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Office Hours: Tuesday and Thursday 12:30-1:30

Course Description
Welcome to English 1301, Composition I, the first of two writing courses you will complete as part of Texas A&M University-Corpus Christi’s University Core Curriculum. English 1301 will introduce you to college-level writing, reading, thinking, and learning.

English 1301 emphasizes writing as a process. During the semester you will expand your literacy skills to write for different audiences, purposes and contexts. You will deepen your understanding of the writing process by analyzing and evolving your own writing through brainstorming, drafting, and presenting final texts. You will also engage in class activities that help develop literacy and collaborative skills.

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.
- 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 library and printing use.

Grade Distribution and Major Course Requirements
**This is a tentative schedule, subject to change**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class participation</td>
<td>Daily</td>
<td>10</td>
</tr>
<tr>
<td>Homework</td>
<td>Daily</td>
<td>10</td>
</tr>
<tr>
<td>Project 1: Literacy Narrative</td>
<td>09/14</td>
<td>10</td>
</tr>
<tr>
<td>Project 2: Navigating Sources</td>
<td>10/05</td>
<td>10</td>
</tr>
<tr>
<td>Student Archive</td>
<td>Midterm</td>
<td>15</td>
</tr>
<tr>
<td>Project 3: Ethnography</td>
<td>11/08-11/15</td>
<td>25</td>
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<tr>
<td>Final Portfolio</td>
<td>11/27</td>
<td>20</td>
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<tr>
<td>Total</td>
<td></td>
<td>100 points</td>
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**Writing Assessment**
Grades will be distributed in A, B, C, D, or F format. Students earn an ‘A’ if an essay and/or assignment needs very little revision. Students earn a ‘B’ if an essay and/or assignment shows good work but is not clear with the purpose. Students earn a ‘C’ if an essay and/or assignment shows average work. Students earn a ‘D’ if an essay and/or assignment shows poor work. Students earn an ‘F’ if an essay and/or assignment show no effort to follow the rubric at all or if it is not done in general.

**Please see the wiki link, “letter grade and point distribution” for more information.**

**Students can earn up to a 100 points.**
- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69

**In-Class Participation (10 points) Daily**
Students are required to participate in class. Students are expected to come to class everyday prepared with required materials. The in-class participation grades will be determined by various activities, assignments, and discussions, including but not limited to peer-reviews, group discussions, and presentations. In-class work cannot be made up.

**Homework/Free Writes (10 points) Daily**
Homework will be assigned throughout the semester. Homework grades will come from a variety of assignments that will focus on your class reading and the writing process. Homework is due at the beginning of class, and will not be accepted late.

**Literacy Narrative (10) 9/14**
The “Literacy Narrative” assignment will introduce students to the composition discourse. The idea is to enable students to recognize and acknowledge two essential aspects: 1) that all students are writers, and 2) that writing is a process. Students will encounter elements of the writing process such as: pre-writing, outlining/planning, drafting, editing/revising, and peer-review/collaboration.

**Navigating Sources (10 points) 10/05**
The “Navigating Sources” assignment will provide students with the opportunity to understand and acknowledge how “they” play a central role in engaging and creating meaning from texts.
Furthermore, students will be introduced to discussions consisting of: purpose, rhetorical reading strategies, punctuation as a rhetorical tool, and intertextuality. Students will compose an essay consisting of gathered research, and rhetorically analyze the text they have chosen to understand how and why they disagree.

**Student Archive (15 points) Midterm**
The “Student Archive” is a “working” folder/assignment that will exist as an organic representation of the Triad as a whole. Students are expected to include material consisting of but not limited to: free-writes, outlines, drafts, and final products. Students will need to divide this “working” folder by labeling and/or placing headers for the respective class. This folder/archive will assist in the construction of the Triad Portfolio at the end of the semester. Students will meet with their seminar and composition instructors at 3 points throughout the semester to review the content of the folder, and practice composing sample reflective overviews in preparation for the Portfolio.

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

**Ethnography and Multi-Media Presentation (25 points total) 11/08-11/15**
Research Proposal (2.5 points): Introducing to your topic, a working thesis, and your approach to the topic. You will identify your audience, propose questions for your topic, and the assignment is a contract of commitment to your topic.

Annotated Bibliography (2.5 points): The annotated bibliography assignment is a gather of academic sources, followed be a brief summary (usually about 150 words) that is descriptive and evaluative of the source. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited (who, what, and why process).

Discourse Ethnography (10): Students will observe, engage, collect, and conduct an interview in a discourse community that they are a part of. Students will keep in mind the characteristics of a discourse community: goals, lexis, membership, authority, modes for belonging, communication (multiliteracies), etc.

Multi-Media Presentation (10): Students will convert their active participation within the discourse community that they observed and the assignments that they completed and translate it into a multi-modal project—video, prezi, power-point, tri-fold, etc. Students will also present their multi-media presentation at the First Year Celebration.

**Grade Break Down**
- A: 22.5-25
- B: 20-22
- C: 17.5-19.5
D: 15-17
F: 0-14.5

Portfolio (20 points) 11/27
The “end of the year portfolio” is a collection of your previous works. What you turn in is the conclusion to your “student archive” for the semester. You will pick and choose what you believe best represents your overall learning experience within the Triad. A reflective essay will be required. This essay will require significant revisions and will be evolved over the course of the semester.

Grade Break Down
A: 18-20
B: 16-17.5
C: 14-15.5
D: 12-13.5
F: 0-11.5 points

Policies

Late Work
- I will NOT accept late daily work. There will be no make-ups for missed daily grades.
- Any major assignment (such as a portfolio) will only be accepted late if an extension has been granted.
- Please email me at least 24 hours before the due date if there are extenuating circumstances.

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. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero.
- Plagiarism or academic dishonesty will not be tolerated in any form. This includes but is not limited to:
  - Claiming someone else’s work as your own,
  - Downloading, purchasing, or “borrowing” pre-written essays off the internet or from friends and using them as your own,
  - Using resource materials without correct citation, (i.e. APA or MLA)
  - Using the organization or language of a source without using quotation marks and/or proper citation.
- When in doubt, schedule a visit with me, or visit the writing center to determine how to use sources correctly and effectively within your paper.
- Penalties for plagiarism (from An Islander’s Guide to Writing): No plagiarized paper will
be accepted for credit in any First-Year Writing Program course at TAMUCC. This includes partially plagiarized papers. A plagiarized paper will receive an “F” grade. If the instructor feels that the plagiarism was unintentional, he or she may ask the student to rewrite the paper for credit. Instructors who suspect that a student has plagiarized will submit a letter explaining the reasons for their suspicions and a copy of the student’s paper to the Coordinator of the FYWP, who will keep them on file. The Coordinator will review all cases of suspected plagiarism that occurs in the FYWP courses. Any student who is suspected of plagiarism will have the opportunity to discuss the matter with the Coordinator of the FYWP. Repeat offenders may be dismissed from the University, per the Student Code of Conduct.

**Attendance/Participation**

- Attendance and participation is vital to your success in the course. Come to class prepared, as you are responsible for keeping up with all the work assigned. More than three absences will result in infractions to your attendance grade.

**Classroom/Professional Behavior (Professionalism and Class Expectations)**

- Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and 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 instruction program may be considered a breach of the peace and is subject to disciplinary sanctions outlined in Article VII of the Student Code of Conduct. Students engaging in unacceptable behavior will be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Laptops, Cell Phones & Other Technology:**

- All technology will be turned **OFF** in my classroom.
- Failure to follow this rule will result in your removal from class and a daily grade of zero.
- If you are using your lab computer in a way that is unrelated to the material at hand, you will be asked to leave class and will receive a daily grade of zero.

**Grading**

- There is a 24-hour waiting period before I will discuss a major assignment. This allows you to think about your grade and reflect on your approach. The 24 hours allows you then to address rationally any questions you may have pertaining to the grade received.

**Preferred Methods for Scholarly Works**

- Correct MLA style citations will be required for each essay. We will briefly discuss proper methods of citations. However, it is up to you, the student, to take the initiative and responsibility to learn and adhere to proper MLA citation methods.

**Dropping a Class**
• I hope that you never find it necessary to drop this class. Please consult with me before you decide to drop. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (November 2nd) is the last day to drop a class.

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
  o 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student
  o Grade Appeal Procedures. These documents are accessible through the University Rules
  o 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.

Course Outline

<table>
<thead>
<tr>
<th>Week 1</th>
<th>First Week of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Introduction to Literacy Narrative/Portrait of a Writer</td>
</tr>
<tr>
<td>Week 3</td>
<td>Literacy Narrative/Portrait of a Writer and Library Orientation</td>
</tr>
<tr>
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<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 4</td>
<td>Literacy Narrative Due</td>
</tr>
<tr>
<td>Week 5</td>
<td>Introduction to Navigating Sources</td>
</tr>
<tr>
<td>Week 6</td>
<td>Writing Center: Navigating Sources</td>
</tr>
<tr>
<td>Week 7</td>
<td>Navigating Sources Due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Student-Teacher Conferences and Introducing Discourse Ethnography Assignment(s)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Midterm, Student Archives, and Writing Center: Annotated Bibliography</td>
</tr>
<tr>
<td>Week 10</td>
<td>Annotated Bibliography Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Introduction to Multi-Media Presentation</td>
</tr>
<tr>
<td>Week 12</td>
<td>Multi-Media Presentations and Discourse Ethnography Due</td>
</tr>
<tr>
<td>Week 13</td>
<td>Multi-Media Presentations</td>
</tr>
<tr>
<td>Week 14</td>
<td>Student-Teacher Conferences and Portfolio</td>
</tr>
<tr>
<td>Week 15</td>
<td>Presentations FYC and Final Portfolio Due</td>
</tr>
<tr>
<td>Week 16</td>
<td>Reading Days</td>
</tr>
</tbody>
</table>