ENGL 3361.201 Strategies and Genres of Advanced Writing

FALL 2011

*Syllabus constructed July 1, 2011

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Office hours: MW 2-4, TH 1-2:00, and by appointment

Course Description and Goals

According to the university catalog, this course offers "practice in techniques and tactics of the sophisticated writer [and] focuses on rhetorical strategies that succeed in specific discourse situations, both academic and nonacademic" (TAMU-CC Catalog 2009-2010). This course supports college students in the development of critical thinking and how it relates to writing in academic and non-academic settings. Students will sharpen their critical reading skills by analyzing various texts; they will learn rhetorical strategies to use in various genres and learn and practice theories and approaches to argumentation.

Student Learning Outcomes

The goals of this course are to increase student awareness of strategies and rhetorical decisions that writers make to create various genres for academic and workplace settings. As an educated participant in many writing communities students will be able to employ strategies to meet the needs of distinct audiences. In addition, by the end of this course students should be able to accomplish the following student learning objectives:

- Demonstrate ability to analyze and evaluate electronic journal articles, professional databases, and print sources: Identify the purpose, main idea in an article, the presentation of evidence, and the organization of information
- Understand college writing and workplace writing as a process of answering challenging and socially relevant questions in a comprehensive manner for specific audiences; taking a stand about a social issue
- Identify and analyze the rhetorical elements in a variety of texts.
- Generate meaningful and relevant research questions to address a social issue
- Design and follow an effective research plan;
- Conduct primary research based on observations, interviews, and surveys;
- Effectively incorporate primary and secondary research into their writing, using appropriate documentation;
- Use rhetorical elements to produce a variety of texts (in different genres) for a variety of audiences
• Revise their writing process, learning to revise their work according to self-assessment and reader responses;
• Improve their writing style (word choice, syntax, and sentence structure) beyond second-year levels.

Required Text(s) & Materials

Online articles: PLEASE LOCATE ARTICLES AND SAVE THEM TO A FLASH DRIVE.

Class Structure

A classroom is like a community, and, as you know, a community's wellbeing lies with its membership; therefore, the responsibility for your educational success and the success of others in the class lies largely with you. I can only provide you a means to that success by supporting both individual and collaborative learning experiences. To support this objective, it is important that all members of this classroom community conduct themselves as a professional. And, as many of you already know, being a professional in a classroom setting means always coming to class and being on time, striving diligently to be polite, adhering to the assignment schedule and homework expectations, actively attempting to contribute to the learning setting by bringing knowledge, skills, and expertise to the class at the appropriate time and in the appropriate manner. All of these actions contribute to your educational success, and they have an impact on your peers and on me.

In-Class Writing

For almost every writing assignment I will try to give you some time to work on it in class. You should come to these classes ready to work on your assignments. If students do not come prepared to work on their assignments or do not use all the time given, I will have to end the in-class workshops and make all assignments homework only.

Peer-Review

We will also have peer-coaching sessions to help you get comments from your classmates. You need to have real audiences for your work. When you leave the academic world, you will no longer have a specific teacher who reads your work. In the professional world, you will have numerous audiences with diverse needs. The peer coaching sessions, if taken seriously by all community members, should improve your writing, reading, and editing skills.

Computers and E-mail Accounts

Because this is an advanced composition course, you will be turning in your assignments as computer generated documents, using the Internet for research and various activities, and using your e-mail account for a number of projects. This class is taught in a computer lab, and we will be using the computers for several different purposes. If you are unfamiliar with computers or simple basic word processing, you should consider seeking assistance from Computer Services.
The classroom community will be moving ahead on its assignments. Please get assistance with personal laptops.

As a reminder, you must have an e-mail account. This will not only serve as a medium for communication between you, fellow classmates, and me, but the use of e-mail has been built into several assignments. Please add money to your Sand Dollar account to print documents in class.

Office Hours

I will be available during my office hours, or you may make an appointment with me. Office hours cannot be used for me to re-teach a class you missed during an absence. You are responsible for the information you missed. Please be careful with absences.

Conferences

At present, I have scheduled one required conference for which all students must sign up; however, anyone needing additional conferences to discuss course content or an assignment may see me during my office hours or request a time to see me.

Assignments & Distribution of Grades

Participation (attendance, professional attitude, responsibility) is required.

- Analysis of Journal Articles 15%
- Take a Stand Paper 20%
- Revision Paper 10%
- Proposal for Problem Solving Effort 5%
- Problem Solving: Report on Options 25%
- Evaluation Essay 15%
- Progress Report 5%
- Oral Presentation 5%

Course Policies

Attendance/Absences

The reason for missing a class may be legitimate; however I do not wish to judge excuses or question a student’s veracity. Into the schedule I have woven several out-of-class work (field) days. You do not want to be absent because daily work cannot be made up.

If you realize that an emergency will keep you from class for more than one day, be sure to call me first to discuss your emergency. Also, you may want to speak with the Office of Student Affairs. [On the third absence, I will have to deduct 10 points from the final grade.]

THERE ARE NO MAKE UP TESTS for missed readings, quizzes, and in-class writing. THINK CAREFULLY ABOUT BEING ABSENT.
• You may have a maximum of two (2) absences, but you cannot make up any in-class writing. Use the two absence day in cases of actual illness and emergencies. Emergencies will require appropriate documentation. **On the third absence, your final grade will drop by a letter grade.**

• To be considered present, you must be on time, participate in all class activities, and remain in class for the entire period. Leaving early, coming in late, or not participating in in-class work will result in a zero for any in-class work that day.

• Please keep the contact information for another student in class to find out about what you missed. The online schedule specifies exactly what is due.

**Submitting Assignments:**
All final drafts of the major assignments must be submitted in person in class. Use MLA or APA documentation styles. See me for assistance.

Please do not send coursework of any kind to the instructor via email.

Before printing each your assignment, make sure it is saved as a Microsoft Word document. If you are using word processing software other than Microsoft Word (such as Wordperfect, Open Office, or MS Works), please go to "Save As" under the file menu. Under "File Type," please select Rich Text Format before saving.

We want you to be able to open your documents to avoid worry and frustration.

**Late Work**

**I do not accept late work.**

• Key assignments: must be turned in when they are due.
• In-class work may not be made up or turned in late.

**Class Conduct**
In general, treat each other and the instructor with respect and follow simple standards of common courtesy. Here are a few specifics:

• **NO CELL PHONES IN CLASS.**
  Please turn off all cell phones or other electronic communication devices and place them out of sight (in a bag, purse, pocket) while in class. Do not check them during class for any reason—if you need to know the time, the computers register the time.
  • I have the right to decline to grade an in-class paper or test if a student uses his/her cell phone in class.

• **NO ONLINE SOCIAL NETWORKING IS ALLOWED IN CLASS.**
  Do not talk or make excessive noise while the instructor or another student is speaking to the class as a whole.
  • When group work is assigned in class, you must work in a group, not as an individual.
During group work time, please stay on task and work cooperatively with other group members.

Academic Honesty/Plagiarism
The University will not tolerate plagiarism or any other form of intellectual/academic dishonesty. Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Regardless, work that is turned in for the course that is plagiarized will be failed. If you are unsure about your use of sources, please consult with me or visit the writing center (Library 216) for advice on source documentation BEFORE the item is due. For this course, you must use either MLA or APA citation style. Any grammar handbook and many web sites have directions on correct citation. Click here for an excellent review of the various forms of plagiarism. It is long, but worthwhile.

Documentation Style
Click here for site on MLA documentation rules and here for APA documentation rules.

Reminder to English Majors
As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

CASA/Writing Center
This is a valuable, free service for all students. I would encourage all students to take advantage of the service. You should consider working with a tutor for additional feedback beyond the classroom.

Prerequisites
Typing ability is a prerequisite. Other prerequisites are English 1301 and 1302.

Success in the Course
I am very pleased to be working with you. In this class we all help each other, and we applaud each other's successes. I treat each student with respect, and I expect students to treat each other and me with courtesy and respect. Each one of us should encourage behaviors that help reach excellence. We should not have talking that interferes with learning, tardiness, leaving class early, and talking on cell phones.

Come See Me
If at any time you have concerns or questions regarding anything connected to the course, your performance in the course, and grades, please come to my office to talk with me privately. In the professional world, matters of a personal nature are discussed in private, not in front of fellow
employees. In my office you and I can deal with any concerns or questions. (I do not discuss grades in class. Wait a day after a grade has been assigned to come to my office.) If you do not understand something, come to the office immediately or telephone me. You can also send an email.

You need to understand that I cannot assign an A to a paper that does not meet the criteria for excellence. I take much time to read and respond to your papers, so please be sure to read my comments. They offer guidance.

Notice to Students with Disabilities: Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

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.

Reminder to English Majors: As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

If your major is in another College (e.g., Education), please contact that college for information and requirements about advising.
**Questions?**
If you have any questions or concerns regarding this syllabus, please speak with me as soon as possible. You are responsible for understanding and adhering to the policies of this course and TAMU-CC.

I AM VERY PLEASED THAT YOU ARE IN THE CLASS. I will be very pleased to help you. Come see me when you have questions.

**SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>In class work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>Wed</td>
<td>Introduction to course: syllabus, introductions of students; information sheet; most effective speaker/writer, most effective document texts and materials; log onto computers to secure a copy of the syllabus and schedule.</td>
</tr>
<tr>
<td>29</td>
<td>Mon</td>
<td>Discuss handout regarding rhetoric from Rhetoric and Style. Log onto the computers to secure class schedule. Talk about types of writing in majors (areas of interest) and journals in major/areas. Talk about journal article assignment: What subject attracts you? Do you find arguments in these kinds of writing? Choose <strong>two</strong> articles that attract your attention because of the genre, the argument, the evidence, the credibility. Identify journal articles: peer reviewed, full-length copies. Read &quot;Analyzing a Source&quot; handout. Follow the elements for analyzing articles.</td>
</tr>
<tr>
<td>31</td>
<td>Wed</td>
<td>Discuss articles (Students will share findings.) Discuss journal article analysis assignment: &quot;Analyzing a Source&quot; handout. Discuss critical reading and annotating texts Identify journal article: Analyze purpose, audience, key point (argument), ethos of the writer, support, and sources. Prepare the analyses of 2 articles for submission.</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Homework</td>
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<tr>
<td>Sept 5</td>
<td>Mon</td>
<td>NO CLASS</td>
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<tr>
<td>7</td>
<td>Wed</td>
<td>DUE: article analyses of 2 journal articles</td>
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<tr>
<td>12</td>
<td>Mon</td>
<td>Work on Take a Stand Paper (genre)</td>
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<tr>
<td>14</td>
<td>Wed</td>
<td>Work on stand</td>
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<tr>
<td>19</td>
<td>Mon</td>
<td>Work on stand</td>
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<tr>
<td>21</td>
<td>Wed</td>
<td>Due: draft of stand</td>
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<tr>
<td>26</td>
<td>Mon</td>
<td>Due: Final draft - Take a Stand Paper</td>
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<tr>
<td>28</td>
<td>Wed</td>
<td>Work on revision of stand paper</td>
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<tr>
<td>Oct 3</td>
<td>Mon</td>
<td>Work on revision of stand paper</td>
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<td>5</td>
<td>Wed</td>
<td>DUE: Revision of Stand Paper</td>
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<tr>
<td>10</td>
<td>Mon</td>
<td>Introduce the Proposal as genre for problem solving</td>
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<tr>
<td>12</td>
<td>Wed</td>
<td>Work on Proposal</td>
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<tr>
<td>17</td>
<td>Mon</td>
<td>Work on Proposal</td>
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<tr>
<td>19</td>
<td>Wed</td>
<td>DUE: Proposal; Work on Problem Solving Paper (genre)</td>
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<tr>
<td>24</td>
<td>Mon</td>
<td>Work on Problem-Solving Paper</td>
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<tr>
<td>26</td>
<td>Wed</td>
<td>Conferences</td>
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<tr>
<td>31</td>
<td>Mon</td>
<td>Halloween- No class</td>
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<td>Nov 2</td>
<td>Wed</td>
<td>Work on Problem Solving Paper</td>
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<tr>
<td>7</td>
<td>Mon</td>
<td>DUE: Work on Problem Solving Paper</td>
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<tr>
<td>9</td>
<td>Wed</td>
<td>Introduce Evaluation Report</td>
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<tr>
<td>14</td>
<td>Mon</td>
<td>Work on Evaluation Report</td>
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<tr>
<td>16</td>
<td>Wed</td>
<td>Draft#1 of Evaluation Report</td>
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<tr>
<td>21</td>
<td>Mon</td>
<td>Revision of draft- Evaluation Report</td>
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<tr>
<td>23</td>
<td>Wed</td>
<td>Revision of draft- Evaluation Report</td>
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<tr>
<td>28</td>
<td>Mon</td>
<td>Due: Evaluation Report</td>
</tr>
<tr>
<td>30</td>
<td>Wed</td>
<td>Oral presentations</td>
</tr>
</tbody>
</table>

Dec 5 Mon: Last day of class

Dec 9 Submit last project: my office FC 288.