Texas A&M University-Corpus Christi - Syllabus - English 1301.203—Composition I

Spring 2013

Blackboard address: http://www.tamucc.edu (Island Online)

Instructor: V. Machen Phone: 825-3621

Office: CE 214B E-mail: Blackboard Mail or Vickie.Machen@tamucc.edu

Office hours: MW 2-3:30, 4:45-5:30; TR 1:30-2:00, 4:45-5:30, online use Blackboard Messages or University email: Vickie.Machen@tamucc.edu, and by appt.


Work device - BACK UP ALL WORK on file saving device

Paper folder with pockets - NO RING BINDERS

Printing - copies cost .10/page and require payment from a SandDollar or SandPaper card

1301 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 or SandPaper card with money on it for printing in the classrooms/computer labs.

ALWAYS BRING WORK SAVING DEVICE AND TEXTBOOK TO CLASS. You are responsible for checking Blackboard Calendar, Mail, and Discussion Forums for course-related information at:

Blackboard: http://www.tamucc.edu (Island Online)

COURSE DESCRIPTION and OBJECTIVES:

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. The Freshman Writing Program at Texas A&M University-Corpus Christi and English 1301 promotes:

- Writing across disciplines to enhance critical thinking and learning
- Reading and writing as acts that shape and are shaped by social, political, and historical conditions
- Computer-mediated environment for effective research and revision

**English 1301** is a computer-mediated writing course that links reading, analysis, research, and writing to refine college-level composition skills. Those skills include choosing an appropriate topic for research, thorough exploration of source materials, working toward an individual informed position, effective use of rhetoric, substantive revision, and competent editing/proofreading. The course introduces documentation styles required in academic writing and methods of primary and secondary research necessary to develop a series of analytic position papers.

**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

**English 1301** will be a de-centered class in which I will ask you to actively participate by sharing your ideas, leading class discussions, and making group presentations. **All work in English 1301 must be computer-generated, edited, and revised. Handwritten work will not be accepted.**

**COURSE REQUIREMENTS**

- Produce two portfolios and PowerPoint
- Participate in online class assignments
- Participate in assigned group activities

**GRADES:** To receive credit for this class, you must complete all assignments. Distribution of your final grade is as follows:
Portfolio #1 25%
Portfolio #2 35%
PowerPoint 15%
Participation and Daily Grades 25%
Total 100%

COURSE MAP:

PORTFOLIOS and PowerPoint - - You will assemble two portfolios that provide evidence of different types of learning. Items in the portfolios will demonstrate your active participation in class activities and assignments. The PowerPoint will be a visual informative presentation. Detailed instructions will be posted on Blackboard for portfolios and PowerPoint.

Portfolio 1: Annotated Bibliography, information literacy, credibility of sources, library presentation, MLA documentation, thesis-driven organization—due 2/18/12 MW or 2/19/12 TR
Portfolio 2: Informative paper, reflective overview, peer review, outline, final draft—due 4/10/12-MW or 4/11/12-TR
PowerPoint presentation, expanded reflective overview, works cited (presentations begin 4/24/12-MW or 4/25/12-TR)
Participation and Daily Grades— Selected readings, ad analysis, video analysis, reading responses, online, class/group discussions, in-class writings

Participation is a large portion of your grade and will reflect attendance, preparation, and ACTIVE engagement. Daily grades cannot be made up if you miss class.

Writing is driven by a sequence of actions/processes, like those mentioned below, leading to the written part of the project. In this course, the assignments include what you DO as you move along a continuum of processes that include:

• Thinking about your reasons for writing - - What is my purpose?
• Designing a series of goals/tasks in planning your research - - What do I want to know? How and where will I find it?
• Inventing - - How do I discover, develop, and organize my ideas?
• Drafting, peer reviewing, revising - - What suggestions contribute to accomplishing my specific goals?
• **Researching** - information literacy - your ability to find and use electronic and traditional research tools for your projects
• **Reflecting** - your personal perspective on your topic conveyed to your audience
• **Documenting** - being aware of various documentation styles—in this course we will use MLA (Modern Language Association)

**Evaluation:** Your final grade in English 1301 will be based on the quality of your active participation in group activities, research, revision, assessment, and your ability to evaluate evidence from an informed position. Any concerns about your grade should be addressed to me first. If your concerns are not satisfactorily resolved you may take them to the Director of the Writing Program, Dr. Susan Wolff Murphy, FC 127, ext. 2640.

**POLICIES**

**Late Work:** Late work will not be accepted unless you have conferenced with me about your reasons and have negotiated another due date. Grades will be lowered at the discretion of the instructor for late work.

**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.

**Attendance:** English 1301 uses a workshop model of instruction, which means that you must be present to participate in writing exercises, group discussions, computer-mediated activities, peer review, etc. Class attendance and participation are essential, as much of your time will be spent doing group work. Participation in these activities is part of your grade. **After three absences**, your final course grade will be lowered at the discretion of the instructor. **YOU ARE RESPONSIBLE FOR MAKING UP**
WORK THAT YOU MISS DUE TO AN ABSENCE. An absence does not release a student from scheduled due dates for assigned work.

PLAGIARISM: Consult the current TAMUCC Catalog under headings, "Academic Integrity" and "Academic Honesty." The University defines plagiarism as "the presentation of the work of another as one’s own work." This refers not only to texts, periodicals, and journals, but also to Internet sources. Plagiarism is a serious academic matter with serious consequences.

DO NOT TALK when the instructor is talking or another student is making a contribution to the class. This is disruptive and prevents other students from hearing what is being said. This will seriously affect your participation grade (25% of your course grade).

MUTE cell phones and/or beepers before entering this classroom - - COMPUTER GAMES and TEXTING are inappropriate in the classroom—these distractions will affect your participation grade.

NO FOOD OR DRINKS in the classroom. The lab technicians are very strict about the food/drinks ban in computer classrooms and open labs.

PRINTING HARD COPIES—printers are located in hallway; you will need your SAND DOLLAR card to pay for printing.

CLASSROOM DIALOGUE AND COMMUNITY STANDARDS

Our class is a learning community in which we will all take turns speaking and listening with courtesy and respect. There will be many opportunities for debate over issues about which we feel strongly and may disagree. Dissent is good for challenging and revising perspectives, but it should be expressed in democratic fashion, whether face-to-face or online. Once a message is posted online, it becomes public and the same standards of discussion etiquette or netiquette apply. Your audience is a diverse demographic community with its own standards of acceptable speech and language in the college classroom context.

In other than discussions, raise your hand to make a contribution or ask a question.

ACCOMODATIONS NOTICE

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 Driftwood 101.

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.

CASA (Center for Academic Student Achievement)

CASA, a tutoring and learning center, provides free tutoring to any student interested in improving their writing abilities. Tutors will assist you with all aspects of writing. The Center’s purpose is not to correct or to proofread your drafts, but to help you learn strategies that good writers use during the processes of writing. You may visit the Writing Center for assistance with a writing project for any of your classes. The Center is located in the Glasscock Bldg.

TENTATIVE SEMESTER CALENDAR*

*This semester calendar and schedule of activities is subject to change and will be updated as needed. **FINAL PROJECTS DUE beginning week of Apr. 22**.

Wk. 1—Jan. 23

Course intro - - Blackboard instruction, syllabus, mail, discussion, attachments, writing process - - brainstorming, outline, rough draft, peer review, revision, MLA; Read Ch. 2, Academic Writing and Ch. 3, Brainstorming

Wk. 2—Jan. 28
Writing Experience: describe writing rituals—time (day or night), place (home, library, beach, etc.), food, drink, music, pets, special attire, TV, collaboration with others, etc. Describe previous writing experiences—topics, genres, most stressful, most successful. Describe your brainstorming methods and steps you took to produce your final documents. Compose in Word, couple of paragraphs, total 400 words—copy and paste in Discussion forum: Writing Experience

Review Academic Writing, Discourse Communities, Genres.

Wk. 3—Feb. 4

Introduce Portfolio 1—Annotated Bibliography—10 one-page source evaluations; brainstorm topics, review sample topics link, source evals links; go to Bedford link in Course Content, Diana Hacker Research and Documentation Online, Humanities, Documenting Sources, Works Cited.

MLA Documentation exercise—practice using online handbook and citing sources

Wk. 4—Feb. 11

Library Presentation: practice navigating databases; Begin work on Annotated Bibliography—find 5 articles on your topic; cite and evaluate each source using guidelines on Source Evals and Source Evals Samples links in Course Content. Length: 1 page each; 5 due at the beginning of next class; use MLA paper format and MLA citation form

Collect 5 evals; find 5 more sources due next class.

Wk. 5—Feb. 18

Collect 5 evals-no exceptions-this constitutes your Portfolio 1 Annotated Bibliography

Introduce Portfolio 2—Informative paper; Plagiarism statement—read pp. 97-101 in textbook—send confirmation on BB Messages stating: “I have read and understand the university’s policies on plagiarism” and title it “Plagiarism Statement.” Review MLA and Bedford link-sample MLA research paper

Go to the Bedford link, right click and open in a new window. Go to "My Research Project Activities"; Joining the Conversation; Explore Your Topic;
Word Format; fill out the form; copy and paste it on the Discussion forum:
Explore Your Topic.

Brainstorm topics for informative paper using library resources—have a topic by next class; post ideas in Topics forum on Discussion Board

Wk. 6—Feb. 25
In-class writing: Topic Proposal—write a topic proposal for the informative paper—see home page link for instructions—post on Discussion Board: Topic Proposal forum;

Research Questions—see Bedford link: My Research Project Activities: Develop and Refine My Research Question--fill in and save a hard copy for your portfolio

Wk. 7—Mar. 4—Thesis statement: see Bedford link: My Research Project Activities: Develop and Refine Your Thesis Statement--open in Word format—fill in and save a hard copy for your portfolio. Post preliminary thesis statements on Discussion Board in Forum- Thesis; Read postings and comment on at least one for its clarity.

Posting: Post in Thesis Identification/Analysis forum on Discussion Board- Find an online article on your portfolio 2 topic; identify the author/title, and put up the link. Give a brief overview of the article in a few sentences and identify the thesis statement. Is the thesis clear and strong? Is the article well written? Rate the article (1-5) for its effectiveness with 5 being the highest and explain the reason for your rating.

Wk. 8—Mar. 11 (Spring Break)

Wk. 9—Mar. 18
Reading response—critical thinking exercise—daily grade—due by end of class

Introductions—review introduction strategies—experiment with different types of intros—post two experimental introductions for your informative paper on the Discussion Board- Intros Informative forum. Read postings and comment on at least one other introduction for its effectiveness.

Wk. 10—Mar. 25
Post a report on the progress you've made so far on portfolio. State your research question. State your thesis. State the most surprising thing you've discovered so far about your topic. Pose a question about your topic for the class. Respond to at least one question posed by a classmate.

Reading response—critical thinking exercise—daily grade—due by end of class

Wk. 11—Apr. 1

**MLA in-text citation exercise; Outlines**—review types of outlines—make a working outline of your informative paper—see pp. 18-19 in textbook; this goes in your portfolio.

Draft workshop—in-class conferencing; Rough draft is due next class for peer review.

Wk. 12—Apr. 8

**Peer review**—see home page link—Portfolio 2 due next class.

**Collect Portfolio 2—Informative Research Paper—no exceptions**

Wk. 13—Apr. 15

Introduce **Current Events Group Activity**—see Current Events link in Course Content; work on presentations

**Current Events Presentations**

Wk. 14—Apr. 22

Introduce PowerPoint presentation—Sign-up sheet for PowerPoint presentations; review BR visual rhetoric guidelines for PowerPoint slides; work on projects

Begin PowerPoint presentations

Wk. 15—Apr. 29

PowerPoint presentations

PowerPoint presentations

Wk. 16—May 6
PowerPoint presentations