ENGLISH 1302: Writing Across the Curriculum
Prerequisite: English 1301

Instructor: Elizabeth SoRelle, M.A.
Cell Phone: (325) 234-1934
Office Hours: 1st Per. 7:50 – 9:25, alternates
8th Per. 2:45 – 3:35, daily
Email: elizabeth.sorelle@wallisd.net
Location: Wall High School Room 200
Class Meeting Times: 2nd Per. 7:50 – 9:25, alternates
3rd Per. 9:35 – 10:25, alternates

GOALS AND OUTCOMES

In this course, you will learn how to conduct research across the curriculum. Specifically, you will learn how to

- create an authentic research question;
- write a research proposal;
- analyze primary sources;
- find secondary sources using academic search engines;
- summarizes and evaluate those sources in an annotated bibliography;
- develop a thesis statement; and
- write a major research paper (8-10 pages) that uses text evidence from sources and follows either MLA or APA standards.

ASU LEARNING OBJECTIVES

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<tr>
<th>Core Objective</th>
<th>Course Student Learning Outcome</th>
<th>General Learning Activities</th>
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<tr>
<td>Critical Thinking</td>
<td>Find, inquire into, analyze, and synthesize texts relevant to appropriate academic issues through a variety of media, including library and credible Internet resources</td>
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<td>Develop the ability to frame a rhetorical problem; engage in academic research processes; learn to read academic texts; synthesize relevant resources; analyze interrelationships between a text’s purposes, author, audience, content, structure, and ideas; and organize their ideas in innovative patterns</td>
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<td>Students analyze how academic writers frame a rhetorical problem and incorporate research in order to present an argument to an identified readership.</td>
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<td>Students engage in various processes and activities to research and draft multiple papers and prepare and orally present their research using alphabetic and visual texts.</td>
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<td></td>
<td>Students reflect (either in writing or via class discussion) on how their core beliefs and the sources of those beliefs connect to the rhetorical strategies they employ in their writing and evaluate how those strategies might influence or impact an audience.</td>
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<tr>
<td><strong>Communication</strong></td>
<td>Students analyze how academic writers frame a rhetorical problem and incorporate research in order to present an argument to an identified readership. Students engage in various processes and activities to research and draft multiple papers and prepare and orally present their research using alphabetic and visual texts. Students reflect (either in writing or via class discussion) on how their core beliefs and the sources of those beliefs connect to the rhetorical strategies they employ in their writing and evaluate how those strategies might influence or impact an audience.</td>
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<td><strong>Teamwork</strong></td>
<td>Students learn effective techniques for responding to peers’ works in progress and for incorporating peers’ advice about their own writing.</td>
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<td><strong>Personal Responsibility</strong></td>
<td>Students reflect (either in writing or via class discussion) on how their core beliefs and the sources of those beliefs connect to the rhetorical strategies they employ in their writing and evaluate how those strategies might influence or impact an audience.</td>
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**REQUIRED TEXTS AND MATERIALS**

We will use the same textbook as we used for 1301:

**Supplies:**

- Something to take notes in – a folder, notebook, composition or spiral
- Something to keep handouts in
- Access to a dependable computer or smart device

**COURSE OUTLINE**

**Unit 1: How to Analyze Primary Sources (DBQ)**

In this unit, you will learn how to

1. differentiate between primary and secondary sources;
2. properly paraphrase, summarize and quote sources directly;
3. analyze primary sources using document based questioning;
4. synthesize those sources and formulate an academic thesis;
5. write a multi-paragraph essay that uses the primary sources as text evidence;
6. correctly use in-text documentation according to MLA and APA standards; and
7. create a bibliography according to MLA or APA standards.

Unit 2: Adding Secondary Sources to a Primary Source Research Paper

In this unit, you will learn how to

1. read and analyze secondary sources that support primary source analysis;
2. write a summary, analysis and response for those secondary sources; and
3. incorporate the secondary source material appropriately into your essay.

Unit 3: Utilizing Academic Search Engines

In this unit, you will learn how to

1. utilize academic search engines to find sources for an academic research topic;
2. read and evaluate those sources;
3. write an annotated bibliography; and
4. write a proposal for an original research topic.

Unit 4: Conducting Original Research

This unit synthesizes all of the skills you have learned about research. You will

1. select a topic for research that is relevant and important to your community;
2. write a proposal that justifies the need for the research;
3. conduct research using academic search engines to find secondary sources;
4. find or create additional primary sources;
5. write an annotated bibliography for ten sources;
6. write an 8-10 page research paper that has an academic thesis and integrate source material skillfully and properly according to MLA or APA; and
7. present your research in a presentation at the end of the semester.

ATTENDANCE POLICIES / MAKEUP WORK

Attendance: It goes without saying that you need to be in class in order to learn. If you know you are going to be absent, notify me in advance. If you are sick, send me an email or a text message letting me know. Communication is key. You are responsible for learning the material you miss.

Assignments: I will post all assignments on Blackboard. It is your responsibility to keep up with class assignments, homework, due dates, and changes to the calendar even if you are absent. I recommend finding a dependable study partner(s) in your class as well.

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

The "Late Pass": I understand that every semester students can get overwhelmed juggling school, work, and other activities, so I offer each of you one “late pass” per semester. This means, once a semester, I'll give you until the next class period to submit a late assignment without penalty. Upon applying your “late pass,” I'll note it on the assignment and in my records. I will not accept any other subsequent late assignments.

COURSE REQUIREMENTS

College-level courses may include controversial, sensitive, and/or adult material. You are expected to have the readiness for college-level rigor and content.

Minor Assignments: Minor assignments are comprised of a wide variety of activities, including but not limited to in-class writing, homework readings and reading responses, peer review, research, daily participation, and quizzes.

Major Writing Assignments (MWA): These are finalized products that you have developed carefully using peer review and teacher feedback. These are the culmination of many hours spent in writing workshops. These assignments should be polished and professional.

Research Presentation: You will present all of your research and hard work in this final presentation.

Final Evaluation: In the final evaluation, you will reflect on your own learning for the semester.

Class Assessment / Grading

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<tr>
<th>Minor Assignments:</th>
<th>15%</th>
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<tr>
<td>MWA #1: DBQ Essay</td>
<td>10%</td>
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<td>MWA #2: DBQ Secondary Source Analysis Writing</td>
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<td>MWA #3: Annotated Bibliography</td>
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<tr>
<td>MWA #4: Proposal for Major Research Paper</td>
<td>10%</td>
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<tr>
<td>MWA #5: Major Research Paper</td>
<td>30%</td>
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<tr>
<td>Research Presentation</td>
<td>10%</td>
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<tr>
<td>Final Evaluation</td>
<td>5%</td>
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Other

As per the standard in college classes, you should expect to spend 2.5 hours outside of class for every hour in class. This is a three hour course which means you should spend, on average, 7.5 hours per week outside of class on this course.

Should TurnItin not be working at the time the assignment is due, you should be prepared to email the assignment in an attachment to me along with an explanation of the issue. Neither of these issues excuse
you from turning in assignments on time. You should email that assignment to me BEFORE the
deadline for that assignment and inform me of the issue.

**STUDENTS WITH DISABILITIES**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be
excluded from participation in or be denied the benefits of the services, programs or activities of the university,
or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990
(ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.
The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing
and authorizing requests for reasonable accommodations based on a disability, and it is the student’s
responsibility to initiate such a request by contacting:

Ms. Dallas A. Swafford Director of Student Disability Services
  • 325-942-2047
  • dallas.swafford@angelo.edu
  • Houston Harte University Center

**TITLE IX STATEMENT**

Angelo State University is committed to the safety and security of all students. If you or someone you know
experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may
contact ASU’s Title IX Coordinator:

Michelle Nicole Boone, J.D.
Director of Title IX Compliance 2
  • Michelle.boone@angelo.edu
  • 325-486-6357
  • Mayer Administration Building 204

**ABSENCES FOR OBSERVANCES OF RELIGIOUS HOLIDAYS**

A student who intends to observe a religious holy day should make that intention known in writing to the
instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious
Holy Day for more information.

**INCOMPLETE GRADE POLICY**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty
if you have serious illness or a personal misfortune that would keep you from completing course work.
Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

**STUDENT CONDUCT POLICIES**

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any
form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.
**Plagiarism**

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

**Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
English 1302 Syllabus Receipt
Instructor: Elizabeth SoRelle, M.A.
Spring 2020

__________________________  ______________________
Student Signature         Date

__________________________  ______________________
Student Printed Name       Date

__________________________  ______________________
Instructor Signature       Date

English 1302 Syllabus Receipt
Instructor:  Elizabeth SoRelle, M.A.
Spring 2020

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