Goals and Outcomes of English 1301

There is no such thing as universally “good writing.” What counts as “good writing” in one situation may be completely inappropriate and ineffective in others. So, if you want to succeed in college and beyond, you’ll need to become an agile writer who can adapt your writing to a wide variety of audiences, contexts, purposes, and media. Therefore, we’ll focus on learning to analyze new situations and respond to them appropriately. Instead of learning one right way of writing, you’ll work on becoming flexible writers who can transfer what you’ve learned in 1301 to new contexts and new genres. The table below lists specific core objectives and student learning outcomes for this course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Course Student Learning Outcome</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>Students will learn to employ problem-solving strategies (such as inquiring about an issue, comprehending consequences, and analyzing and synthesizing information) to generate positions and arguments and to examine basic principles of information to support a thesis. Students will learn to comprehend, analyze, synthesize, and evaluate their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.</td>
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<tr>
<td>Communication</td>
<td>Students will learn to take into consideration audience, context, purpose, conventions, and circumstances relevant to written communication; use relevant and appropriate content for the specific rhetorical situation in order to express their position(s) effectively in writing.</td>
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<tr>
<td>Teamwork</td>
<td>Student will learn to work individually and collectively toward a shared purpose or goal with the members of a team, creating and evaluating their peers’ drafts.</td>
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<tr>
<td>Personal Responsibility</td>
<td>Students will learn to identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making, as well as recognize and evaluate possible consequences of their decisions.</td>
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Required Text and Materials

- Some sort of storage device for saving drafts (i.e., flash drive if you use Word or a Gmail account if you use Google Docs)
- Two 2-pocket folders
- A notebook and something to write with

Computer Requirements

- Access to Blackboard
I will use several Blackboard tools to teach this class throughout the semester. You can access Blackboard at https://blackboard.angelo.edu. To log in, you’ll need your Ramport ID and password.

Blackboard will be used for turning in homework and writing assignments. I will also post important information on Blackboard. You should check the course Blackboard site every day.

- **Microsoft Word**
  For all electronic submissions, you must save drafts in MS Word or an MS Word-compatible format. If you submit your draft in a different format, I will be unable to open your file and therefore cannot grade your draft.

- **Adobe Acrobat Reader**
  You will need to obtain Adobe Acrobat Reader (which can be downloaded free from the internet), as you will use Acrobat Reader to access some documents on Blackboard.

**Technical Support**
If you are having technical problems with Blackboard, you can contact free technical support one of the following ways:

- **Phone:** 325-942-2911
- **Web Address:** http://www.angelo.edu/services/technology/

*Any course content-related questions should be directed toward me.*

**Attendance Policy**
I will no longer be taking attendance. Instead, be sure to post to the discussion board and view all weekly information. I will be tracking to see who views everything and when. This will be factored in to the participation grade.

**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. 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.

**Email Communication Protocol**
If I need to contact you outside of class, I will email your Angelo State email address. Get in the habit of checking your email regularly. If you need to contact me outside of class, email me (lmorrow4@angelo.edu). I will check email periodically Monday-Sunday. I will not respond to email messages after 10pm. This is how an email to me should look:
Ms. Morrow,

When you send an email, use professional email etiquette: send the email from your ASU student account, include an appropriate subject in the subject line (ENGL 1301), include a formal greeting (Dear Ms. Morrow), state your name and the class you are enrolled in, and a clear description of the question or problem.

This is how the body of the email should look. Do not write to an instructor using “textspeak” or using other colloquialisms. This should be a professional exchange of communication. You should sign the email with your name.

Your Name

Classroom Decorum
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/.

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.

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.

Writing Assignment Submission
If you fail to submit any of the major writing assignments (MWAs), you will not pass the course.

**Late Work**

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.

If you expect to be absent, you may still turn in your homework assignment under the “Homework” tab on Blackboard before class begins and receive credit.

The "Late Pass”

If you plan to turn in a MWA or LSA later than the posted due date, email me to let me know that you are using your late pass. You only get to use this once.

**Final Portfolio**

This is the culmination of all you’ve learned over the course of the semester, and it is graded accordingly. It is worth 25 percent of your grade. I will provide you with prompts and instructions.

**Participation**

Participation will constitute 25 percent of your final grade. I factor in the following when determining your participation grade: graded homework, discussion board posts, etc. I do not offer make-ups for homework.

**Peer Review**

The peer review grades will now be included in class participation.

**Using Student Writing in the Classroom**

I often bring student writing into the classroom for discussion or workshops. I do this because you can learn things from your peers’ writing that are hard to learn from any other source. This means that each student might have his or her writing (anonymously) discussed by the whole class at some point. If you turn something in to me that you do not want me to share with others, please let me know when you turn it in. If you have concerns about this, please let me know.

**Grade Determination:**

Your semester grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Final Portfolio</td>
<td>25%</td>
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</table>
Grading standards for individual writing assignments will be distributed as separate handouts.

**Accommodation Statement**

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. It is located 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.

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.

**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.
Plagiarism Policy

Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present 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.

Types of Plagiarism

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 (even if it was for a 1301 course you took and dropped).
- Submitting writing that was substantially edited by another person.

Procedures for Handling Plagiarism Cases

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;

Possible Consequences

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.

All students suspected of plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases.

Writing Center Information

The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process: locating an angle, writing a thesis, organizing ideas, developing paragraphs, locating grammar and punctuation errors, documenting sources, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center’s website at http://www.angelo.edu/dept/writing_center/.

The Writing Center offers tutoring services through two methods:

- **Traditional face-to-face tutoring**: Face-to-face Writing Center can focus on a section of a draft or a specified writing issue. Students who visit the Writing Center are assisted on a first come-first served basis. No appointment is necessary.
- **E-submission of papers**: Students can e-mail papers as attachments to writingcenter@angelo.edu. A tutor will respond to their questions and comment on drafts within 48 hours. The Writing Center is now open for E-submissions only.

Location: Porter Henderson Library, third floor, Room C305
Fall and Spring Hours
Monday-Thursday: 10 a.m.–5 p.m.
Wednesday evening: 6–8 p.m.
Friday: 10 a.m.–noon

Saturday: Closed
Sunday: 1–4 p.m.
<table>
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<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
</table>
| Week 3/23-3/29 | Writing MWA2, thesis, outline, drafting     | **Read:** Chapter 17: Organizing and Drafting in *WT*                     | -Post responses to HW questions about the reading under the discussion board in the module for this week by 3/25 by 11:59pm  
-Submit MWA2 by 3/29 before 11:59pm under the Writing Assignments tab on Bb |
| Week 3/30-4/5  | Summaries, critical reading and annotating, LSA3 introduction | **Read:** “Slutty Sailor” (PDF in Bb) and annotate “Social Media: Does Social Media Have a Positive Impact on the World?” (PDF in Bb) | -Post responses to HW questions about the reading under the discussion board in the module for this week by 4/1 by 11:59pm  
-Submit LSA3 by 4/5 before 11:59pm under the Writing Assignments tab on Bb |
| Week 4/6-4/12 | Argumentative writing, introduce MWA3, letter to the editor genre | **Read:** Letter to the Editor Genre (PDF in Bb) and Chapter 12: “Arguments” in *WT* | -Post responses to HW questions about the reading under the discussion board in the module for this week by 4/8 |
| Week 4/13-4/19 | Argumentative writing, research, writing MWA3, plagiarism, citing with MLA | **Read:** Chapter 23: “Argument Strategies” in *WT* | -Post responses to HW questions about the reading under the discussion board in the module for this week by 4/15  
-Submit MWA3 by 4/19 before 11:59pm under the Writing Assignments tab on Bb |
<p>| Week 4/20-4/26 | Final portfolio, revising                  | <strong>Read:</strong> “Revising Your Paper” (PDF in Bb)                              | -Post responses to HW questions about the reading under the discussion board in the module for this week by 4/22 |</p>
<table>
<thead>
<tr>
<th>Week 4/27-5/3</th>
<th>Final portfolio, editing, grammar lesson, reflecting</th>
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<tbody>
<tr>
<td>Monday 5/4</td>
<td><strong>Final Portfolio due by 11:59 pm through Bb</strong></td>
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</table>