English 1301.201—Spring Semester 2013
Composition I

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Office Hours: 3:30-5:30 pm MW, 10-11 TR, or by appointment

Class: ENGL 1301.201, LEC composition I 25(25) MW 2:00-3:15 CCH 209

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

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
- No required text

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.
- 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 (or pencil) and paper to class.

Conferencing
Since we will employ a mixture of me-talking, you-writing, and you reading-and-responding-to-each-other’s-writing in workshop sessions, I will find time to conference with each of you in-class. But I will also ask you to sign up for appointments to see me in my office from time to time throughout the semester. This sort of one-on-one meeting in my office is normal (and painless), so I will expect you to show up when we agree to meet (In other words, it’s required ).

Academic Journal
An essential part of this class is the writing journal that each of you will keep. Possibly you have kept a journal before. While the academic journal has some similarities to a personal journal or diary, the academic journal has as its main goal to engage you in writing to learn and to help you to keep track of what you are learning and how you are learning. I will post some guidelines which contains more information about the academic journal soon.
Papers
You will write four finished-quality papers this semester, including a number of drafts and peer reviews. Generally speaking, we proceed from a personal experience-based essay to expository essays (essays that explain) to an I-search paper this semester.

Portfolio
The word portfolio comes from the Latin words meaning “to carry a sheet or leaf of paper.” Artists, photographers, designers, and investors carry portfolios with examples of their work to show the range and level of their talents. The English 1301 portfolio is designed to encourage your growth and to demonstrate your achievement as a writer. We will use the portfolio to collect the writing and thinking you do this semester. You can use your three-ring binder and dividers to create your writing portfolio.

It is very important that you keep ALL the writing you do for this class, including all rough drafts, freewriting, scribbles, and lists of ideas. Part of your final grade will be based on the work you have done in the process of completing your papers, and on your willingness to revise your work in response to peer responses, instructor comments, and/or your own interaction with your writing processes. Also, I may ask to see your drafts or ideas at any time during the writing process. Much of our work will be done in our computerized writing environment, but you need to keep all handwritten material as well. Keep these things in your portfolio. I will give you more complete guidelines for the final form of your portfolio later in the semester.

Evaluation
Your final grade in English 1301 is based primarily on your progress as a writer and involves the criteria of focus, audience awareness, development, organization, style, and mechanical acceptability. Generally, the grade range is between C and A, with a C representing average but satisfactory development of the above criteria, a B representing above average development, and an A representing superior development. Because this is a course focusing on portfolio evaluation, you will have many opportunities to revise your work and develop as a competent writer who is involved in critical thinking and cultural critique. Such development requires effort and an understanding of your own writing process. If your work represents below average development, your work will receive a D. D work suggests that a writer is unaware of the contexts, formats, and stylistic choices that affect his or her writing.

Portfolio grades can suffer through several means: your absence from peer review, absence of any planning, first version, or final version, absence on days in which in-class writings are planned, etc. (Much of this falls under the general description of “being a ‘bad’ citizen.”)

Academic journal grades can suffer from a lack of consistency in entry, too short of entries, entries not addressing issues about which you will be writing.

Attendance problems will affect all grades in the course, as I will explain in the following section.

Often, a student may have concerns about the direction of the class or about a grade he or she has received. If you have a question or concern, I encourage you to first see me about it. If after discussion, your concern continues, I encourage you to see Dr. Susan Murphy, Director, First-Year Writing Program.

Grade Breakdown
Your Course Writing Portfolio
• components & evidence of process grade = 40 points maximum
• quality of final drafts grade = 35 points maximum
• participation (This area includes all evidence of participation, including attendance at individual conferences, class participation, completion of daily assignments, etc. = 25 points maximum

Attendance, Participation, and Professionalism
English 1301 is devoted to developing your thinking and writing skills, and these objectives cannot be met simply through lectures, assigned readings, and tests. Because important work takes place in class--writing exercises, workshops, Interchange, reading interpretation--class attendance and participation is essential; absences are not acceptable. Attending regularly or not, students are responsible for all work and for keeping up with assignments announced in their absence. Students cannot expect to make up or receive credit for work specifically designed to be done in class, nor can students expect an instructor to re-teach missed classes at the students’ convenience. Missing class may mean missing out on information or activities that can affect your final grade in this course. You may miss two classes for any reason, without explanation, but after two absences, I will lower your final grade by two points for each absence.
In short, here’s my attendance policy: I have to be here; so do you!

You will also discover that a computer-assisted classroom is not a lecture hall. Much of your time will be spent working in groups, drafting documents, or discussing issues both orally and electronically. When we talk as a class, the time is meant to be a daily discussion of issues related language and culture, a discussion which will come from your personal experience as well as the assigned readings from the course BlackBoard site and in-class planning, drafting, and revising activities. Furthermore, this class is a de-centered class in which I will ask you to direct the class by sharing your ideas and making group presentations on readings and the popular texts you will be consulting this term. Although the classroom environment cannot perfectly represent the professional world, professional standards still apply. You would not just miss work or other professional obligations and expect to be respected by peers or to keep your job. I also hope you will consider your writing as an extension of your professional image. As a result, all work must be word-processed, edited, and revised.

Manuscript Form
All the writing that your classmates and I read must be legible. All essays must be typed--preferably using our computer system’s software--and double spaced, and must include titles. All pages must be numbered. Please make sure that your name and section # is written legibly on all course materials.

Policies

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
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).

Notice to 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 Corpus Christi Hall 116.

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.

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.

**Course Syllabus**
I’m really excited to teach a Comp 1 class this semester. We will be working on a course theme, Forgiveness. Since I want to create a course that will meet the needs of the actual students in the class, I will use the first few classes to get to know you and your writing. I will be distributing the course syllabus in “chunks” as we progress through the semester so that I can adjust what-we-do to what-we-need-to-do. (This is part of why it’s so important for you to attend every class!)