English 1301.209  
Composition I  

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Webpage:  http://www.tamucc.edu/wiki/WendyStrain/Home  
Office Hours:  MWF 12-1 pm; MW 3:30-5:30 pm or by appointment  
Class:  ENGL 1301.209, MWF 1:00-1:50 CCH 210  

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  
- 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.  
- 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, nature of assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Drafts Due</th>
<th>Final Due</th>
<th>% of course grade</th>
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<tbody>
<tr>
<td>In-Class Participation</td>
<td>n/a</td>
<td>Daily</td>
<td>20%</td>
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<tr>
<td>Homework</td>
<td>n/a</td>
<td>Daily</td>
<td>20%</td>
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<tr>
<td>Paper 1 Self-promotional script/writing reflection</td>
<td>Sept. 10</td>
<td>Sept. 14</td>
<td>10%</td>
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<tr>
<td>Paper 2 Genre Analysis</td>
<td>Oct. 1</td>
<td>Oct. 3</td>
<td>10%</td>
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<tr>
<td>Portfolio One</td>
<td>Oct. 10</td>
<td>Oct. 12</td>
<td>10%</td>
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<tr>
<td>Paper 3 Discourse Community Ethnography</td>
<td>Oct. 31</td>
<td>Nov. 2</td>
<td>10%</td>
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<tr>
<td>Paper 4 Descriptive presentation</td>
<td>Nov. 19</td>
<td>Nov. 26</td>
<td>10%</td>
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<tr>
<td>Portfolio Two</td>
<td>Nov. 21</td>
<td>Dec. 3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100%</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 2 major portfolios: 1 midterm, and 1 final. Specific guidelines will be posted to the class website for these as well as other writing assignments.

First 8 weeks
Readings from the textbook will be used during the first 8 weeks before the midterm portfolio. 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 and how the strategies they've learned can transfer to meet future writing goals. 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.

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.

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 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).

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.

**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.

**Provisional Course Outline**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Getting to know each other</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>What is Writing?</td>
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<td>Week 3</td>
<td>Rhetorical Knowledge and Social Constructs</td>
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<td>Week 4</td>
<td>Self-Promotional Script / Writing Reflection</td>
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<td>Week 5</td>
<td>Genres and Literacy</td>
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<td>Week 6</td>
<td>Recognizing Genres</td>
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<td>Week 7</td>
<td>Genre Analysis</td>
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<td>Week 8</td>
<td>Argument as Conversation/Midterm Portfolio</td>
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<td>Week 9</td>
<td>Conducting Research</td>
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<td>Week 10</td>
<td>Citing and Incorporating Voices</td>
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<td>Week 11</td>
<td>Discourse Communities / Drop Date (Friday, Nov. 5)</td>
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<td>Week 12</td>
<td>Discourse Community Ethnography</td>
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<td>Week 13</td>
<td>Technology and Alternative Literacies</td>
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<td>Week 14</td>
<td>Descriptive Presentation / Thanksgiving</td>
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<td>Week 15</td>
<td>First-Year Celebration (Wednesday, Nov. 30)</td>
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<td>Week 16</td>
<td>Reflective Paper/ Final Portfolio</td>
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<td>Last Day of Class</td>
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