Instructor Name: Dr. Diana Cardenas
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Home: www.tamucc.edu/~cardenas
Office Hours: MWR 2:00-4:00p.m. or by appointment

Course Description
This course engages principles, techniques, and processes of written composition, with an emphasis on research and argument.

1301 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
- Cohesively integrate academic research to support the writer's purpose
- Connect ideas across courses

Class Description

The class will be divided into units, each covering specific aspects within the study of writing. You will be asked to complete a major writing assignment for each unit covered: a total of 4 major writing assignments in the course of the semester. At midterm and at the end of the semester you will be asked to compile a portfolio which highlights and reflects on what you have learned during that period. More details will be given in class and via Blackboard as we approach these points in the semester.

The first eight weeks of class will focus on writing processes and practices. We will examine the ways in which readers read and writers write. During this time you write a literacy autobiography which discusses how you became literate, and a rhetorical analysis which demonstrates your understanding of the construction of a piece of writing.

The second eight weeks will focus on researching and writing in an academic voice. During this time, you will write an annotated bibliography and an objective research paper. In addition, you will showcase your research in late April at the First Year Celebration. The portfolio for this section will be completed during your final exam period.
Grade Distribution (Due dates are subject to change)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>Daily</td>
<td>15%</td>
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<tr>
<td>Literacy Autobiography</td>
<td>TBA</td>
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<tr>
<td>Writing Processes/Rhetorical Analysis</td>
<td>TBA</td>
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<tr>
<td>Annotated Bibliography</td>
<td>TBA</td>
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<td>Academic Research Paper</td>
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For further information regarding these assignments, please see our course page.

Course Website: [www.tamucc.edu/~cardenas](http://www.tamucc.edu/~cardenas)

The required textbooks for English 1302 classes also are used in English 1301:

- *Writing About Writing: A College Reader* by Elizabeth Wardle and Doug Downs (2011)

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.
- Pen and paper
- Post-It notes (large enough for you to make comments on, they can be any color, and even have lines.)

*Attendance and Tardiness*

Part of your grade in this English course is dependent upon your group and overall class participation, so regular attendance is required. You are responsible for completing and turning in all assigned work in your absence. If you have several unexcused absences, I will likely ask you to meet with me outside of class to review your goals, progress, and intentions for the class.

It is a disruption to your peers if you are tardy; therefore, arriving after the door has been closed will result in a participation grade penalty. If you have a legitimate reason for tardiness, please come talk to me after class.
Technology Policy

I understand how tempting it is to check your email or social networking sites during class; however, just because there is a computer in front of you (or a phone in your pocket) does not mean that you should engage in such behavior. Please note that if you are engaging in this sort of behavior (including listening to an ipod or other music player), you will counted as absent, and may be asked to leave the room. If you are in the classroom before class begins and are using the computer for non-course related reasons (or listening to music), I expect you to log off completely when class begins. We only have a limited amount of time, so let’s make the most it!

Extensions and Late Work

You may obtain an extension on an assignment (to be determined by your Composition and/or Seminar instructor). Extensions will be granted on a case by case basis, and your formal, written request must be accompanied by some form of documentation of the reason for needing the extension and submitted at least 24 hours in advance of the due date and time.

No late daily/ homework assignments will be accepted without previous arrangements being made with me before the due date. Please note that if a paper or other assignment is due to be handed in during class or via email, and you elect not to attend class, you must still find a way to get me your assignment when it's due.

Furthermore, late assignments without extensions (or after the agreed upon extension period) will incur a penalty of 5 points per calendar day.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Plagiarism or academic dishonesty will not be tolerated in any form. This includes but is not limited to:

- Using the work of another as your own
- Downloading or purchasing ready-made essays off the web and using them as your own
- Using resource materials without correct documentation, using the organization or language of a source without using quote marks and proper citation.

Be aware that there are other ways to use sources incorrectly, or to plagiarize. When in doubt, visit with me or the Writing Center for help on correct use of sources, how to paraphrase, and how to document correctly.
Other forms of academic dishonesty include:

- Falsification (the intentional alteration of information),
- Fabrication (the intentional invention of information),
- Multiple submission (using the same material for two separate assignments or courses without permission from the instructors),
- Abuse of academic materials (the intentional destruction of resource materials).

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with me before you decide to drop to be sure it is the best thing to do.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**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 Driftwood 101.

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.

**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.

**Provisional Course Outline**

| Week 1 | Introductions, Writing Processes and Practices |
| Week 2 | Writing Processes and Practices |
| Week 3 | How do Readers Read and Writers Write? |
| Week 4 | How do Readers Read and Writers Write?, Literacy Autobiography due |
| Week 5 | How do Readers Read and Writers Write? |
| Week 6 | How do Readers Read and Writers Write? |
| Week 7 | How do Readers Read and Writers Write?, Writing Processes/Rhetorical Analysis due |
| Week 8 | Conferences, Midterm Portfolio due |
| Week 9 | Discourse Communities and Reading Academic Voice |
| Week 10 | Discourse Communities and Reading Academic Voice |
| Week 11 | Discourse Communities and Reading Academic Voice, Annotated Bib |
| Drop Date | TBA |
| Week 12 | Integrating Research/ Writing in Academic Voice, |
| Week 13 | Integrating Research/ Writing in Academic Voice |
| Week 14 | Objective Research Paper due |
| Week 15 | Practice FYC, First-Year Celebration, TBA |
| Week 16 | Course Wrap-up, Last Day of Class |
| TBA | Final portfolio due during exam period |

**ASSIGNMENT I**

Literacy Autobiography/Narrative: Three Weeks
**Week One/Two: Readings**
Deborah Brandt: "Sponsors of Literacy"
Homework writing - p. 351 *Applying and Exploring Ideas* Question 1
In-Class writing - p. 351 *Questions for Discussion and Journaling* - Question 2

Malcolm X: "Learning to Read"
Homework writing - p. 361 *Questions for Discussion and Journaling* Question 2
In-class writing - p. 361 *Questions for Discussion and Journaling* Question 7

Week Two - begin drafting paper.

**Week Three Readings**
Cecchini and Perez: "Motivation in Literacy Development"
Homework: Continue drafting
In-class writing: Respond to second question on page 457
In-class peer review.

Paper Due at end of Week Three.

**Assignment Document**

This paper should be approximately three to five pages drawing both from your own experiences and a reader and writer and from the assigned readings.

For this assignment consider your experiences as widely as possible, selecting those that seem significant, those that help you construct your account most effectively. As you reflect on your past, do not limit yourself only to school experiences. Research shows that literacy (and learning of all kinds) is fundamentally social and that individuals acquire literacy as the result of a wide range of interactions. We become "literate" through a wide range of experiences, not necessarily only through schooling, so you will want to examine your past carefully and thoughtfully, discovering as much as you can about your "educational experiences" (broadly defined) and considering carefully how those experiences contributed (or not) to your becoming literate and to your development as a learner. (See the list of prompts provided below to help with this process of remembering.)

You will have assigned readings along with writing responses that will further help you develop this paper.

The following writing prompts are "thinking pieces" designed to help you generate ideas about topics related to the first writing assignment. Working through these prompts will get you ready to write the assignment. Some you will write in class, and some out of class.
Discovery and Exploration Prompts:

Suggestions:

- Use these prompts to help you explore what you know about your past experiences, attitudes, behaviors relevant to "literacy" and "learning." You may remember or you may decide that you want to ask someone who might remember (ask family members, etc.).
- These prompts will be most effective if you use them over time. In other words, don’t expect that you will respond to them one time and be done. Probably you will continue to recall events in your past that are related to your development as a literate person and a learner. This assignment is meant to help you recall as much of that past as possible so you can continue to reflect on the effects of your past experiences on your future as a learner and literate citizen.
- Do not think that you have to respond to each of these prompts or to all of them at once. They are meant as discovery aids, as a way to promote invention of materials for your piece.
- These prompts are NOT meant to be an organizing tool for your writing. Instead, they are designed to focus you on recovering information, discovering what you know or want to know. Your writing will most likely take a very different shape, and it may use only a small portion of what you have discovered.

Reflecting on your experience as a Learner:

- How do you define learning? Or what are different kinds of learning that you do? (short term, long term, experiential, book-based, etc.)
- What have been the best learning experiences you’ve had, in school and out of school?
  - Why were they good experiences?
- What have been bad learning experiences, times when you were unable to learn or you were supposed to learn but the material or the environment did not help you with the learning (in school and out of school)?
- How would you help others learn?
- How have you used your strengths to help you learn?

Reflecting on your experience as a Writer:

- What are the first things you remember "writing"?
- What kinds of things have you written or how have you used writing (outside of school)? How does that compare with your school writing experiences?
- What kinds of writing have you done over the years in school? What has been most satisfying? Instructive? Useless? Why?
- How has feedback from others helped or hindered your writing?
- How much are you influenced by other writers?
- Under what conditions do you write best, most happily? What conditions are most frustrating?
• What process do you usually use to produce writing? How does the process change for different kinds of writing?
• What relationships do you see between the writing you do and the reading you do?
• What metaphor best describes your writing process?
• How does writing compare to other kinds of communication (including performing arts of all sorts)?
• Why do you think it is important for students to learn to write?
• How have you used your strengths to develop as a writer?

Reflecting on your experience as a Reader:

• What are your earliest memories of reading? Being read to?
• What do you remember about the process of your learning to read?
• What were the earliest things you remember reading on your own? What were the differences between your early personal reading and your early school reading?
• How many different "ways of reading" do you use? How do you read different things in different ways?
• How do you gain insight into a book or a reading? How do you make sense of it or how does it "mean" something to you? How does discussion with others help?
• What kinds of connections do you see between reading books and seeing movies or watching TV? How are the narratives/stories different (or not)?
• Why is it important for students to learn to read? What should they read? Who should choose what they read? Why?
• How have you used your strengths as a reader?

Reflecting on other literacies (visual/aural/oral/computer/social):

• How have these been developed and learned both inside and outside of school?
• How have your strengths affected your development of these literacies?

ASSIGNMENT II
Writing Processes: Four Weeks

Week Four: Readings
Perl: "The Composing Processes of College Students"
Homework writing - p. 214 Questions for Discussion and Journaling Questions 4, 5, and 7
Discuss reading in class.

Anne Lamott: "Shitty First Drafts"
Homework writing - Summarize reading
In-class Discussion...starting that first shitty draft...

Week Five - begin drafting paper.

Week Five Readings
Homework:
Murray: "Response of a Laboratory Rat - or, Being Protocoled" Homework: Questions for Discussion and Journaling 4, 5, and 6.
In Class Discussion: Revision and Editing

Week Six - Continue drafting and peer review

Week Six Readings


Read Allegra Goodman's "Calming the Inner Critic and Getting to Work"

Week Seven - Conferences/ Assignment Due

Read Susan Sontag, "Directions: Write, Read, Rewrite. Repeat Steps 2 and 3 as needed. In Class Writing in response.

Assignment: Portrait of a Writer, p. 325

Paper Due at end of Week Three.

ASSIGNMENT III

Discourse Communities - Four Weeks

Assignment Paper: Discourse Community Analysis

You have now explored who you are as a reader and writer, your writing processes and those of others, and now you will have the opportunity to explore and analyze discourse communities by focusing on the discourse community of the field you are interested in joining.

Researching a Discourse Community

You will need to conduct two kinds of research for this assignment:
1. An interview of someone in the profession that interests you - also focusing on the types of writing within this profession; and

2. Analyze two professional documents from your discourse community.

This paper will be a three to five page memorandum to me about this discourse community you are joining. Use the six characteristics of Swale's discourse community in order to analyze the data you collect for this memorandum.

**Week Eight**

Read the introduction to Chapter 4 "Discourses: How Do Communities Shape Writing?" and "The Concept of Discourse Community" by John Swales.
Homework: Write in response to questions Questions for Discussion and Journaling 2, 3, 5, and 6.
In-class writing: Using your responses to questions 5 and 6, name three discourse communities you belong to or are familiar with.

Brainstorm: What professional discourse community will you join?

Read "Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity" by Ann M. Johns
Homework: "Questions for Discussion and Journaling" on page 518-19. Questions 1 and 6. In Class Writing: What does it mean to have authority in relation to texts and discourse communities?

**Week Nine**

Read "Identity, Authority, and Learning to Write in New Workplaces" by Elizabeth Wardle
Homework Writing: Questions 1, 3, and 5 from the "Questions for Discussion and Journaling" section on page 536.
In-class writing: What does it mean to have authority in relation to texts and discourse communities?

Conferences

**Week Ten**

Read "Learning to Serve: The Language and Literacy of Food Service Workers" by Tony Mirabelli
Homework Writing: Questions 2, 6, and 7 from "Questions for Discussion and Journaling" section on page 555.

Drafting workshop
Week Eleven

Peer Review

Revision Workshop.

Paper due.

ASSIGNMENT IV/FINAL PORTFOLIO

Writing with Authority

The research paper of your choosing....perhaps one that would be written in the discourse community they aspire to join.

Week Twelve

Read: "The Idea of Community in the Study of Writing" by Joseph Harris

- Homework - write a 200 word response to Question 2 in the Questions for Discussion and Journaling section on page 593.

In-class: Brainstorm topics. Consider what difficulties students face in moving from one community to another.

Read "A Stranger in Strange Lands: A College Student Writing across the Curriculum" by Lucille P. McCarthy.

- Homework writing: Questions 1 and 5 in the Questions for Discussion and Journaling section on page 698.

Week Thirteen

Read "What Is It We Do When We Write Articles Like This One - and How Can We Get Students to Join Us?" by Michael Kleine

- Homework Writing: Question 4 in the Questions for Discussion and Journaling section on page 33.

Week Fourteen
Read "Disciplinary Discourses: Social Interactions in Academic Writing" by Ken Hyland

- Homework: Question 3 in the Questions for Discussion and Journaling section on page 704.

Workshop writing/ Research.

Week Fourteen

Read "Studies Explore Whether the Internet Makes Students Better Writers" by Josh Keller

- Homework Writing: Question 1 in the Questions for Discussion and Journaling section on page 600-601.

Week Fifteen

Conferences, peer review, and workshops

Week Sixteen

Paper Due.