Texas A&M University-Corpus Christi - Syllabus-English 1301.201—Composition I

Summer 2012

Blackboard address: http://www.tamucc.edu  Go to Island Online

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Office hours: M, T, W 1-1:55, online Blackboard Mail, or University email: Vickie.Machen@tamucc.edu, and by appt.

Course Materials: Bedford Researcher open source online—no hard copy required; Flash drive - BACK UP ALL WORK on file saving device

Paper folder with pockets - NO RING BINDERS—no plastic slide folders or plastic paper sleeves

Printing - copies cost .10/page and require payment from a SandDollar or SandPaper card

1301 will also require these other materials:
  • Access to University Network and an active islander email account.
  • Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus. The best option is a USB flash drive.
  • A SandDollar or SandPaper card with money on it for printing in the classrooms/computer labs.

ALWAYS BRING WORK SAVING DEVICE TO CLASS. You are responsible for checking Blackboard Calendar, Mail, and Discussion Forums for course-related information at:

Blackboard: http://www.tamucc.edu (Island Online)

COURSE DESCRIPTION and OBJECTIVES:

Welcome to English 1301, Composition I, the first of two writing courses you will complete as part of the University Core Curriculum. English 1301 introduces you to college-level writing, reading, thinking, and learning. The Freshman Writing Program at Texas A&M University-Corpus Christi and English 1301 promotes:

  • Writing across disciplines to enhance critical thinking and learning
Reading and writing as acts that shape and are shaped by social, political, and historical conditions

Computer-mediated environment for effective research and revision

**English 1301** is a computer-mediated writing course that links reading, analysis, research, and writing to refine college-level composition skills. Those skills include choosing an appropriate topic for research, thorough exploration of source materials, working toward an individual informed position, effective use of rhetoric, substantive revision, and competent editing/proofreading. The course introduces documentation styles required in academic writing and methods of primary and secondary research necessary to develop a series of analytic position papers.

**Student Learning Outcomes**
Upon completion of this course, students will be able to
- Apply principles of the writing process, including drafting, editing, and revision, to generate academic / professional documents.
- Analyze complex issues / ideas in research-based academic writing.
- Analyze and interpret a variety of texts
- Write in several genres
- Produce an introduction with a solid focus, direction, and purpose
- Integrate internal citations into the writer's ideas
- Connect ideas across courses

**English 1301** will be a de-centered class in which I will ask you to actively participate by sharing your ideas, leading class discussions, and making group presentations. *All work in English 1301 must be computer-generated, edited, and revised -- handwritten work will not be accepted.*

**COURSE REQUIREMENTS**
- Produce two portfolios
- Participate in online class assignments
- Participate in assigned group activities

**GRADES:** To receive credit for this class, you **must complete all assignments.**
Distribution of your final grade is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Portfolio #1</td>
<td>45%</td>
</tr>
<tr>
<td>Portfolio #2</td>
<td>35%</td>
</tr>
<tr>
<td>Participation and Daily Grades</td>
<td>20%*</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
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*Daily grades cannot be made up.*
PORTFOLIOS - - You will assemble two portfolios that provide evidence of different types of learning. Items in the portfolios will demonstrate your active participation in class activities and assignments. **Detailed instructions will be posted on Blackboard for each portfolio**

**Portfolio 1:** Informative paper, reflective overview, source evaluations, peer review; revised, edited draft due 6/19/12.

**Portfolio 2:** Argument presentation, reflective overview, PowerPoint; presentations begin 6/28/12.

**Evaluation:** Your final grade in English 1301 will be based on the quality of your active participation in group activities, research, revision, assessment, and your ability to evaluate evidence and argue from an informed position. Any concerns about your grade should be addressed to me first. If your concerns are not satisfactorily resolved you may take them to the Director of the Writing Program, Dr. Susan Wolff-Murphy at ext. 2640.

**PARTICIPATION - - DAILY WORK** (online, class, group discussions—in-class writings)

Participation is a large portion of your grade and will reflect attendance, preparation, and ACTIVE engagement. **Daily work cannot be made up** if you miss class. In this course, the assignments include what you DO as you move along a continuum of processes that include:

- **Thinking** about your reasons for writing - - What is my **purpose**?
- **Designing** a series of goals/tasks in planning your research - - What do I want to know? How and where will I find it?
- **Inventing** - - How do I discover, develop, and organize my ideas?
- **Drafting, peer reviewing, revising** - - What suggestions contribute to accomplishing my specific goals?
- **Researching** - - information literacy - - your ability to find and use electronic and traditional research tools for your projects
- **Reflecting** - - your personal perspective on your topic conveyed to your audience in third person
- **Documenting** - - being aware of various documentation styles APA, MLA, etc. and using them

**Writing** is driven by a sequence of actions/processes, like those mentioned above, leading to the written part of the project.

**POLICIES**

**Late Work:** Late work will not be accepted unless you have conferenced with me about your reasons and have negotiated another due date. Grades will be lowered at the discretion of the instructor for late work.
**Grade Appeal Process:** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Attendance:** English 1301 uses a workshop model of instruction, which means that you must be present to participate in writing exercises, group discussions, computer-mediated activities, peer review, etc. Class attendance and participation are essential, as much of your time will be spent doing group work. Participation in these activities is part of your grade. After three absences, your final course grade will be lowered at the discretion of the instructor. YOU ARE RESPONSIBLE FOR MAKING UP WORK THAT YOU MISS DUE TO AN ABSENCE. An absence does not release a student from scheduled due dates for assigned work.

**PLAGIARISM:** Consult the current TAMUCC Catalog under headings, "Academic Integrity" and "Academic Honesty." The University defines plagiarism as "the presentation of the work of another as one’s own work." This refers not only to texts, periodicals, and journals, but also to Internet sources. Plagiarism is a serious academic matter with serious consequences.

**DO NOT TALK when the instructor is talking or another student is making a contribution to the class.** This is disruptive and prevents other students from hearing what is being said. This will seriously affect your participation grade (25% of your course grade).

**MUTE** cell phones and/or beepers before entering this classroom — COMPUTER GAMES and TEXTING are inappropriate in the classroom—these distractions will affect your participation grade.

**NO FOOD OR DRINKS** in the classroom. The lab technicians are very strict about the food/drinks ban in computer classrooms and open labs.

**PRINTING HARD COPIES**—printers are located in hallway; you will need your SAND DOLLAR card to pay for printing.

**CLASSROOM DIALOGUE AND COMMUNITY STANDARDS**
Our class is a learning community in which we will all take turns speaking and listening with courtesy and respect. There will be many opportunities for debate over issues about which we feel strongly and may disagree. Dissent is good for challenging and revising perspectives, but it should be expressed in democratic fashion, whether face-to-face or online. Once a message is posted online, it becomes public and the same standards of discussion etiquette or netiquette apply. Your audience is a diverse demographic community with its own standards of acceptable speech and language in the college classroom context.

In other than discussions, **raise your hand** to make a contribution or ask a question.

**ACCOMODATIONS NOTICE**

**Students with Disabilities and Veterans**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116 and 119.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**ACADEMIC ADVISING**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**CASA (TUTORING AND LEARNING CENTER)**

CASA, the Tutoring and Learning Center, provides free tutoring to any student interested in improving their writing abilities. Tutors will assist you with all aspects of writing. The Center's purpose is **not** to correct or to proofread your drafts, but to help you learn strategies that good writers use during the processes of writing. You may visit the center for assistance with a writing project for any of your classes. The Center is located in the Glasscock Bldg.

**TENTATIVE SEMESTER CALENDAR***
*This semester calendar and schedule of activities is subject to change and will be updated as needed. **Final Portfolio Presentations begin Week 5 (6/28/12) -- NO EXCEPTIONS.**

**Week 1 June 4**

**W** - Course intro, Blackboard, syllabus, attachments, discussion, mail, review MLA, plagiarism, Brainstorming, Outlining, and Drafting. Post Writing Rituals and previous paper topics on Discussion forum: Writing Experience

Introduction to **Portfolio 1**--**Informative paper, due Tuesday, June 19—see link.** Overview info literacy—research sources

**R** - Current events discussion; online posting—brainstorm topics; conduct research on your topic; post topic ideas on Discussion forum: Topics

**Write a 2-paragraph topic proposal** due by the end of class for a daily grade; post in Topic Proposal forum.

**Week 2 June 11**

**M** – Send Plagiarism statement—review what constitutes plagiarism; send confirmation on Discussion board forum: Plagiarism. Draft workshop—review model MLA documents; Introductions—experiment with different introduction strategies—see Intros link home page. Post a sample in Introduction Forum. Read postings and offer feedback.

Post a preliminary thesis statement in Thesis Forum. Make a working outline to organize your ideas; Review citations at Bedford, Diana Hacker link; **MLA documentation exercise**—directions at MLA link on home page; work on rough draft of your informative paper

**T** – Source Evaluations—conduct research—see BR links—Guides—Evaluating Sources. MLA Documentation—**review answers**. Find three articles on your topic and write a 1-page source evaluation for each. See Source Evals and Samples link on home page. These three are due next class. Use library databases or credible search engines. Work on drafts.

**W** – **Collect Source Evals;** find two more sources for your informative paper and write evaluations—these two are due next class; work on drafts

**R** – Make a working outline to organize your ideas; work on rough draft of your informative paper. **Rough draft due next class for peer review.**
**Week 3 June 18**

**M – PEER REVIEW**—use form on home page—in-class conferencing; Portfolio 1 due next class

**T – Portfolio 1 due by end of class—NO EXCEPTIONS**

**W –** Introduce **Portfolio 2-Visual Text**; see Portfolio 2 link; posting Discussion Board; find 2 ads to present and analyze next class;

**R –** Ad presentations

**Week 4 June 25**

**M –** Finish ad presentations; **Critical Thinking Response**— write a pro and con response to one of these topics: It is Often Okay to Tell a Lie; NASCAR Drivers Are Not Real Athletes; College Athletes Should be Paid; post on Discussion Board forum: Pro-Con

**T –** See Bedford link: Preparing Presentation Slides; project workshop—3-page Reflective Overview with Works Cited page due with presentation; sign-up sheet-portfolio 2; **Post portfolio 2 ideas in Visual Argument Forum—describe medium, message, argument, role (advocate, informer, persuader);** work on portfolio 2 projects

**W –** Reflective Overview—post your R.O. online for peer review—post on Discussion forum: Reflective Overview—also describe the types of pictures you have researched or saved for your visuals; work on portfolio 2 projects

**R –** Begin Portfolio 2 presentations

**Week 5 July 2**

**Complete Portfolio 2 presentations**