TRIAD E: Spring of 2012 Promises Kept and Promises Broken

The classes in Triad E are symbiotic. As the semester progresses, you will be seeing the connections between the different classes in the triad – history lecture, composition, and first-year seminar – connections that are designed to reinforce learning and foster discussion. As we pursue a greater understanding of U.S. experiences during the period from Pre-European contact with America to 1865, we will also ask you to explore your histories, your identities, and your communities, and try to arrive at a better understanding of how our collective past, present reality and our future directions influence the world around us.

Policies and Procedures for Triad E

Whether you are in a class of 250 or a class of 25, it is imperative that you are a respectful member of the Triad E community. Therefore, you are asked to abide by the following policies in all Triad E classes in order to ensure everyone has a positive environment in which to learn. Follow basic University policies as outlined in your Student Handbook and Code of Conduct.

Late Work: Late work will not be accepted in any class in the triad. Assignments are due at the beginning of class on the due date. For major assignments, you may be able to request an extension if you are unable to finish it on time. Consult your instructors/class syllabi for detailed instructions.

Attendance: Attendance in ALL Triad E classes is essential to success. If you don’t attend class, your grades in Triad E classes will be negatively impacted.

Academic Honesty: Plagiarism and cheating in any form will not be tolerated by the instructors in Triad E. See the individual course syllabi for policies relating to specific course assignments. If you are still unsure of what constitutes plagiarism, please make an appointment to discuss it with one of us. For disciplinary procedures pertaining to academic dishonesty, see the Student Code of Conduct.

Punctuality: Arriving late and leaving early are distracting. Please make every attempt to come to all the class sessions, to come to class on time, and to stay until the end of the meeting. If you are unavoidably late for class, please come into the room quietly and choose a seat closest to the entrance.

Electronic Devices: Class time should be used to engage with the material that is being presented and discussed. Please turn off all cell phones prior to class. If you are in a computer lab, or are using your personal laptop in class, please do not use class time to look at Myspace/Facebook or any other website that is not applicable to the assignment at hand. If you are engaging in distracting behavior, you will be asked to leave. Please read the attached syllabi for each class for more details on assignments and specific class policies.
Spring 2012: Triad E History

**Instructor Name:** Melissa Riss  
**Office:** Faculty Center 113  
**Telephone:** (361) 825-6084  
**Email:** Melissa.Riss@tamucc.edu  
**Course Webpage:** [http://falcon.tamucc.edu/wiki/MelissaRiss/Home](http://falcon.tamucc.edu/wiki/MelissaRiss/Home)  
**Office Hours:** MW 11-12 & by appointment

**Program Website:** [http://firstyearwiki.tamucc.edu/wiki](http://firstyearwiki.tamucc.edu/wiki)

**Class:** ENGL 1302. 242 **TR** 12:30-1:45pm CCH 209

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

**1302 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 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

**The required textbook for all English 1302 classes**
*Everything's an Argument*, Lunsford, Ruszkiewicz, and Walters. 5th ed *(Required)*
*Writing about Writing*, Elizabeth Wardle and Doug Downs. 1st ed. *(Recommended)*

**1302 will also require these other materials**

- Access to University Network and an active "Islander" e-mail account.  
- Access to a computer with Microsoft Word.  
- 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.  
- Sand dollar card and money in your account to print on campus, if needed.  
- Be sure and always bring a pen and paper to class.

**About Composition:** The focus of this class is writing. Specifically, we'll be examining how composition scholars study and view the practice of writing, and we'll spend a good deal of time focusing on academic discourse in writing (writing in the academic setting). Writing isn't easy, even for professional writers. And, I will tell you up front I can't teach you "how to write." But I do
hope you’ll leave this class with a better understanding of the writing process, and come away with some tools and approaches that will make writing a less daunting task.

**Grade Distribution (dates, nature of assignments, assignment weight)** Please remember that all work must be formatted in MLA manuscript style and sources must be cited in MLA citation style, unless otherwise noted.

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<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
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</thead>
<tbody>
<tr>
<td>Attendance/In-Class Participation</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>Variable</td>
<td>10%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>Jan 20</td>
<td>5%</td>
</tr>
<tr>
<td>Research Journal</td>
<td>Feb. 10</td>
<td>10%</td>
</tr>
<tr>
<td>Multiple Perspectives Essay</td>
<td>Feb. 24</td>
<td>15%</td>
</tr>
<tr>
<td>Students Position Paper</td>
<td>March 23</td>
<td>10%</td>
</tr>
<tr>
<td>Final Research Paper (Collation)</td>
<td>April 9</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Portfolio1</td>
<td>March 9</td>
<td>10%</td>
</tr>
<tr>
<td>End of Semester Portfolio 2</td>
<td>May 1</td>
<td>10%</td>
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<tr>
<td>Multimodal Presentation/ First Year Celebration</td>
<td>April 24</td>
<td>5%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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*Brief descriptions of each major assignment (for complete details, please see my wiki page):*

**Daily Writing:** Attendance is compulsory and will be measured through your daily writing. All daily writing must be completed during class, unless otherwise instructed, and submitted via your wiki page. You may not make up missed Daily Writing; you may, however, miss two daily writing assignments without it impacting your grade.

**Homework:** Homework assignments will vary but will be explicitly scheduled and explained on the online class plans on my wiki page. Because of the volume of grading I have, I ask that you submit your homework as a printed, typed document, unless your assignment is to facilitate a class discussion. Please staple your homework if it is more than one page. All homework is due at the beginning of class, and will not be accepted late. Detailed instructions are available online.

**Research Proposal:** A short essay that begins to explore a topic or question in which you’re interested that you will pursue for the whole semester.

**Research Journal:** The purpose of the journal is to 1) deepen your understanding of the topic as you proceed through your sources, 2) evaluate how reliable each source is depending upon its slant, and 3) enter into an ongoing conversation or debate about your historical event/issue.

**Multiple Perspective Essay:**

**Student’s Position:** In this argument, you will establish your position within conversation. You will use sound evidence and reasoning to support this position in relation to other perspectives on the issue.
Research Essay (Collation of previous work): This essay will require significant revision of previous projects to collect them into one extended academic argument.

Multimodal Presentation: You will convert your extended research essay into multimodal project-video, website, prezi, documentary etc., that presents your argument in the context of the conversation surrounding your issue. You might present this at First-Year Research Conference or you might present in your class.

Triad E Portfolios: The Triad E portfolio is a collection of your work from Triad, that will be collected two times: mid-term, and at the end of the semester. While the focus will be on demonstrating your work in the triad, and on drawing upon the connections you have made between History, Composition and Seminar, (past, present, and future) you may also choose to include evidence of work or experiences from outside the triad that represents significant learning you've achieved this semester. The portfolio grade you earn will contribute to your final average in all three triad courses: History, Composition, and Seminar.

Presentation: All First Year students will have an opportunity to present their research to the university community at large, during the First Year Celebration Day. In addition to presenting on Celebration Day, you will also be required to present your research to our class in order to be evaluated. Your may choose the forum in which present your research (Tri-Fold poster, PowerPoint, or an artistic medium).

Attendance and Participation
(10% of your Composition Grade)

Part of your grade in this course is dependent upon your group and overall class participation, so regular attendance is required. You are responsible to completing and turning in all class work (drafts, papers, portfolios, and/or anything done as homework). You will not be able to make up or receive credit for work specifically designed to be completed in class (unless you provide a medical excuse). You will be asked to provide official documentation providing a legitimate excuse for missing more than three absences. In addition, if you have additional unexcused absences, I will likely ask you, to meet me outside of class to review your goals, progress, and intentions for the class. Daily work/homework will be used as evidence of your attendance.

It is disruptive to the entire class when students are tardy on a regular basis. If you have a legitimate reason keeping you from arriving on time, inform me of your situation.

If for any reason your participation affects classroom activity in a negative fashion, you will receive negative participation points! (If you have any questions regarding this, please read Rights, Responsibilities, and Civil Discourse).

Cell Phones & Other Electronic Devices
Please turn off your cell phones and any other electronic devices before class begins, out of respect for the class. If you must take a phone call or text during class time, please keep them on vibrate, and excuse yourself from class. Please do not use the Internet in the computer classroom for anything other than classwork, as this is often a distraction to those around you. If I find you texting, surfing the web on non-related work, I will ask you to leave the class, and you will not receive full credit for class participation. You may wear ear buds or headphones while you are working independently, so long as your audio is inaudible to those around you.
Late Work and Resubmission Policies
I will not accept late work unless you have an excused absence. If you need more time on portfolios please see me ahead of time (48 hour advance notice for extensions). Remember I am here to help if you are having difficulty with your paper.

Civility
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.

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 from the Division of Student Affairs at 825-2612.

Plagiarism includes:
1. Using the work of another as your own,
2. Downloading or purchasing ready-made essays off the web and using them as your own,
3. Using resource materials without correct documentation,
4. 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. If you find yourself questioning the following: how to correctly use outside sources, paraphrasing, or documentation, please make an appointment with me or with the Writing Center for help.

Academic Dishonesty
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).
**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.

**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.

**Provisional Course Outline**
Week by week themes/topics with major assignments and readings included, if possible.

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<td>Week 2</td>
<td>Jan 16-20</td>
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<td>Week 3</td>
<td>Jan 23-27</td>
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<td>Week 4</td>
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<td>Feb 27-March 2</td>
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<td>March 5-9</td>
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<td>Spring Break</td>
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<td>Week 10</td>
<td>March 19-23</td>
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<td>Week 16</td>
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