English 1301.242: Composition I  
Professor Jennifer J. Bray  
Fall 2012 – Triad E

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Webpage: http://falcon.tamucc.edu/wiki/JenniferBray;  
Office Hours: Mondays: 11:00–12:00 and 2:00–4:00; Wednesdays: 11:00–12:00 and 2:00–3:00;  
Fridays: 11:00–12:00; and by appointment.

Class Schedule

- ENGL 1301.241: M/W/F, 8:00 – 8:50, CCH 232  
- ENGL 1301.240: M/W/F, 9:00 – 9:50, CCH 232  
- ENGL 1301.242: M/W/F, 12:00 – 12:50, CCH 209  
- ENGL 1301.243: M/W/F, 1:00 – 1:50, 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 textbooks for all English 1301 classes:

- On Writing Well by William Zinsser  
- Writing about Writing by Elizabeth Wardle & Douglas Downs

You may want to consider buying the English 1301/1302 bundle. The required text for 1302 is:

- Everything’s an Argument, 5th Edition, by Andrea Lunsford and John Ruszkiewicz

1301 will also require these other materials:

- Access to University Network and an active Islander email account.  
- Access to a computer with a web cam (one assignment only).  
- 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.  
- Access to a computer with Microsoft WORD (not Works). If you don’t have a computer at home, budget some time every day in the computer lab.  
- A notebook and pen or pencil for taking notes and for miscellaneous class work and quizzes.
Brief descriptions of each major assignment (for complete details, please see my wiki page):

Writing Project 1: In this writing portfolio, you will collect evidence of a thorough analysis of your writing. As you build this writing portfolio, you will examine your evolving role as a writer, including a historical discussion of your writing experiences and philosophies, and you will conduct an analysis of how you currently write via a recorded experiment. You will use some actual writing assignments from History in Triad E to conduct your analysis. Finally, you will reflect on how your introduction to composition theory has impacted your approach to writing and discuss how you can apply new found concepts regarding composition theory to strengthening your writing skills. In addition to two required writing projects for the portfolio, you will be responsible for choosing and assembling evidence that supports your claims and assertions about your writing experiences.

Writing Project 2: After carefully choosing a topic in which to research and write about for the remainder of the semester, observe and analyze the conversation surrounding this issue. Gather 15 sources of varying perspectives on the topic and compile an Annotated Bibliography. A required component of the Annotated Bibliography will be a thorough analysis of the credibility of sources you choose.

Writing Project 3: For this project, you will write “an analytical, research-based essay in which you provide an answer to the question: Why do authors of texts in the debate on X disagree?” Choose two different selections from SCHOLARLY sources you included in your Annotated Bibliography. Next, choose one source from a consumer publication. You should choose sources that “demonstrate nuanced kinds of disagreement rather than just settling for obvious ‘pro’ and ‘con’ sources.” After analyzing the disagreement, you should provide a concluding synthesis of the topic.

Presentation: All First Year students will have an opportunity to present their research to the university community at large during the First Year Celebration Day. In addition to presenting on Celebration Day, you will also be required to present your research to our class in order to be evaluated. You may choose the forum in which present your research (Tri-Fold poster, PowerPoint, or an artistic medium). You will not be allowed to present your research unless you have submitted the Annotated Bibliography (Writing Project 2), and Writing Project 3.

Daily Writing: Attendance is compulsory and will be measured through your daily writing. All daily writing must be completed during class, unless otherwise instructed, and submitted via your wiki page. You may not make up missed Daily Writing, but you are encouraged to keep up with it in the event you have to miss class, as this will help you complete major writing assignments.

Homework: Homework assignments will vary but will be explicitly scheduled and explained on the online class plans on my wiki page. You will be submitting homework in various mediums: via BlackBoard, as a printed copy, and via wiki. All homework is due at the beginning of class, and will not be accepted late. Detailed instructions for each homework assignment are available online.

Triad E Portfolio: This portfolio, submitted at the end of the semester will require you to look back on the work you have completed throughout the semester in Triad E and select evidence of your learning process. The portfolio grade you earn will contribute to your final average in all three triad courses: History, Composition, and Seminar.
Grade Distribution (dates, nature of assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/In-Class Participation</td>
<td>Daily</td>
<td>10</td>
</tr>
<tr>
<td>Homework</td>
<td>Variable</td>
<td>10</td>
</tr>
<tr>
<td>Writing Project 1</td>
<td>Oct. 10</td>
<td>20</td>
</tr>
<tr>
<td>Writing Project 2</td>
<td>Oct. 31</td>
<td>20</td>
</tr>
<tr>
<td>Writing Project 3</td>
<td>Nov. 16</td>
<td>20</td>
</tr>
<tr>
<td>Triad E Portfolio</td>
<td>Dec. 3</td>
<td>10</td>
</tr>
<tr>
<td>Research Presentation/Celebration Day</td>
<td>Nov. 28 – Dec. 2</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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Policies

Civility
Our classroom will become our writing community, and eventually our writing community will extend beyond the classroom. I expect everyone in our writing community to treat one another with civility and respect. This does not mean I want you to censor your ideas or that there will not be vigorous discussions about controversial issues. This does mean we will afford everyone an opportunity to be heard and to listen with respect and an open mind. I expect that we all treat one another with the tolerance and scholarly respect we wish to receive ourselves.

Acceptance of Diversity
We are one of the most diverse campuses, in terms of racial identity, in the Texas A&M system. This means that we are all meeting and working with people who are different from ourselves in terms of their identities: whether that is defined by their race, ethnicity, gender, sexual orientation, and/or religion. Respecting and accepting difference is vital to your success for your professional and personal development in this class, on this campus, and in the global community.

Cell Phones & Other Electronic Devices
Please use electronic devices appropriately, out of respect for me and your peers. *There are times and places in polite society when texting is simply not appropriate; the classroom is one of those places.* Similarly, please do not use the internet in the computer classroom or on your laptop for anything other than classwork, as this is often a distraction to those around you. You may wear ear buds or headphones while you are working independently in composition, so long as your audio is inaudible to those around you.

Late Work
Late work is not accepted in Triad E. If you miss a class, you may not make up missed Daily Writing or Homework assignments, unless you have a major event for which you provide documentation. I will allow you to make up missed (unexcused) homework assignments by attending an approved Islander Event and writing a 2 page reflection on the event, and submitting this reflection along with the actual missed homework assignment. See my wiki page for a list of these events. Major writing projects and portfolios will not be accepted late unless you have an approved extension.

Extensions
Extensions on Portfolios and major writing assignments will be considered by the instructor if the student has requested an extension in writing or email 24 hours before the due date, permission has been given in writing by the instructor, and documentation of the granted permission (i.e. the printed emails) is included
with the late submission. Work must be submitted within one week of the original due date. No extensions will be granted for the Triad E Portfolio due to time constraints with grading at the end of the semester.

**Student Success**
If there is a unique situation that arises that prevents you from turning in a major assignment or that causes you to miss a great deal of class, please email me and come see me during my office hours so I can be aware of your situation and possibly help you find resources you might need. Additionally, I am willing to adjust the weight (percentage) of major assignments based on your situation. These arrangements will vary and you must see me in person to pursue this option.

**Plagiarism**
The most common form of academic dishonesty is plagiarism, or “the presentation of the work of another as one’s own work.” Plagiarism is a serious violation of professional, academic standards and will be handled by me and the Chair of the English Department. Consequences for plagiarism are outlined in the Student Code of Conduct. At the minimum, any work that includes plagiarized material will receive an automatic zero.

Plagiarism includes:
- Using the work of another as your own
- Downloading or purchasing ready-made essays off the web and using them as your own
- Using resource materials without correct documentation
- Using the organization or language of a source without using quotation marks and proper citation

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

**Attendance**
Like anything else, writing improves with practice. That’s why it’s essential that you attend class every meeting. If you have to miss a class, please email me and let me know about your circumstances. If you miss more than three classes, I will ask that you come visit me during office hours so we can discuss your situation. The class is designed so that you can earn a good grade even if you aren’t an Ernest Hemingway or Toni Morrison, but you do have to show up and do the work.

**Scholarly Documentation**
I ask that all students use the MLA academic documentation system. If you have a compelling reason for using another documentation system, please consult with me. I do ask that you stick with one documentation method through the entire semester in order to increase your proficiency.

**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.
**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**
Week by week themes/topics with major assignments.

| Week 1 | Introductions/Reading as a Writer |
| Week 2 | Begin Practice Critical Essay for History/Intro to academic documentation |
| Week 3 | The Writing Process/Intro to Comp. Theory |
| Week 4 | Critical Essay 1 due/Autoethnography research and analysis |
| Week 5 | Rough draft of Autoethnography due |
| Week 6 | Final Draft of Autoethnography due/Begin drafting “Portrait of a Writer Essay” |
| Week 7 | Introduction to the portfolio concept/Triad E Working Folder due |
| Week 8 | Writing Project 1 due (Writing Portfolio) |
| Week 9 | Intro to academic research and the Bell Library databases |
| Week 10 | Critically evaluating sources/Using Ulrich’s Periodicals Directory |
| Week 11 | Final Draft of Writing Project 2 Due (Annotated Bibliography) |
| Week 12 | Conduct source analyses for Writing Project 3 |
| Week 13 | Writing Center Visit: In-Text Citations/Writing Project 3 due |
| Week 14 | Effective oral-visual presentations/Critical Essay 2 due/Thanksgiving |
| Week 15 | Class Presentations/ Reflective Writing/First Year Celebration |
| Week 16 | Wrapping Up! Triad E Portfolio Due |