1302 STUDENT OUTCOMES:
Upon completing English 1302, students should:

- be able to use reading and writing for inquiry, learning, critical thinking, and communicating
- be able to write to a variety of audiences in a variety of disciplines
- be familiar with the ASU Library and be able to use its resources, including its online resources and other electronic databases
- be able to work through the research process to write a research paper
- understand attribution and documentation and use an appropriate style

English 1302 outcomes will be measured by various assignments, including the composition of a research paper.

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 a final research 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 a final research 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.

PREREQUISITES:
Completion of 1301 or equivalent credit.

REQUIRED MATERIALS:
3 ring binder with pockets (for this class only)

ABSENCES:
Because this is a workshop based class, regular attendance is required. In TTH classes, each student will be allowed four (4) absences. When a fifth absence occurs, the student automatically fails the course. Class begins promptly at the designated time, and roll will be called at the beginning of class. Once roll is taken, the door to the classroom will be closed and locked. No one will be admitted after that time. If you are not prepared for workshop assignments, you will be asked to leave class and will be charged with an absence. If you must be absent, be sure to contact another class member for any changes in the syllabus so that you will be prepared for the next class meeting. Missing class, malfunctioning computers and/or printers, or ‘forgetting’ to print out required documents are not viable excuses for being unprepared.

EXTENUATING CIRCUMSTANCES:
At times, there may be special circumstances that might require additional consideration on my part (such as medical or family emergencies). In such cases, the student must appeal to the Student Life Office. Any additional consideration will be at my discretion even after I am contacted by the Dean. Please be aware that situations such as weddings, court dates, work, non ASU sponsored events, etc. are not considered extenuating circumstances.

BLACKBOARD:
In order to ensure that students have access to course materials at all times, all assignment sheets, required reading assignments, and related handouts will be posted on Blackboard. When indicated on the syllabus, students are required to access corresponding assignment sheets, required reading assignments, and/or handouts and have those documents available in class. Failure to produce the required documents in class on the scheduled class dates will result in an absence. All students enrolled in the course are automatically enrolled in Blackboard.

ASSIGNMENT SUBMISSION RULES:
Papers:
- Out-of-class papers will be submitted via Blackboard in Microsoft Word. Papers must follow the manuscript conventions discussed in class.
- All papers, including drafts, style checks, edited copies, and final copies, are due on the dates assigned on the syllabus. Papers will not be accepted unless Writing Center referrals (if required) have been completed.
Late papers/assignments will ONLY be accepted up to three (3) class days beyond their due date(s). Ten (10) points will be deducted for each day your assignment remains late. After three (3) class days, all possible points for the assignment will be forfeited, and you will receive a zero (0) on that assignment.

**QUizzes AND EXAMS:**
In class announced and unannounced quizzes (daily exercises will also count as quizzes) will be given throughout the semester. There will be no make-ups for daily quizzes or exercises. A student must be present to receive credit for exercises graded as quizzes. Major exams may be made up only at my discretion and only if you have discussed the situation with me in advance.

**Writing Center:**
The Writing Center is an academic support service available to all ASU students. I strongly encourage you to make the Center an integral part of your writing process by visiting the tutors frequently during the semester. When necessary, I may require you to visit the Center for help during the writing process. Such referrals are mandatory; therefore, no paper will be accepted if the required tutorial is not completed. The Center is located on the third floor of the Porter Henderson Library, Room C305; the phone number is 325-486-6173.

**Academic Honesty:**
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the Web at http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php. Students who are determined to have violated this policy will receive a failing grade on the assignment as well as a failing grade in the course. They will also be referred to the English Department Chair for further action.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes/Daily Exercises</td>
<td>3%</td>
</tr>
<tr>
<td>Journals (500 words each)</td>
<td>10%</td>
</tr>
<tr>
<td>Rhetorical Analysis (700 words)</td>
<td>10%</td>
</tr>
<tr>
<td>Research Proposal (450 words)</td>
<td>15%</td>
</tr>
<tr>
<td>Annotated Bibliography (1000 words)</td>
<td>13%</td>
</tr>
<tr>
<td>Sentence Outline (350 words)</td>
<td>4%</td>
</tr>
<tr>
<td>Research Paper (1350 words)</td>
<td>25%</td>
</tr>
<tr>
<td>Oral Presentation (6-8 minutes)</td>
<td>5%</td>
</tr>
<tr>
<td>Final</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Note: You must turn in all assigned work in the order it is assigned to be eligible to receive a passing grade in this course.
STUDENT DISABILITY SERVICE:
ASU 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 discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

The Office of Student Affairs 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:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
University Center, Room 112

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS:
- “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 section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

CLASSROOM BEHAVIOR:
- 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 and charged with an absence.
- Continuous disruptions in the classroom may result in failure of the class.
- 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 charged with an absence.

FOOD AND DRINK:
No food or beverages are allowed in the classroom at any time. *THIS WILL BE STRICTLY ENFORCED*

ELECTRONIC DEVICES:
University policy dictates that students turn off all electronic devices prior to entering the classroom. The first time a device interrupts class, I will ask you to turn it off. The second time, I
will ask you to leave and charge you with an absence. Headphones and/or earpieces are to be removed prior to entering the classroom as well.

**FINAL EXAM SCHEDULE SPRING 2019:**

**Tuesday, May 7, 2019**

<table>
<thead>
<tr>
<th>Class Day</th>
<th>Class Time</th>
<th>Exam Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR rmA027</td>
<td>2:00 p.m.</td>
<td>1:00 - 3:00 p.m.</td>
</tr>
</tbody>
</table>

**Thursday, May 9, 2019**

<table>
<thead>
<tr>
<th>Class Day</th>
<th>Class Time</th>
<th>Exam Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR rmA027</td>
<td>9:30 a.m.</td>
<td>8:00 - 10:00 a.m.</td>
</tr>
<tr>
<td>TR rmA025</td>
<td>12:30 p.m.</td>
<td>10:30 a.m. - 12:30 p.m.</td>
</tr>
</tbody>
</table>

**WITHDRAWAL POLICY:**
The last day to drop a course or to totally withdraw from the University will be Thursday, March 28th, 2019. Withdrawal grades will be indicated by **W**.

**Syllabus for January 15-Spring Break**

All work, including reading assignments, assignment sheets, and/or handouts, is due at the beginning of class unless otherwise indicated. Activities and deadlines subject to change with prior notice.

**NOTE:** You must have access to handouts that are highlighted in yellow below.

Week 1: January 15-17

- Tues 15  Introduction to the Course
- Thurs 17  Diagnostic Essay

Week 2: January 22-24

- Tues 22  Read: [https://owl.english.purdue.edu/owl/resource/566/01/](https://owl.english.purdue.edu/owl/resource/566/01/)
  Quiz
  Handout(s): **Grading Standards**
- Thurs 24  Read: [https://owl.english.purdue.edu/owl/resource/566/02/](https://owl.english.purdue.edu/owl/resource/566/02/)
  Quiz
Week 3: January 29-31

Tues 29 Read: Death and Justice: How Capital Punishment Affirms Life
Handout(s): Rhetorical Analysis Assignment Sheet
Class Discussion: Rhetorical analysis

Thurs 31 Handout(s): Format for Rhetorical Analysis
Class Discussion: Appeals for argument

Week 4: February 5-7

Tues 5 Due: Discovery Draft of Rhetorical Analysis
Handout(s): Global Revision Guidelines for Rhetorical Analysis
Workshop: Peer global revisions
Class Discussion: Introduction to global revisions

Thurs 7 Due: Content Ready Draft of Rhetorical Analysis
Handout(s): Specific Revision Guidelines
Workshop: Peer specific revisions
Class Discussion: Introduction to specific revisions
Sign up for Topic-Approval Conferences

Week 5: February 12-14

Tues 12 Due: Rhetorical Analysis submitted via Blackboard
Class Discussion: Introduction to Research Paper/Research Notebook/Research

Thurs 14 Library Orientation

Week 6: February 19-21

Tues 19 Library Orientation
Assignment: Library Exercise

Thurs 21 Read: .pdf file Blackboard
Handout(s): Research Proposal Assignment Sheet
Due: Library Assignment
Class Discussion: Intro to memo/memo style

Week 7: February 26-28

Tues 26 Due: Discovery Draft of Research Proposal
Handout(s): Global Revision Guidelines for Research Proposal
Workshop: Peer global revisions of Research Proposal
Thurs  28    Due: Revised Draft of Research Proposal
           Handout(s):  Specific Revision Guidelines
           Workshop: Peer specific revisions of Research Proposal

Week 8:  March 5-7

Tues  5    Due: Final draft of Research Proposal submitted via Blackboard, six peer
           reviewed sources
           Class Discussion:  Source citations

Thurs  7    Handout(s):  Guidelines for Annotated Bibliography
           Due: Source Bibliography
           Class Discussion:  Introduction to Annotated Bib, Summaries

**************************SPRING BREAK:  March 12-14***************************