Courses Description
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, it is important to become an agile writer who can adapt your writing to a wide variety of audiences, contexts, purposes, and media. A common assumption is that once students learn to write in their English courses, they should be prepared to write effectively in all other situations. This class will challenge that assumption. Additionally, this class will emphasize the research process.

Upon successful completion of this course, students should be able to do the following:

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical use of evidence.
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).

Core Objectives and Course Student Learning Outcomes

Critical Thinking
Critical thinking will be demonstrated through students writing analyses and evaluative pieces. 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. Additionally, 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.

Communication
Communication will be demonstrated through students composing a variety of genres for different contexts. 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.

Teamwork
Teamwork will be demonstrated through peer review. 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.

Personal Responsibility
Personal responsibility will be demonstrated through a series of reflective essays. 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.

**Required Texts and Materials:**

- A zip drive or storage device for course materials
- A notebook for notes/group work/in-class writing and something to write with
- Access to a computer and high-speed internet

**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](https://blackboard.angelo.edu). To log in, you'll need your Ramport ID and password. In addition to participating in some online discussions via this site, I will post the syllabus, writing assignments, grading standards, and additional readings. Moreover, you will submit **ALL** reading and **ALL** writing assignments through Blackboard. In order to make sure everyone is familiar with using Blackboard tools, I will provide a brief tutorial illustrating how to use them the first day or week of class.

**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/](http://www.angelo.edu/services/technology/)

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

**Class Cohorts**
Social distancing requirements stipulate no more than a certain number of students can be physically present in classrooms. The number of students able to be present depends on the size of the room where classes will take place. This semester, I am teaching two sections of English 1302. The classrooms where both sections will be meeting can hold up to 12 students safely. Because there are currently no more than 12 students enrolled in each section, **both classes can safely meet in-person every day, meaning that there is currently no need to cohort either section.**

HOWEVER, should more students enroll in either class, students will have to be placed in cohorts and take turns attending in-person and remotely. If this occurs, I will make sure to make all the necessary changes to class instruction and make students aware of when they must attend in person/ remotely immediately. Please know that I have structured my classes in such a way that if a transition from in-person to hyflex became necessary, the transition would not be a difficult one since the classes will retain a similar structure.

**Attendance Policy/Tardiness**
This class adheres to an attendance policy that allows for 4 unexcused absences. After a student has accumulated more than 4 unexcused absences, the student’s grade will be lowered by one letter grade for
each absence. If a student accumulates 8 unexcused absences, the student cannot pass the course. For an absence to be excused students must provide documentation in a timely fashion testifying as to their legitimate absence such as a doctor’s note, notice from the health department or ASU Student Affairs, and/or a screenshot of the student's submitted failed wellness check. **Both in person and remote attendance will be recorded.**

*This class is a face-to-face, in-person class.* If you prefer remote instruction, please enroll in an online course. Otherwise, any student’s request to experience the course's content remotely must be made in advance and in writing to the instructor. Request to EML department chair, who will have final approval. These requests must provide substantial documentation and be related to the current pandemic. The course's attendance policy will continue to apply to any student who is approved to transition to remote instruction. If you wish to only attend this class remotely, you must make a request prior to the end of the first week of class. Any requests made after will not be considered unless there are extraordinary circumstances in question. **Students that chose to attend remotely must still abide by the attendance policy.**

***Attendance policy is subject to change as conditions on campus change.***

**Attending Class Remotely**  
Because there might be days when you cannot attend class IN-PERSON or if you have opted to only attend class online, you will attend remotely through Blackboard Collaborate. The class will be live streamed through this application, recorded, and stored within our Blackboard course page.

If you must attend class remotely, you will need to click on a link specific to your course in our Blackboard course site. All IN-PERSON class periods will be recorded and uploaded in Blackboard, so if you miss an in class or remote session, attend late, or have to leave a session early, you can locate the video for that class period and watch it. **I will post instructions on how to access this link**—I will send out an announcement once I have done so.

***Blackboard Collaborate will be able to access the camera and microphone on your device. If you wish to appear on camera when attending class remotely you may, but you are not required to.***

Be sure to disable your microphone when you enter the Blackboard Collaborate session, that way any background noise will not come through. If you have a question or wish to contribute to class discussion, just enable your microphone, and once you have finished speaking, disable the microphone once again.

If your device does not have a camera or microphone, you may still ask questions or contribute to class discussion through the *chat* option in Blackboard Collaborate.

**Tardiness:** Because of the current situation, I will disregard tardiness this semester. **However, you are still responsible for attending class promptly in person and remotely.**

If you have an in-person class right before or after this class and therefore may need to log in to Blackboard late for the live stream or need to log out early to make your next class, please let me know (you can do so through e-mail). **Should you miss class or part of class (in-person or remotely), you are responsible for the material you missed.** You must watch any missed content through the recordings that will be posted to Blackboard prior to the next class (even if you will be attending the next class remotely).

***For optimal access to Blackboard materials and live streaming, you will need high-speed internet and a computer. However, you can also access Blackboard using a smartphone.***
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. A student who is excused may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Conferences
Two to four times this semester, I will require you to conference with me about major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions regarding your writing. I will announce the conference schedule at least a week prior to the conferencing period, and you will sign up for a day/time you are available to meet. All conferences will be held virtually through Blackboard Collaborate. Be sure to record your conference appointment and attend on time. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule.

COVID-Related Policies and Protocol
Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University
As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct. Please watch the video linked below about wearing facemasks and completing the daily wellness check:

Video: https://www.youtube.com/watch?v=4uecCBgaCGQ&feature=youtu.be

Social Distancing
You are also asked to maintain safe distancing practices to the best of your ability. Computer workstations in each classroom are spaced far enough apart to allow for social distancing.

Seating Chart
To assist with contact tracing, I will create a seating chart. The first day you attend class in-person you will select your workstation, and I will create the seating chart based on this arrangement. Please sit at your selected workstation each in-person class period.

Workstation Sanitation
Upon entering and before exiting the classroom, you will need to sanitize your workstation. Cleaning supplies will be provided, and I will end class early to allow time for this.

Restroom Usage
Only one student at a time will be allowed in the Academic Building restrooms; therefore, wait times for restroom usage will be longer than they typically are.

Disability Accommodations
Students requesting an exemption may need to wear a clear plastic face shield instead of a face mask. Students needing this accommodation should register with Student Disability Services and provide the appropriate documentation supporting this request.
No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event.

**Noncompliance**
As stated above, for the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

**Class Cancellations**
In the event that I must cancel class and/or office hours, I will notify all classes through Blackboard and e-mail. Please make sure to check your Blackboard and E-mail consistently.

**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/](https://www.angelo.edu/student-handbook/).

**Attending in Person:**
- **Show Respect**: You will be expected to be courteous and behave appropriately at all times in the class including treating your fellow classmates with respect.
- **Food and Drink**: No food or drinks are allowed in the classroom.

**Attending Remotely:**
- **Show Respect**: You will also be expected to be courteous and behave appropriately at all times in the class, including treating your fellow classmates with respect.

**Analog and Digital Modes (in person only)**
Class instruction will consist of both analog modes (turning away from and turning off computer screens and participating in class discussion, listening to lecture, and taking written notes) and digital modes (using desktop computers to access materials and engage in course-related activities only). I will make it clear which modes we will be operating in within each class period.

**Electronic Device Policy:**
In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:

- **Ipods/MP3**: Using your phone or Ipods/MP3 players to listen to music during class is never allowed. Please remove your headphones and put them away before class begins.
- **Cellphones**: During class, you are not available to answer calls or send/receive text messages. You may not use your cell phone unless instructed. However, occasionally I will instruct students to locate information using their phones or record conference times in their phones. Furthermore, if you are expecting an important call that you must take, inform me before class, and I will allow you to step out into the hallway and take the call.
- You may use a tablet or laptop to access course material [an electronic version of the textbook or course-related files downloaded from Blackboard, and/or to take class notes] only.

**Writing Assignments**
This course is divided into 3 sequences. For each sequence, you will complete a Major Writing Assignment
(MWA): summary and analysis of secondary sources, an annotated bibliography, and a research project in the form of a proposal. In addition to the MWA, you might also have to complete one or more Low Stakes Assignment/s (LSA/s) throughout each sequence, which are assignments that will help you complete the MWA. The LSAs, along with the MWAs, will make up a percentage of the sequence grades.

Mandatory Homeworks
Instead of the LSAs, you might be asked to complete what are called Mandatory Homeworks (MHWs), which are assignments similar to the LSAs, but that are counted towards your participation grade not the corresponding sequence grades. Though these are more low stakes than the LSAs, not completing the MHWs will greatly affect your participation grade. Often, on the day a MHW is due, there will be a workshop that will allow you to receive feedback from peers prior to peer review sessions. Not completing a MHW will render you unable to participate in these workshops.

Writing Assignment Submission
• You will be turning all major and minor assignments online through Blackboard.

• Within the prompt for all major and minor writing assignments, I will specify the format you should use (font style/size, margins, page number placement, etc.).

• Once again, for online submissions, you must turn in your assignments in MS Word compatible files. Part of turning in an assignment is not just completing it—it is also submitting it in the required format. If you turn in an online assignment in a file not compatible with MS Word, it is up to my discretion to determine if I will allow you to turn in the assignment in the correct format.

• In addition to making sure that you submit assignments in the correct format, you must also make sure that you respond to the requirements of the prompts. If you turn in an assignment where you have failed to follow the directions of the prompt, you will receive no credit for the assignment. If you fail to follow some components of the prompt but do respond to some, you will receive only partial credit.

• YOU MAY NOT TURN IN MATERIAL THAT YOU HAVE WRITTEN FOR OTHER CLASSES (even if you have taken this same class before).

• If you fail to submit any of the major writing assignments, you will not pass the course.

• For the last two major writing assignments (MWAs), you will turn in two identical versions: both electronically. The electronic version will be turned in under the “Assignment Submissions” Tab and the other copy to Turnitin. I will use the copy submitted to Turnitin to check against plagiarism but grade and comment upon the hard copy. Failure to turn in both copies will result in a failing grade on the assignment and will arise my suspicion of academic dishonesty.

• All assignments submitted online (this does not pertain to Turnitin) will be submitted through the Blackboard “Assignment Submissions” tab. These assignments MUST be submitted in a Microsoft Word compatible file (I recommend all Mac users convert their work to PDFs prior to turning it in). It is your responsibility to make sure I can access your work. If I cannot access your work, I cannot grade it, and therefore, you will receive a zero. It does not matter if you turned it in on time. If I cannot see your work, then I have no way of knowing whether you did in fact complete the assignment.

Late Work
Typically, I do not accept late work. However, because of the circumstances, and possible issues of accessibility, I will be more flexible in terms of due dates. This does not mean that you can turn in work whenever you want. You must still turn in all assignments by the designated due dates. If you need more time because you have an emergency of some sort or have issues related to access you MUST contact me as
soon as possible, and I will work with you. *Be advised, if you miss a deadline and fail to contact me prior, especially for a major assignment, it will be up to my description whether I allow you to submit your assignment.*

As mentioned, you will be turning in all work online through Blackboard. I will provide an assignment submission link for each assignment. Be advised that *submission links will disappear* sometime after the assignment due date and time. Once the submission links disappear you will be unable to turn in your assignment unless you contact me and arrange an alternate way to turn in your assignment. Again, it is up to me whether I allow you to submit your assignment late or not-- it will all depend on the circumstances that rendered you unable to turn in your work on time.

***YOU MAY NOT E-MAIL ME ANY ASSIGNMENTS WITHOUT MY PERMISSION. If you do, I will NOT grade them. All assignments must be submitted through Blackboard.***

***If you submit an assignment more than 3 days late and you fail to contact me about it, you will receive an automatic zero.***

**Final**

There will not be a final for this class. Instead, you will just be responsible for submitting your research project and completing a final reflective piece that will be due by midnight on the day of your final. I will provide more specifics as we get closer to this point in the semester.

**Participation**

Participation will constitute 15 percent of your final grade. I factor in the following when determining your participation grade: mandatory homeworks, reading quizzes, graded Blackboard discussion postings, and graded homework assignments.

**Peer Review**

Though classes are meeting face-to face, peer review sessions will be held entirely online through blackboard. I will provide more specifics as we get closer to the first peer review session of the semester.

**Using Student Writing in the Classroom**

I often bring student writing or Blackboard postings into the classroom for discussion or workshops. I do this because you can learn things from your colleagues’ 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.

**Incomplete Grade 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.

*Continue to next page.*
Grade Determination:
Your semester grade will be determined as follows:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Final Reflection</td>
<td>10%</td>
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<tr>
<td>Sequence 1</td>
<td>20%</td>
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<td>Sequence 2</td>
<td>20%</td>
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<tr>
<td>Sequence 3</td>
<td>25%</td>
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<tr>
<td>Proposal Visual Aid</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Peer Review</td>
<td>5%</td>
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</table>

Percentage Allocation

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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Grade Determination

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</tbody>
</table>

***Grading standards for individual writing assignments will be distributed as separate handouts.

Accommodation Statement

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.

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.

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. You may access the Student Handbook at https://www.angelo.edu/student-handbook/.

Plagiarism Policy:
You are accountable! 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.
- 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. The ASU Student Handbook further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/.

Turnitin
Turnitin is plagiarism-checking software. By enrolling in this course, you grant the instructor the right to submit all course materials to Turnitin, which detects textual similarities. All major writing assignments (MWAs) and low stakes assignments (LSAs) must be submitted to Turnitin using the link provided on our Blackboard page. Furthermore, assignments submitted to Turnitin will be included as source documents in Turnitin’s database. Instructions for using Turnitin will be provided once the time comes to submit an assignment through this software.

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. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers.

The Writing Center is located in the Porter Henderson Library, third floor, Room C305. If you find yourself in need of help with anything writing related, I encourage you to make use of this resource. Virtual tutoring session are offered, so you do not have to visit the Writing Center in person. Please consider using the virtual tutoring session option to ensure your safety and that of the tutors’. To learn more about their services, visit the Writing Center’s website at http://www.angelo.edu/dept/writing_center/
Writing Center hours are posted below:

- Monday-Thursday: 10 a.m.–5 p.m.
- Wednesday and Sunday evening: 6–8 p.m.
- Friday: 10 a.m.–noon
- Saturday: Closed

Title IX at Angelo State University:
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.

You may submit reports in the following manner:

- Online: www.angelo.edu/incident-form
- Face to Face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
- E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator.

Should you wish to speak to someone in confidence about an issue, you may contact the following:

- the University Counseling Center (325-942-2371),
- the 24-Hour Crisis Helpline (325-486-6345),
- or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix

Continue to next page.
Email Policy
If ever you need to reach me, the best way to contact me would be through e-mail. I check my e-mail consistently throughout the day, however, after 5PM, the prospect of me reading and responding to e-mails might lessen. I also very rarely check my e-mail on weekends, so if you must get ahold of me, please do so during the week before 5PM.

If you do not hear back from me, please contact me again. It is likely that your e-mail might have been buried underneath other e-mails, or I might not have received your e-mail for a reason or another.

When you are composing an e-mail to me (or any of your instructors), please proceed as follows:

- Begin your e-mail with a greeting: “Hello, Ms. Gonzalez,” or “Dear Ms. Gonzalez,” “Good morning, Ms. Gonzalez,” or “Ms. Gonzalez:”
- The first line of your e-mail must state the following:
  o Your name
  o Class
  o Purpose (make sure that you are direct and concise)
- End your e-mail by thanking your instructor for his or her time and close with "Thank you" or "Regards" or another somewhat formal, but friendly, closing. Always sign with your full name.

Other considerations:

- If you have a question regarding an assignment that would require much explaining and/or multiple correspondences, please come see me in person.

- If you know you will be absent, especially for more than one day, please let me know beforehand so that I will know that you have not been mauled by a bear, or worse, eaten.

- Please do not e-mail me an assignment after the due date (or at all) unless you have my approval.

- If you receive an e-mail from me regarding an issue related to class, or if I respond to an e-mail from you, please let me know that you have received my e-mail-- a simple “thank you” will do. However, if the e-mail deals with a pressing matter (say an issue regarding excessive absences) please take the time to reply to me properly.

  If you send me an e-mail where you do not identify yourself or where you fail to follow proper e-mail etiquette, I will not respond.

If you would like to learn more about e-mail etiquette, the following link might be helpful.
https://owl.english.purdue.edu/owl/resource/694/01/

Course Calendar located on next page.
### Course Calendar

#### Notes:
The schedule below provides the topics, readings, due dates, and holidays throughout the semester. I reserve the right to make changes to the calendar based on class needs.

**Bb**=Blackboard  
**TBA**=To be announced  

<table>
<thead>
<tr>
<th>Date</th>
<th>In-Class</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Tuesday 1/26</strong></td>
<td><strong>Syllabus</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Course Description and Syllabus</td>
<td>- Discuss icebreaker activity</td>
<td></td>
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<tr>
<td></td>
<td>- Blackboard</td>
<td>- Discuss social distancing protocol</td>
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<td><strong>Thursday 1/28</strong></td>
<td><strong>Discuss college writing, writing and genres, and Discourse Communities</strong></td>
<td>Read: - <strong>WT</strong>: “Finding Sources and Collecting Evidence” (pp. 418-426)</td>
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<td></td>
<td>- Discuss MWA1</td>
<td>- Information Literacy Videos</td>
<td>- Relevant readings: CARS Model - Read Freshman 15 Academic Source and Popular source - begin work on activity</td>
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<td>Week 2</td>
<td><strong>Tuesday 2/2</strong></td>
<td><strong>Discuss “Finding Sources and Collecting Evidence”</strong></td>
<td>- Ask students to define what Literacy means to them and to generate 3 potential topics of interest</td>
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<td>- Locating Sources: The Information Cycle and Popular vs. Scholarly Sources</td>
<td>- “Reading Critically and Thinking Analytically,” and introduce CARS Model</td>
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<td><strong>Thursday 2/4</strong></td>
<td><strong>Discuss “Writing and Genres,” “Topic, Angle, Purpose,” “Readers, Contexts, and Rhetorical Situations”</strong></td>
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<td>- Discuss Academic Writing, “Reading Critically and Thinking Analytically,” and introduce CARS Model</td>
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<td>Week 3</td>
<td><strong>Tuesday 2/9</strong></td>
<td><strong>Discuss Cars model and complete Cars Model Activity</strong></td>
<td>Work on finding a topic</td>
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<td>- Discuss Freshman 15 activity</td>
<td>- Introduction to Mandatory Homework #1</td>
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<td><strong>Thursday 2/11</strong></td>
<td><strong>Discuss choosing topic</strong></td>
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<td>- begin discussion about locating Sources</td>
<td>- begin discussion about locating Sources</td>
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</table>
| Week 4 | Tuesday 2/16 | -Discussion over locating popular source for MHW#1, and thus MWA1  
-continue discussion over required components of MHW  
-Discuss “Citing, Quoting, Paraphrasing and Summarizing Sources” | -Begin looking for Academic Source and working on MHW #1  
-Locate popular source |
| --- | --- | --- | --- |
| Thursday 2/18 | -Further unpack MWA1  
-introduce Mandatory HW #2  
-Write: Complete MHW #1  
-Begin work on MHW #2 and complete Mandatory HW #1 | | Mandatory HW #1 due by midnight |

| Week 5 | Tuesday 2/23 | -discuss incorporating popular source into MWA1  
-MHW #2 workshop.  
-if time permits: In-class writing. Bring popular source.  
- Incorporate feedback from workshop and begin working on completing 1st draft of MWA1.  
* If you fail to upload your draft for the peer review session, your participation and peer review grade will be affected. | | MHW #2 due at the beginning of class. |
| Thursday 2/25 | Peer Feedback Day | Revise MWA1 according to peer feedback. | |

| Week 6 | Tuesday 3/2 | Introduction to Research Project—with emphasis on MWA2.  
-What is an annotated bibliography?  
-Discuss annotated bib. and research intro. components  
-Introduce MHW  
-Selecting a topic  
- WT: “Doing Research” | MWA1 Due |
| Thursday 3/4 | -Selecting a topic (issue related to literacy)  
- “Doing Research”  
-Finding Library Resources  
-MHW | -Generate potential topics and come up with ideas for search terms  
-begin working on MHW | |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Tuesday 3/9</th>
<th>-Narrowing a topic and conducting library research (finding an issue related to literacy) --Finding Academic Sources – Discuss HW</th>
<th>Revisit WT: “Citing, Quoting, Paraphrasing and Summarizing Sources” (pp.432-443) -Article over Reading Academic Sources -Answer questions about sample article</th>
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</thead>
<tbody>
<tr>
<td>Thursday 3/11</td>
<td>Discuss: components of annotated bibliography and reading academic sources</td>
<td>-Documentation readings from WT -TBA -finding bibliographic information homework activity</td>
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<td>Week 8</td>
<td>Tuesday 3/16</td>
<td>Documentation – citing sources Begin working on documentation activity</td>
<td>Complete documentation of MHW/academic sources</td>
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<tr>
<td>Thursday 3/18</td>
<td>-Discuss Mandatory HW --annotation sources --Discuss Research Introduction</td>
<td>Begin working on annotating sources doe MHW and begin working on Research Introduction</td>
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<td>Week 9</td>
<td>Tuesday 3/23</td>
<td>Continue discussion of MHW</td>
<td>Continue working on MHW</td>
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<td>Thursday 3/25</td>
<td>Discuss how MHW relates to MWA2, discuss MWA2 in depth and discuss finding remaining sources</td>
<td>Complete MHW and upload MHW to discussion board prior to class on Tues. Continue working on remaining components of MWA2</td>
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<tr>
<td>Week 10</td>
<td>Tuesday 3/30</td>
<td>S2 MHW Workshop</td>
<td>Incorporate revision and Complete first Draft of MWA2 *If you fail to upload your draft for the peer review session, your participation and peer review grade will be affected. S2 due at the beginning of class MHW</td>
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<td>Thursday 4/1</td>
<td>Peer review session</td>
<td>Revise MWA2 and complete final draft</td>
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<td>Week 11</td>
<td>Tuesday 4/6</td>
<td>-Introduction to MWA3 -Proposal—components of proposal -Introduce / discuss LSA</td>
<td>Begin working on LSA MWA2 due by midnight through Bb.</td>
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<tr>
<td>Thursday 4/8</td>
<td>-Discuss LSA components Discuss analysis and revision of Introduction</td>
<td>Continue working on LSA</td>
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<td>Week 12</td>
<td>Tuesday 4/13</td>
<td>Discuss other components of Proposal (solution and costs and benefits sections – discuss conclusion and bibliography)</td>
<td>Continue working on LSA Review LSA if needed</td>
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<td>Thursday 4/15</td>
<td>Class Cancelled for Student Conferences</td>
<td>Revise Analysis section and continue working on MWA3</td>
<td>LSA due in Conferences</td>
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<td>Week 13</td>
<td>Tuesday 4/20</td>
<td>-- Discuss putting together MWA3 -- Introduce Proposal Visual Aid -- Sign up for MWA3 conferences</td>
<td>Complete first draft of MWA3 * If you fail to upload your draft for the peer review session, your participation and peer review grade will be affected.</td>
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<td>Thursday 4/22</td>
<td>Peer Review Session</td>
<td>Complete Peer Review session and Revise MWA3 according to feedback received.</td>
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<td>Week 14</td>
<td>Tuesday 4/27</td>
<td>Proposal Visual Aid Presentations</td>
<td>Continue working on MWA3 and Visual Aid Presentations (if you've yet to present)</td>
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<td>Thursday 4/29</td>
<td>Proposal Visual Aid Presentations</td>
<td>Continue working on and revising MWA3</td>
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<td>Week 15</td>
<td>Tuesday 5/4</td>
<td>Final Review</td>
<td>Continue working on and revising MWA3 and work on Final Exam component</td>
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<tr>
<td>Thursday 5/6</td>
<td>Class Cancelled for Student Conferences</td>
<td>Continue working on MWA3 and work on Final Exam component</td>
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| **Week 16** | **Final Exam Week** (Monday May 10th - Thursday May 13th) | **MWA3 and Final Due**  
Tuesday, May 11  
2 PM: between 1 PM and 3 PM  
Thursday, May 13th  
9:30AM: between 8 AM and 10 AM | |

15