ENGLISH 1302.080 and 110: Writing Across the Curriculum
DAYS/TIME: T/Tr 12:30-1:45 PM and 2:00-3:15 PM | LOCATION: ACADEMIC BUILDING, RM 033

Instructor: Mr. Douglas Powell
Email: dpowell7@angelo.edu
Office Location: Academic Building 019C
Office Hours: T/Tr: 10:30-12:00PM; or by appointment

Course Description: In order to succeed in college and beyond, you'll need to become an agile writer who can adapt your writing to a wide variety of audiences, contexts, purposes, and media. A common assumption is that once students learn to write in their English courses, they should be prepared to write effectively in all other situations. This class will challenge that assumption. We will exam and discuss forms of writing, methods of inquiry, genres, stylistic conventions, and communicative situations relevant to your major or potential major. The topics of discussion will not be about content in your chosen field but about how professionals in your field communicate to various academic and professional audiences. Moreover, you will learn effective and ethical techniques for conducting secondary research, evaluating and synthesizing this research, and presenting it to an identified audience. Questions we will set out to answer include the following:

- What is academic writing?
- What is the difference between using writing to learn and using writing to communicate?
- How do writing expectations vary across different academic fields?
- How do research methods across the disciplines differ?
- Which genres do academics and professionals in the disciplines learn and use to do and share their work?
- Which manuscript and documentation styles do they use?
- What are effective strategies for identifying and narrowing a research topic?
- What are effective strategies for managing a research project?
- What does conducting credible and ethical secondary research entail?
- How does one effectively synthesize and incorporate secondary research in a piece of discourse?
- How does one properly credit secondary sources in a piece of writing? Why is this important?
- How does one make his/her research readable and usable for a given audience?

State-Mandated Learning Outcomes
The table below lists specific core objectives and student learning outcomes.

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<thead>
<tr>
<th>Core Objective</th>
<th>Course Student Learning Outcome</th>
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<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Critical thinking will be demonstrated through students writing analytical pieces and tailoring a research-based project to a given audience.</td>
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  - Students will find, inquire into, analyze, and synthesize texts relevant to appropriate academic issues through a variety of media, including library and credible Internet resources.
  - Students will develop the ability to frame a rhetorical problem; engage in academic research processes; learn to read academic texts; synthesize relevant resources; analyze interrelationships between a text's purposes, author, audience, content, structure, and ideas; and organize their ideas in innovative patterns. |
Communication will be demonstrated through students composing a variety of genres for different contexts. Students will learn to 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 through peer review. Students will learn to work individually and collectively toward a shared purpose or goal with the members of a team, creating and evaluating their peers’ drafts.

Personal responsibility will be demonstrated through a series of personal reflections. Students will learn to identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making, as well as recognize and evaluate possible consequences of their decisions.

**Course Prerequisite:** Students must pass English 1301T, English 1301, or have earned equivalent credit.

**Required Texts and Materials**

- A zip drive or storage device for course materials—**bring this to class with you every time.**
- A notebook for notes/group work/in-class writing
- A writing implement

**Computer Requirements**

*Access to Blackboard*
I will rely heavily on Blackboard tools to teach this class. You can access Blackboard at **blackboard.angelo.edu**. To log in, you'll need your Ramport ID and password. I will post the syllabus, writing assignment prompts and rubrics, daily homework assignments, in-class materials and instructions, and additional resources (readings, videos, handouts, etc.) in our course Blackboard site. Moreover, you will submit some homework and most writing assignment responses through Blackboard. In order to make sure everyone is familiar with our course’s Blackboard site layout, I will provide a brief tutorial illustrating how to navigate it the first week of class. Be sure you routinely check Blackboard for detailed homework instruction, for some learning materials that were used/discussed in class, and for digital copies of writing assignment prompts and rubrics.

*Microsoft Word or Word-Compatible Software*
All typed work (writing assignments and homework) needs to be composed and submitted in Microsoft Word or an MS Word-compatible format. If you submit work in a format I cannot download on my office computer, the assignment will receive a zero. If you have questions or concerns about this requirement, please ask me.

The prompts for all major and minor writing assignments will specify the manuscript format documents will need to be submitted in: font style/size, margins, page number placement, documentation style, etc.

*Adobe Acrobat Reader*
You will need to obtain Adobe Acrobat Reader (which can be downloaded free from the internet), as you will use it to access some documents on Blackboard.
Technical Support
If you are having technical problems with Blackboard, you can contact free technical support one of the following ways:

Phone: 325-942-2911 or toll free at 1-866-942-2911
Web: www.angelo.edu/services/technology/

Any course content-related questions should be directed toward me.

Email Communication Protocol
If I need to contact you outside of class, I will email your Angelo State email address. Get in the habit of checking your email regularly. If you need to contact me outside of class, email me at dpowell7@angelo.edu. I will check email periodically between 9AM and 4PM M/W/F and 9AM to 5PM T/R. I will not respond to email on weekends, so if you email me at 2AM on a Saturday, I will not get the message until Monday morning.

Furthermore, when you send an email, remember to use professional email etiquette: send the email from your ASU student account, include your class name and number (English 1301.160) in the subject line, include a formal greeting (Dear Mr. Powell,) state your name and the class you are enrolled in, and a clear description of the question or problem. Please do not use “textspeak” (e.g., all lower-case letters, acronyms, lack of punctuation among sentences) within this professional exchange because doing so not only establishes an informal tone, inappropriate for this writing situation, but it also often makes it difficult to read and therefore understand your message.

Attendance Policy:

- You are allowed five absences without penalty.
- These allowed absences should be used for situations that prevent you from attending class: illness, car trouble, family emergency, participation in an ASU-sponsored event.
- Providing a doctor’s or parent’s note does not excuse an absence, as you are supposed to save the discretionary absences for illness or personal emergencies.
- Missing class does not excuse you from due dates, peer review sessions, or content covered in your absence. It is your responsibility to check Blackboard for homework assignments and due dates. It is also advisable that you schedule to meet with me in person to discuss what you missed.
- Making up missed work does not excuse a class absence.
- You will receive a five point deduction from your final course grade for every class you miss beyond the allowed number.
- If you miss more than six classes, you will receive an “F” in this course.
- Why the attendance policy? Students who miss more than two weeks of class typically have difficulty keeping up with class work and miss opportunities to contribute to and learn from class discussion and in-class group activities.
- If you must travel with or participate in an ASU-sponsored group, class, or team event on a date/time that will prevent you from attending class, you must provide me with documentation from an appropriate ASU faculty or employee sponsor.
- In addition, if you come to class unprepared (e.g., without a draft on a peer-review day, without your textbook, etc.) or behave disruptively or disrespectfully, I will ask you to leave class and mark you absent. I will specify in Blackboard what you will need to do or bring to class each period to be deemed “prepared.”

Tardiness Policy
Class begins promptly. Arriving on time prevents you from missing important class information and from disrupting class discussion and activities. You are considered tardy after I have taken roll or collected the attendance sign-in sheet. Three tardies will constitute one class absence.
Observances of Religious Holidays
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 what the instructor deems a reasonable time after the absence.

Class Cancellations
If bad weather or a personal emergency forces me to cancel class, I will inform the class through Blackboard and through webmail (your ASU email account) of the cancellation and any amendments to the course calendar.

Conferences
Two to four times this semester, I will require you to conference with me about major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions in my office regarding your writing. I will announce the conference schedule at least a week prior to the conferencing period, and you will sign up for a day/time you are available to meet. Be sure to record your conference appointment and show up on time because missing a conference counts as a class absence. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule.

Classroom Decorum: ASU students and instructors are bound by the terms of the Code of Student Conduct, which is published in the Student Handbook at https://www.angelo.edu/student-handbook/.

- **Show Respect:** You will be expected to be courteous and behave appropriately at all times in the class including treating your fellow classmates with respect. Showing respect also means students should avoid engaging in disruptive chatter or sleeping during class. If a student is acting disrespectfully in these ways, the first time it happens, I will call him/her out in class about the behavior; if the behavior persists, I will ask the student to leave and count him or her “absent” for the class period.

- **Food and Drink:** Per English and Modern Languages Departmental policy, students are not allowed to bring food and drink into classrooms. At least three good reasons for this department policy are the following: Respect for the focus and attention necessary for classroom learning; respect for the care and maintenance of the classroom furniture and computer equipment; and respect for our housekeeping staff and their work in cleaning and maintaining our common workspaces.

Electronic Device Policy
In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:
Using your phone or Ipods/MP3 players to listen to music during class is never allowed. Please remove your headphones and put them away before class begins.

During class, you are not available to answer calls or send/receive text messages. You may not use your cell phone unless instructed.

**Analog and Digital Modes:** Class instruction and learning will consist of both analog modes (turning away from and turning off computer screens and participating in class discussion, listening to the lecture, taking written notes, and/or engaging in group activities with peers) and digital modes (using the desktop computers to access materials and engage in course-related activities). I will make it clear which modes we will be operating in within each given class period.

**Penalties for Violating the Electronic Device Policy:** If I catch you using your cell phone, tablet, laptop, or the desktop lab computers in class for purposes other than those outlined above (e.g., for texting, checking social media, surfing the Internet for irrelevant content) or listening to music in class, the first time it occurs, I will call you out in class and ask you to put your device away. Believe me, you don’t want this—it’s very embarrassing. The second time it occurs, I will ask you to leave class and charge you with an absence.

If you purchased the textbook in eBook format, you may use your personal tablet or laptop to access it during class.
Note: If you have a personal emergency and need access to your phone during class (e.g., sick relative), please let me know before class. If you need to take a call related to such emergencies, please step outside into the hallway to do so.

Late Work: I do not accept late work. If you have an emergency of some sort and were unable to submit an assignment by a due date, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. But unless you have a really good excuse, I do not accept late work. Please do not e-mail me assignments after the due date unless you have my approval. However...

The “Late Pass”: I understand that every semester students can get overwhelmed juggling school, work, and other activities, so I offer each of you one “late pass” per semester. This means once a semester, I'll give you until the next class period to submit a late writing assignment (it could be either a low-stakes or major writing assignment) without penalty. For example, if you have a writing assignment due on Wednesday, I'll give you until Friday (the next class period) to submit it. Upon applying your “Late Pass,” I'll note it on the assignment and in my records. I will not accept any other subsequent late assignments.

Participation
Participation will constitute 10 percent of your final grade. I factor in the following when determining your participation grade: reading quizzes, graded Blackboard blog postings, graded in-class group work, and graded homework assignments. I do not offer make-ups for daily quizzes or exercises. A student must be present to receive credit for in-class exercises graded as quizzes.

Peer Review
This class will teach you skills for effectively offering feedback to your peers about their writing and for incorporating peer feedback in your writing. Your grade for the peer review sessions will constitute 5% of your grade. All students will participate in writing workshops for each of their papers. As with any routine, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.

Extensive research demonstrates that effective writers do not simply produce one draft and consider their writing complete; instead, they revise and produce multiple drafts in order to best respond to the writing situation at hand. When we read good writing, we can easily follow and understand it but do not see all the behind-the-scenes work the writer did to make the piece good. Producing multiple drafts is not the sign that you’re a poor or struggling writer—it’s what good writers do!

One method we’ll be using in this class to help you revise your writing is peer feedback, also known as peer review/editing. Your peers can often identify unclear or inaccurate information you may not be aware of and then offer strategies for better achieving your purpose and more clearly communicating this to a reader. Plus, your peers are writing the same assignment and thus may be able to offer tips for better conceptualizing and responding to the assignment prompt.

However, not all writers bring the same experiences with and knowledge of how to give and use peer feedback. Plus, you may have even had negative experiences with peer review in your previous educational experiences. In this class, you and your peers will receive instruction in how to give and incorporate useful feedback, and you’ll get several opportunities to practice doing so. In fact, learning to give and use peer feedback fulfills one of this course’s learning goals: teamwork.
Using Student Writing in the Classroom
I often bring student writing or Blackboard postings into the classroom for discussion or workshops. I do this because you can learn things from your peers’ writing that are hard to learn from any other source. This means that each student may have his or her writing (anonymously) discussed by the whole class at some point. If you turn something in to me that you do not want me to share with others, please let me know when you turn it in. If you have concerns about this, please let me know.

Grade Determination
Your semester grade will be determined as follows:

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<thead>
<tr>
<th>Percentage Allocation</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment</td>
<td></td>
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<tr>
<td>Sequence 1</td>
<td>15%</td>
</tr>
<tr>
<td>Sequence 2</td>
<td>20%</td>
</tr>
<tr>
<td>Sequence 3</td>
<td>35%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Reflections</td>
<td>5%</td>
</tr>
<tr>
<td>Final</td>
<td>5%</td>
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<tr>
<td>Peer Review</td>
<td>10%</td>
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<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59% and below</td>
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Grading standards for individual writing assignments will be distributed as separate handouts.

If you fail to submit any of the major writing assignments (MWAs), you will not pass the course.

Accommodation Statement:
If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Please let me know if your disability requires that you read documents and texts electronically so I can upload them into Blackboard for you.
Plagiarism Policy:
Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

Types of Plagiarism
Plagiarism can include any of the following:
- Failing to quote material taken from another source.
- Failing to cite material in text and on a Works Cited page taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

Procedures for Handling Plagiarism Cases
If an instructor thinks a student may have plagiarized, he or she will follow these steps:
- Meet privately with the student to discuss the assignment in question and the evidence of plagiarism;
- Identify the appropriate consequence;
- File a report with the Office of Student Services.

Possible Consequences
The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:
- Adequately redo or revise the assignment in question,
- Fail the assignment in question,
- Fail the class, or
- Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/.

Writing Center Information
The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center website at http://www.angelo.edu/dept/writing_center/.

The Writing Center offers tutoring services through two methods:
- Traditional face-to-face tutoring: Face-to-face Writing Center sessions typically last approximately 15-20 minutes and focus on a section of a draft or a specified writing issue. Students who visit the Writing Center are
assisted on a first come-first served basis. No appointment is necessary for face-to-face tutoring.

- **E-submission of papers**: Students can send writing questions via email to the Writing Center by completing and submitting the electronic draft submission cover sheet. In addition, they can e-mail papers as attachments to [writingcenter@angelo.edu](mailto:writingcenter@angelo.edu). A tutor will respond to their questions and comment on drafts within 48 hours.

**Location**: Porter Henderson Library, third floor, Room C305

**Fall and Spring Hours**
Monday-Thursday: 10 a.m.–5 p.m.
Wednesday evening: 6–8 p.m.
Friday: 10 a.m.–noon
Saturday: Closed
Sunday: 1–4 p.m.

