Triad F: Plotting Politics
English 1301. 282
Composition I – Fall 2012

Instructor: Dr. Mary Beth L. Davis
Office: FC 274A
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Course Information: ENGL 1301.282 MW 3:30-4:45pm

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

Welcome to English 1301, Composition I, the first of two writing courses you will complete as part of the University Core Curriculum. English 1301 will introduce you to college-level writing, reading, thinking, and learning.

English 1301 emphasizes writing for different audiences, purposes, and contexts, using appropriate genres and conventions. You will deepen your understanding of writing processes, including invention, multiple drafts, sharing and responding to work in progress, revising, editing, and publishing. It is my hope that you will develop, practice, and gain an awareness of your own writing process. In this course, you will expand your own information literacy and engage in critical thinking as you work through reading and writing assignment sequences that require ongoing inquiry and problem solving.

1301 Student Learning Outcomes
Upon completion of this course, students will be able to:

- Apply general 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 is:
- Writing About Writing, by Elizabeth Wardle & Doug Downs

Other necessities:
- Access to University Network and an active islander email account.
- USB drive to save and transport computer files between home, class, and/or labs.
- SandDollar card for checking out items from the Bell Library as well as printing in the Bell Library, computer labs, or Campus Copies in the University Center. Please note: COPIES COST $$$.
Grade Distribution and Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>In class participation</td>
<td>Daily</td>
<td>10</td>
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<tr>
<td>Homework</td>
<td>Daily</td>
<td>10</td>
</tr>
<tr>
<td>Project 1: Portrait of a Writer</td>
<td>M 9/17</td>
<td>10</td>
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<tr>
<td>Project 2: Navigating Sources</td>
<td>F 10/19</td>
<td>15</td>
</tr>
<tr>
<td>Midterm Portfolio</td>
<td>F 10/5</td>
<td>10</td>
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<tr>
<td>Project 3: Discourse Community</td>
<td>W 11/14</td>
<td>15</td>
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<tr>
<td>Ethnography</td>
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<tr>
<td>Triad F Paper</td>
<td>M 12/3</td>
<td>10</td>
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<tr>
<td>First Year Celebration</td>
<td>W 11/28</td>
<td>10</td>
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<tr>
<td>Final Portfolio</td>
<td>F 11/30</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100 points</strong></td>
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Assignment Descriptions
(see course website for full assignment descriptions)

In class participation: Your attendance in class and your input during class discussions, activities, and assignments are valuable and necessary for your own success as well as the success of this course. Attendance will be recorded for each class meeting. You are allowed two (2) absences in this course for the semester without penalty. Unexcused and/or excessive absences will result in a point deduction from your in-class participation grade. Extenuating circumstances will be evaluated on a case-by-case basis.

Homework: All homework assignments are connected to course readings or major projects and should be completed in order to engage fully with the course material. The assignments are designed to make connections between your personal experiences and the material you are encountering in this course. These assignments will also prepare you to engage and participate as an active member within classroom discussions.

Project 1, Portrait of a Writer: A 3-5 page essay in which you consider the story you have to tell about yourself as a writer. How do you see yourself as a writer? Is that self-perception helping you be the best writer you can be? The purpose of this assignment is for you to apply what you have learned in the course readings to help you understand why and how you write – and how you might write differently.

Project 2, Navigating Sources That Disagree: For this assignment, you will work in a small group to research and observe a debate over an issue. Your group will examine texts that appear to disagree and analyze them rhetorically in order to understand how and why their authors disagree. This assignment will involve individual research and writing outside of class as well as group work during class meetings.

Midterm Portfolio: Due at midterm, this portfolio, the Plotting Communities Collection, asks you to reflect on three communities you have been a part of and create a page for each. The Midterm Portfolio is a shared assignment between Composition and Seminar.

Project 3, Discourse Community Ethnography: Writing an ethnography of a particular community requires you to become an active researcher in the field. For this assignment, you will choose a particular political discourse community to research and observe as well as conduct an interview with a member. From this research and analysis of your findings, you will write a 5-6 page paper that makes a claim(s) about your chosen discourse community, using evidence collected through ethnographic research, observation, and analysis to support your claim(s).
**Triad F Paper:** For this integrated Triad assignment, you will use the knowledge and skills you have gained in your Triad F courses to write a 6-8 page essay. In this essay, you will apply your own knowledge, research, and ideas to propose a solution to an issue based on your own political ideology.

**First Year Celebration:** Each fall semester, the First-Year Learning Communities Program hosts this special event designed to allow freshmen students to present their ideas, research, and writing to the university community. First Year Celebration (FYC) is a public display of writing, composing, creation, argument, and research by first-year students at the end of their first term. FYC requires all first-year students to create a product, based on written work, that uses media, technology, and/or creative presentation to display their argumentative essays and/or research projects for a mixed, general, academic audience.

**Final Reflection:** Due at the end of the semester, this Final Reflection asks you to discuss and reflect on your own the ways you have (or have not) adapted yourself to the academic discourse expected of you at TAMUCC. The Final Reflection is a shared assignment between Composition and Seminar.

**Writing Assessment: For “Final” Submitted Drafts**
*(drafts will be assessed based on demonstration of process and effort toward the “final” draft)*

Grades will be distributed in A, B, C, D, or F format.

**The A essay** has a strong central idea (thesis) that is related to the assignment; has a clear, logical organization with well-developed major points that are supported with concrete and specific evidence; uses effective transitions between ideas; communicates ideas clearly and fully; demonstrates thoughtful revision; and is in need of very little revision or editing of citation, mechanical, grammatical, and/or spelling errors.

**The B essay** has a strong central idea that is related to the assignment; has a clear logical organization with developed major points, but the supporting evidence may not be especially vivid or thoughtful; demonstrates revision; and has few citation, mechanical, grammatical, and/or spelling errors that do not distract from the overall message of the essay.

**The C essay** has a central idea that is presented in such a way that the reader understands the writer’s purpose; has an organization that reveals a plan, but the evidence tends to be general rather than specific or concrete; and has citation, mechanical, grammatical, and/or spelling errors that distract from the overall message of the essay.

**The D essay** lacks a central idea; lacks clear organization; is not clearly related to the assignment; fails to develop main points, or develops them in illogical ways; lacks a demonstration of revisions; and has numerous citation, mechanical, grammatical, and/or spelling errors that distract from the overall message of the essay.

**The F essay** shows no effort in following the assignment instructions; lacks a central idea; lacks organization; fails to develop main points; has excessive citation, mechanical, grammatical, and/or spelling errors that distract from the overall message of the essay.

You have the opportunity to earn 100 points over the course of the semester. A (90-100), B (80-89), C (70-79), D (60-69), F (60 and below).

All course components and assignments are broken into 10 or 15 point increments. See below for the letter grade to overall point conversion.

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<thead>
<tr>
<th>Grade Breakdown for 15 points</th>
<th>Grade Breakdown for 10 points</th>
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<tbody>
<tr>
<td>A: 13-15</td>
<td>A: 9-10</td>
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<td>B: 11-13</td>
<td>B: 7-8</td>
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<td>C: 9-11</td>
<td>C: 5-6</td>
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<td>D: 7-9</td>
<td>D: 3-4</td>
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<tr>
<td>F: less than 7</td>
<td>F: less than 3</td>
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TAMUCC and Course Policies

Professionalism & Class Expectations
Texas A&M University – Corpus Christi, as an academic community, requires that each individual respect the needs of other students in order to 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 code and is subject to disciplinary sanction outlined 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, discussions groups, field trips, etc.

As a member of the university community, you may or may not be familiar with the general rules for acceptable college-level conduct. All instructors have their own classroom preferences and expectations, which will vary from course to course. Here are mine:

• BE PUNCTUAL. One of the key factors of student success in college is class attendance. Attendance will be recorded for each class meeting. You are allowed two (2) absences in this course for the semester without penalty. Unexcused and/or excessive absences may result in a point deduction from your in class participation grade. Extenuating circumstances will be evaluated on a case-by-case basis.
• COME TO CLASS PREPARED. Your input is valuable. Read all assigned readings, complete all assigned work, and come to class prepared to write and talk about the day’s topics, readings, and writings.
• BE RESPECTFUL: Treat your peers and me with respect, even if our worldviews, values, and opinions are wildly different from yours. Please be tolerant and respectful of others.
• COMMUNICATE WITH ME. If there is something going on if your life that is affecting your work, please let me know as soon as possible. If you do not understand a concept or assignment, or if you are having trouble completing an assignment, please let me know so I can work with you to help you.
• MEET DEADLINES. It is your responsibility to turn in all of your assignments at the designated time and date.

Late Work
I will not accept late in-class assignments. These daily assignments are directly related to your participation and attendance in class. Major assignments will not be accepted late without an extension granted in writing at least 24 hours before the due date. Due dates are already posted – please note them in your calendar and plan ahead.

Electronic Device Policy
Please respect my wishes to create a peaceful and productive learning environment:
• Refrain from the use of electronic devices during class.
• Switch your cell phone to silent or vibrate before class begins.
• Limit the use of your laptop to class activities.
• Exit the classroom quietly if it is necessary for you to take a phone call or message.
• Remove headphones during class unless given permission to use them.

Academic Honesty
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 possessions of examinations or examination materials, forgery, or plagiarism.

In this class, academic misconduct or complicity in an act of misconduct on an assignment will result in a 0 (zero) for the assignment and a report in the student’s file. By enrolling in this course, you agree to be bound by the Regulations and Procedures published in the TAMUCC Student Code of Conduct, published in the Student Handbook. Plagiarism or academic dishonesty will not be tolerated in any form.
Research and Citation
For this course, all work must be formatted in APA manuscript style, and sources must be cited in APA citation style unless otherwise noted.

- There are many resources to help you with this, including the free and up-to-date resource listed below.
  - http://owl.english.purdue.edu/owl/resource/560/01/
- You can also make an appointment with the CASA Writing Center – their consultants are experts in helping you find answers to all of your writing questions!

Dropping a Class
I hope that you never find it necessary to drop this or any other course you are enrolled in. However, events can and sometimes do occur that make dropping a course a necessary decision. Please consult with me (or the instructor of the course) before you decide to drop a course to be sure it is the best thing to do. Should dropping the course be the best choice, you must initiate the process to drop the course by going to the Student Services building (the round building) and filling out a Course Drop form. Just stopping attendance and participation in the course WILL NOT automatically results in your being dropped from the class. Friday, November 2 is the last day to drop a class with an automatic grade of a “W” for this semester.

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.

Student Resources

The Center for Academic Student Achievement (CASA)
The consultants at the Writing Center invite any individual at TAMUCC who wants assistance or guidance with any type of writing project to come and meet with them. Throughout the semester, if I believe that your writing needs additional work or attention, I may suggest that you make an appointment with a consultant at the Writing Center. The Writing Center is located in the Glasscock Building 112 (GSSC 112). CASA also provides tutoring in the sciences, mathematics, history, political science, psychology, and Spanish. Visit http://casa.tamucc.edu/ for more information.

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.

University Counseling Center
We all encounter stress, problems, and difficult decisions in our daily lives. Sometimes, these problems may seem overwhelming or it might be difficult to talk about certain issues with your friends or family. The
University Counseling Center is available for all students enrolled at TAMUCC. Students seek counseling for a multitude of reasons and the University Counseling Center offers individual therapy, group counseling, psychiatric services, psychological testing, consultation, outreach services, alcohol and drug education and prevention programs, and personal skills training. If you are in need of counseling services or just someone to talk to, please call or visit the University Counseling center at (361) 825-2703 in the Driftwood Building. Visit http://counseling.tamucc.edu for more information.

**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. Your academic advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The Academic Advising Center is located in Driftwood 203E, and can be reached at (361) 825-3466.

**Provisional Course Outline**

Note: The dates and assignments are subject to change. You will receive adequate notification!

| Week 1 | August 22 | First day of classes:  
Meeting with the students  
Distributing Syllabus  
Explaining course purpose  
Explaining Major  
assignments, homework,  
journals, and daily activities |
| --- | --- | --- |
| | August 27-29  
Due on Monday, August 27—**Read**  
Intro., p. 328-330 and Brandt, p. 331-352.  
**Write:** 1 1/2 pages, double-spaced, typed, 1-inch margins.  
*How have you become the literate person you are today?*  
*What literacies do you possess?**  
**Write:** Choose one of Brandt’s examples (Branch or Lopez) and make a list or chart or visual that summarizes the access she/he had to literacy. Early Educ.?, Access to books or computers?, support of parents or family? |  |
| Week 2 | September 3-5 | September 3: Labor day  
Readings:  
- Carol Berkenkotter  
“Decisions and Revisions: The planning Strategies of a Publishing Writer” paired with Donald M. Murray “Response of a Laboratory Rat-or, Being Protoaled” (p. 216-235),  
Stephen King “What Writing  
| | Introduction to Project 1  
Readings:  
- Introduction to Chapter 3  
“Literacies: How Have you Become the Reader and Writer You Are Today?” (p. 328-330); Deborah Brandt,  
“Sponsors of Literacy” (p. 331-352) paired with Malcolm X “Learning to Read” (p. 353-361)  
- Introduction to Chapter 2  
“Writing Processes: How Do You Write?” (p. 170-173) |  |
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Readings</th>
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| Week 4 | September 10-12 | - Susan Sontag, “Directions: Read, Write, Rewrite. Repeat Steps 2 and 3 as Needed” (315-318)  
Peer-review session for Project 1 |
| Week 5 | September 17-19 | Project 1 due  
Introducing Project 2  
Readings:  
- Introduction to Chapter 1  
“Texts/Constructs: How Do Readers Read and Writers Write” (34-36) |
| Week 6 | September 24-26 | Class at the library  
Readings:  
- Keith Grant-Davie  
“Rhetorical Situations and Their Constituents” (101-119). |
| Week 7 | October 1-3  | Readings:  
- Christina Haas & Linda Flower, “Rhetorical Reading Strategies and the Construction of Meaning” (120-138). |
| Week 8 | October 8-10 | Annotated Bibliography due  
Readings:  
- Zachary Talbot “A Rhetorical Analysis of Authors on the CIA Torture Inquiry” (p. 156-164) |
| Week 9 | October 15-17 | Project 2 due  
Midterm Portfolio due |
| Week 10 | October 22-24 | Introducing Project 3  
Readings:  
- Zachary Talbot “A Rhetorical Analysis of Authors on the CIA Torture Inquiry” (p. 156-164)  
- Sean Branick “Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community” (p. |
| Week 11  | October 29-31 | Happy Halloween!  
| Readings:  
| - John Swales “The Concept of Discourse Community” (p. 466-480).  
| - Ann M. Johns, “Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity” (498-519) |
| Week 12  | November 5-7 | Readings:  
| - Elizabeth Wardle, “Identity, Authority, and Learning to Write in New Workplaces” (520-537)  
| - John Swales “Create a Research Space” (p. 6-8). |
| Week 13  | November 12-14 | Peer review session for Project 3  
| Project 3 due |
| Week 14  | November 19-21 | Preparation for First Year Celebration  
| Happy Thanksgiving! |
| Week 15  | November 26-28 | First Year Celebration  
| Final Portfolio due |
| Week 16  | December 3-5 | Last day of classes  
| Reading Day |