Course Description
Principles, techniques, and processes of written composition, with an emphasis on research and argument.

Student Learning Outcomes
Upon completion of this course, students will be able to

- 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.
- 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.

The required textbooks for all English 1302 classes:
- You can also refer to your copy of *An Islander's Guide to Writing*, edited by Susan Murphy

1302 will also require these other materials:
- Access to University Network and an active Islander email account.
- A working Black Board account.
- Folders – one to keep your work, handouts, and other class materials in and one to turn final work in to my office box.
- Paper, pen/pencil for when technology fails, because it will!!
- Appropriate/compatible media (USB) to save and transport computer files among computers on campus and/or between home and campus. I recommend EMAILING yourself as much as possible.
- A SandDollar card with money on it for printing in the classrooms/computer labs.

Grade Distribution (dates, nature of assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/In-Class Participation/</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhetorical Analysis</td>
<td>Sept. 5 by 5 pm</td>
<td>10%</td>
</tr>
<tr>
<td>Argument of Fact/Definition</td>
<td>Oct. 10 by 5 pm</td>
<td>10%</td>
</tr>
</tbody>
</table>
### Attendance, Daily Writing, Daily Work and Homework Work (20%): Attendance is compulsory and will be measured through your daily writing. All daily writing must be completed before or during class, unless otherwise instructed, and submitted in class. You may not make up missed Daily Writing; you may, however, miss two daily writing assignments without it impacting your grade. Homework assignments will vary but will be explicitly scheduled and explained on the online class plans page. Your homework should be submitted as a printed, typed document that follows MLA formatting guidelines. Please staple your homework if it is more than one page. All homework is due at the beginning of class. I will not accept late homework assignments.

### Portfolios: For this course you will complete two portfolios (one at midterm and one at the end of the term) worth 15% each.

A portfolio as a collection of work purposefully selected and intentionally assembled by a learner. The one piece of work that is required in all portfolios is an extensive reflective overview, a piece of writing that presents the portfolio contents to readers / evaluators and that explains why particular contents were chosen and what they are meant to show.

The portfolio is not an assignment. Instead, it is the way I evaluate your work on all the assignments and activities that you have engaged in during the portfolio period. The only piece of writing that you will do exclusively for the portfolio is the reflective overview. It is, in a sense, your argument for a particular grade on that portfolio.

The portfolio process requires you to be an active learner, to value deep learning, to engage in the kinds of intellectual work that you haven’t been asked to do before now. Portfolios require you to understand and practice critical thinking and information literacy skills.

### Major Assignments:

- **Rhetorical Analysis (10%)** – A considered and organized examination of the rhetorical situation and an analysis of how well the components of an argument work together to persuade an audience.

- **Argument of Fact/Definition (10%)** – An argument that identifies and explains a particular problem, need, or claim. The final paper will demonstrate the use of clear organization and an understanding of MLA in-text citation and documentation conventions.

- **Annotated Bibliography (10%)** – A scholarly document of at least 15 scholarly sources in correct MLA citation format with a short 2-4 sentence explanation (the annotation) of the relevance of the source to the research topic. The document MUST reflect at least two sides of the problem under consideration.

- **Proposal Plan/Presentation (10%)** – A brief, paragraph-based outline that clearly identifies the claim or need/problem under consideration, presents at least two sides of the issue, and demonstrates an understanding of the need/problem. Students will create a visual presentation of the information that also demonstrates an understanding of visual rhetoric.

- **Proposal (10%)** – A research-supported argument that explicates a need or problem and proposes action or response to the problem. The final paper will be a well-organized argument based on scholarly research from at least 10 sources and demonstrates an understanding of MLA citation and documentation conventions.
Policies

• Attendance
  o 20% of your grade is attendance. Attendance is measured through daily work, homework, and actual attendance. You are responsible for all work and for keeping up with assignments, even if they are announced in your absence, because they will be posted on the webpage. Plan your work effectively to account for any absences you are aware of ahead of time. This is especially important if you are absent due to a University-sanctioned program. Participation in these activities requires you to not only keep up with your work, but very often you must work ahead. Once again...no late work is accepted. You will not be able to make up or receive credit for work specifically designed to be done in class. After three absences, I will ask you to visit with me regarding your situation. No make-up work for Daily or Homework assignments will be given.

• Late Work
  o Late work not accepted. Due dates for the semester are already posted. Note them on your calendar. In the very unlikely event that you need an extension, contact me in writing by email AT LEAST 24 hours in ADVANCE to make arrangements for a revised due date. If you do not contact me ahead of the due date, in writing, and receive an affirmative reply, an assignment will be considered late. It is much wiser to ask for an extension than to turn in nothing at all.
  o If there is a situation that arises that prevents you from turning in work or causes you to miss a great deal of class, please email me and/or come see me as soon as possible so I can be aware of your situation and possibly help you find resources you might need.

• Civility
  o Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere.
  o Our classroom will become our writing community, and eventually our writing community will extend beyond the classroom. I expect everyone in our writing community to treat one another with civility and respect. This does not mean I want you to censor your ideas or that there will not be vigorous discussions about controversial issues. This does mean we will afford everyone an opportunity to be heard and to listen with respect and an open mind. I expect that we all treat one another with the tolerance and scholarly respect we wish to receive ourselves.
    • Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

• Electronic devices
  o Out of respect for me and your peers, please turn off your cell phones and any other electronic devices before class begins. If there are circumstances which require you to take a phone call or text during class time, please inform me before class. If arrangements have already been made, please excuse yourself from class to take the phone call or respond to the text message. If you must be requested to put away a device you may be asked to leave the class and will lose all credit for that day.

• Resubmissions
  o If you receive a grade on a MAJOR assignment with which you are not satisfied, you may resubmit the assignment to receive up to ten point increase provided you have met the following conditions:
    • You must visit me during office hours or by appointment outside of class in order to revise a major assignment. I will not discuss resubmission while we are in class,
or in the classroom.

- The resubmission must include the original grade sheet.
- You MUST include with your resubmission a piece of writing describing what has changed in the resubmission and why / how this makes the assignment stronger. This is a detailed piece of writing clearly defining / outlining what was changed in the assignment.
- All resubmissions must be completed within 2 weeks of the date the grade was posted/returned to you. For example, if I posted your Assignment One grade on Feb. 25th, you would have until Mar. 11th to hand in your resubmission.
- Note Bene (note well): No resubmissions of the Final Proposal Paper will be possible because the paper is due on the last day of class. Be sure of your work by sharing drafts with me, your peers, and by conferencing with me ahead of the due date!

- **Plagiarism**
  - The most common form of academic dishonesty is plagiarism, or “the presentation of the work of another as one’s own work.” Plagiarism is a serious violation of professional and academic standards and will be handled by me and the Chair of the English Department.
  - 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 with me or the Writing Center for help on correct use of sources, how to paraphrase, and how to document correctly.

- **Extra Credit**
  - Class submissions, assignment, drafts—in other words, ALL PIECES OF FORMAL WRITING done in this class are eligible to earn WRITING CENTER BONUS POINTS.
  - Make an appointment and take an assigned writing task to the writing center (Glasscock Building 112). As per the Writing Center operational policy, you may go:
    - once per day
    - twice per week
  - After the session, you will ask the consultant for a "Participation" form and have them stamp the draft you were working on.
  - Hand in the proof and draft with your assignment. You must submit both the draft and the slip for credit. I must see change/improvement between the two in order to give you credit.
  - You will earn 1 point per visit, up to 3 points maximum on each assignment!

**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.
Veterans Affairs Office: The University wants you! You can find all sorts of information and support at: http://vets.tamucc.edu/.

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.

Provisional Course Outline

How do we DO rhetoric?

Week by week themes/topics. Subject to change

Major Assignment One – Rhetorical Analysis: What is really being said and why do we respond to it?
Week One – Introductions! Foundations, Beginnings, What do we know?
Week Two – What is argument? How do we argue well?
Week Three – The Rhetorical Situation, Arguments the Appeal and Why They Do
Week Four – Rhetorical Analysis of an Argument

Major Assignment Two - Argument of Fact/Definition: What do we know and how do we know it?
Week Five - Academic Arguments, Arguments of Fact, Arguments of Definition
Week Six – What counts as evidence? Academic Integrity, Evaluating Sources
Week Seven – Using and Documenting Sources, Argument of Fact/Definition

Major Assignment Three - Plan for Proposal: What is my position and how do I make my claim?
Week Eight – Evaluations, Causal Arguments, Proposals
Week Nine – Research, Evaluating Sources, Style in Arguments
Week Ten – Crafting a Thesis (Claim), Working on and from an Outline, Plan for Proposal
Week Eleven – Research, Fallacies, Conferences with Me

Major Assignment Four – Annotated Bibliography: Supporting my Claim with Scholarship
Week Twelve – Visual Arguments, Presenting Arguments, Annotated Bibliography

Major Assignment Five – Proposal: Making my Claim
Week Thirteen – Research, Organization, Incorporating sources, Final Reviews
Week Fourteen – Presentations
Week Fifteen – Presentations, Proposal
Week Sixteen – Endings and Transitions to Writing in the Disciplines