English 1301.445 – Composition I

Tuesday/Thursday 9:30-10:45 in CCH 210

Room Number: OCNR 240

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“At the point of encounter, there are neither utter ignoramuses nor perfect sages; there are only people who are attempting, together, to learn more than they know now.”

Paulo Freire, Pedagogy of the Oppressed

“It would be horrible if we could dream about a different world as a project but not commit ourselves to fight for its construction.”

Paulo Freire, Letters to Cristina

“Clutter is the disease of American writing. We are a society strangling in unnecessary words, circular constructions, pompous frills and meaningless jargon.”

William Zinsser, On Writing Well

Course Description:

This course focuses on providing the necessary instruction and writing environment for students to become critical thinkers in writing and reading. The course will focus on a number of text and online critical readings. Writing about Writing will be used to help students analyze research on composition, discourse, language and literacy as it pertains to their own experiences with reading and writing. The book and this course focuses on helping students tap into their own experience and learning that are tied to language, writing, reading, and literacy. Students will also become
familiar with the research and writing process, such as developing a topic and thesis, researching using credible sources, using multimedia and correct citation formats, notetaking, organizing, drafting, editing, revising, proofreading, and preparing the final draft. The other required book is entitled *On Writing Well* by William Zinsser and will help students with achieving simplicity in their writing, avoiding clutter, creating their unique style, selecting proper usage of words, and helping them learn various genres and implement particular genre styles of writing. We will also use a number of online articles located on Our Resource Page. At the beginning of the course, we will focus on our individual literacy knowledge and practices as a way of better understanding the readers and writers in our classroom. *Coming of Age in Mississippi* will be used as the primary reading genre of study in throughout the semester that will link to the History class and seminar.

In this class, students will develop informed opinions about the readings, research, writing, and editing process and bring these to class discussions or postings. Like the professor, students have certain responsibilities of teaching. Students are teachers in peer editing, classroom discussions, and group activities. Along with the professor, they are there to provide guidance and information to others concerning what they’ve learned about issues related to the readings and writing processes. To help improve our performance in the classroom, everyone will periodically self-reflect on ways to create a better learning environment. Through collaborative and individual efforts, we will work together as students and teachers to improve our critical thinking skills and writing.

**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

FYWP Outcomes 1301
Students will be able to

- 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

Portfolio One

Due Date: Tuesday, October 4th

The Assignment:

You will create a personal essay exploring an important theme, issue, question, or perspective focusing on some experience that reflects your generation. You must select an experience that can somehow address what Anne Moody describes in her autobiography from her generation, such as racism, classism, gender differences, community organizing, student interactions with teachers, personal reactions to a significant local or national event in your lifetime, personal family, church, or community challenges or breakthroughs, and the list goes on. For this portfolio, you will only be reading and writing about chapter one to twenty one in Anne Moody’s Coming of Age in Mississippi. Your task is to compare and/or contrast how you both view this experience from different generations. The assignment should focus on primarily you,
since it is your story, however, you must also draw some important connections/disconnections to Anne Moody’s autobiography. This assignment will strengthen your critical reading and writing analysis as it pertains to your experiences and those of others in a specified reading. You will use 3 genres that illustrate the issue. Any non-literary sources should be cited! Your two additional sources will represent and support the theme or topic of your personal essay. The length of the essay should be 4 full pages and should not extend past 5 pages.

**The second part of the portfolio will involve the following:**

Non-literary genre w/ an artist's statement

short poem, photograph, movie, collage, painting, drawing, song, movie, etc. to supplement your narrative essay. The non-literary genre is also known as visual rhetoric. It should include an artist's statement, which explains the connection to the narrative essay.

If your secondary project documents are not created by you, you will need to include a written description of the piece and its importance to your overall narrative.

Reflective Overview—a genre of writing that presents a writer's thoughtful, personal exploration, in this case, of putting the entire portfolio together.

2-3 full pages

Included with this assignment will be a reflective overview (RO) in which you will explain the narrative (briefly) and genre choices you made in developing this essay, as well as the process you took to create the final product.

An important learning objective for *Triad K* is to look at issues, beliefs, ideologies, and history from multiple perspectives. Part of this journey is identifying what it means to be a member of your particular generation and how that informs your decisions, guides your lifestyle, and influences your beliefs, especially in comparison with another generation.

**Additional Assignments Related to Portfolio One**

In addition to Portfolio One, you will have the following assignments that will help you with Portfolio One:

Letter Journals: As we review the *Coming of Age in Mississippi*, you will keep a letter journal in which you will write letters to Anne Moody that show your reactions to something she has experienced within the first three sections of her autobiography: childhood, high school, and college. After we finish one section of her autobiography, one letter will be due and so forth. The letters should be addressed to Anne Moody, and you will work at generating ideas for the personal essay portion of Portfolio One.

Online Discussions: We will have resources assigned in class that will help us understand the genre of the personal essay, autobiography, and similar genres. We will also have readings from
researches that help us understand some of our experiences with the reading, writing, and literacy processes in Portfolio One.

Literacy Interviews: To help you understand the literacy experiences of your peer, you will conduct short interviews of at least two peers who will be part of your peer editing group. You will use these interviews to better understand your peers’ literacy experiences, so you can be a more informed peer editor for Portfolio One and beyond.

Portfolio Two

Final Portfolio is Due on December 6th

Note: Different due dates will be assigned for some of the components for this portfolio (see schedule)

Community Research Project and Presentation – The final research project and presentation will focus on a particular campus, local, state, or national organization of your choosing that you are either a member of or hope to be a member of one day. As an example of a young college student joining an organization, we will read part four of Coming of Age in Mississippi to understand how Anne Moody was inspired to join, The Movement, and her commitment to working for this national organization. We will also have college guest speakers who are members of organizations as a way of enhancing our understanding of student involvement in organizations. In this research project, you will first locate research that discusses college student involvement in organizations that addresses the area that you’re most interested in. You will then select an organization that you wish to join or have already joined. In your research of this selected organization, you will research parts of this organization that most appeal to your interests and how it can benefit you in the present and/or future. Keeping in mind your interests and how this organization might benefit you, you must selectively discuss the history of the organization, mission, objectives, connections to other organizations, activities, and the specific targeted audiences that the organization focuses on. As part of your research, you must also locate sources that objectively write about or assess this organization. You must conduct at least one interview with a member or leader of this organization as part of your research who can speak about his/her involvement with this organization. The paper to include all of these research components will be eight pages in length and use MLA format.

You will be required to meet the following criteria for Portfolio Two

1. Research and write an annotated bibliography with at least eight reputable sources. We will have a librarian visit us prior to this assignment and a handout on writing annotated bibliographies will be passed out in class.
2. Conduct a short two page rhetorical analysis paper focusing on how this organization presents itself to a specific targeted audience of your choosing.
3. Research Project described above. A detailed handout will be passed out in class.
4. Presentation of Project using Multimedia. A detailed handout will be passed out in class.
5. Reflective Overview of project – three pages.
Additional Assignments Related to Portfolio Two

In addition to Portfolio Two, you will have the following assignments that will help you with Portfolio Two:

Letter Journals: To continue with your letter journal, you will write one more letter to Anne Moody that show your reactions to something she has experienced in Part 4 related to her involvement with The Movement. The letter should be addressed to Anne Moody, and you should focus on how you view her as a college student involved in The Movement.

Online Discussions: We will have resources assigned in class that will help us understand the research process, rhetorical analysis, community engagement, discourse communities, technology/multimedia literacies, plagiarism, techniques for clear writing, and citations.

Texts:

*Coming of Age in Mississippi: The Classic Autobiography of Growing Up Poor and Black in the Rural South* by Anne Moody

*On Writing Well* by William Zinsser (7th Edition)

*Writing about Writing: A College Reader* by Elizabeth Wardle and Doug Downs

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.
- A folder, notebook paper, and pen or pencil to be brought to class every day.

Course and University Policies/Resources

Course Policies

Attendance/Participation
Absences

As an active participant, you are expected to attend every class on time. Attendance is a crucial part of a class grounded in liberatory learning and teaching that necessitates an active engagement in classroom discussions, group activities, and peer editing of papers as well as other writing activities. You are a valuable contributor in this classroom, and a responsible contributor and teacher must be in consistent attendance. The work we will do during class is crucial to your understanding of the material and your success in the course. When a student is frequently absent, this requires the teacher to frequently explain the assignments and missed activities to the student and can hinder the effectiveness of group activities that require peer feedback. Consequently, the student who is frequently absent creates an unnecessary burden for both the teacher and their peers. Frequent absences will not fare well for your grade in that you will miss assignment explanations, handouts, in class activities, and course grade penalties as listed below. Please provide me with written documentation (e.g. doctor’s excuses, family deaths or serious illnesses, daycare issues, car trouble receipts) for any absences that you might have and e-mail me in a timely manner to notify me of your absence and receive makeup work information from me. I will then let you know if your absence is excused. Failure to follow these procedures will result in an unexcused absence.

Three unexcused absences = one lowered overall grade

Five unexcused absences = two lowered overall grades

More than six unexcused absences = failure of the course

Deadlines

As a participant, you must meet the required deadlines. Late submissions will not be accepted unless there are extenuating circumstances that meet with my approval and are in writing. These late submissions must be submitted within one week of the required deadline. Please write the reasons for your late submission in an e-mail no later than the due date of the assignment. Such requirements will better prepare you for the deadline responsibilities that you will have in your classroom and to various co-workers and school administrators. The mid-term and final exam must be turned in on the required day and time with attachments that show your completed responses to the assignment.

I treat this class as if it is a professional educational workplace, and I expect you to be a professional. What is expected of you at your place of employment as a professional is what I expect of you in class.

Discussions

You must play an active role in classroom discussions and group activities. Dialogue (whether written or verbal) is a vital part of the learning process for this class.
In Class Conduct

Please refrain from using your computers for unrelated work during class. I will periodically ask everyone to turn off their monitors during some non-related computer or lectures, so we can avoid temptations to check our e-mails, facebook, etc. Also, please put away your cell phones during class.

University 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.

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.

Notice to Students with Disabilities

Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Resources Outside of Class.**

The Center for Academic Student Achievement (CASA) is now located in Glasscock 112. It is available to any student for free tutoring. Tutors are there to provide services for all stages of the writing process. Tutors, however, will not correct your paper, but instead they can assist you in developing strategies to become a better writer. The Center will assist a student’s writing in any class, and no appointment is necessary. Students must go to the library to make an appointment. Appointments are strongly suggested during the latter part of the semester when many papers are due in classes.

**Academic Integrity and Dishonesty**

Students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs" and to "conduct themselves in accordance with the highest standards of academic honesty." Please refer to the 2000-2001 Texas A&M University-Corpus Christi Catalog for additional requirements.

**Plagiarism has severe consequences. Do not jeopardize your academic standing.**

**Schedule Outline**

**Week One:** 8/25 – Introduction of Students and Course. Online instructions for logging in and Blackboard Online Instructions

**Week Two:** 8/30 and 9/1 – Read Part One of *Coming of Age in Mississippi*; pages 1-5 and 56-66 in *Writing About Writing* (WAW); Introduction to Portfolio One; Online Discussions

**Week Three:** 9/6 and 9/8 – Read Part Two of *Coming of Age in Mississippi*; pages 353-361 in WAW; handout on personal essay writing; Journal letter due for Part One; Discuss handout for Literacy Assignment; Online Discussions

**Week Four:** 9/13 and 9/15 – Read Part Three of *Coming of Age in Mississippi*; pages 331-352 and 174-190 in WAW; Journal letter due for Part Two; Conduct literacy interviews in class; Submit topic paragraph for personal essay

**Week Five:** 9/20 and 9/22 – Read pages 142-146 and 281-294 in *On Writing Well*; pages 319-321 in *Writing About Writing*; Peer Editing handouts; Journal letter due for Part Three; Submit
typed Literacy interviews; Online Discussions; Writing Workshop; Formation of Peer Editing Groups; Peer editing of partial draft on 9/22.

Week Six: 9/27 and 9/29 – No class on 9/27 in lieu of conferences in my office. Bring complete draft to conference and non-literary genre. Final peer editing session (reflective overview) on 9-29(first part of class) and send via e-mail electronic components of Portfolio One due at the end of class. Non-electronic components will be submitted in class.

Week Seven: 10/4 and 10/6 – Review Portfolio 2; Read Part 4 of Coming of Age in Mississippi. Read pages 367-395 in WAW. Guest Speakers from various community or campus engaged organizations. Online Discussions. Students wanting the extra credit by displaying Portfolio One in UC Legacy Room next week will workshop with me during specific times early this week.

Week Eight: 10/11 and 10/13 – Contribute to wiki page describing various organizations you have joined or interested in joining before class on 10/11. Review Annotated Bibliography handout; Read pages 67-85 in WAW; Topic Paragraph due on 10/13; Journal letter due for Part 4; Library visit. Extra Credit will be given if you visit the UC Legacy room and write two short responses to two writing displays (handout of this extra credit assignment will be distributed in class).

Week Nine: 10/18 and 10/20 - Review Rhetorical Analysis handout; Read pages 101-119 and 156-169 in WAW; Annotated Bibliography Research and Writing Workshop; Online discussions. We will have a guest speaker who will persuasively speak about the benefits of his or her organization. In-class rhetorical analysis of guest speaker’s persuasive speech.

Week Ten: 10/25 and 10/27 – Read pages 301-305 in WAW; Due Annotated Bibliography on 10/25; Online Discussions; Writing Workshop on Rhetorical Analysis paper; Peer Editing Workshop on Rhetorical Analysis paper.

Week Eleven: 11/1 and 11/3 – Read pages 498-519 in WAW; Due Rhetorical Analysis paper; Online Discussions; Writing Workshop on Community Organization paper.

Week Twelve: 11/8 and 11/10 – Read pages 557-577 in WAW; No class on 11/17 in lieu of student conferences in my office. Bring at least four pages of your draft to the conference. Peer editing of partial draft of Community Organization

Week Thirteen: 11/15 – Read pages 395-421; Introduction to Multimedia Project based on Community Organization paper. No class on 11/17. Send me your Multimedia Project idea via e-mail on 11/17 for feedback.

Week Fourteen: 11/23 - Read sources on multimedia and oral presentations; Workshop on Multimedia Project based on Community Organization paper. Happy Thanksgiving!
Week Fifteen: 11/29 and 12/1 – Preparation and Rehearsal for First Year Celebration; Peer Editing of Community Organization paper. First Year Celebration on 12/1

Week Sixteen: 12/6 – Portfolio two due (all components). Closing remarks for the class.