English 1302 Writing Across Curriculum

Spring 2021

“Much learning does not teach understanding” Heraclitus

“Research is formalized curiosity. It is poking and prying with purpose.” Zora Neale Hurston

“The first draft of anything is [crap]” Earnest Hemingway

Instructor: Nathan Morrill  email: nmorrill@bradyisd.org

Texts:

They Say I Say The Moves that Matter in Academic Writing Third Edition by Gerald Graff and Cathy Birkenstein


Link to novel: https://www.huxley.net/bnw/

English 1302 A Core Communications Course

“The ASU Core Curriculum Committee has designated English 1302 as a core course in the area of Communication. According to the Texas Higher Education Coordinating Board, courses in this foundational component area should “focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively” and should “involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.” In addition, every core course must help students develop four of the broad core skills.

The core skills designated for this class are as follows:

**Critical Thinking Skills** – To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;

**Communication Skills** – To include effective development, interpretation and expression of ideas through written, oral and visual communication;

**Teamwork** – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal; and

**Personal Responsibility** – To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
All student learning outcomes and course policies are designed to foster student growth in these four skill areas. Attached to this syllabus is the rubric used by the Department of English and Modern Languages to assess core outcomes in this class.

**Personal Conduct and Responsibilities**

In this and all college courses, you should conduct yourself with professionalism and collegiality, and you should take responsibility for your own learning and performance. Excellent students are motivated, dedicated, and self-reliant; they have a positive attitude and a good work ethic. You will improve your chances of succeeding in this class by following these rules:

**Stay focused.** Attend class and be actively involved. Pay attention and participate in discussions. Ask questions when you have them and consult your professor when you have concerns.

**Be prepared every day.** Critically read all assignments. Conscientiously complete homework and class activities. Keep up with your work.

**Follow instructions carefully,** especially those on assignment prompts, and prepare assignments according to the guidelines provided.

**Encourage learning and collaborate** with classmates and support the instructor in the goal of learning.

**Be courteous.** To avoid distracting others, arrive on time and leave when class is dismissed.

**Avoid talking in class except when appropriate.** While it is sometimes acceptable and even desirable to question opinions and even facts offered by others (including the teacher), you should do so respectfully and thoughtfully, with learning goals in mind.

**Use electronic devices for class purposes only.** I encourage you to bring laptops, tablets, and smart phones to class, but use them only when invited to do so—no texting or personal calls.

**Take good care of your body and mind.** Keep yourself nourished and rested.

**Make up work** The following attendance policy is consistent with University OP 10.04 (“Academic Regulations Concerning Student Performance”).

**An absence does not excuse the student from being prepared for the next class.** Thus, students who miss class should contact a classmate or the instructor to be sure of the assignment for the next class.

**All assignments are due when called for.** Being permitted to submit work after the deadline gives students an advantage over those who turn work in on time; thus late work will be accepted without penalty only in the case of excused absences. The penalty for an unexcused late essay is one-half letter grade for each day late.

**Course Grades**

Course grades will be determined on the following factors
Daily work 10%
Major writing assignments
MWA 1 (Brave New World) 10%
MWA (2) Elements of the Story 10%
MWA (3) Poetry 10%
MWA (4) Drama 10%
Research essay (author and novel) 20%
Exams 30%

Daily work includes quizzes, exercises, group work, peer review, and miscellaneous writing assignments. Students will complete four major writing assignments, and a research essay. There will be a midterm and final exam.

The grading scale is as follows: A=90-100; B=80-89; C=70-79; D=60-69; F 0-59

I encourage you to consult with me any time you have a question or concern about a grade for any assignment or for the course overall!

Academic Honesty

“All ASU students are expected to understand and to comply with the University’s policy on Academic Honesty as stated in the ASU Bulletin and in the ASU Student Handbook. Students who violate the Policy on Academic Honesty will be subject to disciplinary action including a failing grade in the course.”

Tentative schedule for all readings and major writing assignments

The following is a tentative schedule of readings and major assignments. Additional assignments will be made in class.

Week 1
Introduction: Course policies and syllabus
Read They Say I Say Introduction, Chapter 1 (Starting With What Others Are Saying)
Owen and Sawhill “Should Everyone Go To College”
They Say I Say Chapter 2 (The Art of Summarizing)
They Say I Say Chapter 3 (The Art of Quoting)
Week 2
(Amy Hempel San Francisco) (Writing From Reading “Rapture” and Sample Student Response)
They Say I Say Chapter 4 (Three Ways to Respond)
They Say I Say Chapter 5 (Distinguishing From What You Say from What They Say)
Brave New World Chapters 1-5

Week 3
(The Garden of Love and Student Essay) (Reading a Story for Its Elements) (John Updike and “A&P”)
They Say I Say Chapter 6 (Planting a Naysayer in Your Text)
Scholarly article on Brave New World
Brave New World Chapters 6-10

Week 4
(Writing About Fiction) (Girl)
They Say I Say Chapter 7 (Saying Why It Matters)
They Say I Say Chapter 8 (Connecting the Parts)
Brave New World Chapters 11-15

Week 5
(Greasy Lake) (Araby)
They Say I Say Chapter 9 (Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice)
They Say I Say Chapter 10 (The Art of Metacommentary)
Brave New World Chapters 16-18
Week 6
Major Writing Assignment 1 due (Brave New World)
(Emoji) (Who’s Irish) (The Jilting of Granny Weatherall)
Brave New World Exam
Choose Novel and Author for Research

Week 7
(Emoji) (The Gilded Six Bits) (The Cask of Amontillado)
(Emoji) (Brownies) (How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie)

Week 8
(Emoji) (Crafting Style and Tone) (Indian Education) (The Yellow Wallpaper)
(Emoji) (Interpreter of Maladies)
(Emoji) (Young Goodman Brown)

Week 9
Midterm
MWA 2 due elements of fiction and story telling
(Emoji) (Reading a Poem in Its Elements)
“O my luve’s like a red red rose” “Those Winter Sundays” “A Fragment” “Sailing to Bysantium”
(Emoji) (Writing about Poetry)
Annotated Bibliography due

Week 10
Spring Break

Week 11
Research outline and Thesis due
Types of Poetry
Words,”Ode on a Grecian Urn” “We Real Cool” “Shall I Compare Thee to a Summer’s Day”
“Dover Beach” “The Dover Bitch” “The Fish” “The Emperor of Ice Cream”
“My Papa’s Waltz” “ Sunday Morning” “On My First Son” “Daddy” “O Captain! My Captain”
“Riot Act, April 29, 1992”

Ironic

**Week 12**

Synecdoche and Metonymy, Naming of Parts, Personification and Apostrophe, “Composed upon Westminster Bridge” “ September 3, 1802”
Paradox, Oxymoron and Pun “Their Sex Life”
“Western Wind”
Sound “Digging” “Jabberwocky”
Rhyme, Rhythm “Sadie and Maud” “A Song in the Front Yard”
Meter and Scansion “Trochee trips from long to short”

**Week 13**

Building Blocks of Form
Sonnet “How Do I love the? Let me count the ways” “On First Looking into Chapman’s Homer”
“When in disgrace with Fortune and men’s eyes” “What lips my lips have kissed, and where, and why”
The Limerick “There was an Old Man with a gong”
The Elegy “To an Athlete Dying Young”
The Ode “Ode to the West Wind”
MWA 3 Poetry Interpretation
Poetry Exam
Poetry Slam

**Week 14**

Elements of Drama
Writing about Drama
The Zoo Story
Oedipus the King Ancient Greek Drama

Week 15
Author and Book Research papers due
A Raisin in the Sun

Week 16
A Raisin in the Sun cont.

Week 17
MWA 4 Drama
Drama Exam

Week 18
Finals over all aspects of the semester