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.
- Everyone in my course will create & use a Dropbox account. It's free and easy to use.
- 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>
</tr>
</thead>
<tbody>
<tr>
<td>In class participation/Attendance/Reading</td>
<td>Daily</td>
<td>10</td>
</tr>
<tr>
<td>Homework (Reading/Writing)</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>
</tr>
<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>
</tr>
<tr>
<td>Project 3: Discourse Community Ethnography</td>
<td>W 11/14</td>
<td>15</td>
</tr>
<tr>
<td>Triad F Paper</td>
<td>M 12/3</td>
<td>10</td>
</tr>
<tr>
<td>First Year Celebration</td>
<td>W 11/28</td>
<td>10</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>F 11/30</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>100 points</strong></td>
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</tbody>
</table>

Assignment Descriptions

(see course website for full assignment descriptions)

**In class participation/attendance/reading:** Your attendance in class and your input during class discussions, activities, and assignments is valuable and necessary for your own success as well as the success of this course. Attendance will be recorded for each class meeting. Participation in class will observed through completing course readings, short writing assignments, journals, group work, peer reviews, and quizzes (many of which center around, you guessed it, reading!).

**Homework (Reading/Writing):** 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. Your homework assignments can be found here: [http://www.tamucc.edu/wiki/ChelseaPerez/HWENGL-F2012](http://www.tamucc.edu/wiki/ChelseaPerez/HWENGL-F2012)

**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 adapted yourself to the academic discourse expected of you at TAMUCC. The Final Reflection is a shared assignment between Composition and Seminar.

**Writing Assessment**

Grades will be distributed in A, B, C, D, or F format. Students earn an A if an essay and/or assignments needs very little revision or editing. Students earn a B if an essay and/or assignments shows good work but does not have a clear focus, purpose, and/or organization. Students earn a C if an essay and/or assignment shows average work. Students earn a D if an essay and/or assignment shows no effort in following the assignment instructions.

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.

**Grade Break Down for 15 points**
- A: 13.5-15
- B: 12-13
- C: 10.5-11.5
- D: 9-10
- F: 0-8 points

**Grade Break Down for 10 points**
- A: 10-9
- B: 8.5-8
- C: 7.5-7
- D: 6.5-6
- F: 5.5-0
**IMPORTANT NOTE ON WRITING ASSESSMENT:** Your major projects will be divided amongst a rather intensive writing process. A portion of the points are allocated to the rough draft, a portion of the points are allocated to the final draft, and the final portion of points is allocated to a brief, reflective letter on your writing process. For example, a 10 point assignment could potentially be divided up into the follow: up to 3 points for a draft, up to 3 points for the final paper, and up to 4 points for the reflective letter, for a total of 10 points. A description of this reflective letter will be posted on my wiki, as well as everything else you’ll need to know for the course.

**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 applied 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. Note that you may potentially lose points off of your final attendance/participation grade for any absences in the course.
- **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 do not typically accept late work. Please meet with me or notify me 24 hours in advance if you feel you have an extenuating circumstance. Do not expect that I’ll take your late work, though: I review late submissions on a case-by-case basis. In-class work and attendance cannot be made up.

**Electronic Device Policy**
Please respect my wishes to create a peaceful learning environment:
• Refrain from the use of electronic devices during class (iPods, cell/iPhones, etc).
• Switch your cell phone to silent (NOT VIBRATE) before class begins.
• English courses meet in a computer lab, so computers are always present. For Seminar students, laptops are only permitted for certain class days. I will note it on my class plans.
• Emergencies/unexpected situations do arise. If you are experiencing a situation where you need your phone or are expecting an urgent phone call, notify me before class begins and exit the classroom quietly if you need to take a call.
• Remove headphones during class unless given permission to use them.
• You can and will be asked to leave class if you are consistently disruptive and/or violate these rules.

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 permanent academic 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. When in doubt, visit with me or a writing consultant in the Writing Center for help on how to use and cite sources correctly and effectively within your paper.

Research and Citation
For this English 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/](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!
  • I have handouts available on my wiki page: [http://www.tamucc.edu/wiki ChelseaPerez/APAHandouts](http://www.tamucc.edu/wiki ChelseaPerez/APAHandouts)
  • You can meet with me during my office hours or by appointment for one-on-one tutoring in APA. Half the battle is just knowing where to look...so use the resources listed above!

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](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/](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 will 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](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.