Texas A&M University-Corpus Christi - - Syllabus-English 1302.203—Composition II

Fall 2011

Blackboard address: tamucc.edu (Island Online)

Instructor: V. Machen Phone: 825-2137

Office: CE 213C E-mail: Blackboard Mail

Office hours: 2:30-3:30 M, T, W, online (Blackboard Mail), and by appt.


Work device - - BACK UP ALL WORK on file saving device

Paper folder with brads - - NO RING BINDERS

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 AND TEXTBOOK TO CLASS. You are responsible for checking Blackboard Calendar, Mail, and Discussion Forums for course-related information at:

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

COURSE DESCRIPTION:

The Freshman Writing Program at Texas A&M University-Corpus Christi and English 1302-Composition II promote:
• Writing across disciplines to enhance critical thinking and learning
• Reading and writing as acts that shape and are shaped by social, political, and historical conditions
• Computer-mediated environment for effective research and revision

English 1302-Composition II is a computer-mediated writing course that links reading, analysis, research, and writing to refine college-level composition skills. Those skills include choosing an appropriate topic for research, thorough exploration of source materials, working toward an individual informed position, effective use of rhetoric, substantive revision, and competent editing/proofreading. The course introduces documentation styles required in academic writing and methods of primary and secondary research necessary to develop a series of analytic position papers.

Student Learning Outcomes: ENGL 1302-Composition II
• Apply principles of the writing process, including drafting, editing, and revision, to generate academic / professional documents
• Identify position, claims, and evidence in arguments
• Evaluate position, claims, and evidence in arguments
• Construct arguments on more than one side of an issue using sources and evidence
• Produce an introduction with a solid focus, direction, and purpose
• Cohesively integrate academic research to support the writer's purpose
• Integrate a citation system that is identifiable, functional, and consistent
• Connect ideas across disciplines

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-Composition II must be computer-generated, edited, and revised - - handwritten work will not be accepted.

COURSE REQUIREMENTS
• Produce three 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 25%
- Portfolio #2 30%
- Portfolio #3 20%
- Participation and Daily Grades 25%*

100%

*Daily grades from in-class writings **cannot** be made up.

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.

**PORTFOLIOS** - - You will assemble three 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:** (Informative paper, reflective overview, source evaluations, peer review, final draft (due 10/3/11-MW or 10/4/11-TR);

**Portfolio 2:** (Argument paper, reflective overview, source evaluations, peer review, final draft (due 11/2/11-MW or 11/3/11-TR); **Portfolio 3:** Visual Argument, PowerPoint presentation, expanded reflective
overview, works cited (presentations begin 11/21/11-MW or 11/22/11-TR).

**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, FC 127, ext. 2640.

**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.

**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**
Attendance: English 1302 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 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.

**CASA (Center for Academic Student Achievement)**
CASA, a 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 16 (week of Dec. 5).**

**Wk. 1—Aug. 24**

Blackboard instruction, syllabus, mail, discussion, attachments, writing process - - brainstorming, outline, rough draft, peer review, revision, MLA; Writing Rituals; Read Ch. 2, Academic Writing.

**Wk. 2—Aug. 29**

Review Ch. 2; Info Literacy—review Sample Topics link, library resources, news orgs.—conduct preliminary research—topic must be arguable; Read Ch. 3, Brainstorming

Introduce Portfolio1—Informative; plagiarism—see syllabus and Ch. 8; post topic ideas in Topics Forum. Write a 2-page topic proposal due next class—use MLA paper format

**Wk. 3—Sept. 5 (Labor Day Holiday)**

Collect Topic Proposals—review Research Questions—BR Tutorial—How to Develop a Research Question. Post preliminary research questions in Research Questions Forum on Discussion Board.

**Tentative Library Presentation**

**Source Evaluations**—find 3 articles on your topic; cite and evaluate each source using guidelines on Source Evals and Samples links on home page. Length—1 page each—MLA paper format—due next class. Read Ch. 6, “Purpose-Audience.”

**Wk. 4—Sept. 12**

Collect 3 Source Evaluations; review Ch. 6—Purpose-Audience; review outlines, narrowing your topic—see BR guide. Make a working outline to organize your ideas—see Ch. 3; work on rough draft of your paper

Find 2 more sources on your topic due next class. Use library databases or credible search engines—no Wikipedia. See ”Source Eval Pres” link on home page for instructions.

**Wk. 5—Sept. 19**
Collect 2 Source Evaluations

Review types of introductions. Experiment with different introduction strategies—see “Introductions” on home page link; Post a sample intro in the **Introduction Forum**. Read postings and offer feedback—respond to at least one posting.

Review in-text citations, MLA, model documents; see BR link tutorial “How do I integrate a quotation into my draft?” See Ch. 8, Read Plagiarism statement—send email confirmation.

**Wk. 6—Sept. 26**

Draft workshop—in-class conferencing; see Revision Checklist at BR site, Ch. 4 Revision Guide, Ch. 5 Editing; **rough draft due next class** for peer review.

Peer Review—see home page link—**portfolio 1 due next class—NO EXCEPTIONS**

**Wk. 7—Oct. 3 (Portfolio 1 due)**

**Collect Portfolio 1**—due by end of class; read Ch. 6, “Rhetoric”—Methods of Appeal-Kinds of Evidence

**Group Activity—Current Events**—see “Current Events” link; form groups-work on project; Review Ch. 6—Introduce Portfolio 2—Argument paper; Write two descriptions of the same thing—one positive and one negative—post in “Argument-Counterargument Forum.” Conduct research on your topic.

**Wk. 8—Oct. 10**

Current Events presentations

**Reading Response Posting**: read the article by Florence King—see “King” link on home page. Explain in your posting why you agree/disagree with King’s assertions. Post in “King” Forum

**Wk. 9—Oct. 17**

**Source Evaluations**—find **3 articles** on your topic; cite and evaluate each source using guidelines in Ch. 10 and Source Evaluation links on
Collect 3 Source Evaluations. Video—critical thinking assignment

Wk. 10—Oct. 24

Finish video if necessary; class discussion; write a response—see Video Response.

Review Introductions-Thesis; experiment with intro strategies—post intro with thesis in ”Portfolio 2-Intro” Forum; Find 2 more sources due next class. Use library databases or credible search engines—no Wikipedia. See “Source Eval Pres” link on home page for instructions.

Draft workshop—review Ch. 8, signal phrases, make a working outline of your argument paper—review model documents; in-class conferencing; rough draft due next class for peer review

Wk. 11—Oct. 31

Peer Review—see home page link—Portfolio 2 due next class

Collect Portfolio 2—due by end of class—NO EXCEPTIONS; read Ch. 7, “Rhetoric”

Wk. 12—Nov. 7

Introduce Portfolio 3—Visual Argument—see Portfolio 3 link on home page. Review Ch. 7—Visual Rhetoric—sign-up for ad presentations; see home page link “Ad Pres” conduc research

Ad presentations

Wk. 13—Nov. 14

Finish ad presentations

Review BR link “Preparing Presentation Slides” Post visual rhetoric presentation ideas in “Visual Rhetoric” Forum—describe medium, message, argument—audience/purpose

Wk. 14—Nov. 21 (Thanksgiving holidays 24-25)

Begin Portfolio 3 presentations
Project workshop—sign-up sheet for final presentations; work on portfolio 3; in-class conferencing; presentations begin next class

**Wk. 15—Nov. 28**

Portfolio 3 presentations

**Wk. 16—Dec. 5**

Portfolio 3 presentations—last class day