Blackboard address: http://www.tamucc.edu (Island Online)
Instructor: V. Machen Phone: 825-3621
Office: CE 214B E-mail: Blackboard Mail or Vickie.Machen@tamucc.edu
Office hours: M, T, W 2:30-3:30, online use Blackboard Mail or University
e-mail: Vickie.Machen@tamucc.edu, and by appt.

Work device - - BACK UP ALL WORK on file saving device
Paper folder with pockets - - NO RING BINDERS
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 AND TEXTBOOK 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 and PowerPoint
- 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:
Portfolio #1 25%
Portfolio #2 35%
PowerPoint 15%
Participation and Daily Grades 25%
Total 100%

COURSE MAP:
PORTFOLIOS and PowerPoint - - 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. The PowerPoint will be a visual informative presentation. Detailed instructions will be posted on Blackboard for portfolios and PowerPoint.

Portfolio 1: (Paper collection—Writing Rituals (writing process and reflection), Personal Narrative (reflection), Profile (writing process and reflection), Current Events (genres and analysis)—due 2/20/12-MW or 2/21/12 TR

Portfolio 2: Information literacy, credibility of sources, library presentation, MLA documentation, thesis-driven organization; (Informative paper, reflective overview, source evaluations, peer review, final draft—due 4/4/12-MW or 4/5/12-TR

PowerPoint presentation, expanded reflective overview, works cited (presentations begin 4/16/12-MW or 4/17/12-TR)

Participation and Daily Grades— Selected readings, ad analysis, video analysis, reading responses, online, class/group discussions, in-class writings

Participation is a large portion of your grade and will reflect attendance, preparation, and ACTIVE engagement. Daily grades cannot be made up if you miss class.

Writing is driven by a sequence of actions/processes, like those mentioned below, leading to the written part of the project. 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
Documenting - being aware of various documentation styles—in this course we will use MLA (Modern Language Association)

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 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, FC 127, ext. 2640.

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 Rule13.02.99.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. 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.

**ACCOMMODATIONS 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 (Center for Academic Student Achievement)
CASA, a 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 Writing 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 PROJECT IS DUE beginning week of Apr.
16**.

**Wk. 1—Jan. 11**
Course intro - - Blackboard instruction, syllabus, mail, discussion, attachments,
writing process - - brainstorming, outline, rough draft, peer review, revision,
MLA; Read Ch. 2, Academic Writing and Ch. 3, Brainstorming
Review Academic Writing, Discourse Communities, Genres.
Writing Experience: describe writing rituals—time (day or night), place (home, library, beach, etc.), food, drink, music, pets, special attire, TV, collaboration with others, etc. Describe previous writing experiences—topics, genres, most stressful, most successful. Describe your brainstorming methods and steps you took to produce your final documents. Compose in Word—2-3 pages—copy and paste in Discussion forum: Writing Experience

**Wk. 2—Jan. 16 (MLK Holiday)**
Introduce **Personal Narrative**—part of portfolio 1—see Personal Narrative link on home page. Review Personal Narrative Guidelines; brainstorm topics—posting—response.
Brainstorming—review; practice different brainstorming methods for personal narrative

**Wk. 3—Jan. 23**
**Wording**—choose a couple of sentences from any source and reword them (nouns, adjectives, verbs) to make the language more vivid, colorful, sensory—give the meaning more impact. Use the “synonym” function on Word to help. Post your original and revised sentences on the Discussion Board—Sentences Forum. Read postings and comment on at least one other student’s posting.

**Introductions**—review types—see Personal Narrative Intros link on home page. Write two introductions that grab the attention of the audience. Post them on the Discussion Board—Introductions Forum—read what your classmates post—respond to at least two postings with your evaluation of their effectiveness.

Draft Workshop—rough draft due next class for peer review

**Wk. 4—Jan. 30**
Peer review—personal narrative due next class—no exceptions

**Collect personal narrative paper.** Introduce profile paper; brainstorm topics; planning an interview/visit, composing questions, observation, note taking, reflection, writing up notes—have topic and conduct interview/observation by next class

**Wk. 5—Feb. 6**
Draft Workshop—write up notes—rough draft due for peer review next class
Peer Review—profile paper due next class
Wk. 6—Feb. 13
Collect profile paper—no exceptions—Introduce Current Events Group Activity—see Current Events link—work on presentations
Current Events Presentations—Portfolio 1 due next class—no exceptions—paper contents: Writing Rituals, Personal Narrative, Profile, and Current Events Summary
Wk. 7—Feb. 20
Collect Portfolio 1—no exceptions
Introduce Portfolio 2—Informative paper; Plagiarism statement—read pp. 97-101 in textbook—post message on Blackboard Discussion forum “Plagiarism Statement.” Review MLA and Bedford link—MLA exercise
Tentative Library Presentation—read Ch. 6—Purpose-Audience
Wk. 8—Feb. 27
Reading response—critical thinking exercise—daily grade—due by end of class
Brainstorm topics for informative paper using library resources—have a topic by next class; post ideas in Topics forum on Discussion Board
Wk. 9—Mar. 5
In-class writing: Topic Proposal—write a topic proposal for the informative paper—see home page link for instructions—post on Discussion Board: Topic Proposal forum; Research Questions—see Bedford link: My Research Project Activities: Develop and Refine My Research Question—fill in and save a hard copy for your portfolio
Thesis statement: see Bedford link: My Research Project Activities: Develop and Refine Your Thesis Statement—open in Word format—fill in and save a hard copy for your portfolio. Post preliminary thesis statements on Discussion Board in Forum-Thesis; Read postings and comment on at least one for its clarity.
Wk. 10—Mar. 12 (Spring Break)
Wk. 11—Mar. 19
Source Evaluations—conduct research—see BR links—Guides—Evaluating Sources. Review MLA—use MLA Doc link on home page. Find three articles on your topic and write a 1-page source review for each. See Source Evaluations and Samples links on home page—due next class. Collect 3 Source Evaluations; Plagiarism—review plagiarism—Ch. 8—email Plagiarism Statement on BB Mail; Introductions—review introduction strategies—experiment with different types of intros—post two experimental introductions for your informative paper on the Discussion Board-Intros Informative forum. Read postings and comment on at least one other introduction for its effectiveness.
Wk. 12—Mar. 26
Outlines—review types of outlines—make a working outline of your informative paper—this goes in your portfolio. MLA Exercise Draft workshop—in-class conferencing; Rough draft is due next class for peer review.
Wk. 13—Apr. 2
Peer review—see home page link—Portfolio 2 due next class.
Collect Portfolio 2—Informative Research Paper—no exceptions
Wk. 14—Apr. 9
Video—view video—critical thinking assignment
Finish viewing video if necessary; class discussion; write a response due by end of class—see Video Response.
Wk. 15—Apr. 16
Introduce PowerPoint presentation—Sign-up sheet for PowerPoint presentations; review BR visual rhetoric guidelines for PowerPoint slides; work on projects PowerPoint presentations
Wk. 16—Apr. 23
PowerPoint presentations

Wk. 17—Apr. 30
PowerPoint presentations