

Office Hours: MWF NOON UNTIL 2; TR 9:30–NOON; BY APPT

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**Course Description 1301 English Composition (3-0).** “Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings.

#### Course Goals

- The Essential Goal of this course is to develop skills in expressing oneself in writing, specifically formal academic writing;
- Important Goals of this course are “Gaining factual knowledge (terminology, classifications, methods, trends)” relative to undergraduate academic writing and “Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view.”

You will be doing lots and lots of writing during this course. While not all the pieces you will write are designed for final assessment on the basis of quality, these assignments are designed to bend and stretch your mind and your writing skills to get you to think outside the box and produce work that reaches beyond cookie-cutter status. As you approach the writing assignments in this course, there are some key questions we will discuss that I want you to keep in mind as you work:

1. What are you trying to accomplish with the piece you are writing?
2. Who is this piece for? Who might read it? Who do you keep in mind as you write it?
3. Which writing conventions are appropriate for what you want to accomplish in the piece and for your intended audience?
4. Which mediums, genres, or formats are appropriate for what you are trying to communicate?
5. How do you want to project yourself through this piece? How do you want your voice to sound? What mood are you trying to get across?

#### Course Materials and Texts:

- Jump drive—keep with you at all times.
- Readings provided online by instructor

**Academic Honesty:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the *Academic Honor Code*, which is contained in both print and web versions of the Student Handbook. **A first instance of plagiarism in this course will result in automatic failure of the course**, regardless of whether or not the University’s last date to drop has occurred. Please note that while you will be asked to consult “models” of critiques or editorials for some of your response paper assignments, your paper must be completely original (you cannot copy and paste any part of someone else’s letter to the editor).

**Saving Documents:** Always save your work in AT LEAST 2 places—losing your work because of a computer malfunction of any kind won’t be accepted as an excuse for missing a due date).

**Posting on File Exchange:** Label your documents with your name and what the document is. Example: John Smith—Research Paper Draft #3; John Smith—Survey/interview questions, draft 1.

#### Grade Division:

- 5 Final Drafts of Chosen Pieces: 50% (10% each) \*
- Completion of Initial Drafts for Writing Assignments: 26% (2% each—there are 13 writing assignments) \*
- Participation in daily writing, brainstorming, revision activities: 18% (will take place on Bb discussion board)
- Final Exam: 6%

**Grade Determination: A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below**

Week/Day	Date	Class Activities/Due Dates	
<b>Unit 1: Expressive Writing</b>			
1	M	8/24	Introduction to Course
1	W	8/26	Getting acquainted writing
1	F	8/28	Identity Piece
2	M	8/31	Draft day 2
2	W	9/2	Irritation Piece
2	F	9/4	Draft day 2
3	M	9/7	HOLIDAY
3	W	9/9	Funny Incident Piece
3	F	9/11	Draft day 2—at home (Dr. G at conference)
4	M	9/14	Life Lesson Piece
4	W	9/16	Revision of chosen pieces
4	F	9/18	Editing—at home (Dr. G at conference)
<b>Unit 2: Creative Writing</b>			
5	M	9/21	Poe Piece
5	W	9/23	Poe piece continued
5	F	9/25	Short story
6	M	9/28	Short story continued
6	W	9/30	Poetry
6	F	10/2	Draft day 2
7	M	10/5	Revising of chosen piece
7	W	10/7	Editing
<b>Unit 3: Writing in the World</b>			
7	F	10/9	Response to Current Event
8	M	10/12	Current event drafting day 2
8	W	10/14	Draft day 3
8	F	10/16	Response to Newspaper Article
9	M	10/19	Response to Newspaper—drafting day 2
9	W	10/21	Draft day 3
9	F	10/23	Assessment of Service or Product
10	M	10/26	Draft day 2
10	W	10/28	Revision of chosen piece
10	F	10/30	Editing
<b>Unit 4: Writing in Academics</b>			
11	M	11/2	No Class—Dr. G at conference
11	W	11/4	Informative Piece
11	F	11/6	Drafting day 2
12	M	11/9	Drafting day 3
12	W	11/11	Argument Piece
12	F	11/13	Drafting day 2
13	M	11/16	Drafting day 3
13	W	11/18	Ethics Piece
13	F	11/20	Drafting day 2
14	M	11/23	Drafting day 3
14	W	11/25	Revision of chosen piece
14	F	11/27	Revision of chosen piece
15	M	11/30	Holiday
15	W	12/2	Editing

15	F	12/3	Final Editing Day
Finals	TBA		Reflection Piece—counts as <b>final exam</b>

### Special Notes:

\*The 5 (final draft) papers you will choose for quality assessment will be graded on the basis of effective use of appropriate writing conventions (which, in some cases, means grammar, mechanics, punctuation, sentence structure, etc.), appropriate use of the selected format, substance in content, and appropriate tone (the type of voice you project in the piece).

\*No late final drafts for your 5 chosen papers will be accepted for any reason, including any of the following:

- Papers consisting of only one sentence or one paragraph (or that are significantly shorter than the required minimum length)
- Papers submitted in class (or outside of class) after the due date (which, for final drafts, is at the end of class on editing days)
- You missed the editing day on which it was due
- Claiming a “computer malfunction” or *any other* excuse for missing a deadline

## ASU Core Curriculum Objectives for English 1301 and Related Course Assessments

Students in English 1301 and 1302 will practice the following core curriculum learning objectives in critical thinking, communication, teamwork, and personal responsibility. Students will then demonstrate their capabilities in these objectives by writing a variety of essays.

Critical thinking will be demonstrated in an analytical essay.

- Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by employing problem-solving strategies that generate positions and arguments and by examining the basic principles of information-gathering to support a thesis.
- Students will then develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions by analyzing and evaluating their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

Communication will also be demonstrated in an analytical essay.

- Students will develop, interpret, and express ideas through effective written communication by taking into consideration audience, purpose, circumstances relevant to written communication, by using relevant and appropriate content for the specific rhetorical situation in order to express their purpose(s) effectively.

Teamwork will be demonstrated in a midterm reflection essay.

- Students will consider different viewpoints as a member of a team by working toward a shared purpose or goal with members of their team and by creating and evaluating their peers' drafts, presentations, and arguments.
- Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team task, interacting with others, contributing to the team, and resolving and synthesizing divergent viewpoints within a group.

Personal responsibility will be demonstrated in a final reflection essay.

- Students will demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision making by identifying their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making and by recognizing possible consequences of their decisions.

**\*\*\*Note to Students: These learning objectives will be covered in activities and assignments already included in the current course design.**