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Website: http://falcon.tamucc.edu/wiki/SGarza/Home  
Office Hours: Tuesday 1-2pm, Thursday 2-4pm, Sunday evening online, and by appt.

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  
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>On-Line Participation</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>Jan 20</td>
<td>5%</td>
</tr>
<tr>
<td>Research Journal/Annotated Bibliography</td>
<td>Feb 10</td>
<td>10%</td>
</tr>
<tr>
<td>Review of the Literature/ Objective/ Multiple Perspectives Essay</td>
<td>Feb 24</td>
<td>15%</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</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 Presentation</td>
<td>Apr 16-27</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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</tbody>
</table>
In-Class Participation
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.

On-Line Participation
You are expected to complete all work assigned on-line for those days designated as on-line. Your on-line participation grade will be determined by various activities and assignments, including but not limited to peer review of drafts, group discussions and presentation. On-line work cannot be made up.

Homework
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
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.

Review of Literature
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.

Student’s Position
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.

Research Essay (collation of previous work)
This essay will require significant revision of previous projects to collate them into one extended academic argument.

Multimodal Presentation
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.

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.
Online Statements

Description of lessons/modules
Lessons/modules will include work in peer review of drafts, group discussions and presentations.

Technical support information/link
The Island Online (IOL) https://iol.tamucc.edu/

Technical requirements for course
Computer Requirements
IOL runs on a web based application called Blackboard through a web browser. If your computer can successfully run Microsoft Internet Explorer or any of its alternatives, then you will be able to use IOL. Please note that your web browser must be configured properly to work with IOL by installing Sun Java Runtime Environment, ensuring Javascript, pop-up blockers, and cookies settings are properly configured. To check if your web browser is compatible with IOL you can do a browser check-up by visiting the IOL site at https://iol.tamucc.edu/. You may also check a list of IOL compatible browsers.

Delivery of instructor feedback
Instructor response to online requests usually occurs within a 24 hour period, but you can expect a response within 3 days.

Student login expectations
Students will be required to login a minimum of once per week. It is recommended that students check the Blackboard learning space at least twice weekly for updates.

Specific login instructions
Blackboard Login https://bb9.tamucc.edu/webapps/login/

Faculty availability to support students
Instructor maintains a consistent web presence and is available to meet individually (phone meetings are available for students who are not able to come to the campus) with students who need more help.

Types of required interactions

Email
Always include a subject line.
Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your en
Use standard fonts.
Do not send large attachments without permission.
Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to com
Respect the privacy of other class members

Discussion Groups
Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
Try to maintain threads by using the "Reply" button rather starting a new topic.
Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of oth
Be patient and read the comments of other group members thoroughly before entering your remarks.
Be cooperative with group leaders in completing assigned tasks.
Be positive and constructive in group discussions.
Respond in a thoughtful and timely manner.
Chat
Introduce yourself to the other learners in the chat session.
Be polite. Choose your words carefully. Do not use derogatory statements.
Be concise in responding to others in the chat session.
Be prepared to open the chat session at the scheduled time.
Be constructive in your comments and suggestions.

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

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.

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.)

Dropping a Class
Hopefully you will not 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.

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.

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](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</th>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan 11-13</td>
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<tr>
<td>Week 2</td>
<td>Jan 16-20</td>
<td>Jan 16-MLK holiday</td>
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<td></td>
<td></td>
<td>Topic Proposal</td>
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<tr>
<td>Week 3</td>
<td>Jan 23-27</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Jan 30-Feb 3</td>
<td></td>
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<td>Week 5</td>
<td>Feb 6-10</td>
<td>Research Journal</td>
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<td>Week 6</td>
<td>Feb 13-17</td>
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<tr>
<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></td>
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<tr>
<td>Week 9</td>
<td>March 5-9</td>
<td>Midterm Portfolio</td>
</tr>
<tr>
<td><strong>Spring Break</strong></td>
<td>Mar 12-16</td>
<td><strong>No classes</strong></td>
</tr>
<tr>
<td>Week 10</td>
<td>Mar 19-23</td>
<td>Position Paper</td>
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<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>Research Essay 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>
</tr>
<tr>
<td>Week 16</td>
<td>Apr 30-May 1</td>
<td>End-of-Semester Portfolio</td>
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</tbody>
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