

English 1302: Writing Across the Curriculum

(Section 010) TR 8:00-9:15: Academic 005

(Section 020) TR 9:30-10:45: Academic 005

Contact Information

Instructor: Dr. John Wegner
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Hours: TR 11:00-3:00 and by appointment
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Course Description:

Kenneth Burke, in *The Philosophy of Literary Form*, tells his readers to “Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated conversation, a discussion too heated for them to pause and tell you exactly what it is about. . . . You listen for a while, until you decide that you have caught the tenor of the argument, then you put in your oar.” Our goal for this English 1302 course is to help you “put in your oar.” During the course, we will read and analyze complex essays and work individually and in groups to recognize the value and power of rhetoric as we develop the skills necessary to be successful writers in college and in our future careers. Most importantly, we will focus our attention on understanding the value of scholarly research as a necessary writing part of writing with integrity and honesty.

Required Texts:

Wilson, August. *Fences*. Plume, 1986. (ISBN 0452264014)

Essays uploaded in BB course.

Press Reader via ASU’s Library)

Core Objectives:

- Critical Thinking, Communication, Teamwork, and Personal Responsibility

Student Learning Outcomes:

Upon completion of English 1302, students will

- Use the writing process to learn, think critically, and communicate
- Understand the value of audience as a rhetorical tool
- Locate, evaluate, and integrate resources from the ASU library into your writing
- Demonstrate an ability to locate, synthesize, and cite scholarly sources as part of the academic research process.

Students will demonstrate these skills by writing essays and conducting scholarly research.

How these skills make you marketable and employable:

Research and writing skills future proof your career. The ability to analyze, synthesize, and communicate ideas transcends majors and is applicable to every career field. We’ll discuss this idea throughout the course.

Attendance: There is a direct correlation between attendance and performance. You are responsible for all the material covered in class. I will record attendance at the beginning of each class. Students who miss class regularly typically struggle completing assignments. Missing class, showing up late, and not investing the necessary time to perform well is your prerogative but there are consequences. I will not reproduce the class lecture, discussion, or assignments if you miss class. Students traveling to university-sponsored events or who will miss class in observance of a religious holiday should speak with me prior to missing the course.

Daily Grades

Daily grades will consist of in-class writing, short quizzes, short out of class writing assignments, short presentations over PressReader source, and other homework. Students who frequently miss class will miss these assignments. **Short presentations:** Students should be prepared each class day to offer a short (1-2 minute) synopsis of their reading in PressReader. These short presentations are called Fish Bowl on the calendar.

Essays and Research Project:

This course is primarily focused on helping students develop writing and research skills; hence, the bulk of your grade will be determined by your essays and research grades. I will provide information about each assignment, and we will spend time in class discussing those assignments. These assignments are scaffolded and build on the skills mastered in the previous assignments. We will write a research paper in this course.

Group Project

I will divide the class into teams during the third or fourth week of the semester. Each team will work on a topic to be determined. The group will develop a contract specifying each member's responsibilities. More details regarding the assignment forthcoming, but the member's grades will be based on meeting the terms of the contract, the oral presentation, and submitted documentation. In many ways, this assignment will mirror the types of projects one might expect to encounter in the workplace.

Career Assignments

Throughout the course, we will discuss the importance of developing marketable skills. As part of English 1302, we will develop a resume and update or register for Handshake. More on this assignment during class. Regardless of your major, you are learning valuable and transferable skills that will help you be competitive as you embark on your career.

Fences

To close out our semester, we are going to read August Wilson's play *Fences*. Wilson's play, adapted into a movie with Denzel Washington and Viola Davis, is a powerful work exploring race, family, and masculinity. Reading the play allows us to discuss rhetoric, the power of language, communication, and critical thinking. Please note, the play uses language and discusses issues that might push some students outside their comfort zone.

GRADES:

Daily Grades (in-class writing, presentations)	10%
Group project:	10%
Essay 1	15%
Essay 2	15%
Essay 3 (In class and the final)	15%
Research Project:	30%

- Proposal
- Annotated Bibliography
- Research Paper

Career Assignments:

5%

- Resume
- Handshake Account

PLAGIARISM (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. See the [Current Student](#) page and click on Academic Honor Code. The willingness to cheat undermines our purpose at the university. Students who plagiarize and cheat in this course will fail for the semester.

Counseling Services

Students struggling with events in their lives or with mental health issues should seek out allies and resources available on campus. The following are institutional sources of support, but you may seek out faculty, staff and others on campus for help, including me. Campus Counseling Services 325-942-2171 Campus Police 325-942-2071 San Angelo Police 911 Michelle Boone, Title IX Coordinator 325-486-5367 Students with Disabilities: Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Students with Disabilities:

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Day/Module/Week	Assignment
Dates subject to change as necessary to meet the learning outcomes of the course.	Assignments subject to change as necessary to meet the learning outcomes of the course.
Week 1 1-18	Discuss syllabus; marketable skills; discuss <i>PressReader</i>
1-20	Read “Career Skills to Increase your marketability” (in BB Course); discuss resume and handshake; Assign Educational Resume; In-class writing; Fish Bowl
Week 2 1-25	Evaluation of Sources; in class writing; thesis sentence and intro paragraph review; Ed Resume due; Fish Bowl
1-27	Argument and Persuasion; Rhetorical strategies; resume and LinkedIn assignment due; finding logical fallacies; Fish Bowl
Week 3 2-1	Assign Essay 1; citation of popular press sources and integrating quotes; Handshake account due;
2-3	Passive voice; subordination and coordination; Workshop; bring notes and ideas for essay 1; Fish Bowl
Week 4 2-8	Teams assigned; group assignment discussion; Fish Bowl
2-10	Rough draft due; peer review
Week 5 2-15	Essay 1 due;
2-17	Library Research Skills; Developing a research focus and hypothesis; Fish Bowl
Week 6 2-22	TBA
2-24	Group work day
Week 7 3-1	Discuss summary, annotation; citation (MLA/APA formats) documentation guides; Fish Bowl
3-3	Assign Essay 2: Summary and Synthesis; in class writing; Fish Bowl
Week 8 3-8	Workshop; conferences
3-10	Rough Draft due: Peer review essay 2; Fish Bowl
Week 9: 3-14 through 3-18	Spring Break
Week 10 3-22	Essay 2 due; discuss annotated bibliography and research proposal
3-24	group conferences
Week 11 3-29	Group presentations

3-31	Group presentations
Week 12 4-5	Research Proposal due; TBA
4-7	3 sample annotations due; TBA
Week 13 4-12	Annotated Bibliography due; TBA
4-14	Integrating sources; TBA
Week 14 4-19	Jobs, majors, and careers; TBA
4-21	TBA
Week 15 4-26	Research paper Due; TBA
4-28	<i>Fences</i>
Week 16 5-3	<i>Fences</i>
5-5	<i>Fences</i>
Week 17 5-10	Final exam for TR 8:00 class (Exam will be in class)
5-12	Final exam for TR 9:30 class (Exam will be in class)