Course
ENGL 1301.443 T/TH 9:30-10:45

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

Welcome to English 1301, Composition 1, 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. Writing is a process. Throughout the semester you will expand your literacy skills to write for different audiences, purposes and contexts, applying genres and conventions. Throughout the semester you will deepen your understanding of the writing process by evaluating your own writing process through brainstorming, drafting, and publishing final texts. You will also engage in class activities that help develop literacy and collaborative skills. The sequence of assignments and readings will progress students from a historical perspective of their own writing, to university writing in which students will be expected to articulate the conventions and stylistics of their discourse communities.

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.
• Folder
• SandDollar card for printing in computer labs (costs $$$) and checking out items from the library.

Grade Distribution and Major Course Requirements
**This is a tentative schedule, subject to change**

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<th>Assignment</th>
<th>Date Due</th>
<th>Points Possible</th>
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<td>In class participation</td>
<td>Daily</td>
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<tr>
<td>Homework</td>
<td>Daily</td>
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<tr>
<td>Project 1: Portrait of a Writer/Literacy Narrative</td>
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<td>Project 2: Navigating Sources</td>
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<td>Midterm (Student Folder)</td>
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<td>Project 3: Ethnography of a Discourse Community/Multi-Media Presentation/FYC</td>
<td>11/08-11/29</td>
<td>25</td>
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<td>Final Portfolio</td>
<td>11/27</td>
<td>20</td>
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<td>Total</td>
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<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. Given the nature of the classroom, student-centered, each student will participate in activities and/or discussion. Students are
expected to come to class everyday prepared with required materials. Student’s 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/Reflexive Writing Journals (10 points) Daily**

Homework will be assigned throughout the semester. Homework grades will come from reflexive writing journals that reflect the readings. Homework is due at the beginning of class, and will not be accepted late. Reflexive writing journals are a process in which students can: (1) understand the topic beyond class discussion; (2) engage in conversation and/or debate; (3) enhance academic growth; (4) foster critical thinking, learning, and writing; (5) help develop a multi-diverse perspective; (6) and negotiate various positions (intellectually and academically) by triangulating perspective. Total, students will be assigned 20 writing prompts that are worth .50 a piece equaling 10 points.

**Portrait of a Writer (10) 9/14**

The “Portrait of a Writer” assignment will introduce students to the discourse of composing. The idea is to enable students to recognize and acknowledge two essential aspects: 1) that 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. Furthermore, students will be introduced to discussions consisting of: skilled vs. “unskilled” writers, writer and reader approaches in constructing meaning, the composing process as non-linear/non-universal, and writer’s block. Lastly, students will compose a well organized and developed essay exemplifying: their learning experiences/knowledge with the texts, discussing their position as a writer, and reflecting on why and how they write along with what meaning is constructed.

**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. This will be accomplished by discussing the “rhetorical situation.” Students will encounter aspects of the rhetorical situation such as: the rhetorical triangle, audience, genre, exigence, and context. Furthermore, students will be introduced to discussions consisting of: purpose, rhetorical reading strategies, punctuation as a rhetorical tool, and intertextuality. Students will compose a well organized and developed essay consisting of gathered research, and rhetorically analyze the text they have chosen to understand how and why they disagree.

**Student Archive (15 points) 10/15-10/17**

The “Student Archive” is an “in-process” or “working” folder/assignment that will include progress and production within the Triad. The work/assignments you collect will be representative of the Triad as a whole. Students are expected to include material consisting of but not limited to: free-writes, outlines, drafts, final products. Students will need to divide this “working” folder by labeling and/or placing headers for the respective class. This assignment will provide students the opportunity to build and add to an archive which
will reflect progress, effort, and/or achievement within Triad K. This folder/archive will assist in the construction of the Triad Portfolio at the end of the semester. Students will meet both with their seminar and composition instructor prior and/or during mid-terms to review the “Student Archive.” More information will be provided throughout the semester.

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

**Ethnography of a Discourse Community and Multi-Media Presentation (25 points)**
11/08-11/29

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). This is not a summarization of the academic texts abstract, but an overall look and examination of the scholarly material. Choosing to do so will result in an automatic deduction of the annotation. [[MLA-Style Format]]

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 collation of previous works. What you turn is the final conclusion to your “student archive” for the semester. You will pick and choose “works”
representative of the classes you’re enrolled in within this triad. The basis of this document will consist of student’s participation within the triad. A reflective essay will be required. This essay will require significant revisions and reflection 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
- It is expected that you will come to class prepared, have read the materials and completed all assignments. If there is an issue, please contact me 24 hours in advance. Major assignments will not be accepted late without written notice at least 24 hours before the due date.

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 (0).
- 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, visit with me or a consultant in the Writing Center for help on 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. All cases of suspected plagiarism that occur in the FYWP courses will be reviewed by the Coordinator. 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.
- As a student of the university community there are general rules for acceptable college-level conduct. For my course, here are mine:
  - Be punctual: You cannot learn if you are not in class
  - Come to class prepared: Coming to class is a choice. Therefore, you need to come prepared with all assigned readings, homework, and mind (your input is valuable).
  - Be respectful: I will not tolerate disrespectfulness. Respect your peers values and opinions. You will be asked to leave if you are not respectful.
  - Communication: I cannot read your mind, know what is going on in your life, or acknowledge that you are struggling with classroom concepts/assignments if you do not communicate with me. I am here to help you.
  - Meet deadlines: As a student, it is your responsibility to turn in assignments according to their designated time and date. I have posted all due dates for major assignments to avoid confusion.

Electronic Devices

- Our class is held in a computer lab, so you will have full access to the internet and any other online resources you will need during our class meetings.
- Computers: During class time, do not use the computer (either in the lab or your own laptop) to login to Facebook, MySpace, Twitter, play games, chat, check your e-mail, or anything else personal and not related to class work. Inappropriate use of technology may result in me asking you to leave class, resulting in an absence for the day.
- Cell phones, iPads, iPods, etc.: A ringing cell phone during class time is extremely
disrespectful and disruptive. Please disable all electronic devices BEFORE class begins – whether it be switched off, silenced, or switched to vibrate mode. Do not text or answer phone calls during class. If it is necessary for you to take a call during class on a particular day, come and speak to me before class and I will excuse you as needed. If I see you with your cell phone out during class, I will ask you to leave class, resulting in an absence for the day.

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.

Emails
• Always type in your course and section number, along with providing your full name in emails. Please use correct spelling, sentence structure, and address the email formally.

Dropping a Class
• I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. 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 with an automatic grade of “W” this term.

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 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

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Provisional Course Outline

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<td>Aug 27-31</td>
<td>Introduction to Literacy Narrative/Portrait of a Writer and Writing Center Orientation</td>
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<td>Week 3</td>
<td>Sept 3-7</td>
<td>Literacy Narrative/Portrait of a Writer and Library Orientation</td>
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<td>Week 4</td>
<td>Sept 10-14</td>
<td>Literacy Narrative Due</td>
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<td>Week 5</td>
<td>Sept 17-21</td>
<td>Introduction to Navigating Sources</td>
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<td>Week 6</td>
<td>Sept 24-28</td>
<td>Writing Center: Navigating Sources</td>
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<td>Week 7</td>
<td>Oct 1-5</td>
<td>Navigating Sources Due</td>
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<td>Week 8</td>
<td>Oct 8-12</td>
<td>Student-Teacher Conferences and Introducing Discourse Ethnography Assignment(s)</td>
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<td>Week 9</td>
<td>Oct 15-19</td>
<td>Midterm, Student Archives, and Writing Center: Annotated Bibliography</td>
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<td>Week 10</td>
<td>Oct 22-26</td>
<td>Annotated Bibliography Due</td>
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<td>Week 11</td>
<td>Oct 29-Nov 2</td>
<td>Introduction to Multi-Media Presentation</td>
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<td>Week 12</td>
<td>Nov 5-9</td>
<td>Multi-Media Presentations and Discourse Ethnography Due</td>
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<td>Week 13</td>
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<td>Multi-Media Presentations</td>
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<td>Week 14</td>
<td>Nov 19-23</td>
<td>Student-Teacher Conferences and Portfolio</td>
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<td>Week 15</td>
<td>Nov 26-30</td>
<td>Presentations, FYC and Final Portfolio Due</td>
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<td>Week 16</td>
<td>Dec 3-7</td>
<td>Reading Days</td>
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