TRIAD E: FALL 2011 Trailblazers and Hell-Raisers: The American Experience through the Civil War

The classes in Triad E are symbiotic. As the semester progresses, you will be seeing the connections between the different classes in the triad – history lecture, composition, and first-year seminar – connections that are designed to reinforce learning and foster discussion. As we pursue a greater understanding of early American history, we will also ask you to explore your histories, your lives, and your communities, and try to identify how current issues today are connected to aspects of early American history.

Policies and Procedures for Triad E

Whether you are in a class of 250 or a class of 25, it is imperative that you are a respectful member of the Triad E community. Therefore, you are asked to abide by the following policies in all Triad E classes in order to ensure everyone has a positive environment in which to learn. Follow basic University policies as outlined in your Student Handbook and Code of Conduct.

Late Work: Late work will not be accepted in any class in the triad. Assignments are due at the beginning of class on the due date. For major assignments, you may be able to request an extension if you are unable to finish it on time. Consult your instructors/class syllabi for detailed instructions.

Attendance: Attendance in ALL Triad E classes is essential to success. If you don’t attend class, your grades in Triad E classes will be negatively impacted.

Academic Honesty: Plagiarism and cheating in any form will not be tolerated by the instructors in Triad E. See the individual course syllabi for policies relating to specific course assignments. If you are still unsure of what constitutes plagiarism, please make an appointment to discuss it with one of us. For disciplinary procedures pertaining to academic dishonesty, see the Student Code of Conduct.

Punctuality: Arriving late and leaving early are distracting. Please make every attempt to come to all the class sessions, to come to class on time, and to stay until the end of the meeting. If you are unavoidably late for class, please come into the room quietly and choose a seat closest to the entrance.

Electronic Devices: Class time should be used to engage with the material that is being presented and discussed. Please turn off all cell phones prior to class. If you are in a computer lab, or are using your personal laptop in class, please do not use class time to look at Myspace/Facebook or any other website that is not applicable to the assignment at hand. If you are engaging in distracting behavior, you will be asked to leave. Please read the attached syllabi for each class for more details on assignments and specific class policies.
Fall 2011: Triad E History

Composition I

Instructor Name: Melissa Riss
Office: Faculty Center 113
Telephone: (361) 825-5979
Email: Melissa.Riss@tamucc.edu
Webpage: http://falcon.tamucc.edu/wiki/MelissaRiss/Home
Office Hours: MW 11-12 & by appt.

Class: ENGL 1301.244  MWF 8-8:50 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 textbook for all English 1301 classes
- Writing about Writing, by Elizabeth Wardle and Doug Downs

1301 will also require these other materials
- Access to University Network and an active "Islander" e-mail account.
- Access to a computer with Microsoft Word.
- Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus.
- Sand dollar card and money in your account to print on campus, if needed.
- Be sure and always bring a pen and paper to class.

About Composition: The focus of this class is writing. Specifically, we'll be examining how composition scholars study and view the practice of writing, and we'll spend a good deal of time focusing on academic discourse in writing (writing in the academic setting). Writing isn’t easy, even for professional writers. And, I will tell you up front I can’t teach you “how to write.” But I do hope you’ll leave this class with a better understanding of the writing process, and come away with some tools and approaches that will make writing a less daunting task.
Grade Distribution (dates, nature of assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/In-Class Participation</td>
<td>Daily</td>
<td>15</td>
</tr>
<tr>
<td>Homework</td>
<td>Variable</td>
<td>5</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>
</tr>
<tr>
<td>Writing Project 3</td>
<td>Oct. 31</td>
<td>10</td>
</tr>
<tr>
<td>Writing Project 4</td>
<td>Nov. 18</td>
<td>20</td>
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<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>
</tr>
<tr>
<td>Research Presentation/Celebration Day</td>
<td>Nov. 28 - Dec. 2</td>
<td>10</td>
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<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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**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 newfound 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 form 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 topic and compile an Annotated Bibliography.

**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 from Triad, that will be collected two times: 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).

**Attendance and Participation**
(15% of your Composition Grade)

Part of your grade in this course is dependent upon your group and overall class participation, so regular attendance is required. You are responsible to completing and turning in all class work (drafts, papers, portfolios, and/or anything done as homework). You will not be able to make up or receive credit for work specifically designed to be completed in class (unless you provide a medical excuse). You will be asked to provide official documentation providing a legitimate excuse for missing more than three absences. In addition, if you have additional unexcused absences, I will likely ask you, to meet me outside of class to review your goals, progress, and intentions for the class. Daily work/homework will be used as evidence of your attendance.

It is disruptive to the entire class when students are tardy on a regular basis. If you have a legitimate reason keeping you from arriving on time, inform me of your situation.

**If for any reason your participation affects classroom activity in a negative fashion, you will receive negative participation points!** (If you have any questions regarding this, please read Rights, Responsibilities, and Civil Discourse).

**Cell Phones & Other Electronic Devices**
Please turn off your cell phones and any other electronic devices before class begins, out of respect for the class. 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. **If I find you texting, surfing the web on non-related work, I will ask you to leave the class, and you will not receive full credit for class participation.** 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 and Resubmission Policies
I will not accept late work unless you have an excused absence. If you need more time on portfolios please see me ahead of time (48 hour advance notice for extensions). Remember I am here to help if you are having difficulty with your paper.

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.

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.

University Rule: 13.02.99.C3.01 Procedure for Academic Misconduct Cases
Disciplinary action for academic misconduct is first the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic misconduct and with giving appropriate sanction to any student involved. The faculty member must file a record (an Academic Misconduct Incident Form) for each case of academic misconduct, along with any materials involved. Any student who has been penalized for academic misconduct has the right to appeal the judgment or the penalty assessed, unless the student chooses not to sign the Academic Misconduct Incident Form within the time constraints indicated below. (Further details are available the University website: http://www.tamucc.edu/provost/university_rules/index.html, or from the Division of Student Affairs at 825-2612.

Plagiarism includes:
1. Using the work of another as your own,
2. Downloading or purchasing ready-made essays off the web and using them as your own,
3. Using resource materials without correct documentation,
4. 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. If you find yourself questioning the following: how to correctly use outside sources, paraphrasing, or documentation, please make an appointment with me or with the Writing Center for help.

Academic Dishonesty
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), and abuse of academic materials (the intentional destruction of resource materials).
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.

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<thead>
<tr>
<th>Week 1</th>
<th>Introductions/Reading as a Writer/Begin Practice Critical Essay for History</th>
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<tbody>
<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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<tr>
<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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<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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<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</td>
<td>Event Description</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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