ENGLISH 1302: Writing Across the Curriculum  
Prerequisite: English 1301

Instructor: Elizabeth SoRelle, M.A.  
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Cell Phone: (325) 234-1934  
Location: Wall High School Room 200  
Office Hours: 1st Per. 7:50 – 9:25, alternates  
8th Per. 2:45 – 3:35, daily  
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;
- summarize 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 APA standards.

ASU LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Course Student Learning Outcome</th>
<th>General Learning Activities</th>
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</thead>
<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>
<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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</tbody>
</table>
**Communication**

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. 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.

**Teamwork**

Work collaboratively with the instructor and peers to plan, draft, revise, and edit written work. Students learn effective techniques for responding to peers’ works in progress and for incorporating peers’ advice about their own writing.

**Personal Responsibility**

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. 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.

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**REQUIRED TEXTS AND MATERIALS**

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

**Supplies:** We will use the same textbook as we used for 1301. Please purchase a new spiral for this class. You **also need a 1 inch binder for our first unit.**

**COURSE OUTLINE**

**Unit 1: Guided Research and Writing**

In this unit, you will go through the research writing process with a guided DBQ entitled *Was Lizzie Borden Guilty or Innocent: An Inquiry Research Project?* You will

1. follow a basic research question
2. analyze primary and secondary sources
3. create a working thesis statement
4. synthesize the sources and use them as text evidence to support your thesis
5. write a 4-5 page research paper following APA guidelines
6. utilize the workshop method to revise and fine-tune the paper.

Unit 2: Basics of Independent Research

In this unit, you will learn how to

1. read a non-fiction book about a topic that interests you and will be the springboard for your independent research;
2. differentiate between tertiary, primary and secondary sources;
3. differentiate between academic and non-academic sources;
4. differentiate between different types of research writing;
5. develop a working thesis based of an academic question; and
6. organize yourself during the research process.

Unit 3: Conducting Research

In this unit, you will learn how to

1. utilize academic search engines to find sources for your academic research topic;
2. read and evaluate those sources;
3. write an annotated bibliography for ten sources;
4. write a research proposal; and
5. write an 8-10 page research paper that begins with an abstract, has an academic thesis and integrates source material skillfully and properly according to APA.

Unit 4: Presenting Research

In this unit, you will learn how to synthesize your information into a meaningful 15-20 minute professional presentation.

ATTENDANCE POLICIES / MAKEUP WORK

Attendance: Attendance is mandatory, whether we meet online in ZOOM or face to face in class. Attendance will be taken each class period. It goes without saying that you need to be in class (face to face or online) in order to learn. You are responsible for learning the material you miss.

Assignments: I will post daily assignments under WHAT TO DO TODAY in Google Classroom. I will also post a link to a live calendar, which may change often. If the calendar changes, it is always in your benefit.

Late work: I do not accept late work. Assignments are due at the beginning of the class period. If you are absent, your assignment is still due unless you use your one late pass. Sickness is NOT an exception. The "Late Pass": You will be allowed one late pass per semester. You may use this on a daily grade or on a major grade.

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, informal presentations, and research.
**Major Assignments:** Major assignments include essays, tests and formal presentations.

**Quizzes:** In order to show mastery over certain concepts, you will take quizzes throughout the semester. You will always be given advance notice of quizzes.

**Participation:** Participation during online meetings means focusing on the teacher, dressed and ready to go in front of video when the session starts, participating as required in small groups on ZOOM, and being ready to discuss (which means doing your homework). Face-to-face meetings in class require the same level of readiness and participation. Sleeping in class or playing games on the Chromebook will result in an automatic zero for that class period.

**ONLINE POLICIES**

The same rigor and expectations will be applied to your coursework, whether we are working online or face-to-face. You will follow the exact same procedures as above no matter where you are taking the class.

If you are working asynchronously from home, ALL QUIZZES, TESTS, AND IN-CLASS ESSAYS will require you to ZOOM into the classroom and complete the assignment AT THE SAME TIME as everyone else.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total # of Assignments</th>
<th>Percentage of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Major Assignments</td>
<td>3-5</td>
<td>50%</td>
</tr>
<tr>
<td>Minor Assignments</td>
<td>15-20</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>8-10</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>multiple</td>
<td>10%</td>
</tr>
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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

**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.

**Quizzes:** Quizzes will assess your basic understanding of assigned readings and lectures.

**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, and research.

**Major Assignments:** Major assignments include essays, timed writings, projects, presentations, and exams.
 Participation: You are expected to be prepared for class each day and to actively participate in discussion – both in person and on Blackboard discussion boards. In addition, you must be respectful towards one another and to me at all times.

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.

OTHER

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
Phone: 325-942-2047
Email: dallas.swafford@angelo.edu
Location: 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
Email: Michelle.boone@angelo.edu
Phone: 325-486-6357
Location: Mayer Administration Building 204

Absences for 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 Grading 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 CODE OF CONDUCT

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.

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