English 1302.481
Composition II
Spring 2012

~Anything on this syllabus is subject to change. Please check course website for updates.~

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Class: ENGL 1302.481, MW 2-3:15, CCH 232

Course Website: http://falcon.tamucc.edu/wiki/ChelseaPerez/home

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

Major Course Requirements (Grade Distribution: dates, nature of assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>Jan 20</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Feb 10</td>
<td>10%</td>
</tr>
<tr>
<td>Review of the Literature/ Objective/</td>
<td>Feb 24</td>
<td>10%</td>
</tr>
<tr>
<td>Multiple Perspectives Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s Position Paper</td>
<td>Mar 23</td>
<td>10%</td>
</tr>
<tr>
<td>Final Research Paper (Collation)</td>
<td>Apr 6</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Portfolio (Research Journal)</td>
<td>Mar 5-9</td>
<td>10%</td>
</tr>
<tr>
<td>End of Semester Portfolio</td>
<td>Apr 30-May 1</td>
<td>10%</td>
</tr>
<tr>
<td>Multimodal Experiential Presentation</td>
<td>Apr 9 &amp; 11</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
In-Class Participation (10 points)
You are expected to come to class every day prepared and with required materials. Your in-class participation grade will be determined by various activities and assignments, including but not limited to peer review of drafts, group discussions and presentations. In-class work cannot be made up.

Homework (10 points)
Homework will be assigned in the class plans. Occasionally, a homework grade will be assigned for an in-class reading quiz. However, homework assignments will most often be completed outside of class and turned in as hard (paper) copies. Homework is due at the beginning of class, and will not be accepted late.

Research Proposal (10 points)
A short essay that begins to explore a topic or question in which you’re interested that you will pursue for the whole semester. May be individual or instructor-approved group work.

Less that 6 points = F
6-6.5 points = D
7-7.5 points = C
8-8.5 points = B
9-10 points = A

Midterm Portfolio (10 points)
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.

Less that 6 points = F
6-6.5 points = D
7-7.5 points = C
8-8.5 points = B
9-10 points = A

Review of Literature (10 points)
The review of lit is an essay that shows what has been the "conversation" and how people have agreed/disagreed and/or how a factor has impacted understanding along the way. It may be a chronological structure or a thematic structure. May be individual or instructor-approved group work.

Less that 6 points = F
6-6.5 points = D
7-7.5 points = C
8-8.5 points = B
9-10 points = A

Student’s Position (10 points)
In this argument, you will establish your position within the conversation. You will use sound evidence and reasoning to support this position in relation to other perspectives on the issue. May be individual or instructor-approved group work.

Less that 6 points = F
6-6.5 points = D
7-7.5 points = C
8-8.5 points = B
9-10 points = A

**Research Essay (collation of previous work- 15 points)**
This essay will require significant revision of previous projects to collate them into one extended academic argument. May be individual or instructor-approved group work.

Less that 9 = F
9-10 points= D
10.5-11.5 = C
12-13 = B
13.5-15 = A

**Multimodal Presentation (5 points)**
You will convert your extended research essay into a multimodal project—video, website, prezi, etc., that presents your argument in the context of the conversation surrounding your issue. You might present this at the First-Year Research Conference or you might present it in your class. May be individual or instructor-approved group work.

Less that 3 points = F
3 points= D
3.5 = C
4 = B
4.5-5 = A

**End of the Semester Portfolio (10 points)**
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.

Less that 6 points = F
6-6.5 points = D
7-7.5 points = C
8-8.5 points = B
9-10 points = A

**Writing Assessment**
Final course grades, as well as grades for your work in English 1301 will be either an A, B, C, D, or F, which will depend on how many points you earn overall or on the given assignment, respectively (see point system above). Always remember that grades are earned, not given. You are responsible for what you earn, and if you’re not happy with your grade, please feel free to visit with me during office hours (or schedule an appointment) **24 hours after** you have received your grade and have had time to process the written feedback I left you. Although the wording will vary based on each assignment, generally, here is how you can expect to be assessed:

A: Is a piece of writing that needs very little revision, follows all assignment guidelines, student already revised multiple times and incorporated peer, writing center consultant, and/or instructor feedback, and the work greatly exceeds instructor expectations.

B: Is a piece of writing that is good, but may contain some surface level errors and is not as polished as the ‘A’. More revision will be needed.

C: Is a piece of writing that shows average work. Multiple revisions will be needed at the content and surface level. Student put in some effort, but maybe not as much as he/she could have.

D: Is a piece of writing that shows poor work. Multiple revisions will be needed at the content and surface level; differs from the ‘C’ in that little or no critical thinking and/or analysis was shown and little
or no obvious effort was put into the paper.
F: Is a piece of writing in which the student misunderstood the assignment and/or did the wrong assignment; the assignment was not completed or submitted on time; the student clearly no effort put into the assignment, etc.

Possible total points in the class: up to 100
Final point breakdown:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
Less that 60 = F

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)

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 card with money on it for printing in the classrooms/computer labs.

Policies

❖ Technology Policy: This course will heavily rely on the use of technology. You will be required to submit writing primarily in print, but sometimes on Wiki and BlackBoard and/or other sites. That being said, “my printer is out of ink”, “my computer crashed” or “I don’t have internet” is not and acceptable excuse for you to not submit your work on time. Save your work to multiple locations from the very beginning of this class (or email all drafts to yourself). Early in the course, we will go over the printing and internet options on campus. Accessing Facebook, Twitter, and other social networking and/or personal sites not immediately relevant to the class are not permitted in class. If I see such behavior persistently, you will be asked to leave.

❖ Late work policy: Late work is accepted on some occasions, but not all. Be aware of the following:

• First, I do not accept late work for in-class participation. You are either present and earn the credit or are absent and lose the credit.
• I also do not accept late rough drafts. Those must be turned in on time or you automatically earn a zero, no exceptions.
• I do accept, on a case-by-case basis, late homework assignments. You must communicate with me why you need an extension/need to turn in your homework late 24 hours before the homework is due. You are only allowed to submit late homework once. In order to submit your late homework, you must attend and write a review of an Islander event on campus AND submit that with the actual homework assignment (see guidelines on my wiki). You automatically lose 10 points off of your homework for turning it in late, and the Islander event reflection MUST be submitted one week after the original deadline for the homework assignment, no exceptions.
• For the major writing projects, you may submit only one of those late and you must have a university-approved absence or excuse. Be aware that you automatically lose 5 points off of what your paper would have originally earned for every day the major writing assignment is late (that’s ½ of a letter grade!).

• Multimodal experiential presentations are automatically zeros if late, unless you have a university-approved absence or excuse.

❖ Attendance Policy: You are permitted up to two unexcused absences. You will lose 2 points from your in-class participation grade after 2 unexcused absences. NOTE!!!!: If you have more than 5 unexcused absences, you automatically earn an ‘F’ in the course.

❖ Preferred methods of scholarly citations: We will exclusively use APA (6th. ed, 2009) documentation and manuscript style.

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. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test could result in an ‘F’ in the course, and/or you being reported to student/judicial affairs, in which case your conduct in my course will permanently remain on your academic record. Furthermore, I reserve the right to deal with each incident of plagiarism or academic dishonesty on a case-by-case basis. However, if you get reported once in my class, and are reported a second time in my class for any other academic misconduct incident, it is an automatic ‘F’ in my course, no exceptions whatsoever.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, March 30 is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior

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. 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.
**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 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.

**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 (this will change; please check my website for most current course outline)**

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<tr>
<th>Week 1</th>
<th>Jan 11</th>
<th>Introductions; in-class writing; assign reading and writing homework</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Jan 16-20</td>
<td>Jan 16-MLK holiday</td>
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<tr>
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<td>Topic Proposal; h/w due; discuss reading from EAA; select and approve groups; assign reading and writing homework</td>
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<tr>
<td>Week 3</td>
<td>Jan 23-27</td>
<td>h/w due; in-class discuss of readings; library visit; assign reading and writing homework</td>
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<tr>
<td>Week 4</td>
<td>Jan 30-Feb 3</td>
<td>Draft and peer review of annotated bib; writing center visit on ‘peer review’</td>
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<tr>
<td>Week 5</td>
<td>Feb 6-10</td>
<td>Annotated Bibliography</td>
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<tr>
<td>Week 6</td>
<td>Feb 13-17</td>
<td>Draft and peer review of review of lit</td>
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<td>Week 7</td>
<td>Feb 20-24</td>
<td>Review of the Literature</td>
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<tr>
<td>Week 8</td>
<td>Feb 27-Mar 2</td>
<td>H/w due; in-class discussion of assigned readings</td>
</tr>
<tr>
<td>Week 9</td>
<td>March 5-9</td>
<td>Midterm Portfolio; H/w due; in-class discussion of assigned readings assign reading and writing homework to-do over</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Event</td>
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<tr>
<td>Spring Break</td>
<td>Mar 12-16</td>
<td>No classes</td>
</tr>
<tr>
<td>Week 10</td>
<td>Mar 19-23</td>
<td>Student’s Position Paper; H/w due; in-class discussion of assigned readings; assign reading and writing homework</td>
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<tr>
<td>Week 11</td>
<td>Mar 26-30</td>
<td>March 30 last day to drop a class; assign reading and writing homework</td>
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<tr>
<td>Week 12</td>
<td>Apr 2-6</td>
<td>Research Essay due; workshop on Multimodal experiential presentations</td>
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<tr>
<td>Week 13</td>
<td>Apr 9-13</td>
<td>Multimodal experiential presentations (for grade and approval for FYC)</td>
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<tr>
<td>Week 14</td>
<td>Apr 16-20</td>
<td>Presentations</td>
</tr>
<tr>
<td>Week 15</td>
<td>Apr 23-27</td>
<td>Presentations FYRC</td>
</tr>
<tr>
<td>Week 16</td>
<td>Apr 30-May 1</td>
<td>End-of-Semester Portfolio</td>
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