English 1301. 203
Composition I

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(classroom East bldg. between FC and BH)
Office Hours: M/W 9:00-11:30 & TR 8:00 to 9:15 & PRN
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The phone available only during office hours, please if you need to contact me at other times use email, twitter or IM's.

Class webpage: http://feliciadz.pbworks.com
Class Twitter: http://twitter.com/feliciadz

Any questions or comments please feel free to e-mail, IM or twitter me.

Yahoo ID = FCDziadek , AIM = FDziadek , Skype: FeliciaCD & Fb: fae.dziadek

Note: If you need to reach me outside of office hours, please send me an e-mail. I check my e-mail regularly, several times a day, so you will receive a prompt response.

Purpose: To introduce you to various discourse communities and to write within various genres.

Course Description

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 extensive 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.

This course is not a repeat of the writing courses you have completed to earn your high school diploma. In fact, you will find much of this course to be challenging because you will be asked to complete assignments and activities that are different from the work you have done before now. You are not required to take college composition because of some shortcoming in your high school preparation. We assume that all students in the First Year (FY) writing courses have been successful writers before now. But we know that the kinds of writing you have learned to do so far will not necessarily be effective in your college courses or in your life outside or after college. Instead, you take college composition courses to prepare you for the challenging writing assignments you will be expected to complete in your academic career here and beyond. FY writing courses add to your writer's repertoire.

In Fall 2009, in English 1301, we will be focusing on writing for specific discourse communities and learning how we transfer learning to other types of discourse communities. In these explorations, you will examine your own communities and values; define a research question connected to your interests, communities, and/or lecture topics; and explore problems and
solutions provided for that question. Your work in this course will be collected in portfolios that will be shared and graded by both your composition teacher and seminar leader.

**FYWP Goals 1301**
- Develop cross-cultural understanding and respect
- Use writing, reading, and academic inquiry for learning, critical thinking, and problem solving
- Write, read, and speak for a variety of real-world purposes and for various audiences
- Write with readers in mind
- Read with writers in mind
- Deepen understanding of the reflexive processes of invention, drafting, revision, and editing
- Connect concepts across Triad courses
- Learn, evaluate, and use computer technology as a writing, reading, and research tool

**FYWP Objectives 1301**
- Read texts that enhance cross-cultural understanding and respect
- Analyze a variety of texts written for various rhetorical purposes and audiences
- Evaluate a variety of texts as ethically responsible and rhetorically effective
- Understand the relationship between disciplinary perspectives and criteria for validity and rhetorical effectiveness
- Connect ideas, claims and issues across contexts
- Understand the nature of inquiry
- Locate appropriate primary and secondary sources [emphasize personal experience, readings and qualitative research observations and interviews]
- Evaluate appropriate primary and secondary sources in terms of credibility, context, author, purpose and audience
- Extend strategies for invention, revision, and the production of texts to academic discourse [emphasize focus, audience, organizational strategies, and the constraints of in-class timed writings]
- Integrate quotations and supporting material from experience, readings, and research
- Use conventions that are rhetorically appropriate to the purpose of the texts [emphasize sentence boundaries, non-sexist usage, editing for clarity and style]
- Develop a vocabulary and context-specific criteria for assessing their own writing and their peers
- Collaborate and interact with peers and instructors for various purposes through discussions, peer critique, interchanges, on-line exchanges, workshops, and conferences
- Understand the limits, problems, and possibilities connected with computer technology
- Use computer technology to generate texts, discuss readings, communicate across disciplinary contexts, and solve problems
- Generate a writing portfolio
- Self-assess inquiry, writing processes and products

**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
- Integrate internal citations into the writer's ideas
- Connect ideas across courses

Additional Student Learning Outcomes for text (Writing About Writing)

**Student Learning Outcomes**
Upon completion of this course, students will be able to
- Demonstrate an understanding of Rhetorical situations & Discourse communities and how they are connected to writing & reading.
- Understand how writers construct texts persuasively (or not) and how reading construct meaning(s) from texts.
- Use Critical Thinking Skills to examine information, events and ideas from broader perspective.
- Recognize an understanding of how knowledge & language are constructed within discourse communities.
Reconize an understanding of how knowledge & language are constructed within discourse communities.

Demonstrate ability to rhetorically read difficult texts.

The student will be able to consider their own writing processes and practices and learn how to adapt them as neccessary for discourses used within the university.

Demonstrate an understanding of writing and research as processes requiring planning, incubation, revision and collaboration.

Develop/aquire vocabulary for talking about the writing process.

Understand themselves as writers.

Write in several genres

Aquire tools for successfully responding to varied discourse conventions and genres in different classes.

Books and Materials
The primary text for the English 1302 class is:

- Writing about Writing, by; Elizabeth Wardle & Doug Downs

Other Necessities:
- Access to University Network
- Active email account
- USB "stick" drive to save and transport computer files between home & class
- Sand dollar card for:
  - printing in computer labs
  - library loans
  - food purchase and UC Shop

Assignments
- We will be doing writing in and outside of class
- Some assigned readings
- We conduct group discussions about the reading or a brief in-class writing about the reading that you will turn in for daily points.
- Four Writing Projects & Attendance to the FY Conference.
- ADD LINK TO CLASS PLANS HERE

Grade Distribution for English 1301

Project One = 100 points
Project Two = 100 points
Project Three = 100 points
Project Four = 100 points

Daily Work/Attendance/participation = 400 points
- Break down of Attendance/Participation = 150 points
- Break down of Daily: Journals, Group work, in-class writing, pre-writing, Drafts, Peer Reviews, and reflectives, blogs = 250 points

First Year Celebration Presentation = 100 points
Final Portfolio/ Reflective Writing = 100 points

Total points 1000 points.

Point Key for the Course
1000-900 = A
899-800 = B
799-700 = C
699-600 = D
599 and lower = F

FIGURING YOUR GRADE
During the semester you can check your grades by keeping all writing assignments and project handouts. To calculate your
grade before the end of the semester, total the number of points you have earned thus far and divide by the total number of points possible. Then, multiply by 100. This is the easiest system to figure grades; it is not complicated to do, so please do not come and ask me to figure your grades for you.

**Types of Essay Writing this Semester**
Project One: Autobiographical Discourse Narrative  
Project Two: Rhetorical Analysis  
Project Three: Research 101  
Project Four: Ethnographic Research

**Project DUE Dates:**
- Project 1: 9/21/12  
- Project 2: 10/12/12  
- Project 3: 11/02/12  
- Project 4: 12/04/12

**Special Features this Semester:**
- Blogging  
- face booking  
- hoot course  
- film

Class Plans Outline (Subject to change please check the official class plans page for the most update version)

**Week One**
- **Thurs Aug 25, 2012** Introduction to course/ in-class writing

**Week Two**
- **Tues Aug 28, 2012** Create pbworks page & Review some bk board information  
- **Thurs Aug 30, 2012** invention/ Read Rhetorical Situations and Their Consituents (pg 101) in Writing about Writing

**Week Three**
- **Tues, Sept 4, 2012** invention/ Read "The Composing process of Unskilled College Writers" pag 191 in WAW  
- **Thurs, Sept 7, 2012** "All writing is Autobiography" pg 56-65 & Rd: Clive Thompson on the New Literacy (groups 1 & 2) and We are all writers Now

**Week Four**
- **Tues Sept 11, 2012** OUTLINE DUE  
- **Thurs Sept 13, 2012** TAKE SURVEY DOOLAN

**Week Five**
- **Tues Sept 18, 2012** Draft DUE  
- **Thurs Sept 20, 2012** reflective writing and workshop on paper

**Friday Sept 21, 2012 Project 1 DUE posted online**

**Week Six**
- **Tues Oct 25, 2012** invention/ Read “The Concept of Discourse Community” pg 466  
- **Thurs Oct 27, 2012** invention/ "The idea of Community in the Study of Writing" pg 581 7 How Twittering Creates a social sixth sense & Pre-Write

**Week Seven**
- **Tues Oct 2, 2012** invention/ research and using sources  
- **Thurs Oct 4, 2012** outline due/ class discussion on writing process.
Week Eight
- Tues Oct 9, 2012 Draft Due/ peer review (Compinar)
- Thurs Oct 11, 2012 Reflective Writing/ Workshop(Compinar)

Friday, Oct 12, 2012 (Project 2 due)

Week Nine
- Tues Oct 16, 2012 What is an Ann Bib? WHY???
- Thurs Oct 18, 2012 Research / MID-Term Portfolio DUE Seminar

Week Ten
- Tues Oct 23, 2012 Research Intro APA assignment
- Thurs Oct 25, 2012 APA assignment

Week Eleven
- Thurs Oct 30, 2012 Research Proposal
  Friday Nov 2, 2012 Project Three due

Friday, November 2nd - Drop Date!

Week Twelve
- Tues, Nov 6, 2012 Invention / Read “Coached Can Read, Too: An Ethnographic Study of Football Coaching Discourse Community pg 557
- Thurs, Nov 8, 2012 Invention/ What is Ethnographic Research/ Read “Identity, Authority, and Learning to Write in New Workplaces” pg 520 RESEARCH

Week Thirteen
- Tues Nov 13, 2012 Workshop on organizing your research/ OUTLINE "Read in WAW"A stranger in Stange Lands: A College Student Writing across the Curriculum" pg 667/ Presentation Guide
- Thurs Nov 15, 2012 Model Presentations

Week Fourteen
- Tues Nov 20,2012 Workshop on Presentations/ Draft Due
- Thurs Nov 23, 2012 Thanksgiving Holiday!

Week Fifteen
- Tues Nov 26 - Draft DUE
- Thurs Nov 29, 2012 First-Year Celebration!

Week Sixteen
- Tues Dec 4, 2012 Project 4 DUE

Grades for the paper will be as follows:
D—your command of writing conventions and surface features does not fulfill college level standards and you have failed to meet the requirements of the assignment. You will have to re-write this paper. C—your command of writing conventions and surface features is competent for college level standards and you have adequately met the requirements of the assignment. B—your command of writing conventions and surface features is above average for college level standards and you have displayed thoughtful analysis and care in meeting the requirements of the assignment. A—your command of writing conventions and surface features is superior. You write with confidence and your analysis and quality of performance is excellent.

Note: On the days when a draft is due a peer reviews will be done during class time. A grade will be logged into the grade book. All drafts must be typed and posted onto your wiki page.

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.

**Late Work**

Late papers will only be accepted if arrangements are made in advance. Documentation is necessary, but it remains the instructor’s decision whether or not to accept late projects. If there is a serious problem, you will be asked to confer with your instructor and/or adviser, and may be asked to sign a work contract with them. This includes absences due to athletes or university-sanctioned activities.

Occasionally students miss deadlines without requesting extensions, don’t talk to me about problems or difficulties, then slip the delinquent project under my office door in the dead of the night. This places the burden of responsibility on me rather than you. There are no invisibility cloaks in Writing --your silence will earn no grade. Your proactive involvement with your learning is respected and appreciated.

**Missed in-class work and Weekly Reflections**

In-class work and missed reflections may not be made up for any reason.

**In my courses, on peer review days, a draft is a “ticket” into class. No draft, no entry, and the absence will count as, that, an absence. If you have not handed in a rough draft, I may not grade your paper, and your will receive a zero for the assignment. All components are really and truly mandatory." The student must complete all steps of the writing process. If you skip a step then you run the risk of the instructor NOT evaluating your paper, because you chose not to abide by the class objectives, goals and outcomes.**

**Daily Work**

This is an important part of this course and it will ultimately reflect in your final course grade if you choose not to do this part of your course work. Daily work will include in-class writing, responses to drafts by other students, and oral presentations. These assignments cannot be made up if you miss class.

**Reading Responses**

Reading responses are an opportunity to express your feelings and insights as you make connections between various kinds of information. Journal entries are designed to involve you in an imaginative, thoughtful, personal writing process which will enhance your critical thinking skills and help you apply what you have learned to other aspects of your college career. Journal responses are not research papers, not formal essays, not exams, not statements of Great Truths, and will not be evaluated for grammar, spelling, or other formal structural features. They do, however, give you an opportunity to:

- Demonstrate that you've read the assigned material and thought about it.
- Make the material personally meaningful to you, by exploring your own experiences, interests, and feelings which relate to the material.
- Ask questions, identify difficult concepts, and reflect on your own values.

Because journal responses are directly related to daily reading assignments and classroom discussion, late responses will not be accepted and, obviously, will earn no credit.
**Evaluation:**
Evaluation will be 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 process, 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. Work which represents below average development will receive a D. D work suggests that a writer is not involved in his or her writing and is unaware of the contexts, formats, and stylistic choices which affect that writing. The instructor reserves the right to change the evaluation and due dates of the projects.

**Respect for Other Students:**
When we talk as a class or collaborate in small groups, I expect that each individual be treated in a professional and respectful manner. If you do not agree with something your peer is saying or writing, it is acceptable to disagree, but only in a courteous and polite manner. I do not expect everyone to agree on everything, but I do expect that everyone at least respects the diversity within the classroom. In this class we are going to learn about many different perspectives, some of which will be like your own some that differ considerably. In all, you must remember that they are merely perspectives.

**Class Expectations**
In addition to courtesy and respect, professionalism entails other things:
- Turn off your cell phone, no computer surfing or emailing in class.
- Punctuality: An attendance grade will be taken every week. The day and time will be random.
- Meeting deadlines. This class is going to have many deadlines, and I expect that assignments and readings will be completed at the designated time and date.

**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 outlines 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.

**The Writing Center(CASA)**
The Writing Center of Texas A&M Corpus Christi provides free help for students at any stage in the writing process. Writing Center consultants can help students find ideas, organize their thoughts, cite sources, prepare application letters and resumes, and in general provide an active, constructive audience for any writing task. Writing Center consultants work one-on-one in confidential sessions, but if students request documentation of their visit, it can be provided. You are strongly encouraged to visit the Writing Center for assistance with a writing project for any of your classes, including this one. You don't have to be in trouble with your writing to visit the Writing Center. Regardless of what level of development your writing skill is at, having someone else read your preliminary drafts will provide you with an opportunity to see your work through "fresh eyes," and thus help to determine how effectively you are achieving your purpose. Regular visits to the Writing Center will improve your grade -- guaranteed! The Writing Center is located in the Glasscock Bldg 112. Please drop in or make an appointment.

**Plagiarism**
Plagiarism is literally stealing someone else's work, whether that person is a fellow student, an author, or a scholar. It is considered sound academic practice to use the work of others -- as long as you credit their work. Please remember that it is very simple to give the original author credit by using quotation marks and/or a citation. If you are unsure of how to do this, please refer to your on-line handbook, or ask someone who does know. The University defines plagiarism as "the presentation of the work of another as one's own work" (see section on Academic Honesty in the University Catalog). Plagiarism is a serious academic offense that will be handled by me and the Freshman Writing Program Coordinator.

**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 Students 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.

**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 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.

**Attendance Policy**
The components of the de-centered writing workshop environment - computers, peers, facilitator (me) - are valuable resources. The student who develops poor attendance habits will not be considered to have taken adequate advantage of the available resources. Intellectual growth requires participation, effort, and involvement, all of which are directly related to good attendance. Therefore, official policy of this class includes the following:

- Students are responsible for contacting instructor if they are to be absent.
- Excessive unexcused tardies and absences, will affect your course grade. (Three tardies will be counted as an unexcused absence.)
- Accommodations notices do not include attendance.
- The instructor reserves the right to consider individual factors that impact attendance.
- If you are an Athlete according to NCAA regulations you must turn in assignments before and/or on there due dates. It is the student's responsibility to notify instructors of their absence.

**ACADEMIC ADVISING**
The College of Liberal Arts requires that students meet with an Academic Adviser as soon as they are ready to declare a major. The Academic Adviser 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.

**What Do I Do if I Have a Complaint?**
Occasionally, a student may have concerns about the direction of the class or about a grade he or she has received. If you have questions or complaints, please take advantage of the opportunity to discuss them with me privately. If there are issues that you feel are not satisfactorily resolved after meeting with me, you are encouraged to consult confidentially with the English department chair, Dr. Nancy Sullivan, FC 282, 825-5996.

**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.

**Important Dates For TAMUCC**

**Academic Calendar, Fall Semester 2012**
August 9, Thursday Last day to apply for December 2012 graduation
August 20, Monday Faculty Start Date

**August 22, Wednesday Classes begin**
August 29, Wednesday Last day to late register or add a class
September 3, Monday Labor Day Holiday

**November 2, Friday Last day to drop a class**

**November 22-23, Thursday-Friday Thanksgiving Holidays**

November 2, Friday Last day to drop a class

December 3, Monday Last day to withdraw from the University

**December 4, Tuesday Last day of classes**

Last day to apply for May 2013 graduation

December 5, Wednesday Reading Day

December 6-7, Thursday-Friday; 10-12, Monday-Wednesday Final examinations

December 13-14, Thursday-Friday Grading days

December 15, Saturday Fall Commencement

*the Instructor reserves the right to change this syllabus at any time during the semester.*