English 1301. 284
Composition I

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Office: FC 124
Office Hours: MW 12 to 2 & TR 1 to 3
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The phone available only during office hours, please if you need to contact me at other times use email, twitter or IM's.

Class webpage: http://feliciadz.pbworks.com
Class Twitter: http://twitter.com/feliciadz

Any questions or comments please feel free to e-mail, IM or twitter me.

Yahoo ID = FCDziadek, AIM = FDziadek, Skype: FeliciaCD & Fb: fae.dziadek

Note: If you need to reach me outside of office hours, please send me an e-mail. I check my e-mail regularly, several times a day, so you will receive a prompt response.

Purpose: To introduce you to various discourse communities and to write within various genres.

Course Description

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. English 1301 emphasizes writing for different audiences, purposes, and contexts, using appropriate genre and conventions. You will deepen your understanding of and develop your use of writing processes that include extensive invention, multiple drafts, sharing and responding to work in progress, revising, editing, and publishing. You will develop information literacy and engage in critical thinking as you work through writing and reading assignment sequences that require ongoing inquiry and problem solving.

This course is not a repeat of the writing courses you have completed to earn your high school diploma. In fact, you will find much of this course to be challenging because you will be asked to complete assignments and activities that are different from the work you have done before now. You are not required to take college composition because of some shortcoming in your high school preparation. We assume that all students in the First Year (FY) writing courses have been successful writers before now. But we know that the kinds of writing you have learned to do so far will not necessarily be effective in your college courses or in your life outside or after college. Instead, you take college composition courses to prepare you for the challenging writing assignments you will be expected to complete in your academic career here and beyond. FY writing courses add to your writer’s repertoire.

In Fall 2009, in English 1301, we will be focusing on writing for specific discourse communities and learning how we transfer learning to other types of discourse communities. In these explorations, you will examine your own communities and values; define a research question connected to your interests, communities, and/or lecture topics; and explore problems and solutions provided for that question. Your work in this course will be collected in portfolios that will be shared and graded by both your composition teacher and seminar leader.

FYWP Goals 1301
• Develop cross-cultural understanding and respect
• Use writing, reading, and academic inquiry for learning, critical thinking, and problem solving
• Write, read, and speak for a variety of real-world purposes and for various audiences
• Write with readers in mind
• Read with writers in mind
• Deepen understanding of the reflexive processes of invention, drafting, revision, and editing
• Connect concepts across Triad courses
• Learn, evaluate, and use computer technology as a writing, reading, and research tool

FYWP Objectives 1301
• Read texts that enhance cross-cultural understanding and respect
• Analyze a variety of texts written for various rhetorical purposes and audiences
• Evaluate a variety of texts as ethically responsible and rhetorically effective
• Understand the relationship between disciplinary perspectives and criteria for validity and rhetorical effectiveness
• Connect ideas, claims and issues across contexts
• Understand the nature of inquiry
• Locate appropriate primary and secondary sources [emphasize personal experience, readings and qualitative research observations and interviews]
• Evaluate appropriate primary and secondary sources in terms of credibility, context, author, purpose and audience
• Extend strategies for invention, revision, and the production of texts to academic discourse [emphasize focus, audience, organizational strategies, and the constraints of in-class timed writings]
• Integrate quotations and supporting material from experience, readings, and research
• Use conventions that are rhetorically appropriate to the purpose of the texts [emphasize sentence boundaries, non-sexist usage, editing for clarity and style]
• Develop a vocabulary and context-specific criteria for assessing their own writing and their peers
• Collaborate and interact with peers and instructors for various purposes through discussions, peer critique, interchanges, on-line exchanges, workshops, and conferences
• Understand the limits, problems, and possibilities connected with computer technology
• Use computer technology to generate texts, discuss readings, communicate across disciplinary contexts, and solve problems
• Generate a writing portfolio
• Self-assess inquiry, writing processes and products

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

Additional Student Learning Outcomes for text (Writing About Writing)

Student Learning Outcomes
Upon completion of this course, students will be able to
• Demonstrate an understanding of Rhetorical situations & Discourse communities and how they are connected to writing & reading.
• Understand how writers construct texts persuasively (or not) and how reading construct meaning(s) from texts.
• Use Critical Thinking Skills to examine information, events and ideas from broader perspective.
• Recognize an understanding of how knowledge & language are constructed within discourse communities.
• Demonstrate ability to rhetorically read difficult texts.
• The student will be able to consider their own writing processes and practices and learn how to adapt them as necessary for discourses used within the university.
• Demonstrate an understanding of writing and research as processes requiring planning, incubation, revision and collaboration.
• Develop/aquire vocabulary for talking about the writing process.
Understand themselves as writers.
Write in several genres
Aquire tools for successfully responding to varied discourse conventions and genres in different classes.

**Books and Materials**
The primary text for the English 1302 class is:
- An Islander Guide to Freshman Writing, by Dr. Susan Wblff Murphy
- Writing about Writing, by; Elizabeth Wardle & Doug Downs

**Other Necessities:**
• Access to University Network
• Active email account
• USB "stick" drive to save and transport computer files between home & class
• Sand dollar card for:
  - printing in computer labs
  - library loans
  - food purchase and UC Shop

**Assignments**
• We will be doing writing in and outside of class
• Some assigned readings
• We conduct group discussions about the reading or a brief in-class writing about the reading that you will turn in for daily points.
• Four Writing Projects & Attendance to the FY Conference.
• ADD LINK TO CLASS PLANS HERE

**Grade Distribution for English 1302 Spring 2010**
Project One = 15%
Project Two = 20%
Project Three = 20%
Project Four = 25%
Daily Work/Attendance/participation = 20%
  - Break down of Attendance/Participation = 10%
  - Break down of Daily: Journals, Group work, in-class writing, pre-writing, Drafts, Peer Reviews, and weekly reflectives, = 10%

**Types of Essay Writing this Semester**
Project One: Typology Essay
Project Two: Rhetorical Analysis
Project Three: Research 101
Project Four: Ethnographic Research

**Project DUE Dates:**
Project 1 (Triad Project): Friday, Sept 16th by NOON!!!
Project 2: Friday, October 14, 2011 by NOON!!!
Project 3: Monday, Oct 31, 2011
Project 4: Monday, Dec 5, 2011

**Special Features this Semester:**
Blogging

**Assignment Sequence for Fall 2011**
**Theme for course: WritingHarmoniouslyDotCom**

**Week one**
Wed Aug 24, 2011 introduction to course / In-class writing
Fri Aug 26, 2011 Create pbworks page.
Week two
Mon Aug 29, 2011 invention/ turn in syllabus agreement/ GOT DISCOURSE COMMUNITY?
Wed Aug 31, 2011 invention/ Read "The Concept of Discourse Community" by John Swales (pg 466) & “Learning to Read” by Malcolm X (pg 353) in Writing about Writing (see class plans for discussion questions)
Fri Sept 2, 2011 Reading with a purpose writing for life discussion and in class writing.

Week three
Mon Sept 5, 2011 Labor Day
Wed Sept 7, 2011 Writing about Writing “The Idea of Community in the Study of Writing” page 581
Friday Sept 9, 2011 Revision? What's it all about?

Week four
Mon Sept 12, 2011 Draft ONE due / Read “Shitty First Drafts” pg. 301 & “What Writing Is” by Stephen King in Writing About Writing pg. 305
Wed Sept 14, 2011 Draft Two due with References / Peer-Review and some Yummy Grammar!
Friday Sept 16, 2011 Workshop on paper./ Conferences

Week five
Mon Sept 19, 2011 invention/ Read “ Rhetorical Situations and Their Constituents”(pg 101) in Writing about Writing. prepare discussion questions pg 118
Wed Sept 21, 2011 invention/ Read “Rhetorical reading Strategies and the Construction of Meaning” (pg 120) in Writing about Writing. prepare discussion questions pg. 137
Friday Sept 23, 2011 Pre-Write in class.

Week Six
Mon Sept 26, 2011 invention/ Research and Using Sources!
Wed Sept 28, 2011 Outline due/ Welcome to the APA citation Nation!/ Discussion on writing process
Friday Sept 30, 2011 POSSIBLE VISIT TO WRITING CENTER For APA

Week seven
Mon Oct 3, 2011 Draft One due / Peer Review Wed Oct 5, 2011 Draft Two Due/ Peer Review with a twist of Grammar
Fri Oct 7, 2011 Workshop for paper/ Conferences

Week Eight
Research is GRAND!
Mon Oct 10, 2011 What is an Annotated Bib? Why?
Wed Oct 12, 2011 Research
Fri Oct 14, 2011 Work on your Annotated bib.

Week Nine
Mon Oct 17, 2011 Source Review writing/ LINK to Source Review writing from OWL
Wed Oct 19, 2011 Workshop on Source Review writing
Friday Oct 21, 2011 Work on Source Review & Annotated Bib

Week Ten
Mon Oct 24, 2011 APA assignment/ Review of APA
Wed Oct 26, 2011 APA assignment workshop
Fri Oct 28, 2011 Check your paraphrases and direct quotes. GOT INTRO’s to quotes?? Sloppy writing vs. Clean writing/ Conferences

Week Eleven
Mon Oct 31, 2011 Project 3 due: 15 source annotated bib, 2 source reviews and APA assignment.
These assignments need to be turned in hardcopy by class time, /FINAL workshop on project
Wed Nov 2, 2011 Invention/ What is Ethnographic Research? /Read “ Identity, Authority, and Learning to Write in New Workplaces” pg 520 in Writing about Writing text
Friday Nov 4, 2011 Pre-writing for topics and use listing and looping to discover paper topic. RESEARCH!
Read “The Composing Processes of Unskilled College Writers” pg 191 in WAW

Week Twelve
Mon Nov 7, 2011 Aligning your research for practical purposes. Workshop on organizing your research

Wed Nov 9, 2011 Outline / Read in WAW "A Stranger in Strange Lands: A College Student Writing accross the Curriculum" page 667

Friday Nov 11, 2011 Model Presentations, workshop on presentations

**Week Thirteen**

Mon Nov 14, 2011 Presentations

Wed Nov 16, 2011 Draft One Due HARD COPY/ Peer Review

Friday Nov 18, 2011 Presentations

**Week Fourteen**

Mon Nov 21, 2011 Presentations

Wed Nov 23, 2011 Draft Two DUE/ Peer Review

Fri Nov 25, 2011 HOLIDAY

**Week Fifteen**

Nov 28, 2011 Presentations

Wed Nov 30, 2011 Presentations

Friday, Dec 2, 2011 Conferences

**Week sixteen**

Mon Dec 5, 2011 **Project 4 due: Expository Research paper.**/Presentations

**Grades for the paper will be as follows:**

D—your command of writing conventions and surface features does not fulfill college level standards and you have failed to meet the requirements of the assignment. You will have to re-write this paper.

C—your command of writing conventions and surface features is competent for college level standards and you have adequately met the requirements of the assignment.

B—you command of writing conventions and surface features is above average for college level standards and you have displayed thoughtful analysis and care in meeting the requirements of the assignment.

A—your command of writing conventions and surface features is superior. You write with confidence and your analysis and quality of performance is excellent.

Note: On the days when a draft is due a peer reviews will be done during class time. A grade will be logged into the grade book. All drafts must be typed and posted onto your wiki page.

**Late Work**

Late papers will only be accepted if arrangements are made in advance. Documentation is necessary, but it remains the instructor’s decision whether or not to accept late projects. If there is a serious problem, you will be asked to confer with your instructor and/or advisor, and may be asked to sign a work contract with them. This includes absences due to athletes or university-sanctioned activities.

Occasionally students miss deadlines without requesting extensions, don’t talk to me about problems or difficulties, then slip the delinquent project under my office door in the dead of the night. This places the burden of responsibility on me rather than you. There are no invisibility cloaks in Writing --your silence will earn no grade. Your proactive involvement with your learning is respected and appreciated.

**Missed in-class work and Weekly Reflections**

In-class work and missed weekly reflections may not be made up for any reason.

**Daily Work**

This is an important part of this course and it will ultimately reflect in your final course grade if you choose not to do this part of your course work. Daily work will include in-class writing, responses to drafts by other students, and oral presentations. These assignments cannot be made up if you miss class.

**Reading Responses**

Reading responses are an opportunity to express your feelings and insights as you make connections between various kinds of information. Journal entries are designed to involve you in an imaginative, thoughtful, personal writing process which will enhance your critical thinking skills and help you apply what you have learned to other aspects of your college career. Journal responses are not research papers, not formal essays, not exams, not statements of Great Truths, and will not be evaluated.
for grammar, spelling, or other formal structural features. They do, however, give you an opportunity to:
• Demonstrate that you've read the assigned material and thought about it.
• Make the material personally meaningful to you, by exploring your own experiences, interests, and feelings which relate to the material.
• Ask questions, identify difficult concepts, and reflect on your own values.
Because journal responses are directly related to daily reading assignments and classroom discussion, late responses will not be accepted and, obviously, will earn no credit.

Evaluation:
Evaluation will be based primarily on your progress as a writer, and involves the criteria of focus, audience awareness, development, organization, style, and mechanical acceptability. Generally, the grade range is between C and A, with a C representing average but satisfactory development of the above criteria, a B representing above average development, and an A representing superior development. Because this is a course focusing on process, you will have many opportunities to revise your work and develop as a competent writer who is involved in critical thinking and cultural critique. Such development requires effort and an understanding of your own writing process. Work which represents below average development will receive a D. D work suggests that a writer is not involved in his or her writing and is unaware of the contexts, formats, and stylistic choices which affect that writing. The instructor reserves the right to change the evaluation and due dates of the projects.

Respect for Other Students:
When we talk as a class or collaborate in small groups, I expect that each individual be treated in a professional and respectful manner. If you do not agree with something your peer is saying or writing, it is acceptable to disagree, but only in a courteous and polite manner. I do not expect everyone to agree on everything, but I do expect that everyone at least respects the diversity within the classroom. In this class we are going to learn about many different perspectives, some of which will be like your own some that differ considerably. In all, you must remember that they are merely perspectives.

Class Expectations
In addition to courtesy and respect, professionalism entails other things:
• Turn off your cell phone, no computer surfing or emailing in class.
• Punctuality: An attendance grade will be taken every week. The day and time will be random.
• Meeting deadlines. This class is going to have many deadlines, and I expect that assignments and readings will be completed at the designated time and date.

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 outlines 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.

The Writing Center(CASA)
The Writing Center of Texas A&M Corpus Christi provides free help for students at any stage in the writing process. WritingCenter consultants can help students find ideas, organize their thoughts, cite sources, prepare application letters and resumes, and in general provide an active, constructive audience for any writing task. WritingCenter consultants work one-on-one in confidential sessions, but if students request documentation of their visit, it can be provided. You are strongly encouraged to visit the WritingCenter for assistance with a writing project for any of your classes, including this one. You don't have to be in trouble with your writing to visit the WritingCenter. Regardless of what level of development your writing skill is at, having someone else read your preliminary drafts will provide you with an opportunity to see your work through "fresh eyes," and thus help to determine how effectively you are achieving your purpose. Regular visits to the WritingCenter will improve your grade -- guaranteed! The WritingCenter is located in the Glasscock Bldg 112. Please drop in or make an appointment.

Plagiarism
Plagiarism is literally stealing someone else's work, whether that person is a fellow student, an author, or a scholar. It is
considered sound academic practice to use the work of others -- as long as you credit their work. Please remember that it is very simple to give the original author credit by using quotation marks and/or a citation. If you are unsure of how to do this, please refer to your on-line handbook, or ask someone who does know. The University defines plagiarism as "the presentation of the work of another as one's own work" (see section on Academic Honesty in the University Catalog). Plagiarism is a serious academic offense that will be handled by me and the Freshman Writing Program Coordinator.

**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 Students 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.

**Attendance Policy**
The components of the de-centered writing workshop environment - computers, peers, facilitator (me) - are valuable resources. The student who develops poor attendance habits will not be considered to have taken adequate advantage of the available resources. Intellectual growth requires participation, effort, and involvement, all of which are directly related to good attendance. Therefore, official policy of this class includes the following:
• Students are responsible for contacting instructor if they are to be absent.
• Excessive unexcused tardies, will affect your course grade.
• Accommodations notices do not include attendance.
• The instructor reserves the right to consider individual factors that impact attendance.

**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 AcademicAdvisingCenter is located in Driftwood 203E, and can be reached at 825-3466.

**What Do I Do if I Have a Complaint?**
Occasionally, a student may have concerns about the direction of the class or about a grade he or she has received. If you have questions or complaints, please take advantage of the opportunity to discuss them with me privately. If there are issues that you feel are not satisfactorily resolved after meeting with me, you are encouraged to consult confidentially with the English department chair, Dr. Nancy Sullivan, FC 282, 825-5996.

**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 athttp://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.
## Important Dates for TAMUCC

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<tbody>
<tr>
<td>August 18, Thursday</td>
<td>New Faculty Orientation</td>
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<tr>
<td>August 22, Monday</td>
<td>Faculty Meeting</td>
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<tr>
<td>August 24, Wednesday</td>
<td>Classes begin</td>
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<tr>
<td>August 31, Wednesday</td>
<td>Last day to register or add a class</td>
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<tr>
<td>September 5, Monday</td>
<td>Labor Day Holiday</td>
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<td>November 4, Friday</td>
<td>Last day to drop a class</td>
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<td>November 24-25, Thursday-Friday</td>
<td>Thanksgiving Holidays</td>
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<tr>
<td>December 5, Monday</td>
<td>Last day to withdraw from the University</td>
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<td>December 6, Tuesday</td>
<td>Last day of classes</td>
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<td>Last day to apply for May 2012 graduation</td>
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<td>December 7, Wednesday</td>
<td>Reading Day</td>
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<td>December 8-9, Thursday-Friday</td>
<td>Final examinations</td>
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<tr>
<td>December 15-16, Thursday-Friday</td>
<td>Grading days</td>
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<tr>
<td>December 17, Saturday</td>
<td>Fall Commencement</td>
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**The Instructor reserves the right to modify the syllabus at any time during the semester.**