ENGLISH 1302.260

WRITING ACROSS THE CURRICULUM: RESEARCH AND RHETORIC

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COURSE DESCRIPTION, OUTCOMES, AND OBJECTIVES
The Department of English and Modern Languages defines English 1302 as a course in critical reading and writing across the curriculum, with emphasis on the research process and the research paper.

The core purpose of this course is to help you develop critical reading, writing, and research skills applicable to a variety of academic disciplines. This course is designed to help prepare you for other writing tasks during and beyond your college career. Building on the objectives of English 1301, we will extend the principles of academic discourse to the process of inquiry, analysis, production, and review of written communication. We will engage in the research process to evaluate, synthesize, and use sources responsibly and productively in our writing.

Upon successful completion of this course, you will be able to:

- Use the writing process as a form of learning, critical thinking, and communicating;
- Communicate in writing effectively with audiences from a variety of disciplines;
- Locate, evaluate, and integrate resources from the ASU library into your writing, including RAMCAT and other databases;
- Conduct a methodical research process to complete an academic research essay; and
- Practice source attribution, synthesis, and citation style properly for academic research purposes.

These learning outcomes will be assessed using a variety of written assignments, each of which is described on the following pages.
COURSE ASSIGNMENTS:

- **Summary (1 page)** – Students will apply critical reading strategies to an assigned article by identifying, highlighting, and annotating the article’s thesis and main points and compose a summary which includes these major elements. Students will gain practice integrating reading and writing skills, differentiating major points from minor details, paraphrasing ideas, maintaining an awareness of audience expectations, and reviewing peers’ manuscripts for global and local concerns. The summary will count for **5%** of the overall grade in the course.

- **Summary Response (2-3 pages)** – Students will build upon summary-writing skills by adding rhetorical analysis and personal response components. Students will gain practice integrating reading and writing skills, completing pre-writing tasks to ensure the essay’s paragraphs and ideas are cohesive and coherent, integrating quoted and paraphrased material from the article, attributing material from article using MLA format, understanding rhetorical strategies writers employ and these strategies’ intended effect, articulating a personal response, reviewing peers’ manuscripts for global and local concerns, maintaining an awareness of audience expectations, and participating in a consultation with a Writing Center tutor. The summary-response will count for **10%** of the overall grade in the course.

- **Profile of Professional Communication (2-3 pages)** – Students will conduct research on professional organization websites to gain an understanding of the kinds of writing professionals do in their prospective professions. Students will gain practice identifying reliable websites, integrating material from sources into an expository essay to support and exemplify assertions, attributing material from websites using MLA format maintaining an awareness of audience expectations, and reviewing peers’ manuscripts for global and local concerns. The profile of professional communication will count for **10%** of the overall grade in the course.

- **Memo (1 page)** – Students will learn the purpose of memoranda and correct memo format. They will then compose a memo in which they propose their research paper topic. Students will gain practice clearly and concisely stating their topic and research methods and rationale for those methods, generating research questions, and maintaining an awareness of audience expectations. The memo will count for **5%** of the overall grade in the course.

- **Annotated Bibliography (5-6 pages)** – Students will conduct research using RAMCAT and the databases available through the ASU library to gather sources they will use in their research paper. Students will then apply critical reading strategies by identifying, highlighting, and annotating the article’s thesis and main points and compose a summary of each source which includes these major elements. Students will adhere to APA manuscript and bibliographic entry guidelines. Students will gain practice integrating reading and writing skills, paraphrasing ideas, articulating how they will use their sources in the research paper, ensuring sources answer their research questions, employing APA format, maintaining an awareness of audience expectations, and reviewing peers’ manuscripts for global concerns. The annotated bibliography will count for **15%** of the overall grade in the course.
• **Documented Topic Outline (5-6 pages)** - Students will complete a topic outline in preparation for writing the research paper. Students will gain practice grouping and organizing ideas, attributing material from sources using APA format, and creating an APA-format References page. The documented topic outline will count for 10% of the overall grade in the course.

• **Research Paper** – Students will conduct methodical research using RAMCAT and databases available through the ASU library, interview a person who works in the students’ prospective career fields, integrate material from sources into an academic research paper, and correctly attribute information from those sources using APA format. Students will gain practice locating and sources through the ASU library, critically reading and annotating sources, quoting and paraphrasing material from sources in a paper, formulating interview questions, conducting a professional interview, organizing a coherent and cohesive research paper, using APA documentation format, maintaining an awareness of audience expectations, reviewing peers’ manuscripts for global concerns, and participating in a consultation with a Writing Center tutor. The research paper will count for 25% of the overall grade in the course.

• **Research Newsletter** – Students will repurpose the research paper to conform to the conventions of a newsletter format using Microsoft Publisher. Students will identify the paper’s major points to include in the newsletter and incorporate visual elements which enhance the writer’s ideas. Students will gain practice using the Microsoft Publisher computer application, maintaining an awareness of audience expectations, and assessing peers’ newsletters and offering feedback. The newsletter will count for 5% of the overall grade in the course.

• **Final Presentation** – Students will once again repurpose the research paper into a PowerPoint presentation and deliver a speech that clearly delineates the principle findings of the students’ research. Students will gain practice delivering a speech without relying heavily on written notes or slides, creating a logically-organized PPT that is visually appealing and effective, and listening to and responding to peers’ presentations. The presentation will count for 10% of the overall grade in the course.

• **Quizzes / Daily Work** – Throughout the semester, students will take quizzes periodically over reading assignments and participate in other class activities. These quizzes and activities will be averaged together for 5% of the overall grade.

**GRADING SCALE:**

- **A** = 90-100%
- **B** = 80-89%
- **C** = 70-79%
- **D** = 60-69%
- **F** = 59% and below
REQUIRED MATERIALS
Large (1.5” – 2”) 3-ring folder to keep all course materials
Five tab dividers
Accordion folder (needed at the end of the semester)
One package of assorted colored highlighters
One 3-hole punch (optional, but helpful)
USB flash drive to be used for this class ONLY
Access to Blackboard
Access to Microsoft Word

ATTENDANCE:

You are expected to attend all classes unless prevented from doing so by illness or bona fide emergencies. You are allowed five non-penalized absences for the semester. **Accruing more than five absences will result in automatic failure of the course.** Doctors’ notes do NOT excuse absences.

If circumstances arise that affect your academic performance or that cause you to be absent, you should immediately contact the Student Life Office and inform them. They, in turn, will notify all of your instructors of these circumstances. Only such circumstances will excuse absences. Examples of situations in which you should contact Student Life include a death in your family, severe illness, significant injury, and emotional distress that requires counseling and/or intervention.

Absences for these reasons will NOT be excused: oversleeping, car trouble, minor illnesses such as colds and allergies, vacations, conflicts with work schedules, break-ups with significant others, arguments with roommates/friends, rainy weather, hangovers, and getting arrested.

The following circumstances may also result in an absence:

- Being unprepared for class activities. Because this is a student-centered class that relies heavily on collaborative learning, adequate preparation is essential. **Should a student attend class unprepared, that student will not be able to participate in activities planned for that day and will be counted absent. Do not neglect to complete homework assignments.** **ALWAYS take completed homework assignments to class each day.**
- Removal from class for inappropriate classroom behavior, including, but not limited to, cell phone use or texting.
- Being excessively late to class (ten or more minutes).
- Failure to attend a scheduled instructor conference.

IMPORTANT! You must sign the sign-in sheet every day as you enter class, or you will be counted absent! I take attendance every day.
❑ If a student misses class for any reason, it is that student’s responsibility to check with a classmate AND check the weekly syllabus for the class assignment and handouts for that day.

❑ If a student is absent, it is the student’s responsibility to make up the work missed BEFORE the next class meeting so that the completed homework can be brought to the next class meeting.

❑ If a student is aware of an absence that will occur, it is that student’s responsibility to contact the professor in advance and to complete assigned work by an agreed-upon deadline.

LATE / MISSING WORK POLICY:

• Only major writing assignments may be turned in late or made up. Daily coursework and quizzes completed during class time cannot be turned in late or made up. However, if a student is absent during a peer editing workshop, the peer editing must be made up outside of class on the student’s own time before the next class meeting. Only students from this class may complete the peer review for the assignments for this class (not Writing Center tutors, not roommates, not boyfriends/girlfriends, not family members, etc.)

• No final writing assignment (paragraph, summary, and essay) will be accepted for full credit without the required prewriting exercises, drafts, and peer editing activities. Ten percent (10 points) of the final grade will be deducted from any writing assignment grade for which an incomplete packet is submitted.

• Ten percent (10 points) will be deducted from the grade of any writing assignment that is submitted after the due date and time. After one week, the late writing assignment will receive a grade of zero.

WRITTEN WORK POLICIES:

• All written assignments are written and saved on a USB drive, the student P drive, and/or Google docs in Microsoft Word and must be able to be opened on a university computer.

• Be sure to follow my specific directions when submitting assignments as stated on the Packet Order Checklist.

• ASU has computer labs in two areas on campus where students may work on out-of-class assignments for 1302. Access to Blackboard is also available in all campus computer labs and to anyone who has a personal computer that is Internet capable. Computer labs can be found in the following areas:
  
  Library Learning Commons
  Math/Computer Science Lab—Room 111, MCS Building

• To use the computer labs on campus and to access the computer programs used in class, students must have a University computer access account. Students are usually issued an ASU email and a computer access account when they register. Students who do not have an account must take their ASU Student ID or receipt for classes of the current semester to the Math/Computer Science Lab. All students must have their computer access account by the second day of class.

• ANY student work may be used as a model for classroom instruction.
COMPUTER CLASSROOM POLICIES:

***THIS CLASS WILL MEET EVERY FRIDAY IN A027, A COMPUTER CLASSROOM; THUS, YOU MUST BE FAMILIAR WITH ASU’S COMPUTER CLASSROOM POLICIES.***

The Department of English and Modern Languages has established the following rules for the computer classroom:

- **Food, drinks, and tobacco products are prohibited.** Please leave all food and drink outside the room.
- Be aware that “a person commits an offense if he intentionally or knowingly displays or distributes an obscene photograph, drawing, or similar visual representation or other obscene material and is reckless about whether a person is present who will be offended or alarmed by the display or distribution” (Penal Code: Title 9, Ch. 43, Subch. B, Sec.22).
- Authorized software and websites can be found on the Start/Programs menu, on the desktop, and/or on the approved website used for the class. Use of unauthorized software and/or websites is prohibited.
- Exit all programs and log off before leaving class.
- Retrieve USBs from the computer.

THE WRITING CENTER:

Writers always benefit from other writers' opinions. For example, professional writers depend on their editors for constructive criticism. In 1302, students will rely on the instructors, their peers, and the tutors in the Writing Center, an academic support service available to all students at ASU. The tutors provide assistance at any stage of the writing process; however, tutors DO NOT complete a student’s work, and they DO NOT proofread a student’s work. Tutors teach students how to effectively revise their own writing. Students should plan to visit the Center frequently throughout the writing process for each of their out-of-class writing assignments. I will also require students to visit the Center. In this case, the final copy of a written assignment will not be accepted for full credit unless the student has completed the required work in the Center.

The Center is located on the third floor of the Porter Henderson Library in Room 305C. Hours during long semesters are as follows:

- 10:00 - 5:00 Monday – Thursday
- 10:00 - 12:00 Friday
- 6:00 - 8:00 Wednesday evening
- 1:00 - 4:00 Sunday afternoon

RESPONSIBILITIES DURING CLASS:

First, it is paramount that you attend class. Remember that you are allowed 5 absences and no more. We will cover course material at a rapid pace, and being absent will likely result in your falling behind very quickly. Another primary factor that will determine your success in this course is your participation in class or group discussions and writing workshops. During these discussions, be respectful of your peers and their viewpoints, which may differ from yours. Contribute to discussions in a positive and productive manner, and ask questions as they arise. In
addition, put away your phone and set it on silent mode and leave it alone unless you are given
permission to use it during class. Finally, use the computers in the computer lab classroom only
to complete assigned tasks. In short, if you are in any way impeding your learning, others’
learning, or my teaching, I will ask you to leave and will count you absent for that day.

RESPONSIBILITIES OUTSIDE OF CLASS:

This course centers around numerous and frequent reading and writing assignments, most of which
you must complete outside of class. Be prepared to spend several hours each week preparing these
assignments. Also, ask questions when you have them, and discuss any concerns you have related
to the class during my posted office hours (page 1 of this document).

CONTACTING ME:

I check my email regularly on weekdays during regular work hours. Do not expect a response to
an email you send after 5:00 until the following day. Also, do not expect a reply to emails sent on
weekends. Keep in mind that we are in a professional and academic environment. Therefore, you
should use complete sentences with correct punctuation and spelling when you email me. Maintain
a professional and courteous tone throughout the email. I CANNOT discuss grades via email for
legal reasons. If you have a question about your grade, we will need to have a face-to-face
conversation, preferable in my office during office hours.

CONTACTING YOU:

You are required to check Blackboard and your email regularly in order to stay updated on matters
related to this class. I will only email you using your ASU-assigned email. Also, if class is
canceled for any reason, I will use the “Announcements” feature in Blackboard to inform you. If
you do not already have it, download the Blackboard App to make receiving these messages more
convenient.

ASU ACADEMIC HONOR CODE:

Academic integrity is taking responsibility for one’s own class and/or course work, being
individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic
integrity is a personal choice to abide by the standards of intellectual honesty and responsibility.
Because education is a shared effort to achieve learning through the exchange of ideas, students,
faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical
behavior and independent thought are essential for the highest level of academic achievement,
which then must be measured. Adhering to the standards of academic integrity ensures grades are
earned honestly. Academic integrity is the foundation upon which students, faculty, and staff
build their educational and professional careers.

Students must understand the principles of academic integrity and abide by them in all
classes and/or course work at the University. Academic Misconduct violations are outlined
in Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of
academic integrity policies or about what might constitute an academic integrity violation, students
are responsible for seeking guidance from the faculty member teaching the course in question.
DISABILITIES:

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. **Persons with disabilities that may warrant academic accommodations must contact the Student Affairs Office, Suite 112 in the Houston Harte University Center, in order to request such accommodations prior to any being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.**

ABSENCE FOR RELIGIOUS HOLY DAYS:

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. **A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.** A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

POLICIES AND PROCEDURES PURSUANT TO TITLE IX:

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](http://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](http://www.angelo.edu/title-ix).
SCHEDULE OF TOPICS TO BE COVERED

Week 1:  
Course Description and Syllabus  
Portfolio Requirements  
Class / Learning Expectations  
Diagnostic Essay

Week 2:  
How to Read Critically  
How to Write a Summary  
Critically Read “In Defense of Writing Letters” (provided) for Practice Summary  
Draft Practice Summary (Group Work)  
Analysis and Revision of Practice Summary (Group Work)

Week 3:  
Critically Read “Street Vendors: Harvest of Dreams” (provided) for Summary  
Draft First Draft of Summary  
Global / Local Revisions of Summary  
*Summary Packet Due

Week 4:  
How to Write a Summary/Response  
Read Norton Field Guide to Writing Chapter 3 (Summarizing and Responding: Where Reading Meets Writing (pp. 33-44) and “Means of Persuasion: Emotional, Ethical, and Logical Appeals” (pp. 389-400)  
Critically Read “Homeless on Campus” and “Why Colleges Shower Their Students with A’s” for Summary/Response (provided)  
Reading Quizzes

Week 5:  
Summary-Response Pre-Writing Exercise  
Read “Means of Persuasion: Emotional, Ethical, and Logical Appeals” (pp. 389-400) from Everyone’s an Author (provided)  
Draft Summary/Response (S/R)  
Rhetorical Strategies (Ethos, Pathos, Logos)  
Quotation Integration  
Documentation of Quotations and Paraphrased Material  
Writing Center

Week 6:  
Global Peer Revisions of S/R  
Local Peer Revisions of S/R  
*Summary/Response Packet Due  
S/R Reflection

Week 7:  
Assign Profile of Professional Communication  
Locating Professional Organization Websites  
PPC Pre-Writing Exercise  
Draft PPC

Week 8:  
Global Peer Revisions of PPC  
Local Peer Revisions of PPC  
*Profile of Professional Communication Packet Due  
PPC Reflection
Week 9:
Assign Research Project
*Topic Proposal Memo Due
Library Database Orientation
Locating Sources
Evaluating Sources
Compose Research Questions
Arrange Interview

Week 10:
Practice reading and interpreting academic journal articles
Annotating and Managing Research Sources
Compose Interview Questions
Conduct Interview
Purpose and Format of the Annotated Bibliography
APA Bibliography Format

Week 11:
Writing Workshops: Draft Annotated Bibliography (AB)
Blog #1 (Post and Response)

Week 12:
Global Revisions of AB
Local Revisions of AB
*Annotated Bibliography Packet Due
Research Paper Organization
Draft Documented Topic Outline

Week 13:
*Documented Topic Outline Packet Due
Summarizing and Paraphrasing
Quoting from Sources
Draft Discovery Draft of Research Paper (RP)
Blog #2 (Post and Response)

Week 14:
Global Revisions of RP
Local Revisions of RP
Writing Center
*Research Project Portfolio Due
Assign Newsletter

Week 15:
*Newsletter Due
Peer Assessment of Newsletter
Thank You Note to Interviewee
Assign Final Presentations

Week 16:
*Final Presentations

Final Exam – Monday, May 4 (10:30-12:30)  *Final Presentations