ENGL 1302 WRITING ACROSS THE CURRICULUM (3 credits) SPRING 2020

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UNIVERSITY AND DEPARTMENT POLICIES

Catalog Description: English 1302 is a course in critical reading and writing across the curriculum, including the research process and research paper. Prerequisite: Students must past English 1301T, English 1301, or have earned equivalent credit.

Core Objectives, Student Learning Outcomes, and General Learning Activities

Critical Thinking: Find, inquire into, analyze, and synthesize texts relevant to appropriate academic issues through a variety of media including library resources; recognize issues/problems; engage in the research process; synthesize various approaches; analyze interrelationships between content, structure, and ideas; organize ideas in innovative ways to reveal patterns and to develop an argument

Communication: Consider audience, context, purpose, conventions, and circumstances relevant to the academic context; use relevant and appropriate content for academic audience, medium, and message.

Teamwork: Work individually and collectively toward a shared purpose or goal with the members of their team to create drafts and/or presentations and evaluate each team member’s work and contribution.

Personal Responsibility: Identify their own core beliefs and the sources of those beliefs to connect their choices and actions to decision-making and to evaluate possible consequences of their decisions.

General Learning Activities: Students will research and draft multiple papers, prepare and present collaborative projects that include oral presentations and visual arguments, and will evaluate their participation and the work of others in various class activities. By enrolling in this course, students have agreed to share their texts for the purposes and contexts outlined in the syllabus.

Academic Honesty: All students suspected of plagiarism will be reported to the Office of Student Services which maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/. Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and presents 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. Plagiarism can include any of the following: Failing to quote material taken from another source; failing to cite material 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. 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. 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.

Special Accommodations: 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 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.

Title IX: Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit www.angelo.edu/title-ix. SEE ADDENDUM p. 13

Class Cancellation: The instructor will notify students via BLACKBOARD if class is unexpectedly cancelled.

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.
INSTRUCTOR POLICIES AND REQUIREMENTS

Attendance/Tardiness Policy: YOUR SIX ABSENCES ARE FOR ILLNESSES AND EMERGENCIES. THERE ARE NO EXCUSED ABSENCES. STUDENTS ABSENT MORE THAN SIX MWF CLASSES HAVE NOT FULLFILLED THE ATTENDANCE REQUIREMENT AND WILL NOT PASS THE COURSE. THREE LATE ARRIVALS is an ABSENCE. TEN OR MORE MINUTES LATE is an ABSENCE. Security policy requires DOORS TO BE LOCKED WHEN CLASS BEGINS. 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/.

Behavior Policy: RESPECT YOURSELF, YOUR CLASSMATES, and YOUR INSTRUCTOR. NO FOOD OR DRINKS. PRINT WORK BEFORE CLASS. Be in your seat when class begins and ends. Remain in the classroom. Prepare yourself before each class: get enough rest, eat breakfast and lunch, use the restroom, complete all homework, bring materials, etc. Use of any electronic device except for assigned in-class work; talking; sleeping; doing work for other classes; etc. is not allowed. For any violation you can be asked to leave, penalized with an ABSENCE, and reported to appropriate authorities.

Late Work and Grade Challenges: I accept work ONLY DURING CLASS. DO NOT SEND WORK VIA EMAIL, BRING TO MY OFFICE, OR LEAVE IN MY DEPARTMENT MAILBOX. If you are absent your work is DUE the day you return. If your WORK IS LATE FOR ANY REASON (including computer and printing problems) I will accept it ONE CLASS DAY after it is due with NO PENALTY WITH A WRITTEN AND ORAL EXCUSE. After that I WILL NOT ACCEPT IT unless you negotiate arrangements with me. Discuss any questions about your grades with me when your work is returned. If you disagree with your final grade, you will need to produce all of your work.

Required Electronic Resources: You need BLACKBOARD access https://blackboard.angelo.edu (log in with your Ramport ID and password); your ASU email account; the Internet; a good dictionary, thesaurus, and writing resources such as the Purdue Online Writing Lab (OWL) and EasyBib.com.; RELIABLE electronic typing; back-up storage device; and printing. If you have technical problems contact free technical support: Phone: 325-942-2911; email: servicecenter@angelo.edu; web: http://www.angelo.edu/services/technology/; Library Tech Help Desk.

Other Required Materials: DAILY PLANNER for classes, work, personal/family life, etc. POCKET FOLDER for syllabus, handouts, homework, drafts, etc. Pen, white out, highlighter, and stapler for writing, reading, in-class writing, and editing.

The Writing Center is an academic support service available to all ASU students located on the third floor of the Porter Henderson Library, Room C305, https://www.angelo.edu/dept/writing_center/. Peer tutors help experienced and inexperienced writers with all steps of the writing process by reviewing writing assignments to provide suggestions about organization, paragraph development, grammar, documentation, etc.; however, tutors cannot edit papers. TAKE YOUR SYLLABUS. SHOW THE TUTORS THE ASSIGNMENT. Visit the tutors frequently.

THE WRITING PROCESS

Reading Models NOT MODULES! 100 words each point/300 words total: The readings are MODELS in FORM and/or CONTENT. Label each point and answer in a concise paragraph with specific examples. Works Cited not required. Using reading models as sources in project papers is optional not required.

I. CONTEXT: Before reading, research the text and the author’s biography. What is the social or cultural background of the author: time period/race/class/education/occupation/expertise/interests, etc.? How does the author’s life relate to the COMPLETE text and help you understand it? Summarize both.

II. FORM and STYLE: How does it open? How does it get your attention? How is the body organized? Is it chronological: cause and effect and/or analysis? Is it a logical argument (problem, cause, effect, solution)? Does the conclusion ask a question, propose a solution, state the present situation, state what the author learned, and/or look to the future? What do you notice about the vocabulary and/or rhetorical style?

III. CONTENT: What did you know about the topic, what did you learn, and what more would you like to learn? Cite three details, facts, quotes, or paraphrases/summaries of specific passages. How are these important to the piece and you? Discuss a topic idea for your own paper that the model inspires. What would you research?

Prewritings: 300 words: The prewriting assignments are related to the specific essay. Detailed instructions are provided in the daily schedule.

Brainstorming/Outlining: 1 page brainstorm/1 page outline handwritten or typed GRADED IN CONFERENCE ONLY: Using whatever format is helpful for you, brainstorm for one page of ideas for your paper. On a SEPARATE SHEET NOT THE BACK! outline your ideas into an argument (problem, cause, effect, solution).

MLA 8 Annotated Bibliography: 4 sources minimum/100 words each source/ GRADED IN CONFERENCE ONLY: An annotated bibliography is a SEPARATE DOCUMENT with its own heading alphabetically listing CITATIONS of books, journals, websites, media, etc., you are considering for your paper with a SUMMARY/EVALUATION (ANNOTATION) for your use: author’s/speaker’s credentials; intended audience of source; special features of the source that would be useful; ways it contributes to your understanding and/or changes your thinking; ways that you can use the source--agree/disagree; comparison and contrast to other sources—what does this add, lack, or repeat; value of the source—accuracy/objectivity/quality/relevance to your topic. DO NOT ANNOTATE your own work such as interviews/observations or experiments/presentations/surveys or class reading models. See “Student Model Annotated Bibliography” BLACKBOARD.
Mandatory Conferences: AT A LIBRARY BASEMENT TABLE I will hold MANDATORY conferences with every student on every writing project to (1) assist with understanding the assignment, (2) GRADE brainstorming and outlining, (3) GRADE annotated bibliography, and (4) revise your draft--optional. Conferences, like classes, cannot be rescheduled. If you are late or miss your conference it is an ABSENCE. Let me know you have arrived. I will not be accessible by email or phone.

Drafts #1/#2 Editing and Revision: Your COMPLETE draft #1 including WORKS CITED must be SIGNIFICANTLY REVISED into draft #2 with WORKS CITED. BOTH must receive SIGNED SIGNIFICANT COMMENTS from YOURSELF and THREE readers--can include Writing Center tutors--on your topic, introduction, organization, development, conclusion, and MLA 8 in-text citations and Works Cited. USE GRADING AND PEER EDITING GUIDELINES pp. 3/11 syllabus. YOU are responsible for the QUALITY and QUANTITY of the comments and revisions. You can’t get help on what you haven’t written! Drafts that are incomplete and/or without sufficient comments and revision will be returned UNGRADED for completion.

Project Reflection 100 words: (1) REFLECT ON THE ENTIRE WRITING PROJECT: readings, prewritings, presentations, brainstorm/outlining, annotated bibliography, conferences, drafting, editing, and revising. (2) How can you apply what you have learned to your other academic work, personal challenges, and/or career success? (3) Other than satisfying your instructor and required commenters, whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices did you make and what conventions did you use (form/style/content) to reach your audience and fulfill your purpose?

Course Components and Grading Breakdown:
60 points for 3 reading models (300 words/20 points each)
60 points for 3 prewritings (300 words/20 points each)
20 points for brainstorm/outline (1 page each handwritten or typed)
25 points for MLA 8 annotated bibliography (4 sources minimum/100 words each source)
25 points for significantly marked draft #1
50 points for significantly revised, significantly marked draft #2
10 points for project reflection (100 words)
250 points for each writing project x 4 writing projects
1000 points total

Grade Scale: (all grades are based on this scale)
97-100 A  87-89 B+  77-79 C+  67-69 D+  59 and below F
93-96 A-  83-86 B-  73-76 C-  63-76 D  60-62 D-

Essay Grading Criteria: (also used for self and peer editing)
A The content is excellent with an original and important controlling idea fully developed with concrete and vivid detail. The organization is in necessary steps that reveal a sense of symmetry and emphasis; the paragraphs are unified and coherent; the transitions reveal the progress of the argument. The expression in your sentences is varied and forceful; the diction is fresh, precise, and idiomatic; the tone complements the subject, distinguishes the writer, and defines the audience. The mechanics and usage including format, spelling, and punctuation are in accord with current standards.
B The content is good with a worthwhile controlling idea that is developed with consistently pertinent detail. The organization is in necessary steps; the paragraphs are unified and coherent; the transitions aid the reader. The expression in your sentences is correct and varied; the diction is clear and idiomatic; the tone fits the subject, persona, and audience. There are few deviations in mechanics and usage including format, spelling, and punctuation.
C The content is acceptable with a controlling idea that is apparent and supported with some detail. The organization is apparent; paragraphs are unified and for the most part coherent; the transitions are functional. The expression in your sentences is correct but ordinary; the diction is generally correct and idiomatic; the tone is acceptable for the subject. There are a limited number of deviations in mechanics and usage including format, spelling, and punctuation.
D The content is unsatisfactory with a controlling idea that is too general, vague, or confused and is insufficiently supported with specific details. The organization is inappropriate; the paragraphs are jumbled or underdeveloped; the transitions are unclear, mechanical, or tedious. The expression in your sentences is lacking necessary subordination, tediously patterned, or immature; the diction is vague or unidiomatic; the tone is inconsistent. In mechanics and usage there are some fragments, comma splices, agreement, or other serious errors and/or frequent deviations from standard format, punctuation, or spelling.
E The content fails to meet the assignment. There is no discernible controlling idea, and the details are random. The organization is indiscernible; paragraphing is lacking or wholly arbitrary; transitions are lacking. The expression in your sentences is frequently incoherent; the diction is non-standard; the tone is indiscernible or inappropriate. There are serious problems in mechanics and usage with fragments, comma splices, agreement and reference errors, or other errors in format, punctuation, and spelling.

Reflection 100 words: (1) REFLECT ON THE ENTIRE WRITING PROJECT: readings, prewritings, presentations, brainstorming/outlining, annotated bibliography, conferences, drafting, editing, and revising. (2) How can you apply what you have learned to your other academic work, personal challenges, and/or career success? (3) Other than satisfying your instructor and required commenters, whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices did you make and what conventions did you use (form/style/content) to reach your audience and fulfill your purpose?
MLA 8 FORMATTING GUIDELINES

GOOGLE the Purdue Online Writing Lab (OWL), a standard writing resource. GOOGLE also “MLA Annotated Bibliography,” “MLA Sample Research Paper,” and “MLA Format for ---” for detailed citation models. Write your own citations. Do not use a citation generator or recommended citations without checking for correctness.

MLA 8 Paper Format:

IN HEADER your last name page #: Smith 1

Your Complete Name 

ON FIRST LINE NOT IN HEADER: project #/assignment title #/your actual word count

Dr. Katherine Toy Miller

English 1302 Your Section and Class Time

00 Month 2020

Center Your Unique Title--not the assignment title #

Indent 1/2 inch to start text. Left justify--the text is not centered. Double space. No single space. No extra space. One inch margins all around. Use standard white paper, black ink, and 12 p. font like Times New Roman or Arial. Print double-sided if possible. Staple each paper individually.

MLA 8 Style Format:

There is no rule against using first person “I.” “I” is necessary in first-person narratives.

Commas and periods ALWAYS go INSIDE quotation marks:

“"I am here,” he said, “and I’m not going there.”

“"I am here,” he said, ‘and I’m not going there’ (Jones). The sentence does not end until after the parenthesis.

Numbers expressed in one or two words are written in words--one thousand.

Numbers of more than two words are written in numerals--1,234.

Numerals and signs for percents and dollars (12%, $5,000) or words (twelve percent, five thousand dollars).

Titles of SMALL works contained in larger works--articles, stories, songs, etc.--are in quotation marks: “The Raven.”

Titles of LARGE works--websites, books, journals, etc.--are in italics--avoid underline which means ”set in italics.”

See “Punctuating Titles” BLACKBOARD.

No boldface.

No ALL CAPS--make upper and lower.

MLA 8 Citation Format for Annotated Bibliography (a separate document) or Works Cited (concludes paper):

Double space--no single spacing, no extra spacing anywhere.

Alphabetical order by author’s last name if available; if no author, title of specific text used.

First line against the margin to show alphabetic order. ALL lines after the first line are indented to show alphabetic order. GOOGLE “HANGING INDENT” for computer formatting--see YouTube.

CONTAINER 1--cite all information AVAILABLE from your source in this order:

(1) Last, first name of author IF AVAILABLE END WITH PERIOD.

Two authors--last, first name and first last name. More than two authors--first author only followed by et al (and others). Could also be translator, editor, or pseudonym such as username or social media handle.

(2) Title of Specific Source--MUST HAVE END WITH PERIOD.

Could be title of article, web page, audio, visual, etc. If no title, give a description such as subject line of email or full tweet. In alphabetical order ignore but retain “A,” “An,” and “The.” Write out numbers as words: Nineteen Eighty-Four.

(3) Title of Container that holds the source END WITH COMMA.

Website that holds articles or web pages; book that holds chapters, stories, etc.; newspaper or magazine that holds articles, etc.: television series that holds episodes.

(4) Other Contributors END WITH COMMA.

Optional--depends on relevance to your use. Could be editor, translator, introduction author, film director, performer, screenwriter, webmaster, illustrator, etc.

(5) Version END WITH COMMA.

Could be numbered version, edited version, named version, Kindle, ebook, director’s cut, etc.

(6) Number END WITH COMMA.

Could be volume (vol.), number (no.), issue, episode, etc.

(7) Publisher END WITH COMMA.

Producer of the website if different name from website; government agency that publishes documents; TV, film, music distributor; book publisher. See copyright notice.

(8) Publication date END WITH COMMA.

Most meaningful/relevant date of version you consult. Could be post date, upload date, copyright date, etc.

(9) Location END WITH COMMA IF CONTINUING OR PERIOD IF FINISHED.

URL NO http:// or https:// or hyperlink, permalink, Digital Object Identifier, physical location of material objects.

Page numbers for books and magazine articles (p. for single page/pp. for more than one). OPTIONAL Access date--DAY MONTH YEAR WITH NO COMMA.
CONTAINER 2--continue with information available about your source in this order:
(3) Title of Container that holds the source END WITH COMMA,
A container that holds other containers such as JSTOR, EBSCOhost, ERIC, ProQuest, Netflix, Spotify, etc.
(4) Other Contributors END WITH COMMA,
(5) Version END WITH COMMA,
(6) Number END WITH COMMA,
(7) Publisher END WITH COMMA,
(8) Publication date END WITH COMMA,
(9) Location END WITH PERIOD.
URL NO http:// or https://, permalink, Digital Object Identifier; page numbers for books and magazine articles (p. for single page/pp. for more); physical location of material objects. OPTIONAL Access date--DAY MONTH YEAR. END WITH PERIOD.

Works Cited

MLA 8 AUTHOR MODEL:

MLA 8 NO AUTHOR MODEL:

MLA 8 INTERVIEW FORMAT:
Last name, first name person interviewed. Personal/Telephone/Email, etc. (medium used) interview. day month year.

MLA 8 INTERVIEW MODEL:

In YOUR Text

MLA 8 AUTHOR FORMAT:
First and last name, credentials/identification, descriptions, summaries, paraphrases, quotations in sentence OR last name in parenthesis.

MLA 8 AUTHOR MODEL:
Higher education expert Linda Banks-Santilli states that first-generation college students may have difficulties in four areas of college and post-college life: financial, academic, psychological, and professional.

MLA 8 NO AUTHOR FORMAT:
In “15 Surprising Side Effects of Rising College Costs” delaying buying a home and having children may be two effects of college debt.

MLA 8 SURVEY FORMAT:
State how you distributed, collected, and organized the information. Identify group surveyed, number surveyed, total/percentage results (see MLA style for numbers p. 3 syllabus).

MLA 8 SURVEY MODEL:
In a survey of twenty Angelo State University freshman composition students that I conducted by a show of hands, nineteen admitted to procrastination, seventeen procrastinate more in college than previously, and fifteen like to procrastinate and believe it produces good results.

EXPLORING EDUCATION FUNDAMENTALS

“Employers in industry saw schooling as a way to create better workers. To them, the most crucial lessons were punctuality, following directions, tolerance for long hours of tedious work, and a minimal ability to read and write. From their point of view (though they may not have put it this way), the dullest the subjects taught in schools the better.” “A Brief History of Education” by Peter Gray, Psychology Today, 20 Aug. 2008

Monday, January 13
IN CLASS: Brief introduction to syllabus, course, and homework due Wednesday.

WRITING PROJECT #1 EXPLORING CRITICAL THINKING PAPER #1: INDIVIDUAL DRAFT #1 300 words/critical thinking interview/2 sources from annotated bibliography/MLA 8 in-text citations and Works Cited for each member logically ordered into GROUP DRAFT #2. Each member will write a 300-word SECTION of an argumentative research paper including a problem, cause, effect, and solution about critical thinking based on readings and prewritings #1-#3: your experiences with critical thinking positive or negative, an interview about another person’s critical thinking skills, and/or an example of a shibboleth. Your section should be imaginative, entertaining, and/or
related to your personal, academic, and/or career interests with all sources cited in your text and alphabetically on your Works Cited. DO NOT USE "I" IN A GROUP PAPER. Use THIRD PERSON: Not "I believe this is wrong" but "Joe Smith believes this is wrong." Always use FIRST and LAST NAME on first reference. (1) AS A GROUP plan each member’s SECTION. (2) Create an OUTLINE in GOOGLE DOCS then (a) paste 300-word member sections in logical order; (b) write a unifying introduction stating the topic and getting the reader’s attention; provide transitions—logical connections; write conclusion—ask a question, propose a solution, state the present situation, state what the authors learned; and/or look to the future; and (c) organize an alphabetical Works Cited for ALL sources. (3) Delete outline and correct completed paper for unity in content, style, verb tense, and third person. Whom would you like to read your paper—audience—and what would you like this audience to get from it—purpose? I must approve your topic. See “Student Model Project #1” BLACKBOARD.

Wednesday, January 15 (Thursday, January 16, last day to add class)
DUE READING MODEL #1: BLACKBOARD pdf “Looking to the Future with a Critical Eye” by Linda Elder. GOOGLE Wikipedia for author biography. Elder somewhat unclearly identifies the critical thinking process as (1) formulating a precise question, (2) identifying a clear goal, (3) gathering information (4) assessing the information, and (5) taking action. IN CLASS discuss “Student Model Project #1” BLACKBOARD.

Friday, January 17
DUE PREWRITING # 1: Write about a significant time when you did or did not use Linda Elder’s critical thinking process: (1) formulating a precise question, (2) identifying a clear goal, (3) gathering information (4) assessing the information, and (5) taking action. Include how emotions and logic were part of the process. IN CLASS discuss annotated bibliography. See “Student Model Annotated Bibliography” BLACKBOARD.

Wednesday, January 22
DUE READING MODEL #2: GOOGLE “How Emotions Can Support Critical Thinking” by Nancy Ogden with brief author biography at the bottom. IN CLASS watch MacGyver video The Best Videos Showing “Thinking Outside The Box” — Help ... larryferlazzo.edublogs.org › 2013/11/16. SHARE CRITICAL THINKING EXPERIENCES/INTERVIEWS.

Friday, January 24
DUE PREWRITING # 2: INTERVIEW someone—FIRST and LAST name on first reference—about a significant time when the person did or did not use Linda Elder’s critical thinking process: (1) formulating a precise question, (2) identifying a clear goal, (3) gathering information (4) assessing the information, and (5) taking action. Include how emotions and logic were part of the process. SHARE CRITICAL THINKING EXPERIENCES/INTERVIEWS. SIGN UP FOR CONFERENCES.

Monday, January 27 LIBRARY INFORMATION LITERACY CORNER: BRING/CHECK OUT LAPTOPS
DUE READING MODEL #3: BLACKBOARD “Girl,” a very short story by Jamaica Kincaid. GOOGLE Wikipedia for author biography. Think about the shibboleths in the story: a custom, phrase, or use of language that acts as a test of belonging to or as a stumbling block to becoming a member of a particular social class, profession, etc.; a belief, principle, or practice which is commonly adhered to but which is thought by some people to be inappropriate or out of date. WORK ON GROUP PAPERS. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Wednesday, January 29 LIBRARY RESEARCH: BRING/CHECK OUT LAPTOPS
DUE PREWRITING # 3: Read Wikipedia on “Shibboleth” and write about a personal experience with a shibboleth—a test for belonging to a group such as a secret code or behavior to belong to a sorority, fraternity, team, friendship group, etc. A family’s test for being a good member is often eating their kind of food, having their religious and/or political beliefs, and/or having their careers and/or education. What do you consider to be one of your social groups; what biases, limitations, and/or tendencies do you see with it; and how do you feel about it? Do you think the shibboleths—tests—show good critical thinking or should be changed or eliminated to reflect better critical thinking? WORK ON GROUP PAPERS. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Thursday, January 30 30 CONFERENCES: LIBRARY BASEMENT TABLE (Drop with “W” begins)
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write individual draft #1—300 words/2 sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Friday, January 31 NO CLASS—CONFERENCES: LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write individual draft #1—300 words/2 sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Monday, February 3 NO CLASS—CONFERENCES: LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write individual draft #1—300 words/2 sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Tuesday, February 4 CONFERENCES: LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write individual draft #1—300 words/2 sources from annotated bibliography/MLA 8 in-text citations and Works Cited.
Wednesday, February 5
PRINT INDIVIDUAL DRAFT #1--300 words/2 sources from annotated bibliography/MLA 8 in-text citations and Works Cited. Do REQUIRED SELF EDITING and PEER EDITING in class. BRING LAPTOPS. OUTLINE AND ASSEMBLE GROUP DRAFT #2. Delete outline and correct the completed group draft #2 for unity in content, style, verb tense, and third person. Discuss INDIVIDUAL project reflection.

Friday, February 7
DUE (1) INDIVIDUAL PROJECT REFLECTION; (2) COMPLETE, SIGNIFICANTLY MARKED INDIVIDUAL DRAFTS #1; and (3) COMPLETE, SIGNIFICANTLY REVISED GROUP DRAFT #2. Do REQUIRED SELF EDITING and PEER EDITING to correct for unity in content, style, verb tense, and third person.

WRITING PROJECT #2 EXPLORING CAPITAL, HUMAN CAPITAL, AND GENERATIONAL DIFFERENCES
PAPER #2: INDIVIDUAL DRAFTS #1/#2 1,200 words/your observation or experiment/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited. Use readings and prewritings #1-#3 to develop an argumentative research paper about capital, human capital, and/or generational differences that is imaginative, entertaining, and/or related to your personal, academic, or career interests. (1) Write an alphabetically ordered Works Cited for ALL sources; (2) write the body with one or more problems, causes, effects, and solutions with all sources cited in text including your observation or experiment; (3) write a unifying introduction stating the topic and getting the reader’s attention; (4) check order and transitions--logical connections; (5) write a conclusion--ask a question, propose a solution, state the present situation, state what you learned, and/or look to the future. Whom would you like to read your paper--audience--and what would you like this audience to get from it--purpose? I must approve your topic. See "Student Models Project #2" BLACKBOARD.

Monday, February 10
DUE READING MODEL #1: GOOGLE "Psst! ‘Human Capital’" by David Brooks and Wikipedia “David Brooks (commentator) for biography. According to the Organization of Economic Development and Cooperation (OECD) human capital is “the knowledge, skills, competencies and other attributes embodied in individuals or groups of individuals acquired during their life and used to produce goods, services or ideas in market circumstances. . . . The OECD consider different ways to measure human capital taking a range of indicators: Skills and qualifications; Education levels; Work experience; Social skills – communication; Intelligence; Emotional intelligence; Judgement; Personality – hard working, harmonious in an office; Habits and personality traits; Creativity. Ability to innovate new working practices/products; Fame and brand image of an individual e. g. celebrities paid to endorse a product; Geography – Social peer pressure of local environment can affect expectations and attitudes” from Economics Help blog 26076. IN CLASS discuss BLACKBOARD "Capital and Generational Differences" and GOOGLE “Capital” from The Encyclopedia of Earth editors.eol.org.

Wednesday, February 12
DUE PREWRITING #1: What human capital do you have? What it innate or developed? Did anyone help you develop it? What specific things are you doing now to develop your human capital including your education or other activities? What more could you do or will you do in the future such as nontraditional education or starting a business? IN CLASS discuss “Generational Differences Chart” www.wmfc.org, “Defining Generations" www.pewresearch.org, and “8 Key Differences between Gen Z and Millennials” www.huffingtonpost.com. See “Student Models Project #2” prewriting #2 “Tours and Work Ethic” BLACKBOARD. SIGN UP FOR CONFERENCES.

Friday, February 14
DUE READING MODEL #2: GOOGLE “Reviving Work Ethic in America” www.forbes.com interview by Dan Schawbel of Eric Chester (research both Schawbel and Chester for author biography). Chester is answering the questions Schawbel asks. GUEST SPEAKER. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Monday, February 17
DUE PREWRITING #2: Consider how each individual’s human capital including generational characteristics impacts groups at school, in sports, at work, in the family, etc. Why is individual human capital and group work increasingly important and focused on? Are there people in your community or at college whose lack of human capital development negatively impacts them and others? What are they lacking? What is the negative effect? Are there people whose outstanding human capital has a positive effect? What are their traits and the effects? Set up an observation or experiment that allows you to test one or more aspects of human capital. Explain the observation/experiment, the setting, the person(s) observed, the results, and what you learned about human capital. See “Student Models Project #2” prewriting #2 “Tours and Work Ethic” BLACKBOARD. PRESENT PAPER QUESTIONS/TOPICS. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Wednesday, February 19
DUE READING MODEL #3: GOOGLE “Why Young Americans Are Giving Up on Capitalism” by Sarah Kendzior (click name for brief biography). PRESENT PAPER QUESTIONS/TOPICS. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Thursday, February 20
CONFERENCES: LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1--1,200 words/your observation or experiment/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited.
Friday, February 21 
LIBRARY RESEARCH: BRING/CHECK OUT LAPTOPS 
DUE PREWRITING #3: What are your concerns and expectations for your economic future? What economic and/or political changes would you like to see? What more would you like to learn about how businesses, the economy, and/or the political system work?

Monday, February 24 
NO CLASS--CONFERENCES: LIBRARY BASEMENT TABLE 
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY. 
HOMEWORK: Write draft #1—1,200 words/your observation or experiment/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited. 

Tuesday, February 25 
CONFERENCES: LIBRARY BASEMENT TABLE 
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY. 
HOMEWORK: Write draft #1—1,200 words/your observation or experiment/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited. 

Wednesday, February 26 
NO CLASS--CONFERENCES: LIBRARY BASEMENT TABLE 
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY. 
HOMEWORK: Write draft #1—1,200 words/your observation or experiment/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited. 

Friday, February 28 
PRINT DRAFT #1—1,200 words/your observation or experiment/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited. Do REQUIRED SELF EDITING and PEER EDITING in class. 

Monday, March 2 
DUE (1) PROJECT REFLECTION (2) COMPLETE, SIGNIFICANTLY MARKED DRAFT #1; and (3) SIGNIFICANTLY REVISED DRAFT #2. Do REQUIRED SELF EDITING and PEER EDITING in class. 

WRITING PROJECT #3 EXPLORING PURPOSES OF EDUCATION PAPER #3: INDIVIDUAL DRAFT #1—300 words/presentation/2 sources from annotated bibliography/MLA 8 in-text citations and Works Cited for each member logically ordered into GROUP DRAFT #2. Each member will write a 300-word SECTION of an argumentative research paper including a problem, cause, effect, and solution about the purposes of education based on readings and prewritings #1—#3. Your section should be imaginative, entertaining, and/or related to your personal, academic, and/or career interests and include information from your presentation with all sources cited in your text and alphabetically on your Works Cited. DO NOT USE "I" IN A GROUP PAPER. USE THIRD PERSON: Not "I believe this is wrong" but "Joe Smith believes this is wrong." Always use FIRST and LAST name on first reference. (1) AS A GROUP plan each member’s SECTION and PRESENTATION. (2) Create an OUTLINE in GOOGLE DOCS then (a) paste 300-word member sections in logical order; (b) write a unifying introduction stating the topic and getting the reader’s attention; provide transitions—logical connections; write conclusion—ask a question, propose a solution, state the present situation, state what the authors learned, and/or look to the future; and (c) organize an alphabetical Works Cited for ALL sources. (3) Delete outline and correct completed paper for unity in content, style, verb tense, and third person. Whom would you like to read your paper—audience—and what would you like this audience to get from it—purpose? I must approve your topic. 

PRESENTATIONS (research, visuals, discussions, activities, etc.) should explore these: Could American pre-college education be reconceptualized and restructured so there is less need for higher education and more high school graduates are prepared to succeed without further education? What is unique and necessary about higher education for success today? In "Meet the Johnny Appleseed of Education Innovation" writer Derek Newton quotes an expert who explains "We live in an extremely global world. But the world of education is still extremely local" and adds that education should be about openness, curiosity, and lifelong learning to prepare students "to thrive in a world that’s increasingly connected, digital, diverse, skilled, on-demand and rapidly changing." 

Wednesday, March 4 
DUE READING MODEL #1: GOOGLE “A Brief History of Education” www.psychologytoday and “Peter Gray, Ph.D., Psychology Department, Boston College” www.bc.edu for brief author biography. IN CLASS discuss topics. 
ORGANIZE GROUPS FOR PAPERS AND PRESENTATIONS. 

Friday, March 6 
LIBRARY RESEARCH: BRING/CHECK OUT LAPTOPS--I WILL BE AT A CONFERENCE 
DUE PREWRITING # 1: Consider what you have learned from your formal education vs. outside of formal education. What things have you learned that are useful/valuable to yourself personally and/or for getting along in society? What things were you taught that were NOT useful/valuable/accurate? What do you WISH you were taught that you need now or in the future? WORK ON GROUP PAPERS AND PRESENTATIONS. 

Monday, March 16 
Wednesday, March 18
DUE PREWRITING # 2: Did you choose and/or are you considering your major based on passion and ability and/or because you believe it will produce marketable skills? GOOGLE Occupational Outlook Handbook to research facts on your career and/or potential careers. What classes past, present, and/or future focus on “oral communication, critical thinking, effective teamwork, self-motivation and written communication?” (Pasquerella interview). Why would employers in your field/potential field value these? WORK ON GROUP PAPERS AND PRESENTATIONS.

Friday, March 20
DUE READING MODEL #3: GOOGLE pdf “Future Work Skills 2020” and Wikipedia “Institute for the Future” for author biography. Read “Six Drivers of Change” and “Ten Skills for the Future Workforce.” WORK ON GROUP PAPERS AND PRESENTATIONS. SIGN UP FOR CONFERENCES

Monday, March 23
DUE PREWRITING # 3: Of the “Six Drivers of Change” what makes you anxious/concerned and what makes you excited/optimistic? What can you do to be better prepared? Of the “Ten Skills for the Future Workforce” what are your top skills and what are your weakest? What can you do to be better prepared? DO PRESENTATIONS. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Wednesday, March 25 (Last drop with “W”)
DO PRESENTATIONS. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Thursday, March 26
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY. HOMEWORK: Write individual draft #1--300 words/presentation/2 sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Friday, March 27
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY. HOMEWORK: Write individual draft #1--300 words/presentation/2 sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Monday, March 30
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY. HOMEWORK: Write individual draft #1--300 words/presentation/2 sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Tuesday, March 31
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY. HOMEWORK: Write individual draft #1--300 words/presentation/2 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Wednesday, April 1
PRINT INDIVIDUAL DRAFT #1--300 words/presentation/2 sources from annotated bibliography/MLA 8 in-text citations and Works Cited. Do REQUIRED SELF EDITING and PEER EDITING in class. BRING LAPTOPS. OUTLINE AND ASSEMBLE GROUP DRAFT #2. Delete outline and correct the completed group draft #2 for unity in content, style, verb tense, and third person.

Friday, April 3
DUE (1) INDIVIDUAL PROJECT REFLECTION; (2) COMPLETE, SIGNIFICANTLY MARKED INDIVIDUAL DRAFTS #1; and (3) COMPLETE, SIGNIFICANTLY REVISED GROUP DRAFT #2. Do REQUIRED SELF EDITING and PEER EDITING in class to correct for unity in content, style, verb tense, and third person.

WRITING PROJECT #4 EXPLORE THE COSTS OF HIGHER EDUCATION PAPER #4: INDIVIDUAL DRAFTS #1/#2--1,200 words/3 survey questions/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited. Use readings and prewritings #1-#3 to develop an argumentative research paper about the costs of higher education that is imaginative, entertaining, and/or related to your personal, academic, and/or career interests. (1) Write an alphabetically ordered Works Cited for all sources; (2) write the body with one or more problems, causes, effects, and solutions with all sources including your 3 survey questions cited in text; (3) write a unifying introduction stating the topic and getting the reader’s attention; (4) check order and transitions—logical connections; (5) write a conclusion—ask a question, propose a solution, state the present situation, state what you learned, and/or look to the future. Whom would you like to read your paper—audience—and what would you like this audience to get from it—purpose? I must approve your topic. See “Student Models Project #4” BLACKBOARD.

Monday, April 6
DUE READING MODEL #1: GOOGLE “Why Is College in America So Expensive?” by Amanda Ripley and “Amanda Ripley author” for author biography. IN CLASS discuss surveys and “Student Models Project #4” BLACKBOARD.

Wednesday, April 8
DUE PREWRITING #1: Consider the expenditures of running a typical American college. Argue for their elimination, their justification, and/or for better uses of college funds. What action could you take regarding college expenditures/expenses? What value are you getting from college compared to pre-college education?
Monday, April 13

Wednesday, April 15
DUE PREWRITING #2: Did you consider the cost of college and/or how to pay for it when you applied and/or are you considering either of these now? What do you expect the long-term impacts positive/negative of college to be on you and your family? If you were not in college, what would you being doing? Do you know anyone who regrets going to college/regrets dropping out or not going? SIGN UP FOR CONFERENCES.

Friday, April 17
DUE READING MODEL #3: GOOGLE “19 Should College be Free Pros and Cons” Vittana.org by Natalie Regoli, Editor-in-Chief. No author biography--use “About Vittana” at Vittana.org. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Monday, April 20 LIBRARY RESEARCH: BRING/CHECK OUT LAPTOPS
DUE PREWRITING #3: Explain your three top reasons why college should be free AND your three top reasons why college should not be free then your final position. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Tuesday, April 21 CONFERENCES: LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1–1,200 words/3 survey questions/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Wednesday, April 22
IN CLASS DO SURVEYS--THREE or more questions each person. Cite in paper #4.

Thursday, April 23 CONFERENCES: LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1–1,200 words/3 survey questions/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Friday, April 24 NO CLASS--CONFERENCES: LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1–1,200 words/3 survey questions/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Monday, April 27 NO CLASS--CONFERENCES: LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1–1,200 words/3 survey questions/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Wednesday, April 29
PRINT DRAFT #1–1,200 words/3 survey questions/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited. Do REQUIRED SELF EDITING and PEER EDITING in class.

Friday, May 1
DUE (1) PROJECT REFLECTION; (2) COMPLETE, SIGNIFICANTLY MARKED DRAFT #1; and (3) SIGNIFICANTLY REVISED DRAFT #2. Do REQUIRED SELF EDITING and PEER EDITING in class.

MANDATORY FINAL MEETING IN MY OFFICE ACADEMIC 021D:
ENGL 1302.010 MWF 8 a.m. MEETS Monday, May 4, 8-10 a.m.
ENGL 1302.080 MWF 10 a.m. MEETS Monday, May 4, 10:30-12:30 a.m.
ENGL 1302.120 MWF 11 a.m. MEETS Wednesday, May 6, 10:30 a.m.-12:30 p.m.
ENGL 1302.160 MWF 1 p.m. MEETS Wednesday, May 6, 1-3 p.m.
ENGL 1302.180 MWF 2 p.m. MEETS Monday, May 4, 3:30-5:30 p.m.
Receive PAPER #4 and FINAL GRADES.
SELF EDITING AND PEER EDITING GUIDELINES: Respond to these questions on the paper and sign your name.

• Does it show correct MLA 8 format including in-text citations and Works Cited?

• Does it start with an anecdote, fact, quote, or interesting statement or details to get your attention?

• Is the topic clearly stated? Is it an original and important controlling idea? Underline topic sentence.

• Does the essay have the required structure and content? See project guidelines.
  
  Is the organization logical and consistent or random and repetitive? Can it be reordered?
  
  Are the details vivid and specific? Do you have questions about the details? Could there be more or less?

• How does the essay conclude?
  
  Does it show thought by asking a question, proposing a solution, bringing us to the present situation, stating lessons learned, and/or looking to the future?
  
  Does the conclusion mechanically repeat what has already been stated and need to be rewritten?

• Are the paragraph breaks useful or confusing? A paragraph is about 1/3 to 1/2 page long.
  
  Are paragraphs too short? Do related ideas need to be grouped together in one paragraph? Indicate grouping.
  
  Are paragraphs too long? Do they need to be divided into subpoints? Indicate breaks.
  
  Are there separate paragraphs for each speaker of dialogue (he said/she said) no matter how short?

• Is the audience and purpose clear and reflected in the choices and conventions used to reach the audience and fulfill the purpose?
  
  Are the sentences varied and concise? Cut repetitions. Is the tone/language consistent and appropriate?

• Are there other grammatical, stylistic, spelling, and/or punctuation errors that need to corrected?

• What is the essay’s greatest strength?

• What could be improved?
Course Components: | #1 Thinking | #2 Capital | #3 Purposes | #4 Costs |
---|---|---|---|---|
Reading model #1 (300 words) | 20 | 20 | 20 | 20 |
Prewriting #1 (300 words) | 20 | 20 | 20 | 20 |
Reading model #2 (300 words) | 20 | 20 | 20 | 20 |
Prewriting #2 (300 words) | 20 | 20 | 20 | 20 |
Reading model #3 (300 words) | 20 | 20 | 20 | 20 |
Prewriting #3 (300 words) | 20 | 20 | 20 | 20 |
Brainstorming/Outlining (2 pages) | 20 | 20 | 20 | 20 |
Annotated Bib. (2/4 sources) | 25 | 25 | 25 | 25 |
Complete significantly marked draft #1 | 25 | 25 | 25 | 25 |
Significantly revised marked draft #2 | 50 | 50 | 50 | 50 |
Project Reflection Statement (100 words) | 10 | 10 | 10 | 10 |
PROJECT TOTALS | 250 | 250 | 250 | 250 |

TOTAL

FINAL GRADE
Title IX at Angelo State University

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.