Instructor Name: Romeo Garcia
Office: Faculty Center 113
Telephone: (361) 825-6084
Email: Romeo.Garcia@tamucc.edu
Program Website: http://www.tamucc.edu/wiki/RomeoGarcia/Home
Office Hours: Tuesday and Thursday 3:00-4:00 p.m.
Class: ENGL 1302.482, OCNR 240, Monday and Wednesday, 2:00-3:15

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

English 1302 textbook

• Everything’s an Argument, Lunsford, Ruszkiewicz, and Walters. 5th ed. (Required)
• Writing about Writing, Elizabeth Wardle and Doug Downs. 1st ed. (Recommended)

Course Website: http://www.tamucc.edu/wiki/RomeoGarcia/Home

1302 will also require

• 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 sand-dollar card with money on it for printing in the classrooms/computer lab

Major Course Requirements (Grade Distribution: dates, nature of assignments, assignment weight)
Please remember that all work must be formatted in APA manuscript style, and sources must be cited in APA citation style, unless otherwise noted.
<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 (10-15 journals)</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Research Proposal (single/group)</td>
<td>Jan 18</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography (single/group)</td>
<td>Feb 8</td>
<td>10%</td>
</tr>
<tr>
<td>Review of the Literature</td>
<td>Feb 22</td>
<td>10%</td>
</tr>
<tr>
<td>Student’s Position Paper (take a side)</td>
<td>Mar 26</td>
<td>10%</td>
</tr>
<tr>
<td>Final Research Paper (Collation)</td>
<td>Apr 4</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Portfolio (Research Journals)</td>
<td>Mar 7</td>
<td>10%</td>
</tr>
<tr>
<td>End of Semester Portfolio</td>
<td>Apr 27</td>
<td>10%</td>
</tr>
<tr>
<td>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>

***This course is designed to help you, the student, understand the writing and research process through various means and methods. Each project will require you, the student, to incorporate research on a specific topic, which you will work with throughout the course of the semester in “phases” of the writing and research process***

**In-Class Participation (10 points)**
Students are required to participate. Given the nature of the classroom, student-centered, each student will participate in activities and/or discussion. Students are expected to come to class everyday prepared and with required materials. Student’s in-class participation grades will be determined by various activities, assignments, and discussions, including but not limited to peer-reviews, group discussions, and presentations. In-class work cannot be made up.

**Homework/Reflexive Journals (10 points)**
Homework will be assigned throughout the semester. Homework grades will come from reflexive writing journals that reflect the readings. Homework is due at the beginning of class, and will not be accepted late. Reflexive writing journals are a process in which students can: (1) understand the topic beyond class discussion; (2) engage in conversation and/or debate; (3) enhance academic growth; (4) foster critical thinking, learning, and writing; (5) help develop a multi-diverse perspective; (6) and negotiate various positions (intellectually and academically) by triangulating truths.

**Research Proposal (10 points)**
A short essay that begins to explore a topic or question in which you’re interested in that you will pursue for the whole semester. Students will be searching for a research topic/question that they would like to pursue for the entire semester. The information in the proposal will probably be very general unless you’ve done prior research in the field. Students will clearly identify a topic and address some questions that they would be interested in exploring. Given the nature of Triad L and the theme, “Solutions to Sustain: The State, Local and Persona,” students topics will need to reflect such issues addressed in state and local politics.

**Annotated Bibliography (10 points)**
The annotated bibliography assignment will contribute to your position paper and final research project. An annotated bibliography is a list of citations/annotations to books, articles, and other scholarly texts. Students are to assess, reflect, and summarize their choosing of academic texts. Individual or group work is an option, and the number of citations required will reflect student’s choice.
Review of Literature (10 points)

Literature reviews are designed to do two things: 1) give your readers an overview of sources you have explored while researching a topic and 2) demonstrate how your research fits into the larger field of study. The review of the literature requires a multi-social perspective that shows what has been the ‘conversation’ and how people have agreed/disagreed and/or how a factor has impacted understanding along the way. The structure may be chronological or thematic, and students will need to paraphrase and use in-text parenthetical citations with a reference list at the end of the document. The literature review will reflect the sources obtained for the annotated bibliography.

Student’s Position (10 points)

After the literature review, students will provide a position (individual) document establishing his/her position with the conversation of local or state governmental issues. Students will use evidence, reasoning, and other scholarly resources to support their position in relation to other perspectives on the issue.

Research Essay (collation of previous work) (15%)

The final research essay is a collation of previous works. The basis of this document will consist of student’s participation in civic-engagement, position paper, literature review, and annotated bibliography. This essay will require significant revisions through peer-review and individual revisions. The essay will be an extended academic argument in which everything that was done in class will build up to the research essay.

Grade Break Down

A: 13.5-15
B: 12-13
C: 10.5-11.5
D: 9-10
F: 0-8 points

Multimodal Presentation/Experiential Presentation (5 points)

Students will convert their active participation in civic-engagement and extended research essay into a multimodal project—video, website, prezi, etc., that presents your argument in the context of the conversation surrounding your issue. Student’s presentation might and could be presented at the First-Year Research Conference if students qualify.

Grade Break Down

A: 4.5-5
B: 4
C: 3.5
D: 3
F: 0-2

Midterm Portfolio (10 points)

The Midterm Portfolio is a combination of evidence, i.e., a collocation of notes, video, photos, etc., and reflection. The evidence can be anything relating to your development academically and personally within this Triad. Portfolios are unique but are representative of student’s approach, organization, and reflection. Reflection will be part of the evidence and a section of its own. Reflective overview should be
double-space, 12 pt. Times New Roman Font, follow APA /MLA guidelines, and not exceed more than 5 pages. This assignment will be shared between composition and seminar lecturers.

**End of the Semester Portfolios (10 points)**
Students will conduct a video portfolio, which reflects our initiative to integrate technology within higher education. Students will reflect off their first year as a freshman. This is a unique opportunity for other students to gain insight on just who you are, what you have learned, and what you took out of your first full year.

**Writing Assessment**
Grades will be distributed in A,B,C,D, or F format. Students earn an ‘A’ if an essay and/or assignment needs very little revision. Students earn a ‘B’ if an essay and/or assignment shows good work but is not very clear with the purpose. Students earn a ‘C’ if an essay and/or assignment shows average work. Students earn a ‘D’ if an essay and/or assignment shows poor work. Students earn an ‘F’ if an essay and/or assignment show no effort to follow the rubric at all or if it is not done in general.

**Students can earn up to a 100 points.**
A: 90-100
B: 80-89
C: 70-79
D: 60-69

**Policies**
**Late Work**
• It is expected that you will come to class prepared, have read the materials and completed all assignments. Please see Triad L’s policy for late work.

**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 will result in (0).

**Missed Assignments**
• Assignments will not be accepted after its due date. Please note all dates on calendar to avoid confusion. If you need an extension, talk to me ahead of time to make university approved arrangements.

**Attendance/Participation**
• Attendance and participation is vital to your success in the course. Come to class prepared, as you are responsible for keeping up with all the work assigned. More than three absences will result in infractions to your attendance grade.

**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 instruction program may be considered a breach of the peace and is subject to disciplinary sanctions outlined in Article VII of the Student Code of Conduct. Students engaging in unacceptable behavior will 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**
- We are all adults. Phones will need to be put on silence and not on your desk. If you need to respond to a call, step outside silently, and return quietly. Respecting your classmates and the class is important.

**Grading**
- There is a 24 hour waiting period before I will discuss a major assignment. This allows you to think about your grade and reflect on your approach. The 24 hours allows you then to address rationally any questions you may have pertaining to the grade received.

**Preferred Methods for Scholarly Works**
- Correct APA style citations will be required for each essay. We will briefly discuss proper methods of citations. However, it is up to you, the student, to take the initiative and responsibility to learn and adhere to proper APA citation methods.

**Emails**
- Always type in your course and section number, along with providing your full name in emails. Please use correct spelling, sentence structure, and address the email formally.

**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. (March 30th) is the last day to drop a class with an automatic grade of “W” this term.

**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 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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Provisional Course Outline

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 11-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Jan 16-20</td>
</tr>
<tr>
<td>Week 3</td>
<td>Jan 23-27</td>
</tr>
<tr>
<td>Week 4</td>
<td>Jan 30-Feb 3</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 8</td>
</tr>
<tr>
<td>Week 6</td>
<td>Feb 13-17</td>
</tr>
<tr>
<td>Week 7</td>
<td>Feb 22</td>
</tr>
<tr>
<td>Week 8</td>
<td>Feb 27-Mar 2</td>
</tr>
<tr>
<td>Week 9</td>
<td>March 7</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mar 12-16</td>
</tr>
<tr>
<td>Week 10</td>
<td>Mar 19-23</td>
</tr>
<tr>
<td>Week 11</td>
<td>Mar 26</td>
</tr>
<tr>
<td>Week 12</td>
<td>Apr 4</td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr 9 and 11</td>
</tr>
<tr>
<td>Week 14</td>
<td>Apr 16-20</td>
</tr>
<tr>
<td>Week 15</td>
<td>Apr 23-27</td>
</tr>
<tr>
<td>Week 16</td>
<td>Apr 27</td>
</tr>
</tbody>
</table>