Course Description

English 1302 continues the important work you started in English 1301, focusing on critical thinking and information literacy skills and their relation to writing, reading, inquiry, and learning. In particular, this computer-assisted composition course explores the ways we use language, ways that include not only writing but reading, speaking, listening, and interpreting or producing visual images. In our FY Writing Program, we view writing (and other uses of language) as purposeful action, and "good writing" as context-specific writing produced for specific purposes and audiences.

The course emphasizes connections among reading, analysis, research, and writing, asking that students engage in the processes of discovering and constructing meaning through language use, by (re) reading, (re) writing, and group collaboration. It helps you develop and refine your college-level reading, writing, researching, and thinking skills. It offers guidance as you develop research questions and engage in sophisticated research that will help you develop possible answers to those questions. The course also asks you to become critically engaged in primary and secondary research to develop a series of rhetorical analyses of your source materials and to study and use documentation styles suitable for various rhetorical tasks.

In English 1302, through the writing, researching, reading, and thinking you do, you will learn "about" issues and topics, and you will learn "how to join the conversations" circulating around issues and topics. You will continue to practice the skills you developed in English 1301--considering how to achieve your purpose with particular audiences in specific contexts through specific forums. You will engage in ongoing processes of invention, researching, sharing and revising, and editing.

1302 Student Learning Outcomes

Students will be able to:

• 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
• Integrate internal citations into the writer’s ideas
• Integrate a citation system that is identifiable, functional, and consistent
• Connect ideas across disciplines

FYWP Goals 1302

• Develop cross-cultural understanding and respect
• Use writing, reading, and academic inquiry to critically engage increasingly complex open-ended questions and ill-defined problems
• Write, read, and speak for a variety of real-world purposes and for various audiences
• Integrate and explore diverse knowledge/perspectives from Triad courses
• Learn, evaluate, and use computer technology as a writing, reading, and research tool
• Analyze, evaluate and construct diverse arguments for ethical and rhetorical effectiveness
• Investigate the nature of research processes by locating primary and secondary sources (in terms of credibility, context, author, purpose and audience)
• Self-assess research process and product
• Use conventions of documentation appropriate to the purpose of the text
• Collaborate and interact with peers and instructors for various purposes through discussions, peer critique, interchanges, on-line exchanges, workshops, and conferences

English 1302 Textbooks
• *Everything's an Argument*, Lunsford, Ruszkiewicz, and Walters. 5th ed. *(Required)*
• *Writing about Writing*, Elizabeth Wardle and Doug Downs. 1st ed. *(Recommended)*
• *An Islander Guide to Freshman Writing*, by Susan W. Murphy (reserved in the library)

**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.
- A folder or binder to keep your daily writing in. This is very important because you can incorporate many of your daily class work assignments into your portfolios, but you have to keep up with them in order to do so! **Please bring your folder and some notebook paper to class every day!**
- Access to a computer with Microsoft Word (NOT "Works"). If you don’t have a computer at home, budget some time every day in one of the computer labs.
- Be sure and always bring a pen and paper to class, in case of computer difficulties and so that you may be able to take notes if you prefer to take notes in writing.

**Grade Distribution**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
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<tbody>
<tr>
<td><strong>A1 Proposal of Argument:</strong> 4-5 page essay defining a need or problem (local/state) with data to support thesis/claim using Toulmin Model <em>(Ch.5-Everything's Argument)</em></td>
<td>Feb. 14</td>
<td>10%</td>
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<tr>
<td>Part 2: Style &amp; Oral Presentation. Student's Position-In this argument, you will establish your position within the conversation &amp; use evidence and reasoning to support this position in relation to other perspectives on the issue. <em>Everything's an Argument</em> Part 3</td>
<td>Feb. 14 &amp; 17</td>
<td>5%</td>
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<tr>
<td><strong>A2 Rhetorical Analysis:</strong> 5-6 page analysis: identify pathos, ethos, logos &amp; identify the rhetorical situation using Grant-Davie &quot;Rhetorical Situation&quot;</td>
<td>March 20</td>
<td>10%</td>
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<tr>
<td><strong>Midterm Self-Reflection Portfolio 1</strong> 2-3 pages with Reference page. These will provide opportunities for reflection on your learning and growth as a writer. You will write a reflective statement and provide evidence of your learning.</td>
<td>March 9</td>
<td>5%</td>
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<tr>
<td><strong>A3 Mushfaking the Dominant Discourse:</strong> 6-7 page essay-Analyze Gee’s theory and your observations from personal interview, agree or disagree <em>(Writing About Writing)</em> Part 2:Annotated Bibliography</td>
<td>April 20</td>
<td>10%</td>
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<td><strong>Part 3: Multimodal Presentation</strong> You will convert your essay into a multimodal project—video, website, prezi, etc., that presents your argument in the context of the conversation surrounding your issue. Present A3 at the First-Year Research Conference or present it in class.</td>
<td>April 13</td>
<td>10%</td>
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<td><strong>A4 Final Self-Reflection Portfolio 2</strong> Form will vary (During the semester you will receive daily work/writing points for turning in your work and I will give you written feedback to help you revise. The portfolio is the majority of your grade, and to do well on it you are expected to revise the three major projects as needed over the course of the semester. At the end of the semester all of your work (and a reflective letter) will go into the portfolio, which is your opportunity to demonstrate your best work. Keep everything because it all goes into the portfolio. This includes rough drafts and process work, reading responses, revision memos, writing center slips, etc.)</td>
<td>May 10</td>
<td>25%</td>
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<tr>
<td><strong>Journal Reading Response</strong> (Completion of all assigned writing and all major writing assignments. Keep in mind most of your daily work will primarily be graded on learning, thoughtfulness, and growth.)</td>
<td>Daily Hmwrk.</td>
<td>10%</td>
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**Attendance/Conferences**
Preparation for and participation in class discussion & activities
Thoughtful participation in workshops & conferences
Complete drafts of major essays for workshop. Not having a draft (or having a partial one) means you can’t fully participate and benefit from the workshop.
Points are awarded based on completion.

Total: 100%
* You are responsible for noting any changes announced in class or by email. All readings and assignments are due at the start of class.

**Provisional Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Intro to class &amp; Everything’s an Argument</td>
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<td>2</td>
<td>Jan 16-MLK holiday / Intro to A1: Proposal of Argument</td>
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<td>3</td>
<td>Workshop</td>
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<td>4</td>
<td>A1 Due</td>
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<td>5</td>
<td>Class Presentations/ Intro to A2: Rhetorical Analysis</td>
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<td>6</td>
<td>Discuss Grant-Davie “Rhetorical Situation”/Pathos, Logos, Ethos (Everything’s A)</td>
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<td>7</td>
<td>Research</td>
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<tr>
<td>8</td>
<td>Workshop</td>
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<tr>
<td>9</td>
<td>Mid-term Reflective Portfolio</td>
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<tr>
<td>10</td>
<td>Spring Break No classes</td>
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<tr>
<td>11</td>
<td>A2 Due/ Intro to A3</td>
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<td>12</td>
<td>March 30 last day to drop a class Discuss Gee</td>
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<tr>
<td>13</td>
<td>Research</td>
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<tr>
<td>14</td>
<td>Workshop</td>
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<tr>
<td>15</td>
<td>Presentations</td>
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<td>16</td>
<td>Presentations FYRC</td>
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<tr>
<td>17</td>
<td>End-of-Semester Portfolio</td>
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**Expectations and Some Advice**

**Reading:** Most of the readings in your textbook will be accompanied by a “Framing the Reading” section that acts as an introduction and gives you an idea of what to look for as you read. Be sure to read these prior to reading the text itself. They’ll make your life a lot easier. Also, since these texts are complex, it will be helpful to annotate and take notes in the margins so you can refer back to them when writing the reading journals and other assignments or during class discussion. **FOR ALL READINGS, YOU MUST BRING THE ASSIGNED TEXT WITH YOU TO CLASS THE DAY WE’RE DISCUSSING IT.** Without it, you can’t participate and will be marked absent.

**Writing the Reading Responses:** The reading responses are a chance for you to reflect on the readings of the course and demonstrate your understanding of them. Look to the response prompts before and during reading, take notes, and think seriously about the ideas presented. These reading journals are a part of your grade, so incomplete, or irrelevant response will not suffice. All reading responses should be at least 300-400 words and refer specifically to the text. If you find yourself having trouble meeting this word count, you should reevaluate the depth and specificity of your answers.

**Grading and Assignments**

**How You’re Graded:** Writing is a recursive process built around revision; few to no writers ever produce their best work in an early draft. Also, I will use a portfolio grading method, because this class emphasizes teaching writing as a process, meaning that, while you’ll be submitting papers throughout the course of the semester; the final portfolio you’ll submit to me at the end of the semester will be heavily graded because it will be the accumulation of your work throughout our semester, so **KEEP EVERYTHING**, including returned HW, Journal Reading Responses, graded drafts, and peer workshop copies of papers, so you can turn it all in during the final class period.

Here’s how it works: you’ll write and submit a major paper on different dates. These initial submissions/drafts will be due on a set date just to ensure you stay on track with your writing through the semester, but you’re welcome to submit drafts early to receive feedback from me. You’ll receive a small grade for each of these initial submissions, but after that, you may revise and re-submit an
assignment for feedback (but not extra points) as often as you like. **However, each revised submission must be accompanied by all earlier drafts and a revision memo.** The revision memo is simply a typed explanation of the specific changes you've made during revision, how they've improved your paper, and what further questions/concerns you have for continued drafting. The extent of my comments on revisions will reflect the work you've put into the revision and the memo itself, so please take these seriously. Your focus early on in the writing process should be on *global* issues (the actual content and organization). *Local* issues (grammar and mechanics, syntax, style) should be dealt with in later revisions, since, if the content or organization changes, you likely won’t be working with the same sentences/language/grammar issues. **To be successful in this course, plan to write and submit drafts of your work early and often and to submit your very best, most polished and revised work in the final portfolio.** On a lighter note, the good news for you is that if you work hard, you will be able to improve your writing. The bad news (for those of you with a penchant for procrastination) is that you will not be able to put your writing off until the last minute. The focus during the semester should be revising with an eye toward putting a very good “final” draft of each assignment in your portfolio. There will also be informal assignments, which I expect you to complete and which you will also receive points for. However, I do not expect you to revise those shorter assignments. It is your responsibility to keep all writing that you do in and out of this class.

**Policies**

**Respect**

*Respect is the nucleus of this class. Everything we will be doing (writing, reading one another’s writing, participating in group work, discussing issues, supporting each other as compassionately objective audience members) hinges on each and every person's commitment to an atmosphere of respect. Writing courses require us to put ourselves out there, dangling precariously in front of our peers, awaiting their outright acceptance or rejection of our writing, and thus of ourselves. Together we can make this a positive experience by cultivating a "professional" learning environment that can still be quite fun, casual, and comfortable. Specifically, this means taking turns speaking and listening, encouraging fellow students to share their ideas, finding ways to courteously disagree, and most importantly, offering politely constructive criticism during the revision process. Using common sense and treating your fellow students as a trusted support system is the best approach to take. If you cross a line, expect that you will be hearing from me. 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.*

**Discussions**

Participation means coming to class fully prepared to ask questions and discuss the concepts at hand. Expect to write, work, and talk in class. If I call on you, it’s not my intention to pick on or embarrass you; I’m genuinely interested in what you have to say. I like to hear from every student every class, so be ready. Also, I can’t emphasize enough the importance of asking questions, either in class, before or after, over email, in office hours, or by appointment. This class isn’t easy, but I do want all of you to succeed, both here and beyond, so ask questions, seek clarification, and get feedback on your writing. I won’t know if you’re not understanding something unless you ask the question. 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. **ONLINE ETIQUETTE is imperative.**

**One Minute Papers:** We’ll end every class with a brief, anonymous writing during which I’ll ask you to give me feedback about the class. This is your chance to make comments or ask questions that otherwise might make you uncomfortable and it’s my chance to figure out how I can best adjust the course for your needs. These are anonymous, but keep comments mature: asking for less work or to get out early will only make me grumpy.

**Professionalism & Class Expectations**
As a member of the university community, you may or may not be familiar with the general rules for acceptable college-level conduct. All instructors have their "do's" and "don'ts," which will vary from course to course. Here are mine:

**DO NOT use the computer** to log in to Facebook, MySpace, emails, play games or visit any other website, unless I have given you permission. I consider these things to be rude because they are cutting into class activities. Once class starts, it's our time together, which is limited and precious.

**E-mail DOs and DON'Ts:** DO type your course, section, and a brief description in the subject line. DO sign your first and last name. **DON'T email assignments.** DON'T email excuses or ask for assignments after missing class. Failure to follow this protocol may result in me ignoring you. Remember that there is a difference between an email you send to me and a text to your best friend. Act professional and courteous and I'll do the same. Also, be sure to check your Islander email account regularly as I will occasionally send correspondence about the course.

**BE PUNCTUAL.** An attendance grade will be taken every week, including conferences.

**DO MEET DEADLINES,** while I shouldn't have to tell you this, it is your responsibility to turn in your assignments at the designated time and date, including conferences

**BE A GOOD GROUP MEMBER.** Writing groups come with certain responsibilities, which we will be going over as the semester proceeds.

**DO NOT BRING IN FOOD OR DRINKS** (other than closed bottles kept on the floor) in the computer labs.

**Laptop and Cell Phone Policies (My policy on outside technologies):**

- If you own a cell phone and you are subjecting the entire class to your ring tone at maximum volume you are disrespecting me and your classmates' time. Just as I promise not to make or answer personal calls or texting anyone during class discussions, I am asking the same of you. All cell phones must be turned completely off or on vibrate before class. Texting or taking calls in the class will be dealt with at my discretion and can result in the loss of daily grades. If you have a family emergency or any other reason you must have your phone on in class, you must clear this with me first. Come and talk to me about it face-to-face during my office hours. If I see your phone out once class starts, I will take your daily points for the day and might ask you to leave the classroom.
- Our class is held in a computer lab, so you will have full access to the internet and any other online resources you will need when used in class discussion.

**Late Assignments:** Hard copies of all assignments are due at the beginning of the assigned class period. **HOMEWORK, CLASSWORK, AND QUIZZES WILL NOT BE ACCEPTED LATE, NO MATTER THE REASON.** If you know you're going to miss class, it's your responsibility to get your work to a classmate to submit it for you in class to receive credit. Pick someone you trust. **Any writing assignment submitted late will automatically lose 20 points.**

**Assignment Format:** Unless otherwise specified, **ALL homework must be typed, double spaced, and in correct APA format** to receive credit. It's your responsibility to get this right. If you can't figure it out, I suggest you visit the Writing Center (CASA). **Any assignment that runs more than a page MUST be stapled in the top left corner.**

*Please note that all of these policies are subject to change at my discretion. If you have any questions or concerns, please do not hesitate to email me or stop by my office.*

**Attendance, Tardiness**

**Attendance:** As a blended course, we will meet in class and have online discussions every so often. Attendance and participation points will be calculated based on group discussions of topics and readings--both online and in-class. I will measure your attendance by using a sign-in sheet and daily writing activity (freewrites, quizzes, group tasks, etc.) some of which I will collect. Full credit for attendance is given for being in class on time and staying until the end of our meeting time; as for participation, it requires actively joining class discussions, group work, and class activities. However, you are allowed 2 absences. Use them well. After the second absence, extra absences will affect your grade.

**Tardiness:** Every three tardies (5 minutes late) will count as one absence. If you have a situation which makes it impossible for you to be to class on time, please let me know immediately before or after class, not during. If you
come in late, please don't ask me what is going on or ask to make up any work that has already been turned in. I will not take late work unless you talk to me first and I declare the reason for the late work acceptable.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism.

**University Rule: 13.02.99.C3.01 Procedure for Academic Misconduct Cases**

Disciplinary action for academic misconduct is first the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic misconduct and with giving appropriate sanction to any student involved. The faculty member must file a record (an Academic Misconduct Incident Form) for each case of academic misconduct, along with any materials involved. Any student who has been penalized for academic misconduct has the right to appeal the judgment or the penalty assessed, unless the student chooses not to sign the Academic Misconduct Incident Form within the time constraints indicated below. (Further details are available the University website: [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html), or in Division of Student Affairs at 825-2612.

Plagiarism includes:

- using the work of another as your own
- downloading or purchasing ready-made essays off the web and using them as your own,
- using resource materials without correct documentation,
- using the organization or language of a source without using quote marks and proper citation.

Be aware that there are other ways to use sources incorrectly, or to plagiarize. When in doubt, visit me or the Writing Center for help on correct use of sources, how to paraphrase, and how to document correctly.

**Other forms of academic dishonesty:**

...include falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submission (using the same material for two separate assignments or courses without permission from the instructors), and abuse of academic materials (the intentional destruction of resource materials). All work must be original by the student. Undocumented use of another's words or ideas is plagiarism, whether it's intentional or not. Plagiarism is grounds for failure in this course and further academic action. Know that it's also really easy to spot in a writing course. Don't do it.

**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, 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.

**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.

*Please note that all of these policies are subject to change at my discretion. If you have any questions or concerns, please do not hesitate to email me or stop by my office.*