Texas A&M University-Corpus Christi - - Syllabus-English 1302.201—Composition II

Summer 2012

Blackboard address: http://www.tamucc.edu (Island Online)

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Office: CE 214B E-mail: Blackboard Mail or Vickie.Machen@tamucc.edu

Office hours: M, T, W 1-1:55, online Blackboard Mail, or University email: Vickie.Machen@tamucc.edu, and by appt.

Course Materials: Bedford Researcher open source online—no hard copy required; Flash drive - - BACK UP ALL WORK on file saving device

Paper folder with pockets - - NO RING BINDERS—no plastic slide folders or plastic paper sleeves

Printing - - copies cost .10/page and require payment from a SandDollar or SandPaper card

1302 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.

ALWAYS BRING WORK SAVING DEVICE TO CLASS. You are responsible for checking Blackboard Calendar, Mail, and Discussion Forums for course-related information at:

- Produce an introduction with a solid focus, direction, and purpose
- Integrate internal citations into the writer's ideas
- Connect ideas across courses

English 1302 will be a de-centered class in which I will ask you to actively participate by sharing your ideas, leading class discussions, and making group presentations. All work in English 1302 must be computer-
generated, edited, and revised - - handwritten work will not be accepted.

COURSE REQUIREMENTS

- Produce two portfolios
- Participate in online class assignments
- Participate in assigned group activities

GRADES: To receive credit for this class, you must complete all assignments. Distribution of your final grade is as follows:

| Portfolio #1 | 45% |
| Portfolio #2 | 35% |
| Participation and Daily Grades | 20%* |

Total 100%

*Daily grades cannot be made up.

PORTFOLIOS - - You will assemble two portfolios that provide evidence of different types of learning. Items in the portfolios will demonstrate your active participation in class activities and assignments. Detailed instructions will be posted on Blackboard for each portfolio.

Portfolio 1: Argument paper, reflective overview, source evaluations, peer review; revised, edited draft due 6/19/12.
Portfolio 2: Argument presentation, reflective overview, PowerPoint; presentations begin 6/28/12.

Evaluation: Your final grade in English 1302 will be based on the quality of your active participation in group activities, research, revision, assessment, and your ability to evaluate evidence and argue from an informed position. Any concerns about your grade should be addressed to me first. If your concerns are not satisfactorily resolved you may take them to the Director of the Writing Program, Dr. Susan Wolff-Murphy at ext. 2640.

PARTICIPATION - - DAILY WORK (online, class, group discussions—in-class writings)

Participation is a large portion of your grade and will reflect attendance, preparation, and ACTIVE engagement. Daily work cannot be made up if
you miss class. In this course, the assignments include what you DO as you move along a continuum of processes that include:

- **Thinking** about your reasons for writing - - What is my **purpose**?
- **Designing** a series of goals/tasks in planning your research - - What do I want to know? How and where will I find it?
- **Inventing** - - How do I discover, develop, and organize my ideas?
- **Drafting, peer reviewing, revising** - - What suggestions contribute to accomplishing my specific goals?
- **Researching** - -information literacy - - your ability to find and use electronic and traditional research tools for your projects
- **Reflecting** - - your personal perspective on your topic conveyed to your audience in third person
- **Documenting** - - being aware of various documentation styles APA, MLA, etc. and using them

**Writing** is driven by a sequence of actions/processes, like those mentioned above, leading to the written part of the project.

**POLICIES**

**Late Work:** Late work will not be accepted unless you have conferenced with me about your reasons and have negotiated another due date. Grades will be lowered at the discretion of the instructor for late work.

**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 Rule13.02.99.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.

**Attendance:** English 1301 uses a workshop model of instruction, which means that you must be present to participate in writing exercises, group discussions, computer-mediated activities, peer review, etc. Class
attendance and participation are essential, as much of your time will be spent doing group work. Participation in these activities is part of your grade. **After three absences**, your final course grade will be lowered at the discretion of the instructor. **YOU ARE RESPONSIBLE FOR MAKING UP WORK THAT YOU MISS DUE TO AN ABSENCE.** An absence does not release a student from scheduled due dates for assigned work.

**PLAGIARISM:** Consult the current TAMUCC Catalog under headings, "Academic Integrity" and "Academic Honesty." The University defines plagiarism as "the presentation of the work of another as one’s own work." This refers not only to texts, periodicals, and journals, but also to Internet sources. Plagiarism is a serious academic matter with serious consequences.

**DO NOT TALK** when the instructor is talking or another student is making a contribution to the class. This is disruptive and prevents other students from hearing what is being said. This will seriously affect your participation grade (25% of your course grade).

**MUTE** cell phones and/or beepers before entering this classroom — **COMPUTER GAMES and TEXTING** are inappropriate in the classroom—these distractions will affect your participation grade.

**NO FOOD OR DRINKS** in the classroom. The lab technicians are very strict about the food/drinks ban in computer classrooms and open labs.

**PRINTING HARD COPIES**—printers are located in hallway; you will need your **SAND DOLLAR** card to pay for printing.

**CLASSROOM DIALOGUE AND COMMUNITY STANDARDS**

Our class is a learning community in which we will all take turns speaking and listening with courtesy and respect. There will be many opportunities for debate over issues about which we feel strongly and may disagree. Dissent is good for challenging and revising perspectives, but it should be expressed in democratic fashion, whether face-to-face or online. Once a message is posted online, it becomes public and the same standards of discussion etiquette or netiquette apply. Your audience is a diverse demographic community with its own standards of acceptable speech and language in the college classroom context.

In other than discussions, **raise your hand** to make a contribution or ask a question.

**ACCOMODATIONS NOTICE**
**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 CCH 116 and 119.

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.

**CASA (TUTORING AND LEARNING CENTER)**

CASA, the Tutoring and Learning Center, provides free tutoring to any student interested in improving their writing abilities. Tutors will assist you with all aspects of writing. The Center’s purpose is **not** to correct or to proofread your drafts, but to help you learn strategies that good writers use during the processes of writing. You may visit the center for assistance with a writing project for any of your classes. The Center is located in the Glasscock Bldg.

**TENTATIVE SEMESTER CALENDAR***

*This semester calendar and schedule of activities is subject to change and will be updated as needed. **FINAL PORTFOLIO IS DUE Week 5 (week of July 2) -- NO EXCEPTIONS.**

**Week 1 June 4**

**W** - Course intro, Blackboard, syllabus, attachments, discussion, mail, review MLA, plagiarism; Brainstorming, Outlining, and Drafting. Post Writing Rituals and previous paper topics on Discussion forum: **Writing Experience**
Introduction to Portfolio #1—Argumentative paper, due Tuesday, June 19. Overview info literacy—research sources; Posting: write two different descriptions of the same thing—post in Descriptions forum.

**R** — Online posting—brainstorm topics; post topic ideas; review info literacy resources; conduct research on your topic

**Write a 2-page topic proposal** due by the end of class for a daily grade

**Week 2 June 11**

**M** — Send Plagiarism statement—review what constitutes plagiarism and send confirmation on Discussion board forum: Plagiarism. Review model MLA documents at Bedford link; Introductions—experiment with different introduction strategies—see Intros link home page. Post a sample in Introduction Forum. Read postings and offer feedback.

**T** — Post a preliminary thesis statement in Thesis Forum. Make a working outline to organize your ideas; Review citations at Bedford link; MLA documentation exercise—directions at MLA link on home page; Bedford link—evaluating sources--Source Evaluations: Find three articles on your topic and write a 1-page source evaluation for each. See Source Evals and Samples links on home page. These three are due next class. Use library databases or credible search; work on rough draft of your argumentative paper

**W** — Collect three source evals; Find three more articles on your topic and write a 1-page source evaluation for each. See Source Evals and Samples links on home page. These three are due next class. Use library databases or credible search engines. Work on drafts.

**R** — Collect three source evals; Make a working outline to organize your ideas; work on rough draft of your informative paper. MLA Documentation—review in-text and Works Cited—see Bedford link MLA documentation exercise—directions at MLA link on home page; Rough draft due next class for peer review. Draft workshop -- see BR Revising Checklist, Editing Checklist. Review MLA paper and documentation format; see Research and Documentation Online, Model Documents Gallery. **Drafts due for peer review next class.**

**Week 3 June 18**

**M** — PEER REVIEW—use form on home page—in-class conferencing; Portfolio 1 due next class
T – **Portfolio 1 due by end of class—NO EXCEPTIONS**

**W** – Introduce **Portfolio 2-Visual Text**; see Portfolio 2 link; posting Discussion Board; find 2 ads to present and analyze next class; see Ad Presentation link on home page

**R** – Ad presentations

**Week 4 June 25**

**M** – Finish ad presentations if necessary; **Critical Thinking Response**—write a pro and con response to one of these topics: It is Often Okay to Tell a Lie; NASCAR Drivers Are Not Real Athletes; College Athletes Should be Paid; post on Discussion Board forum: Pro-Con

**T** – **BR tutorial**—Preparing Presentation Slides; project workshop—3-page Reflective Overview with Works Cited page due with presentation—see Portfolio 2 link on home page; sign-up sheet-portfolio 2; Post portfolio 2 ideas in Visual Argument Forum—describe medium, message, argument, role (advocate, informer, persuader); work on portfolio 2 projects

**W** – Reflective Overview—post online for peer review; post on Discussion forum: Reflective Overview—describe the types of pictures you have researched or saved for your visuals; review font styles; work on projects

**R** – **Begin portfolio 2 presentations**

**Week 5 July 2**

**Complete portfolio 2 presentations**