English 1302
Writing Across the Curriculum: Beyond the Bachelor’s

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Course Description
In this course, students will learn how to develop research skills, write for a variety of disciplines, and, most importantly, prepare for their professional careers. Students will also learn to acquire research, interpret it, and develop writing skills that they will use for the rest of their academic careers at ASU and beyond.

Student Learning Outcomes
Upon completing English 1302, students should
1. Be able to use reading and writing for inquiry, learning, critical thinking, and communicating.
2. Be able to write to a variety of audiences in a variety of disciplines.
3. Be familiar with the library and be able to use its resources, including its online resources and other electronic databases.
4. Be able to work through the research process to write a research paper.
5. Understand attribution and documentation and use an appropriate style.

Course Objectives
Students will evaluate the course at the end of the semester. The major objectives I emphasize from the course evaluations are:

1. “Gaining a broader understanding and appreciation for literature”
2. “ Developing skill in expressing oneself orally and in writing”
3. “Learning to analyze and critically evaluate ideas, arguments, and points of view”

Use of Technology
Assignments must be uploaded on Blackboard as WORD or PDF documents. I will not accept excuses for any technical difficulties students may have with their assignments, which include computers crashing, difficulty uploading papers, Blackboard
shutting down, etc. This is an online course, and **students must have a competent knowledge of Blackboard**. In addition, students need to make sure to give themselves enough time after finishing their assignments to manage any of these technical difficulties. I will not accept any assignments via email because it is a violation of your rights as students for me to discuss grades via email. Make sure to upload all assignments in the designated content area labeled “Assignments” on Blackboard.

**Semester Grade**

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>15%</th>
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<tbody>
<tr>
<td>Paper 2</td>
<td>25%</td>
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<tr>
<td>Research Portfolio for Paper 2</td>
<td>10%</td>
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<tr>
<td>Paper 3</td>
<td>15%</td>
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<tr>
<td>Resume/Vita</td>
<td>10%</td>
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<tr>
<td>Daily Assignments/Participation</td>
<td>25%</td>
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**Papers**

Students will complete three papers over the course of the semester.

**Paper 1** - will consist of a 900 word essay which addresses the topic of the best college degrees for the future. Students must include at least 3 **credible secondary sources** (2 scholarly articles and 1 credible source of the student’s choosing. The paper will be written in APA format.

**Paper 2** - will be a detailed research paper on a student’s future job opportunities. The paper will consist of five major parts: Career Goals, Top Companies/Institutions, Job Security, Earning Potential, and Overview of Future Plans. The paper will be 1,500-2,000 words in length and include at least **five secondary sources** (at least 2 scholarly articles, 1 book, 1 credible online source, and another credible source of the student’s choosing). The paper will be written in MLA format.

**Paper 3** - will consist of a 500 word essay that may be used to apply for scholarships, a job, or a graduate program and a detailed resume/curriculum vita. In addition to writing this essay, students must research which scholarships, internships, jobs, graduate programs, etc. for which they would best be qualified. Students must include at least 5 **potential** scholarships, jobs, graduate programs, etc. The paper may be written in either APA or MLA format.

**Research Portfolio**

During their academic careers, students will find it necessary to do college-level, scholarly research. We will study methods to complete this type of project, including:

- Researching at the college level
- Writing an Abstract
- Writing an Outline
- Writing an Annotated Bibliography (minimum of 10 sources)
- Writing a Works Cited page
**Daily Assignments**

Online Assignments will consist of Research Exercises, Writing Assignments, and Discussion Boards. Online Assignments are due by the end of our class meetings. Students may only upload these assignments if they attend class. **I will not accept any late assignments, NO EXCEPTIONS.**

**Paper Format**

All papers need to be:
- Typed or printed on a word processor
- Double-spaced
- Free from spelling, grammatical, and typographical errors
- Include a Works Cited or References page
- Typed in a **12-point** font in **Times New Roman** typeface
- Formatted correctly—use one-inch margins on the top, bottom, left and right sides
- Correctly formatted, use MLA or APA format and documentation

**“No Drama Clause”**: I will drop the lowest daily grade at the end of the semester, and I will drop one letter grade per day a paper is late in case of illness, a death in the family, car trouble, etc., but **I do not want students to ask for special exceptions for such occurrences**. Again, I drop the lowest daily grades and deduct 10 points per day a literary analysis is late in case of an emergency.

**Student Handbook Statement of Academic Integrity**:

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. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. 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.

**Operating Policy 10.5 (student accommodation)**:

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. All students at Angelo State University must have the capacity and ambition to undertake, with
reasonable accommodation from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification programs which they are pursuing.

**Operating Policy 10.19 (Holy Day):**
“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. 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.

**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](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).

**Inclusion Statement**
I support a diversity of thoughts, perspectives and experiences, and honor all identities (including race, gender, class, sexuality, religion, ability, etc.). Please let me if there is a particular name or pronouns by which you identify. Also, please let me know if anything I or your peers may say in class makes you feel excluded or marginalized. You may come see me in my office, leave me a note, and your concerns will remain anonymous.
### Weekly Schedule (Tentative and Subject to Change)

#### Week One
- **Jan 13**: Course Introduction/ Course Policies
- **Jan 15**: Choosing a Topic  
  Discuss Tuition and Fees at ASU  
  Read Article on the Best Degrees for the Future
- **Jan 17**: Discuss Article  
  Freewrite on Long-Term Plan to Cover Tuition and Fees

#### Week Two
- **Jan 20**: Holiday, No Class Meeting
- **Jan 22**: Searching for Information  
  Discuss Article on the Best Degrees for the Future  
  Pros and Cons list of Possible Degrees
- **Jan 24**: Discussion on Degree Plans at ASU  
  Freewrite on Short-term Goals

#### Week Three
- **Jan 27**: Writing a Thesis statement  
  Proper format for Outlines  
  Thesis Statement Activity
- **Jan 29**: Finding Credible Secondary Sources  
  Upload Thesis Statement Activity and Article Review
- **Jan 31**: Avoiding Plagiarism, using APA  
  Using Primary and Secondary Sources Integrating Sources  
  Use the three “I”s on a secondary source in Body Paragraph Activity due

#### Week Four
- **Feb. 3**: APA Formatting for paper  
  Manuscript format  
  Upload Sample Title APA Page
- **Feb. 5**: Organization and Outlines  
  Upload Sample Title APA Page, Thesis with corrections and Outline
- **Feb. 7**: Writing a Reference page in APA format  
  Upload Reference Page in APA Format

#### Week Five
- **Feb 10**: Discuss Editing Techniques  
  Form Peer-Editing Groups
Feb. 12  Peer Editing

Feb. 14  Q & A Paper 1
        Lab Day
        Upload final draft of Paper 1 by 11:50 a.m.

Week Six
Feb. 17  Assign Paper 2 Project
        Finding Sources for Paper 2 Project

Feb. 19  Search for 5 Potential Sources
        Upload 1 sentence description of 2 sources

Feb. 21  Discuss Career Goals
        Upload Freewrite

Week Seven
Feb 24  MLA Documentation Style
        Writing a Research Portfolio
        Upload Sample Abstract

Feb. 26  Proper format for Annotated Bibliographies
        Upload Sample Annotated Bibliography (5 Sources)

Feb. 28  The Difference between Annotated Bibliography and Works Cited Page
        Upload Sample Works Cited (5 Sources)

Week Eight
Mar. 3   Conferences

Mar. 5   Conferences

Mar. 7   Conferences

Spring Break March 9 – Mar 13

Week Nine
Mar. 16  Organizing four parts of the paper
        Balancing parts of the paper in an outline
        Upload Sample Outline with Tentative Thesis

Mar. 18  Peer Editing

Mar. 20  Q & A Paper 2
        Lab Day
        Upload final draft of Paper 2 by 11:50 a.m.

Week Ten
Mar. 23  Assign Paper 3
Discuss Potential Scholarships, Internships, etc. Available Brainstorm

Mar. 25  Writing a Theme-based Statement  
         Upload Brainstorm on Themes for cover letter

Mar. 27  Do and Do Not when writing essay or cover letter  
         Bad vs. Good first-impression activity

Week Twelve  
Mar. 30  Writing a Resume  
         Upload Top 10 Qualities

Apr. 1   Myths and Facts about Job/Graduate School  
         Sample “Homework” paragraph on Company  
         Proper Resume Format  
         Upload Sample Resume

Apr. 3   Proper Resume Format  
         Upload Sample Resume

Week Thirteen  
Apr. 6   Searching for Information  
         ASU, Local Community, State, Nation  
         Brainstorm on Scholarship, Internship, Graduate Program

Apr. 8   Applying for Opportunities  
         Academic vs. Corporate Opportunities Brainstorm

Week Fourteen  
Apr. 13  B.A., M.A., Ph.D., Professional Degree?  
         Freewrite Finding Quote to begin Essay/Ice-Breaker  
         Choosing a Theme

Apr. 15  Finding quote to begin Essay/Ice-Breaker  
         Choosing a Theme  
         Upload two Potential Scholarships, Internships, and Graduate Program

Apr. 17  Theme and Thesis for Statement/Essay  
         Upload Outline with Final Thesis Statement

Week Fifteen  
Apr. 20  Conferences

Apr. 22  Conferences

Apr. 24  Conferences

Week Sixteen  
May 6, Upload Paper 3 and Resume/Vita by 12:30 p.m.