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<tbody>
<tr>
<td>Tu, 4/30</td>
<td>Local Workshop on CDR Essay Draft 3</td>
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<tr>
<td></td>
<td>CDR Essay Draft 3 (complete, with Works Cited list, and revised again)</td>
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<tr>
<td>Th, 5/2</td>
<td>Complete IDEA forms via BB</td>
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<tr>
<td></td>
<td>Final Reflection Essay assignment</td>
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<tr>
<td></td>
<td>Final Reflection Essay and Visual assignment sheet</td>
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<td>CDR Essay Draft 4 due (final draft)</td>
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<tr>
<th>Week Sixteen: Finals Week</th>
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<tbody>
<tr>
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<td>Your Final Reflection Essay and Visual assignment is due before the end of your testing period.</td>
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<tr>
<td>English 1302.290 (TR 11:00 a.m. – 12:15 p.m.): Exam time = Tuesday, May 7, 10:30 a.m. – 12:30 p.m.</td>
<td>Final Reflection Essay and Visual (Final Draft), printed and stapled copy</td>
</tr>
<tr>
<td>English 1302.320 (TR 12:30 – 1:45 p.m.): Exam time = Thursday, May 9, 10:30 – 12:30 p.m.</td>
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</table>
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 in 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. Section  Semester/Year

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Academic Performance Agreement (Instructor Copy)
English 1302: Writing Across the Curriculum (TR) – Mrs. Arreola

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Student Name:  Print                                                        Student Name:  Signature                                                        Date signed

Course Name & Number. Section                                                Semester/Year