

# ENGLISH 1302

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## WRITING ACROSS THE CURRICULUM: RESEARCH AND RHETORIC

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### **COURSE DESCRIPTION, OUTCOMES, AND OBJECTIVES:**

The Department of English and Modern Languages defines English 1302 as a course in critical reading and writing across the curriculum, with emphasis on the research process and the research paper.

The core purpose of this course is to help you develop critical reading, writing, and research skills applicable to a variety of academic disciplines. This course is designed to help prepare you for other writing tasks during and beyond your college career. Building on the objectives of English 1301, we will extend the principles of academic discourse to the process of inquiry, analysis, production, and review of written communication. We will engage in the research process to evaluate, synthesize, and use sources responsibly and productively in our writing.

Upon successful completion of this course, you will be able to:

- Use the writing process as a form of learning, critical thinking, and communicating;
- Communicate in writing effectively with audiences from a variety of disciplines;
- Locate, evaluate, and integrate resources to provide information and support in research writing;
- Conduct a methodical research process to complete an academic research essay; and
- Practice source attribution, synthesis, and citation style properly for academic research purposes.

**These learning outcomes will be assessed using a variety of written assignments, each of which is described on the following page.**

## COURSE ASSIGNMENTS:

- Summary (1 page) – Students will apply critical reading strategies to an assigned article by identifying, highlighting, and annotating the article’s thesis and main points and compose a summary which includes these major elements. Students will gain practice integrating reading and writing skills, paraphrasing ideas, maintaining an awareness of audience expectations, and reviewing peers’ manuscripts for global and local concerns. The summary will count for **10%** of the overall grade in the course.
- Memo (1 page) – Students will learn the purpose of memos and correct memo format. They will then compose a memo in which they propose their research paper topic. Students will gain practice clearly and concisely stating their topic and research methods and rationale for those methods, generating research questions, and maintaining an awareness of audience expectations. The memo will count for **5%** of the overall grade in the course.
- Annotated Bibliography (5-6 pages) – Students will conduct research using the Internet to gather sources they will use in their research paper. Students will critically evaluate sources to determine their credibility and appropriateness for use in academic research. Students will then apply critical reading strategies by identifying, highlighting, and annotating the article’s thesis and main points and compose a summary of each source which includes these major elements. Students will adhere to APA manuscript and bibliographic entry guidelines. Students will gain practice integrating reading and writing skills, paraphrasing ideas, articulating how they will use their sources in the research paper, ensuring their sources answer their research questions, employing APA format, maintaining an awareness of audience expectations, and reviewing peers’ manuscripts for global and local concerns. The annotated bibliography will count for **20%** of the overall grade in the course.
- Documented Topic Outline (5-6 pages) - Students will complete a topic outline in preparation for writing the research paper. Students will gain practice grouping and organizing ideas, attributing material from sources using APA format, and creating an APA-format References page. The documented topic outline will count for **15%** of the overall grade in the course.
- Research Paper – Students will conduct research using online sources and an interview with a person who works in the students’ prospective career field. In addition, students will integrate material from sources into an academic research paper and correctly attribute information from those sources using APA format. Students will gain practice locating online sources, critically evaluating online sources, quoting and paraphrasing material from sources in a paper, formulating interview questions, conducting a professional interview in person or virtually, organizing a coherent and cohesive research paper, using APA documentation format, maintaining an awareness of audience expectations, and reviewing peers’ manuscripts for global and local concerns. The research paper will count for **30%** of the overall grade in the course.
- Quizzes / Daily Work – Throughout the semester, students will take quizzes and complete activities periodically on video assignments and grammar / style concepts. These quizzes and activities will be averaged together for **20%** of the overall grade.

### **GRADING SCALE:**

A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = 59% and below

### **TECHNOLOGY:**

Because this is an online course, having access to the necessary technology is critical to your success. You must have a Rampart account so that you can access Blackboard and your ASU email. Also, **YOU WILL COMPOSE ALL WRITTEN ASSIGNMENTS USING MICROSOFT WORD** (not Google Docs or any other word processing program). If you do not currently have the Microsoft 365 suite on your computer, you can receive it FOR FREE by going to the ASU IT website. To do so, go to the following website and follow the instructions to “purchase” (for free) Office 365. If you have any difficulties, please call IT at 325-942-2911.

### **ATTENDANCE:**

This is an online course, and all material will be delivered asynchronously. That means that we will not meet virtually at a designated time. Instead, you are responsible for watching all weekly videos and completing all assignments on your own. **ALL ASSIGNMENTS ARE DUE ON SUNDAYS (EXCEPT FOR THE LAST WEEK), SO YOU NEED TO MANAGE YOUR TIME ACCORDINGLY.** That means you should watch the instructional videos early in the week and use the remainder of the week working on assignments explained in the videos.

### **LATE / MISSING WORK POLICY:**

- Ten points will be deducted from the grade of any writing assignment each day it is late. After one week, the late writing assignment will receive a grade of zero.
- For assignments that consist of multiple steps, you must complete all steps of the process. Ten points will be deducted if any step of the process is missing.
- Blackboard quizzes must be completed by the deadline; otherwise, you will not be able to access them. If you miss a quiz, you may not make it up.

### **THE WRITING CENTER:**

Writers always benefit from other writers' opinions. For example, professional writers depend on their editors for constructive criticism. In 1302, students will rely on the instructors, their peers, and the tutors in the Writing Center, an academic support service available to all students at ASU. The tutors provide assistance at any stage of the writing process; however, tutors DO NOT complete a student's work, and they DO NOT proofread a student's work. Tutors teach students how to effectively revise their own writing. Students should plan to electronically submit work to the Center frequently throughout the writing process for each writing assignment. To electronically submit a draft to the Writing Center, go to this website: <https://www.angelo.edu/current-students/writing-center/>. Then, click on “Submit an Electronic Draft for Review” and follow the instructions to complete this process.

## **STUDENT RESPONSIBILITIES:**

Online courses require a significant amount of discipline and responsibility. First, it is paramount that you watch all videos posted in Blackboard in a timely manner so that you have sufficient time to complete the assignments by the deadline. We will cover course material at a rapid pace each week, and your success in this course hinges on your ability to keep up with the work. Be prepared to spend several hours each week preparing assignments for this course. Another primary factor that will determine your success in this course is your participation in online peer review activities, which provide valuable opportunities to share ideas with peers about writing and provide and receive feedback. Finally, ask questions when you have them. You may either email me, or we can arrange to have a virtual conference through Blackboard collaborate. To join a meeting in Blackboard Collaborate, click on the Join Virtual Conference Here tab in Blackboard. Then, select the name of the course and click on Join Course Room. You will then need to turn on your camera and microphone. I will meet you in the “room” at the designated time.

## **CONTACTING ME:**

I check my email regularly on weekdays and will usually provide a quick response. However, do not expect a response if you email me late in the evening. Keep in mind that we are in a professional and academic environment. Therefore, you should use complete sentences with correct punctuation and spelling when you email me. Maintain a professional and courteous tone throughout the email. *Also, be aware that I legally cannot communicate with your parents or guardians regarding your performance in this class.*

## **CONTACTING YOU:**

I will only email you using your ASU-assigned email. Also, I frequently make announcements for the entire class through Blackboard. If you do not already have it, download the Blackboard App to make receiving these messages more convenient.

## **ASU ACADEMIC HONOR CODE:**

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. 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.

## **DISABILITIES:**

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. **Persons with disabilities that may warrant academic accommodations must contact the Student Affairs Office, Suite 112 in the Houston Harte University Center, in order to request such accommodations prior to any being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.**

## **ABSENCE FOR RELIGIOUS HOLY DAYS:**

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 a reasonable time after the absence.** A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

## **POLICIES AND PROCEDURES PURSUANT TO 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](mailto: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).

## **SYLLABUS:**

### **Week 1**

- \* Course Introduction / Policies & Procedures PowerPoint with Quiz
- \* Email Assignment
- \* Diagnostic Essay
- \* Critical Reading Videos, Quiz, and Assignment
- \* Sentence Conciseness Videos and Assignment

### **Week 2**

- \* Summary Video, Assignment, and Quiz
- \* Summary First Draft, Self-Review, Final Draft
- \* Introduce Research Paper (Video)
- \* Memo Assignment and Quiz
- \* Sentence Clarity Videos and Assignment

### **Week 3**

- \* Locating Sources Video
- \* Interview Questions and Guidelines Video
- \* Annotated Bibliography Video and Quiz
- \* Annotated Bibliography First Draft, Self-Review, Final Draft
- \* Paraphrasing, Summarizing, Quoting Videos and Quiz

### **Week 4**

- \* Documented Topic Outline Video, Assignment, and Quiz
- \* Documented Topic Outline First Draft, Self-Review, Final Draft
- \* Research Paper First Draft
- \* Comma Splices Videos and Assignment

### **Week 5**

- \* Peer Review / Plagiarism Videos and Quiz
- \* Research Paper Peer Review Assignment
- \* Writing Center Submission
- \* Research Paper Final Draft

