English 1302: Writing Across the Curriculum -- Dr. Laurence Musgrove
Section S10 (Mondays, Tuesdays, Wednesdays, Thursdays – 1:00 pm – 2:15 pm)
Classroom: A 205A
Office: A 039B Email: lmusgrove@angelo.edu
Office Hours: 10-11 am Monday, Wednesday, Friday and by appointment

Course Description – English 1302 Writing Across the Curriculum (3-0). A course in critical reading and writing across the curriculum, including the research process and the research paper. Prerequisite: English 1301 or equivalent credit.

Critical Reading and Writing Across the Curriculum - The overall purpose of the course is to help you develop as critical readers and writers and to understand the basics of research-based inquiry. This development and understanding is prompted by studying and producing arguments. By “argument,” I do not mean the battle of ideas or shouting one’s opinion, that quality of disagreement and “not listening” we often see on the news or on social media.

By “argument,” I do mean the kind of discourse most appropriate to the discovery and communication of new knowledge. In college, argument is generally defined as research-based inquiry into the best reasons available for answering a question of mutual concern. In this class, you will read arguments contained in the course text and online sources. These arguments will focus on how to define and attain happiness.

The reading and writing assignments in this class are designed to help you will develop your own questions about happiness, investigate the possible answers to those questions, and then write your own research-based arguments in response with a specific audience in mind.

English 1302 Learning Outcomes - More specifically, upon completing the course, you 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 library and be able to use its resources, including RAMCAT, RAMNET, 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.

Required Text – The text listed below is required by the class. You should bring the text or a copy of the assignment under discussion to class each day. If you are unable to afford this text or other materials, you should contact your academic advisor who will direct you to financial assistance.

Solve for Happy, Mo Gawdat

Final Grade Calculation - Your course grade will be based entirely upon the assignments that you submit on time via Blackboard. at the end of the term. These assignments and their values are listed below. You will also find a brief description of each ingredient below as well. All assignments must be submitted to receive a passing grade.

<table>
<thead>
<tr>
<th>INGREDIENT</th>
<th>Percent of Grade</th>
<th>POINTS EARNED</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Journal Entries</td>
<td>50</td>
<td></td>
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<tr>
<td>Argument 1</td>
<td>25</td>
<td></td>
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<tr>
<td>Argument 2</td>
<td>25</td>
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<tr>
<td>Total</td>
<td>100</td>
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Journal Entries – The special nature of this 8-week course will require a ready and steady supply of your individual attention, energy, and discipline to keep up with the in-class demands of the daily reading and writing assignments. On most class days, you will come to class with your course text, *Solve for Happy*, open that day’s Blackboard journal assignment, read the assigned pages, and write a journal entry according to that assignment. This period of reading and writing will be followed by a period of class discussion and the development of potential questions for research that may be used in your two major writing projects.

Two Major Writing Projects – Your two major writing project will be graded according to the argument evaluation criteria. You may revise arguments twice after submitting your first version in conference. An argument’s final grade will be an average of the grades it receives on the second version and the third. For example, if an argument received a C on the second version and an A on the third, the final grade would be a B.

Argument 1 – Your assignment for the first writing project is to compose a five-page argument on a question at issue that you have developed in response to readings in *Solve for Happy*. This page length does not include works cited page. This assignment will be further explained on Blackboard.

Argument 2 – Your assignment for the second writing project is to compose a five-page argument on another question at issue that you have developed in response to readings in *Solve for Happy*. This page length does not include works cited page. This assignment will be further explained on Blackboard.

SOME OTHER ISSUES

Attendance – Absences (excused or unexcused) equivalent to four classes will result in failure. If you must miss a class, contact a classmate to get the homework assignment or to turn in your work. Late work will not be accepted under any circumstances. I do not accept work via email. All assignments must be submitted to receive a passing grade. No incompletes will be given. The last day to withdraw from this class is November 22 by 5 pm.

Presence – Being present is made evident by your attention to the work of the class, by your attention to me, and by your attention to other members of the class. Your presence is also indicated by having your books open and your attention to the daily writing assignments. Another way to assure your presence would be to make sure that you have turned off your phones upon taking your seat in class. If you fail to have your books or if you fail to turn off your device, I will ask you to leave class and you will be counted absent.

Personal Emergencies – Given my experience, I know that sometimes things fall apart. If you encounter a personal tragedy or some emotional distress that causes you to miss classes, get in touch with me as soon as you can. I don’t need all of the details, but at least I’ll know you haven’t dropped the class or been eaten by a bear.

Student Athletes and Absences – If you are a student athlete, you will need to provide me with a schedule of classes that you will miss due to University-sanctioned sporting events. If your schedule requires you to miss four class sessions, you should plan to take another course that better fits your schedule.

Academic Honesty - All work composed for this class must be written exclusively for this class and be your original work. You may of course receive assistance on your writing, but submitting someone else’s work as your own or cutting and pasting and paraphrasing internet sources will be grounds for plagiarism. Violations of academic honesty and plagiarism
will result in immediate failure of this class. You are responsible for understanding the Academic Honor Code, which is available on the web at http://www.angelo.edu/forms/pdf/Honor_Code.pdf.

**Students with Disabilities:** Persons with disabilities that may warrant academic accommodations must contact the Student Affairs 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.

**Tutors in Writing Center.** The Writing Center offers 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.

**Computer Labs:** Verify availability of all University computer labs on campus and in the dormitories. Schedules should be posted at each lab.
Original Title

This page demonstrates the standard format for writing projects for this class. Left, right, top, and bottom margins are set at one inch. The header at top right contains the writer’s last name and page number. Use the header/footer function to format this header so that the page number is automatically updated from page to page.

The standard heading at the top left is left-justified and single-spaced. After the heading, the title of the essay is centered above the body of the essay. This title does not require quotation marks or underlining, nor should it be bold. However, the title must be an original title that you have created for your essay.

All other text is left-justified, double-spaced, and set in Arial, Times New Roman, or Calibri no larger than size 12. The first line of each paragraph begins with a one-half inch tab, and there should be no extra spaces between paragraphs.
Conventions for Using In-Text Citations
MLA Format

When citing the ideas of others in your own essay, it is conventional in academic discourse to refer first to the author of the source and then to the article or book in which the claim appears. Whether you quote from this source directly or simply paraphrase or summarize their ideas, you are required to provide parenthetical page references identifying the location of the original ideas.

EXAMPLE 1:

Stephen L. Carter in *Civility* argues that “it has been a commonality of the Western tradition that people do not automatically do good” (187).

In example one above, I've listed the author's name and the title of the source first. Because I am referring to a book title, I've placed it in italics. If the source were an article or book chapter, it would be placed in quotation marks. Next, I've placed the source material in quotation marks and the page number within parentheses at the end of the quote. Notice that in this example the period follows the parenthetical page reference. Also, because the source material that I've quoted is less than four lines, I've placed it within the same paragraph.

It is important that your reader have a complete understanding of whose ideas are whose in your writing. The easiest way to signal this to your reader is to refer, as in the example above, to the author’s text before referring to his or her ideas. You should only have to make this reference to the title of the author’s book or article once. In subsequent references, only refer to the author’s last name. In addition, when you refer to the ideas of others, it is conventional to refer to their ideas as claims or arguments. In the example above, I say that “Carter argues.” Use words like “reports,” “maintains,” “believes,” “proposes,” and “argues” to emphasize that your sources are only reporting, inferring, evaluating, and arguing. Words like “says” and “writes” do not help your reader see that the writer is making a claim from his or her perspective.

EXAMPLE 2:

In *Civility*, Stephen L. Carter claims that

it has been a commonality of the Western tradition that people do not automatically do good. There may be many reasons for this. Doing good may be difficult and doing evil easy, and we may choose the easy path. Or we may be deficient in the skills that are needed to tell which is which. (187)

In example two above, the citation is longer than four lines; therefore, I've indented the quote one inch from the left. Notice that there are no quotation marks around the citation and that the parenthetical page reference follows the period by two spaces.

In addition, do not become over-dependent upon the ideas of others by continually including long stretches of quoted material. It is more conventional to summarize the ideas of others and only quote that material which is most significant to your purpose. Don’t leave it up to your readers to make all of the logical connections and transitions between the material you are using and the argument you are trying to make. Quoted material doesn’t speak for itself.
Finally, do not refer to articles and books and other print sources as if they have human agency, as in the following examples.

_Civility_ argues that “it has been a commonality of the Western tradition that people do not automatically do good” (187).

OR

This chapter in _Civility_ claims that

it has been a commonality of the Western tradition that people do not automatically do good. There may be many reasons for this. Doing good may be difficult and doing evil easy, and we may choose the easy path. Or we may be deficient in the skills that are need to tell which is which. (187)

In other words, these are incorrect because inanimate objects like texts can’t “argue” or “claim”; only their authors have that ability.

For more on MLA guidelines for citing sources and configuring a works cited page, see http://owl.english.purdue.edu/owl/resource/747/01/
**Minimal Marking**

[ ] Incorrect

( ) Combine

<> More Support

C Join

X Delete

Reverse

A Paragraph

✓ Good

! Great!
Revision and Editing Worksheet

- Read paper in reverse, verifying structure of all sentences. Combine sentences when appropriate for sentence variety and maturity.

- Remove/replace all uses of the words “things,” “everything,” and “something” and replace with more exact descriptors.

- Remove all uses of “basically.”

- Remove all uses of “you” when generalizing about topic and replace with “we” or more specific term.

- Review mini-lesson on citing sources: Introduce authors and sources before referring to their ideas. Also verify placement of periods and commas in relation to parenthetical page references.

- Do not repeat name in parenthetical reference if already mentioned in previous reference.

- Verify that you have work cited page and entries are in alphabetical order.

- Verify page format: margins, heading on first page, headers on all pages.

- Include copies of articles with cited information highlighted.
Name ____________________ Argument # _____  Version #_____  

**Argument Evaluation Criteria**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Evaluation Criteria</th>
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</table>
| A     | a clear and appropriate question at issue  
an obvious thesis with because clause  
clear and appropriate reasoning  
argument is logically structured; transitions and paragraphing are clearly supportive of argument organization  
excellent incorporation and acknowledgement of sources  
a tone appropriate to the aim of the essay  
stylistic maturity and confident facility with language as demonstrated by strong transitions, sentence variety, and appropriate word choice  
virtually free of surface and usage errors |
| B     | a clear and appropriate question at issue  
an obvious thesis with because clause  
clear and appropriate reasoning  
argument is logically structured; transitions and paragraphing are clearly supportive of argument organization  
good incorporation and acknowledgement of sources  
a tone appropriate to the aim of the essay  
lacks the stylistic maturity, transitions, and facility with language of an A essay  
largely free of surface and usage errors |
| C     | a clear and appropriate question at issue  
an obvious thesis with because clause  
structure of argument can be improved  
two or more errors in the incorporation and acknowledgement of sources  
competence in logical development and organization, although it may exhibit occasional organizational and developmental weakness  
a tone appropriate to the aim of the essay  
basic competence in sentence variety, facility with language, and word choice  
a pattern or two of surface and usage errors |
| D     | unclear question at issue  
unfocused thesis or because clause  
logically flawed, transitions absent, disorganized  
inadequate incorporation or acknowledgement of sources  
flaws in argument/organization/development  
inappropriate tone  
stylistic flaws characterized by lack of sentence variety and by evidence of limited vocabulary  
three or more usage or surface errors |
| F     | unclear question at issue  
unfocused thesis or because clause  
logically is seriously flawed  
failure to incorporate and acknowledge sources appropriately  
argument is unclear and lacks organization  
inappropriate tone  
serious stylistic flaws  
serious usage or surface errors |
| No evaluation | Projects receiving no grade will  
fail to address the topic or assignment,  
fail to fulfill other requirements of the assignment,  
show evidence of plagiarism,  
or fail to be accompanied by previous drafts or supporting documents. |

<p>| Comments on Revising Content of Argument | Comments on Editing Content |</p>
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
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<tr>
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<td>Introductions</td>
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<td>Chapter 2</td>
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<td>11/5</td>
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<tr>
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<td>Part 3 Chapter 9</td>
<td>Part 4 Chapter 10</td>
<td>Chapter 11</td>
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<td>Writing</td>
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<td>Journal 11</td>
<td>Journal 12</td>
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<td>Part 4 Chapter 10</td>
<td>Chapter 11</td>
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<td>11/12</td>
<td>Writing</td>
<td>Argument 1 due by 11:59 pm</td>
<td>Journal 11</td>
<td>Journal 12</td>
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<td>11/14</td>
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<tr>
<td>Week 5</td>
<td>11/18</td>
<td>11/19</td>
<td>11/20</td>
<td>11/21</td>
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<td>Reading</td>
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<td>Chapter 13</td>
<td>Chapter 14</td>
<td>Afterword</td>
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<td>Writing</td>
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<td>Writing</td>
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<td>Writing</td>
<td>Argument 2</td>
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<td>Reading</td>
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<tr>
<td>Writing</td>
<td></td>
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<td>Final Versions of Arguments 1 and 2 due 5 pm</td>
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</table>
In order to make the requirements of this class and your responsibilities as a student as clear as possible, I’ve created this
document titled “Academic Performance Agreement.” Please read this information carefully because 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 agree to the terms and conditions set forth below, please sign your name on one of the two copies I’ve
provided you. By signing and returning this agreement to me, you commit yourself to the standards of conduct and
academic performance listed below.

1. I understand that attendance is a requirement of the class and that 4 absences of any sort will result in automatic
   failure. I also understand that if I miss class that I should contact another student to discover what I’ve missed.
2. If I miss more than one class in sequence, I will contact the professor to let him know the reasons for my
   absences.
3. I understand that arriving late to class is 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.
4. I understand that cell phones must be turned off before entering class. I understand if my cell phone rings during
   class I will be asked to leave the class.
5. I understand that laptops are to be shut down when the class begins.
6. I understand that this class has substantial reading and writing requirements. These requirements will demand
   that I manage my time carefully and work diligently in class to fulfill the reading and writing assignments on time.
7. I understand that I should be prepared each day to bring the text under discussion with me to class.
8. I understand that I should be prepared each day to share my responses to the reading assignments in class.
9. 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 respect the ideas of others.
10. I understand that any writing I submit must be my own and written exclusively for this class.
11. 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 the ideas of others
    appropriately) is a form of academic dishonesty and will result in failure.
12. 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 Learning Center. However, I also
    understand that I should never claim someone else’s ideas or writing as my own.
13. I understand that I must adhere to the due dates for all writing assignments because late work will not be
    accepted or penalized, at the discretion of the instructor.
14. 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.
15. I understand that I can make an appointment with my instructor to talk about any aspect of the class, including
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Student Signature ______________________________ Date ______________________


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