English 1301-Dual Credit, English Composition

Course Contact Information
- Instructor: Katherine Garrison
- Office: Academic 039C, masks required for visits
- E-Mail: katherine.garrison@angelo.edu
- Office Hours (online): Wednesday 9 am-12 pm (in Hangouts)
- Sections: 1301 – Check your class schedule for times

Course Description
This is an introductory course on the writing process. Prerequisites required.

Core Objectives and Student Learning Outcomes

<table>
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<tr>
<th>Objective</th>
<th>Outcome</th>
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<tbody>
<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. 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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<tr>
<td>Communication</td>
<td>Take into consideration audience, context, purpose, conventions, and circumstances relevant to the academic context; use relevant and appropriate content for academic audiences, medium, and message.</td>
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<tr>
<td>Teamwork</td>
<td>Work collaboratively with the instructor and peers to plan, draft, revise, and edit written work.</td>
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<tr>
<td>Personal Responsibility</td>
<td>Identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making and to evaluate possible consequences of their decisions.</td>
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Materials Required

1. **Book:** *The Norton Field Guide to Writing with Readings, 4th or 5th Edition*, Richard Bullock, Maureen Daly Goggin, and Francine Weinberg. Shows MLA update symbol on cover. Purchase at Amazon or the ASU Bookstore. If your school does not provide this book, you will be responsible for purchasing.

2. **Equipment:** Mask (required for class entry), computer with high speed Internet, headphones or speakers, microphone, file storage (e.g. flash drive, Google Drive, J: drive, email, etc.), MS Word or the ability to convert to these file types, Adobe Acrobat, Blackboard, and ASU email access. For free software downloads click here. For equipment click ASU Computer Lab.

Assignments

<table>
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<tr>
<th>Points</th>
<th>Section</th>
<th>Assignment (*MWA = Major Writing Assignment)</th>
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<td>10</td>
<td>2</td>
<td>MWA 1: Literacy Narrative</td>
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<td>15</td>
<td>3</td>
<td>MWA 2: Literacy Factsheet</td>
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<td>20</td>
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<td>MWA 3: Writing Instruction and Digital Technology Letter</td>
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<td>25</td>
<td>5</td>
<td>Final Portfolio</td>
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<td>10</td>
<td>6</td>
<td>Presentation</td>
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<tr>
<td>10</td>
<td>All</td>
<td>Quizzes (over chapter readings, lectures, and assignment descriptions)</td>
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<tr>
<td>10</td>
<td>All</td>
<td>Discussion Board Posts/Responses (50% original posts and 50% peer response)</td>
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<tr>
<td>100</td>
<td>Total</td>
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Online Class Behaviors and Attendance
Follow your school’s rules for in-class behavior (including the policy of masks). Be courteous when communicating online with me and your peers. Attendance or tardiness does not factor into your final grade. Submitting your completed work on time is your sole responsibility and objective. Be prepared to work from home due to some complication from the Coronavirus (always have your textbook and materials available). Assignment requirements are posted in Blackboard in advance. No extensions will be given for assignments because of holy days or school sponsored events as a result (see the Grading Policy below).

Email Policy
ASU Email is the best way to contact me. I check email 8 am-5 pm M-TH (excluding holidays).

Discussing Your Grades
I will not discuss your grades through email because of FERPA requirements designed to protect your records. For questions, please refer to this syllabus first. If you still have questions, email me and I will respond to you through “Messages” in Blackboard or ask you to chat in Hangouts.

Grading Policy
All assignments are generally graded within two weeks of submission. All assignments will be assessed a penalty of 10% per day late (this includes weekends and holidays). I will not give an Incomplete in this course. I may use your assignments as samples for future classes. Finally, students traveling to school-sponsored events or observing a holy day must submit their work before the due date. I assess grades in the following manner: A (90-100%) The document is superior; B (80-89%) The document is good; C (70-79%) The document is adequate; D (60-69%) The document is disappointing; F (0-59%) The document is unsatisfactory.

Academic Misconduct Policy
If you plagiarize, cheat, gain an unfair advantage, or participate in any activities described in the Student Code of Conduct, then you will receive an automatic “0” on the assignment and be required to visit with me during my office hours. If you are caught a second time, you will fail the course, and I will inform others for potential further disciplinary action.

Accommodations
If you have a disability and need accommodations in class, contact the Student Affairs Office ASAP at 325-942-2047 or studentservices@angelo.edu (University Center, Suite 112). Once you register with Student Affairs then you must notify me to gain accommodations. Student Affairs works with students confidentially and does not disclose any disability-related information.

Outside Course Support (check with your teacher aid for more)
- Information Technology (IT) for help with email, Blackboard, Ramport
- Student Computer Access and Printing Services for computer lab resources
- Library for help with conducting research
- English Language Learners’ Institute for English as Second Language (ESL) students
- **Freshman College** for academic success and tutoring
- **Disability Services** for disabled and impaired students
- **ASU Writing Center** for help with all writing assignments
- **Student Life** for non-academic opportunities (student organizations)
- **Career Development** for job opportunities on and off campus

**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)
Class Schedule
All assignments are due before midnight (12:00 am CST) on the dates below. Quizzes are due Tuesdays, Discussion Posts are due Wednesdays, and Final Drafts and Peer Responses are due Thursdays (with the exception of the Presentation Assignment at the end of the semester). Rough and final drafts of major assignments are in red. (Note: MWA=Major Writing Assignment).

Section 1: Welcome to the Course and Grammar Review
Week 1-August 16:
Monday
1. Read the Course Syllabus
2. View Welcome Video and Lecture 1
Tuesday
3. Read “Academic Literacies” (page 1) and “Rhetorical Situations” (page 53 (4th Ed 53)) in the Norton Field Guide to Writing (NFGW)
4. Watch Why Good Writers Rule the World
5. Take Quiz 1
Wednesday
6. Upload your photo to Blackboard
7. Respond to Discussion Board #1
Thursday
8. Post Peer Responses to Discussion Board #1
Friday
9. Begin reading/viewing assignments for next week

Week 2-August 23:
Monday
Tuesday
2. View Lecture 2
3. Watch these videos about peer reviews: Peer Writing Review Process, Peer Review: Commenting Strategies, Top 10 Mistakes
4. Take Quiz 2
Wednesday
5. Take Grammar Diagnostic Test
6. Respond to Discussion Board #2
Thursday
7. Post Peer Responses to Discussion Board #2
Friday
8. Begin reading/viewing assignments for next week

Section 2: Literacy Narrative
Week 3-August 30:
**Monday**
2. View Lectures 3a and 3b

**Tuesday**
3. Take Quiz 3
4. Begin rough draft of Literacy Narrative (MWA 1)

**Wednesday**
5. **Post Rough Draft of Literacy Narrative (MWA 1) to Discussion Board #3**

**Thursday**
6. Post Peer Responses to Discussion Board #3

**Friday**
7. Begin revising Literacy Narrative based on peer feedback

**Week 4: September 6:**

**Monday-Wednesday**
1. Revise Literacy Narrative based on peer feedback
2. Visit the [Writing Center](#) online or in person (optional)

**Thursday**
3. **Turn in Final Draft of Literacy Narrative to Blackboard Assignment (not emailed or posted to discussion board)**

**Friday**
4. Begin reading/viewing assignments for next week

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**Section 3: Literacy Factsheet**

**Week 5: September 13:**

**Monday**
1. Read “Arguing” (page 397 (4th Ed 355)) and “Designing Text” (page 644 (4th Ed 597)) in NFGW

**Tuesday**
2. View Lecture 4
3. Take Quiz 4

**Wednesday**
4. Respond to Discussion Board #4

**Thursday**
5. Post Peer Responses to Discussion Board #4

**Friday**
6. Begin reading/viewing assignments for next week

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**Week 6: September 20:**

**Monday**

2. View Lecture 5

3. Watch video on how to create a factsheet in Word

**Tuesday**

4. Take Quiz 5

5. Begin rough draft of Literacy Factsheet (MWA 2)

**Wednesday**

6. **Post Rough Draft of Literacy Factsheet (MWA 2) to Discussion Board #5**

**Thursday**

7. Post Peer Responses to Discussion Board #5

**Friday**

8. Begin revising Literacy Factsheet based on peer feedback

**Week 7-September 27:**

**Monday-Wednesday**

9. Revise Literacy Factsheet based on peer feedback

10. Visit the Writing Center online or in person (optional)

**Thursday**

11. **Turn in Final Draft of Literacy Factsheet to Blackboard (do not email me or post to discussion board)**

**Friday**

12. Begin reading/viewing assignments for next week

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**Section 4: Writing Instruction and Digital Technology Report**

**Week 8-October 4:**

**Monday**


**Tuesday**

2. Watch this video on Writing Anxiety

3. View Lecture 6

4. Take Quiz 6

**Wednesday**

5. Respond to the Discussion Board #6

**Thursday**

6. Post to Peer Responses to Discussion Board #6

**Friday**

7. Begin reading/viewing assignments for next week
Week 9: October 11:

**Monday**
1. Read “Writing as an Inquiry” (page 323 (4th Ed 281)), “Assessing Your Own Writing” (page 343 (4th Ed 301)), and “Kids’ Stuff” (pages 940 (4th Ed 912)) in NFGW
2. View Lecture 7

**Tuesday**
3. Take Quiz 7
4. Begin Rough Draft of Writing Instruction and Digital Technology Letter (MWA 3)

**Wednesday**
5. Post Rough Draft of Writing Instruction and Digital Technology Letter (MWA 3) to Discussion Board Post #7

**Thursday**
6. Post Peer Responses to Discussion Board #7

**Friday**
7. Begin reading/viewing assignments for next week

Week 10: October 18:

**Monday**
1. Read “Getting Response and Revising” (page 348 (4th Ed 306)) and “Editing and Proofreading” (page 356 (4th Ed 313)) in NFGW

**Tuesday**
2. Quiz 8

**Wednesday**
3. Revise Writing Instruction and Digital Technology Letter based on peer feedback
4. Visit the Writing Center online or in person (optional)

**Thursday**
5. Turn in Final Draft of Writing Instruction and Digital Technology Letter to Blackboard Assignment (do not email me or post to discussion board)

**Friday**
6. Begin reading/viewing assignments for next week

Section 5: Final Portfolio

Week 11: October 25:

**Monday**

**Tuesday**
2. Watch this video on Rewriting
3. View Lecture 8
4. Take Quiz 9

**Wednesday**
5. Post to the Discussion Board #8

**Thursday**
6. Respond Peer Responses to Discussion Board #8

**Friday**
6. Begin reading/viewing assignments for next week

**Week 12-November 1:**

**Monday**
1. Read *The Purpose of Repurposing Content*, and *this article on Audience*.

**Tuesday**
2. View Lecture 9
3. Take Quiz 10

**Wednesday**
4. Post to the Discussion Board #9

**Thursday**
5. Post Peer Responses to Discussion Board #9

**Friday**
6. Begin writing Rough Draft of Final Portfolio

**Week 13-November 8:**

**Monday-Tuesday**
1. Work on Rough Draft of Final Portfolio

**Wednesday**
2. **Post Rough Draft of Final Portfolio to Discussion Board Post #10**

**Thursday**
3. Post Peer Responses to Discussion Board #10

**Friday**
4. Start revising Final Portfolio based on peer feedback

**Week 15-November 15:**

**Monday-Wednesday**
1. Revise Final Portfolio based on peer feedback
2. Visit the **Writing Center** online or in person (optional)

**Thursday**
3. **Turn in Final Draft of Final Portfolio to Blackboard Assignment (do not email me or post to discussion board)**

**Friday**
4. Begin reading/viewing assignments for next week

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**Section 6: Presentation**

**Week 16-November 22 (Finals Week):**

**Monday**
1. Read “Giving Presentations” (page 673 (4th Ed 625))
2. Read/view presentations: (1) [Death to PowerPoint](#), (2) [How to Give an Awesome (PowerPoint) Presentation](#)
3. View Lecture 11
4. Begin Presentation Assignment

**Tuesday**
5. Extra Credit: Quiz on Presentations
6. Complete All Extra Credit Assignments (optional)
7. Continue working on Presentation Assignment

**Wednesday (Last day of assignments!)**
8. **Turn in Final Draft of Presentation to Blackboard Assignment (do not email me or post to discussion board)**