English 1301.140
Composition I

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Office Hours: Mon. 1pm-3pm, Tues. /Thurs. 4pm-5pm or by appointment
Note: If you need to reach me after class or office hours, please send me an email.

Class: ENGL 1301.140, Composition I, TR 12:30 PM – 1:45 PM, CCH 232
       ENGL 1301.141, Composition I, TR 8:00 AM – 9:15 AM, CCH 206

Course Description
Principles, techniques, and processes of written composition, textual analysis, and critical thinking.

Welcome to English 1301, Composition I, the first of two writing courses you will complete as part of the University Core Curriculum. English 1301 introduces you to college-level writing, reading, thinking, and learning.

English 1301 emphasizes writing for different audiences, purposes, and contexts, using appropriate genre and conventions. You will deepen your understanding of and develop your use of writing processes that include invention, multiple drafts, sharing and responding to work in progress, revising, editing, and publishing. You will develop information literacy and engage in critical thinking as you work through writing and reading assignment sequences that require ongoing inquiry and problem solving. Whenever possible, I will link these skills with the “real” world so that you can see how our composition class prepares you for not only college writing but also writing and thinking in your field.

1301 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
- Analyze complex issues / ideas in research-based academic writing
- Analyze and interpret a variety of texts
- Write in several genres
- Produce an introduction with a solid focus, direction, and purpose
- Cohesively integrate academic research to support the writer's purpose
- Connect ideas across courses

The required textbook for all English 1301 classes
- Writing about Writing, by Elizabeth Wardle and Doug Downs

1301 will also require these other materials
- Access to University Network and an active “Islander” e-mail account.
- Access to a computer with Microsoft Word.
- Access to the Internet and Facebook, to join in the Triad B Globetrekker community.
- Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus.
- Sanddollar card and money in your account to print on campus, if needed.
- Be sure and always bring a pen and paper to class.

Grade Distribution (dates are subject to change, nature of assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% course grade</th>
</tr>
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<tbody>
<tr>
<td>In-Class Participation/ Attendance</td>
<td>Daily</td>
<td>15</td>
</tr>
<tr>
<td>Learning Community: Norm Busting</td>
<td>10/9</td>
<td>10</td>
</tr>
<tr>
<td>P1: Literacy Narrative</td>
<td>9/14</td>
<td>10</td>
</tr>
<tr>
<td>P2: Navigating Sources</td>
<td>10/5</td>
<td>10</td>
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Numerical Grade Distribution

| Portfolio1: Midterm Reflection | 10/19 | 10 |
| P3: Annotated Bibliography     | 11/9  | 5  |
| P3: Research Proposal         | 11/16 | 5  |
| P4: Discourse Community Ethnography for Student Research | 12/4 | 10 |
| P4: Multimedia/Poster Presentation for FYC | 11/29 | 10 |
| Portfolio2: End of Semester Portfolio | 11/23 | 15 |
| Total                         |       | 100 |

<table>
<thead>
<tr>
<th>Grade Point Distribution</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
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<tr>
<td>C</td>
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<td>D</td>
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Brief Description
The course will be divided into four units, each covering specific aspects within the study of writing. You will be asked to write an essay for each unit covered, a total of 4 major writing assignments in the course of the semester. You will also be asked to submit 1 reflection: midterm and 1 major portfolios: final. Specific guidelines will be posted to the class website for these as well as other writing assignments.

Attendance/Participation
Sign – in sheets, journals, group work, in - class writing, drafts, peer reviews, quizzes, homework

Major Projects
For full descriptions of each project, see links on my wiki.

Citation Style
We will use APA citation for all our projects as this style or a variation of it is used by many disciplines.

First 8 weeks
The first half of the semester will focus on getting students to examine how their own personal histories (past writing/reading experiences as well as community involvements) have influenced their writing today. Further, this will get them to reshape their own writing strategies and methods. There will be 2 major writing assignments in this section, along with “feeder assignments” that lead up to the major essays.

Midterm
Your midterm assignment will consist of a 2-4 page reflection on the content and work up to this point.

Second 8 weeks
During the second half of the semester, students will focus their energy toward understanding research and the research process in order to help situate them within academic discourse. They will examine how texts communicate ideas and authors obtain authority. They will be given 2 major writing assignments during this half.

Final
Your final portfolio will show me what you consider the most important skills you have learned from this class and will include evident to support your attainment of these skills. A short reflection letter of 1-2 pages will accompany your portfolio to look back at your midterm thoughts and bring them through to the conclusion of the course.

Policies

Professionalism & Class Expectations
As a member of the university community, you may or may not be familiar with the general rules for acceptable college-level conduct. All instructors have their “do’s” and “don’ts,” which will vary from course to course. You will also find that many of these general rules apply to the workplace. Please keep in mind; I expect you to:

- BE PUNCTUAL. Attendance will be recorded for each class meeting, including peer reviews, conferences, and workshop days. See the attendance policy below.
- COME TO CLASS PREPARED. Read all assigned readings, complete all assigned work, and come to class fully
prepared to write and talk about the day’s topics, readings, and writings.

- **BE RESPECTFUL:** Treat your peers and me with respect, even if our worldviews, values, and opinions are wildly different from yours. Please be tolerant and respectful of others.
- **COMMUNICATE WITH ME.** If there is something going on in your life that is affecting your work, please let me know as soon as possible. If you don’t understand or are having trouble completing an assignment, please let me know so I can work with you to help you.
- **MEET DEADLINES.** While I should not have to tell you this, it is your responsibility to turn in your assignments at the designated time and date.
- **DO NOT BRING IN FOOD OR DRINKS.** The computer labs do not allow food or drinks unless they are closed bottles kept on the floor.
- **PLEASE STAY QUIET WHILE I’M SPEAKING.** As a student, I found it hard to pay attention to the teacher when various conversations were going on in the classroom. Please have respect for my time and effort in putting together a lesson, and I will respect your time and effort in my class in return.

**Technology Policy**
This course will heavily rely on the use of technology. You will be required to submit writing assignments on Wiki, BlackBoard, through email, and sometimes (rarely) you will need to print a hardcopy and bring it to class. It is part of our effort to be more environmentally conscious and responsible. That being said, “my printer is out of ink” or “I don’t have internet” is no excuse for you to not submit your work on time. Early in the course, we will go over the printing and internet options on campus.

**Social Networking and Cell Phones Policy**
Our class is held in a computer lab, so you will have full access to the internet and any other online resources you will need during our class meetings.

- **Computers:** During class time, do not use the computer (either in the lab or your own laptop) to login to Facebook, MySpace, Twitter, play games, chat, check your email, or anything else personal and not related to class work. I find this to be extremely rude because they are cutting into class activities. **Inappropriate use of technology may result in my asking you to leave class, resulting in an absence for the day (See daily late work and attendance policies below as this may affect more than just you participation grade).**
- **Cell phones, iPads, iPods, etc.:** A ringing cell phone during class time is extremely disrespectful and disruptive. Please disable all electronic devices BEFORE class begins – whether it be switched off, silenced, or switched to vibrate mode. Do not text or answer phone calls during class. If it is necessary for you to take a call during class on a particular day, come and speak to me before class and I will excuse you as needed. **If I see you with your cell phone out during class, I will ask you to leave class, resulting in an absence for the day (See daily late work and attendance policies below as this may affect more than just you participation grade).**

**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 daily in-class grades. 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.
- 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 two times each semester. 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. You automatically lose 10 points off your homework for turning it in late.
- For the major writing projects, you may submit only one of those late and you must have a university-approved absence. You cannot submit Project 4 late since it’s due at the end of the semester. Be aware that you automatically lose 5 points off your original grade every day the major writing assignment is late (that is ½ of a letter grade!). So, if an assignment is due Tuesday by the beginning of class, and you submit it somewhere between the beginning of class and 23 hours and 59 minutes later, you lose 5 points. 24 hours to 48 hours late, you lose 10 points, and so on.

**Attendance Policy**
You are permitted up to two unexcused absences. For each absence after 2, you will lose 1 point from your in-class participation and attendance grade. See the handbook for how many absences it takes to fail the course.

**Grade Discussion**
Grading is not an exact science. I use the assignment description, evaluation guidelines, and read each submission. I try to determine the grade that your work earns as fairly and as reliably as possible. In doing this, I realize that numerous factors come into play during the evaluation process, which could affect the assigned grade.
Since this is your work, if upon review you believe that your earned grade should be assessed differently, you have the option of discussing it with me. I do have some ground rules for this. You must wait 24 hours after the return of your work. After this “cooling off” period, make an appointment during my office hours for discussion. At this time, bring specific areas where you disagree with my evaluation, using the criteria, the assignment description, and specific evidence from your work that supports your evaluation. This should be in the form of a written/ visual piece dealing with where in your assignment you feel you have meet the criteria. You must be able to support your statements with examples from your work. SHOW ME! Your responsibility in this is that you bring your work and have your argument for the evaluation you believe your work earned (not deserved). You will be supporting this with text sections from your piece.

Extra Credit
Extra credit will be given for attending cultural/ university functions (with a short reflection paper and proof of attendance) and for Writing Center visits (with their slip as proof). These will be accepted up to the maximum points set by the department.

- FYI: When grading your papers, I take into account the effort you put into your work. Though you may not get extra credit for extra visits to the Writing Center, I look at this as part of your taking responsibility for your learning. It is impressive and helpful for students to use the available campus resources.

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.

University Rule: 13.02.99.C3.01 Procedure for Academic Misconduct Cases
Disciplinary action for academic misconduct is first the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic misconduct and with giving appropriate sanction to any student involved. The faculty member must file a record (an Academic Misconduct Incident Form) for each case of academic misconduct, along with any materials involved. Any student who has been penalized for academic misconduct has the right to appeal the judgment or the penalty assessed, unless the student chooses not to sign the Academic Misconduct Incident Form within the time constraints indicated below. (Further details are available the University website: http://www.tamucc.edu/provost/university_rules/index.html, or from the Division of Student Affairs at 825-2612.

Plagiarism includes:
1. using the work of another as your own,
2. downloading or purchasing ready-made essays off the web and using them as your own,
3. using resource materials without correct documentation,
4. using the organization or language of a source without using quote marks and proper citation.

Be aware that there are other ways to use sources incorrectly, or to plagiarize. When in doubt, visit me or the Writing Center for help on correct use of sources, how to paraphrase, and how to document correctly.

Academic Dishonesty
Other forms of academic dishonesty include falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submission (using the same material for two separate assignments or courses without permission from the instructors), and abuse of academic materials (the intentional destruction of resource materials).

Resources
The Center for Academic Student Achievement (CASA)
The consultants at the Writing Center invite any individual at TAMUCC who wants assistance or guidance with any type of writing project to come and meet with them. Throughout the semester, if I believe that your writing needs additional work or attention, I may suggest that you make an appointment with a consultant at the Writing Center. The Writing Center is located in the Glasscock Building 112 (GSSC 112). CASA also provides tutoring in the sciences, mathematics, history, political science, psychology, and Spanish. Visit http://casa.tamucc.edu/ for more information.

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 (subject to change; always check Wiki for latest class plans)
Week 1 Introductions/ Syllabus; Reading 1
Week 2 Reading 2
Week 3 rough drafts of P1 due; peer review; conferences
Week 4 Project 1 due; P2 introduction; P2 readings
Week 5 P2 readings/activities
Week 6 P2 draft; peer review;
Week 7 P2 conferencing; introduce P3
Week 8 P3 readings; research & two annotated sources; Reflection Midterm
Week 9 Draft 1 of P3; peer review; credibility of sources
Week 10 Draft 2 of P3; in class revision & peer review; conferences for P3
Week 11 P3 due; Drop Date (Friday, Nov. 5); introduce P4; P4 readings
Week 12 P4 readings; draft and peer review of P4
Week 13 FY celebration prep; P4 conferences
Week 14 In class practice for FYC; Thanksgiving
Week 15 First-Year Celebration (Thursday, Dec. 1);
Week 16 Project 4; Last day of class