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Webpage: http://falcon.tamucc.edu/wiki/JenniferBray
Office Hours: Mondays and Wednesdays from 10:00 – 12:00 and 1:00 – 3:30; Fridays from 10:00 – 12:00, and by appointment.

Class: ENGL 1301.241, M/W/F, 8:00 – 8:50, CCH 210

Course Description
Principles, techniques, and processes of written composition, textual analysis, and critical thinking.

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

The required textbooks for all English 1301 classes:
• Writing about Writing by Elizabeth Wardle & Douglas Downs
  You may want to consider buying the English 1301/1302 bundle. The required text for 1302 is:
• Everything’s an Argument, 5th Edition, by Andrea Lunsford and John Ruszkiewicz

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.
• Access to a computer with Microsoft WORD (not Works). If you don’t have a computer at home, budget some time every day in the computer lab.

Brief descriptions of each major assignment (for complete details, please see my wiki page):

Writing Project 1: In this paper, you will examine your evolving role as a writer, including historical discussion of your writing experiences and philosophies, an analysis of how you currently write, and finally, some discussion of how you can apply new found concepts regarding composition theory to strengthening your writing skills. Use the daily writing responses and reading responses from the first few weeks of class to help brainstorm and plan this paper. You will also carefully analyze your writing process for one of the critical essays for history, as described in Writing about Writing. Use this analysis to help you formulate the autoethnography section of the paper. Finally, you should examine how your introduction to composition theory has impacted your approach to writing.

Writing Project 2: After carefully choosing a topic in which to research and write about for the remainder of the semester, observe and analyze the conversation surrounding this issue. Gather 15 sources of varying perspectives on the
Writing Project 3: For this project, you will write “an analytical, research-based essay in which you provide an answer to the question: Why do authors of texts in the debate on X disagree?” Choose two different sources from PRINT genres (newspapers, popular magazines, brochures, books, etc.) you included in your Annotated Bibliography. Next, choose one source from a peer-reviewed academic journal. You should choose sources that “demonstrate nuanced kinds of disagreement rather than just settling for obvious ‘pro’ and ‘con’ sources.”

Writing Project 4: Drawing upon your previous research, analyze and explore an issue by examining various factors that led to the social problem or issue in the first place (including a strong historical narrative) and then examine the effects of the issue upon different groups. In so doing, the paper should examine multiple perspectives of how this issue or problem is viewed, and explore the effects of this issue from as many different perspectives as possible. In other words, don't just examine who is in favor of something and who is opposed, but look deeper into how this issue impacts many different types of individuals within a broader community. Your voice in this paper should remain objective.

Daily Writing: Attendance is compulsory and will be measured through your daily writing. All daily writing must be completed during class, unless otherwise instructed, and submitted via your wiki page. You may not make up missed Daily Writing; you may, however, miss two daily writing assignments without it impacting your grade.

Homework: Homework assignments will vary but will be explicitly scheduled and explained on the online class plans on my wiki page. Because of the volume of grading I have, I ask that you submit your homework as a printed, typed document, unless your assignment is to facilitate a class discussion. Please staple your homework if it is more than one page. All homework is due at the beginning of class, and will not be accepted late. Detailed instructions are available online.

Triad E Portfolios: The Triad E portfolio is a collection of your work in the Triad that will be collected two times, at mid-term and at the end of the semester. While the focus will be on demonstrating your work in the triad, and on drawing upon the connections you have made between History, Composition and Seminar, you may also choose to include evidence of work or experiences from outside the triad that represents significant learning you've achieved this semester. The portfolio grade you earn will contribute to your final average in all three triad courses: History, Composition, and Seminar.

Presentation: All First Year students will have an opportunity to present their research to the university community at large during the First Year Celebration Day. In addition to presenting on Celebration Day, you will also be required to present your research to our class in order to be evaluated. Your may choose the forum in which present your research (Tri-Fold poster, PowerPoint, or an artistic medium).

Grade Distribution (dates, nature of assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
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<tbody>
<tr>
<td>Attendance/In-Class Participation</td>
<td>Daily</td>
<td>10</td>
</tr>
<tr>
<td>Homework</td>
<td>Variable</td>
<td>10</td>
</tr>
<tr>
<td>Writing Project 1</td>
<td>Sep. 6</td>
<td>10</td>
</tr>
<tr>
<td>Writing Project 2</td>
<td>Oct. 17</td>
<td>10</td>
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<tr>
<td>Writing Project 3</td>
<td>Oct. 31</td>
<td>10</td>
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<tr>
<td>Writing Project 4</td>
<td>Nov. 18</td>
<td>20</td>
</tr>
<tr>
<td>Portfolio 1</td>
<td>Oct. 14</td>
<td>10</td>
</tr>
<tr>
<td>Portfolio 2</td>
<td>Dec. 5</td>
<td>10</td>
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<tr>
<td>Research Presentation/Celebration Day</td>
<td>Nov. 28 - Dec. 2</td>
<td>10</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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Policies

Civility
Our classroom will become our writing community, and eventually our writing community will extend beyond the classroom. I expect everyone in our writing community to treat one another with civility and respect. This does not mean I want you to censor your ideas or that there will not be vigorous discussions about controversial issues. This does mean we will afford everyone an opportunity to be heard and to listen with respect and an open mind. I expect that we all treat one another with the tolerance and scholarly respect we wish to receive ourselves.

Cell Phones & Other Electronic Devices
Please turn off your cell phones and any other electronic devices before class begins, out of respect for me and your peers. If you must take a phone call or text during class time, please keep them on vibrate and excuse yourself from class. Please do not use the internet in the computer classroom for anything other than classwork, as this is often a distraction to those around you. You may wear ear buds or headphones while you are working independently, so long as your audio is inaudible to those around you.

Late Work
Late work is not accepted in Triad E. If you miss a class, you may not make up missed Daily Writing or Homework assignments, unless you have a major event for which you provide documentation. I will allow you to make up missed (unexcused) homework assignments by attending an approved Islander Event and writing a 2 page reflection on the event, and submitting this reflection along with the actual missed homework assignment. See my wiki page for a list of these events. Major writing projects and portfolios will not be accepted late unless you have an approved extension.

Extensions
Extensions on Portfolios and major writing assignments will be considered by the instructor if the student has requested an extension in writing or email 24 hours before the due date, permission has been given in writing by the instructor, and documentation of the granted permission (i.e. the printed emails) is included with the late submission. No extensions will be granted for Portfolio 2 due to time constraints with grading at the end of the semester.

Student Success
If there is a unique situation that arises that prevents you from turning in a portfolio or that causes you to miss a great deal of class, please email me and come see me during my office hours so I can be aware of your situation and possibly help you find resources you might need. Additionally, I am willing to adjust the weight (percentage) of major assignments based on your situation. These arrangements will vary and you must see me in person to pursue this option.

Plagiarism
The most common form of academic dishonesty is plagiarism, or “the presentation of the work of another as one’s own work.” Plagiarism is a serious violation of professional, academic standards and will be handled by me and the Chair of the English Department. Consequences for plagiarism are outlined in the Student Code of Conduct. At the minimum, any work that includes plagiarized material will receive an automatic zero. Plagiarism includes:
• 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 quotation 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.

Attendance
Like anything else, writing improves with practice. That’s why it’s essential that you attend class every meeting. If you have to miss a class, please email me and let me know about your circumstances. If you miss more than three classes, I will ask that you come visit me during office hours so we can discuss your situation. The class is designed so that you can earn a good grade even if you aren’t an Ernest Hemingway or Toni Morrison, but you do have to show up and do the work.
Scholarly Documentation
I ask that all students use MLA academic documentation system. If you have a compelling reason for using another documentation system, please consult with me. I do ask that you stick with one documentation method through the entire semester in order to increase your proficiency.

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 by week themes/topics with major assignments and readings included, if possible.

<table>
<thead>
<tr>
<th>Week</th>
<th>Themes/topics</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions/Reading as a Writer/Begin Practice Critical Essay for History</td>
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<tr>
<td>Week 2</td>
<td>Academic documentation/Practice Critical Essay for History due/Writing Process</td>
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<tr>
<td>Week 3</td>
<td>Critical Essay 1 Due in History/Begin Writing Project 1</td>
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<td>Week 4</td>
<td>Drafting &amp; Peer Response for Writing Project</td>
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<td>Week 5</td>
<td>Writing Conferences</td>
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<td>Week 6</td>
<td>Final Draft of Writing Project 1 due/Brainstorming Topics/Evaluating Sources/Databases</td>
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<tr>
<td>Week 7</td>
<td>Begin compiling Portfolio 1/Draft Reflective Overview for Port. 1/Draft of Ann. Bib due</td>
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<td>Week 8</td>
<td>Draft of RO due/Portfolio conferences/Portfolio 1 Due</td>
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<tr>
<td>Week 9</td>
<td>Final draft of Annotated Bibliography due/Begin drafting Writing Project 3</td>
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<tr>
<td>Week 10</td>
<td>Writing Center Visit: In-Text Citations/Peer Response for Writing Project 3</td>
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<tr>
<td>Week 11</td>
<td>Final Draft of Writing Project 3 Due/Introduce Writing Project 4</td>
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<tr>
<td>Week 12</td>
<td>Drafting/Thesis Statements</td>
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<tr>
<td>Week 13</td>
<td>Peer Review Writing Project 4/Final draft of Writing Project 4 due</td>
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<tr>
<td>Week 14</td>
<td>Effective visual presentations/Begin drafting final RO for Port. 2/Thanksgiving</td>
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<tr>
<td>Week 15</td>
<td>Class Presentations/Reflective Writing/First Year Celebration</td>
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<tr>
<td>Week 16</td>
<td>Wrapping Up! Portfolio 2 Due</td>
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