Instructor Name: Kellie Jarvis
Office: Faculty Center 129
Telephone: (361) 825-6084
Email: kellie.jarvis@tamucc.edu
Course Website: http://falcon.tamucc.edu/wiki/KellieJarvis/Home
Office Hours: MW 11-11:50; R 9:30 – 10:50 & by appt.

Class: ENGL 1302.885, MW 2-3:15 pm, CCH 210

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)
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>Attendance and Participation</td>
<td>Daily</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>Weekly</td>
<td>10%</td>
</tr>
<tr>
<td>Group Work Contract</td>
<td>Jan 20</td>
<td>5%</td>
</tr>
<tr>
<td>Article Summaries/ Research Journal</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection on Collaboration</td>
<td>TBA</td>
<td>10%</td>
</tr>
<tr>
<td>Review of the Literature/ Objective/ Multiple Perspectives Essay</td>
<td>Feb 24</td>
<td>17.5%</td>
</tr>
<tr>
<td>Publication Proposal Paper</td>
<td>Mar 23</td>
<td>22.5%</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>Apr 16-27</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Attendance and Participation

Active student participation is essential for the successful operation of this student-center course. Without student participation, learning activities suffer. Therefore, 10 points each day are available for participation: it is your decision to earn these points or not. Most days (unless otherwise stated) Attendance and Participation (A&P) grades will also be tied to assignments that were to be completed outside of class, either individual or group. Your evaluation on the assignment will be your A&P points for the day. If you did not complete the assignment, you can still earn "mystery point" (1-5) points for the day for just coming to class. Daily Work CANNOT be made up, so don't ask! However, I only count 90% of the total number of points as 100%, so you have a few "freebies."

Review of Literature

What is it? A Literature Review is not an overview of the great classics of literature. Instead, a Literature Review is a "critical analysis of a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles" (Duke, n.d). The Literature Review is the basis for ALL major work for this class.

You, as a researcher, must understand what conversation (research supported conversation) is occurring within your topic area before joining that conversation.

The Literature Review Project includes: Annotated Bibliography, Draft, Reflection on Collaboration, and Final Paper.

Publication Proposal

The Publication Proposal Project includes: Draft, Reader Response (Group), Reflection on Collaboration (individual), and Final Paper.

Article Summaries

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.

Interdisciplinary Presentation

The Oral Presentation Project includes: Reflection on Collaboration and Final Presentation – evaluated by members of the SLC.

In order to prepare for your Oral Presentation, you must become an expert on your topic by researching and writing your Literature Review Paper and your Research Proposal. The presentations will cover background information, importance of the topic, reveal any gaps in the research, the importance of continuing research to fill this void, along with an overview of one possible experimental design to fill the void. The Oral Presentation is simply another genre of your research and writing – the other genre being the research and writing you conduct in the Literature Review and the Research Proposal.

Midterm and End of the Semester Portfolios

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.

English 1302 Textbooks
• Writing about Writing, Elizabeth Wardle and Doug Downs. 1st ed.

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

Late work 2012

There are established due dates for assignments posted on the Assignments and Evaluations page. Work that is turned in late without an extension will automatically lose 10%.

Attendance 2012

See Attendance and Participation above...

Extension Policy 2012

If for some reason, you are unable to make the deadline, IT IS YOUR RESPONSIBILITY to contact me and make other arrangements, BEFORE THE DUE DATE. We will discuss an alternative completion date. In order to extend a deadline, you must:

• Contact me via email as soon as you know about your completion problems;
• Save your email—you will need it later.
• Save my response to your email.
• We will agree on an alternative date;
• Send me an exact day, date and time that you will be submitting the work.
• After the initial due date, it is up to you to work on the project!
• No additional class time will be taken on the project and you must keep up with the other assignments.
• Your submission will have copies of all our correspondence included on the top of the project; this means you must show the time line of the requests, submission without a timeline, will be evaluated as late.

Resubmissions 2012

• Most major works can be re-submitted for re-evaluation.
• You must have made an original submission to resubmit a work
• You must email me of your intention to do so; both this email and my response must be placed in the resubmission.
• A piece of writing dealing with what has changed in the resubmission and why / how this makes the piece of writing stronger must be included in the resubmission. This is a detailed piece of writing clearly defining / outlining what was changed in the piece of writing. It provides statements for what was changed and how this makes the piece of writing stronger, supporting all statements with specific examples of what changes were made and why.
• The consequences of not following the above procedure: the work will be returned un-evaluated.

• All resubmissions must be in by date of final TBA each semester

**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 will result in one or more of the following:

- Written reprimand;
- Requirement to re-do work in question;
- Requirement to submit additional work;
- Lowering of grade on work in question;
- Assigning grade of “F” to work in question;
- Assigning grade of “F” for course;
- Recommendation for more severe punishment, such as dismissal from the class or from the University.

**APA Citation**

All work must apply the style guide outlined by the American Psychological Association (APA). Online resources may be found at:

[http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

You may also consider purchasing an APA style guide.

**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 30, 2012 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.

University Required Statements

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

Provisional Course Outline

<p>| Week 1     | Jan 11-13 |
| Week 2     | Jan 16-20 |
|            | Jan 16-MLK holiday | Group Contract |
| Week 3     | Jan 23-27 |
| Week 4     | Jan 30-Feb 3 |
| Week 5     | Feb 6-10 |
|            | Annotated Bib for Literature Review |
| Week 6     | Feb 13-17 |
| Week 7     | Feb 20-24 |
| Week 8     | Feb 27-Mar 2 |
| Week 9     | March 5-9 |
|            | Review of the Literature |
| Spring Break | Mar 12-16 | No classes |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10</td>
<td>Mar 19-23</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Mar 26-30</td>
<td>March 30 last day to drop a class</td>
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<tr>
<td>Week 12</td>
<td>Apr 2-6</td>
<td>Proposal Paper Due</td>
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<tr>
<td>Week 13</td>
<td>Apr 9-13</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>Apr 16-20</td>
<td>Presentations</td>
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<tr>
<td>Week 15</td>
<td>Apr 23-27</td>
<td>Presentations FYRC</td>
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<tr>
<td>Week 16</td>
<td>Apr 30-May 1</td>
<td>End-of-Semester Portfolio</td>
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