English 1301.443 Composition I
Tuesday and Thursday 2:00 pm to 3:15 pm
Karen and Michael O'Connor Building (OCNR) Rm. 240
Instructor: Ms. Shelly Fox
Office Phone: 825-5979 or 825-2150
Email: Shelly.Fox@tamucc.edu
Office: Faculty Center (FC) 113
Office Hours: Tuesday and Thursday 3:30pm to 5:00 pm and by appointment
Course Website: http://www.tamucc.edu/wiki/ShellyFox/Home

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.

The Triad K Community Classes:

History 1302.442 US History Since 1865 Dr. Min Song T/R 11:00 am to 12:15 pm Center for Instruction (CI) Rm. 113
UCCP 1101.442 First Year Seminar Dr. Tracey Calley T/R 12:30 pm to 1:20 pm Corpus Christi Hall (CCH) Rm. 114

Required Textbook:


1301 Student Learning Outcomes:

Upon completion of this course, students will be able to-

1) Apply principles of the writing process, including drafting, editing, and revision, to generate academic/ professional documents
2) Analyze complex issues/ ideas in research based academic writing.
3) Analyze and interpret a variety of texts
4) Write in several genres
5) Produce an introduction with a solid focus, direction, and purpose
6) Cohesively integrate academic research to support the writer's purpose
7) Connect ideas across courses

Assignments: There will be four major projects for this semester as well as two portfolio's.

Project 1- Rhetorical Analysis: 15 pts (5 pts. for the Peer Review drafts, 10 pts. for Final product)
Project 2 - Portrait of a Writer: 20 pts. (5 pts. for student conference, 5 pts. for writing log, 5 pts. for draft, 5 pts. for Final product)

Project 3 - Pecha Kucha Literacy Narrative: 15 pts. (1 pt. for attending to support your peers, 4 pts. for the 1 pg. Reflective overview due the class day after your presentation, and 10 pts. for the Pecha Kucha presentation)

Project 4 - Annotated Bibliography and Literature Review: 15 pts. (5 pts. for the annotated bibliography, 5 pts. for the literature review, 5 pts. for drafts)

Portfolio 1: 10 pts. (5 pts. for reflective overview, 5 pts. for evidence of learning)

Portfolio 2: 10 pts. (5 pts. for reflective overview, 5 pts. for evidence of learning)

In-class participation: 15 pts.

Extra Credit Will Be Available

100 points total for the course. Grades break down as follows:
A = 100-90 pts.
B = 89-80 pts.
C = 79-70 pts.
D = 69-60 pts.
F = 59-0 pts.

The first project is a rhetorical analysis of a text. This paper must be 3 pages, with at least 3 sources. One source should include the textbook for the course, Writing About Writing. Based on the Grant-Davie article, our group discussions, and in class discussions, you will examine a text of your choice. This is worth 15 points towards your final grade. Due on Sept. 13th.

The second project is your “Portait of a Writer” paper. It must be 5 pages in length and is a reflection on your processes as a writer and past experiences as a writer. This project includes a week long journal of (5 entries minimum) of different types of writing you have done. This can include Facebook, Twitter, texting, blogging, journaling, list-writing, etc. This is worth 20 points towards your final grade. Due October 5th.

The third project is a Pecha Kucha presentation. This should be a narrative of one of the discourse communities you participate in or one in which you would like to participate; and how they affect your writing. This will be a PowerPoint presentation of 20 slides with 20 seconds per slide; this will equal a 6 min. and 40 seconds. Do not go under or over the time constraints- this will require practice. This is worth 15 pts. of your final grade. Due on November 1st.

The fourth project is an Annotated Bibliography and Literature Review. Students may select a topic from their major and research it. The annotated bibliography should contain at least 5 sources. The literature review should be a minimum of 8 pgs. following MLA citation style. This is worth 15 pts. of your final grade. Due on November 29th.

Portfolio 1 is worth 10 pts. of your final grade. There are several student learning outcomes presented both at the beginning of this syllabus as well as throughout the semester. Please examine them and decide what learning outcomes you have achieved, and evidence (journals, freewrites, drafts, etc.) of the learning. This will be discussed in a 2 page (minimum) reflective cover letter to the portfolio that should explain why you included what you chose to include. Include what grade you feel you have earned for the portfolio and explain your reasoning. Assigned on September 22nd; Due October 11th.

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Portfolio 2 is worth 10 pts. of your final grade. There are several student learning outcomes presented both at the beginning of this syllabus as well as throughout the semester. Please examine them and decide what learning outcomes you have achieved, and evidence (journals, freewrites, drafts, etc.) of the learning. This will be discussed in a 4 page (minimum) reflective cover letter to the portfolio that should explain why you included what you chose to include. Please reflect back on the entire semester and try to create links between the learning outcomes and assignments and readings; or explain why you did not feel any links or connections. Include what grade you feel you have earned for the course and explain your reasoning. Assigned on November 10th; Due December 1st.

In-class participation is worth 15 pts. of your final grade. Throughout the semester you will be given in class exercises to demonstrate and/or develop your understanding of the course material. You MUST be in attendance in order to complete these assignments. This means that students will come to class prepared. They will have read the assignment, completed any homework questions, and participate in class discussion. Students will sign up (in pairs) for a brief 5 minute presentation about one of the articles presented in the Writing About Writing textbook and discuss the main points. This will be 5 pts. of your in class participation grade.

University and Course Policies.

Students are expected to abide by the Texas A&M Student Handbook and Code of Conduct. Please review these policies in the handbook or at the designated website. Plagiarism (or other forms of academic dishonesty), gender, race, or class insensitivity, and sexual harassment will not be tolerated within this learning environment.

Attendance Policy: Attendance is important for this class. If you miss a class please let me know in advance of the absence. An excused absence will not affect your grade. An absence will only be excused if it is university business (sports, conferences, etc.) or if you are sick and can provide a doctors note. Otherwise it is an unexcused absence, upon reaching 3 absences, please come see me.

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.

Late Work Acceptance Policy: I will not accept late work unless you have notified me before the due date and I have agreed to the new due date. Otherwise, late work or absences may be made up through attending an Islander Event such as the Hispanic Heritage Month activities and other various events throughout the calendar year. You must write a one page reflection on the event you attended as well as provide the late homework (if that is what you are making up); if it is just an absence a 1 pg. Reflective letter will suffice.

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. Please do not bring ipods to class, and do not use class time to look at Myspace/Facebook or any other website that is not applicable to the assignment at hand. Violation of this policy will have a negative impact on your participation grade and may result in disciplinary action.

Acceptance of Diversity: We are one of the most diverse campuses, in terms of racial identity, in the Texas A&M system. This means that we are all meeting and working with people who are different from ourselves in terms of their identities: whether that is defined by their race, ethnicity, gender,
sexual orientation, and/or religion. Respecting and accepting difference is vital to your success for your professional and personal development in this class, on this campus, and in the global community.

**Disabilities:** 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 contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

**Academic Advising:** The College of Arts and Humanities 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.

**Academic Honesty/Plagiarism:** The University will not tolerate plagiarism or any other form of intellectual/academic dishonesty. Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Regardless, work that is turned in for the course that is plagiarized will be failed. If you are unsure about your use of sources, please consult with me or visit the writing center (in the TLC, in Library 216) for advice on source documentation BEFORE the item is due. For this course, you must use either APA or MLA citation style. Any grammar handbook and many web sites have directions on correct citation.

**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.

**Course Schedule:**

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<thead>
<tr>
<th>August 23rd- No class yet! Brace yourself-</th>
<th>August 25th- First day of class :)</th>
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<tr>
<td><strong>Assign reading:</strong> Ch. 1 Introduction pg. 34; Grant-Davie, Keith “Rhetorical Situations and Their Constituents” pg. 101 (including Framing the Reading) in <em>Writing About Writing</em> (WAW)</td>
<td><strong>Answer q. #5 on pg. 118</strong></td>
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<td>Date</td>
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<td>August 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Students bring in a “text” (magazine, book, poster)</strong></td>
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| September 1<sup>st</sup> | **Assign reading: Christina Haas & Linda Flower** “Rhetorical Reading Strategies and the Construction of Meaning” pg. 120 (including Framing the Reading)  
**Assign Rhetorical Analysis project 1-  
Due September 13<sup>th</sup>.**  
**Bring in a “text” you would like to analyze for your first project, it could be the one you brought to class on Tuesday Aug. 30<sup>th</sup>** |
| September 6<sup>th</sup> | **Assigned Reading: Staub “Responding, Really Responding” Handout**   |
| September 8<sup>th</sup> | **Peer Review Day** **Bring in 2 copies of your rhetorical analysis drafts** |
| September 13<sup>th</sup> | **Rhetorical Analysis DUE** **Assign reading: Berkenkotter, Carol. “Decisions and Revisions: The Planning Strategies of a Publishing Writer” pg. 216 (incl. Framing the Reading)**  
**Assign the second half, Donald Murray's response to Berkenkotter, “Response of a Lab Rat- or, Being Protocolled” (pg. 230)**  
**Assign homework q. # 1, 2, and 6**  
**Assign “writing log”: for 1 week students will document every time they write something. pg. 235 #2 in WAW** |
| September 20<sup>th</sup> | **Assign Portrait of a Writer project #2. Due Oct. 5<sup>th</sup>**  
| September 22<sup>nd</sup> | **Assign Portfolio #1**  
- Go to the website Literary Legs [www.literarylegs.com](http://www.literarylegs.com), select 3 separate blogs that interest you and write a two-three hundred word response about what other writers have to say about the writing process  
**Assign Student Conferences** **Assign reading: Ch. 3 “Introduction” pg. 328; continue working on Project 2** |
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<th>Date</th>
<th>Event</th>
<th>Additional Details</th>
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<tr>
<td>October 4th</td>
<td><strong>Portrait of a Writer project #2 DUE</strong></td>
<td><strong>Assign reading:</strong> John Swales, “The Concept of Discourse Community” <em>section 2.2 &amp; 2.3 only!</em> pgs. 470-473 and Ann Johns “Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity” pg. 498. **Homework q. #3 &amp;6 on pg. 519</td>
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<td>October 11th</td>
<td><strong>Portfolio #1 DUE</strong></td>
<td><strong>Assign reading:</strong> DeVoss et al. pg. 395 and do homework question #s 1,2, &amp;4</td>
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<td>(Students may leave after turning in their portfolio and getting the assignment below)</td>
<td>**Read Malcolm X pg. 353 OR Alexie pg. 362</td>
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<td>October 18th</td>
<td><strong>Sign up for Pecha Kucha presentations</strong></td>
<td><strong>Assign reading:</strong> Murray, Donald “All Writing is Autobiography” pg. 56 incl. “Framing the Reading” **Homework question #6 pg. 66</td>
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<td>October 25th</td>
<td><strong>Assign reading:</strong> Casanave, “The Beginnings of Change” beginning on pg. 636, <em>you DO NOT have to read the beginning</em>, but <em>you MUST</em> read the Framing the reading section **Have students look at the overview/handout of Hyland pg. 700</td>
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<td>October 6th</td>
<td><strong>Assign reading:</strong> Ch. 4 “Introduction” pg. 463; Baron, “From Pencils to Pixels: The Stages of Literacy Technologies” pg. 422 **Assign 2 journal entries, one prompted and one freewrite **Assign Project 3 the “Literacy Narrative Pecha Kucha presentation”</td>
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<td>October 20th</td>
<td><strong>Discuss Portfolio 2 and the final project: An Annotated bibliography with at least 5 sources and a literature review about a topic of their choice</strong> (preferably the topic will be something that supports your major) **Library presentation by Mr. Kownsler</td>
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<td>October 27th</td>
<td><strong>In class freewrite</strong></td>
<td><strong>Go over MLA citation for in class exercise</strong></td>
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<td><strong>Look at Casanave article assigned Tuesday and have them get into groups to discuss which “game strategies” they liked/ prefer to use when writing with sources</strong></td>
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<td>Assignment/Activity</td>
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| November 1st | **Pecha Kucha presentations**  
Attendance is mandatory and **you will lose points** if you do not attend and support your peers |
| November 3rd | **Pecha Kucha presentations**  
Attendance is mandatory and **you will lose points** if you do not attend and support your peers  
Begin chapter 5  
**Handout important vocabulary terms**  
**Homework assignment, have each student select one word from the Ch. 5 vocabulary and look it up in 2 different sources**  
**Assign reading: Chapter 5 “Introduction” and McCarthy, “A Stranger in Strange Lands: A College Student Writing across the Curriculum” pg. 667 (incl. Framing the reading)**  
**Homework q. # 1, pg. 698** |
| November 8th | **In class Peer Review of Sources and Literature Review draft**  
**Must bring to class Tuesday at least 2 documented annotated sources and a 2 pg. Draft of their Literature review**  
**Big End of Semester Assignment: Annotated Bibliography and Literature review**  
**Assign reading: Penrose & Geisler, “Reading and Writing without Authority” pg. 602** |
| November 10th |  
-Get class into groups to discuss q. 1, 2, & 3  
-Sign up for Student conferences (Students MUST email me or submit to me a draft of their literature review BEFORE MONDAY night to the conference)  
**Portfolio 2 Assigned and discussed** |
| November 15th | Student Conferences (Mandatory- will lose important points on your annotated bibliography and literature review if you do not show up)  
**Assign reading: Keller, “Studies Explore Whether the Internet Makes Students Better Writers” pg. 595 (incl. Framing the Reading)** |
<p>| November 17th | <strong>Bring 2 drafts of your literature review to class on Tuesday</strong> |
| November 22nd |  |</p>
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<tr>
<th>November 29th</th>
<th>December 1st</th>
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<tr>
<td><strong>Annotated Bibliography and Literature Review Project 4 DUE</strong></td>
<td><em><strong>NO CLASS</strong></em></td>
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<td><strong>Discuss the First Year Islander Celebration; location, time, etc.</strong></td>
<td>Happy Thanksgiving!</td>
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<td><strong>First Year Islander Day Celebration</strong></td>
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