Triad K: “My Story ≠ History”
English 1301.445
Composition I – Fall 2012

Instructor: Ed Quintana
Office: Faculty Center 124
Phone: 361-825-6084
Office Hours: MW 12:00pm-12:50 pm  Tuesday 1:00pm-1:50pm  Friday 9:00am-10:00am
Email: edward.quintana@tamucc.edu
Course Website: http://www.tamucc.edu/wiki/EdQuintana/Home

Class: ENGL 1301.445  TR 9:30 – 10:45  OCNR #240

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

Welcome to English 1301, Composition I, the first of two courses about writing that you will complete as part of the University Core Curriculum.

First-year composition (FYC) positions itself as a gateway for first-year students’ entry into higher education. To accomplish this, FYC synthesizes classic teachings and pedagogy with contemporary ideas and praxis about writing. Understanding rhetoric is one key element for first-year students to learn. Classical rhetoric dealt more with speaking, however, rhetoric can be transferred into different mediums like writing and visuals. With the continued advent of writing studies, first-year students should not be taught how to write, but should be taught the nuances about writing. Writing studies can help students approach rhetorical situations and genres in a myriad of manners. For instance, audio and video technology advances writing and visual expression into another realm of communication. Classical rhetoric pedagogy and teachings integrated with writing studies practices can facilitate students to understand this “New Media.” In this course, students will learn about writing so they can be more prepared to infuse or integrate knowledge with any discipline, genre, or rhetorical situation that they may encounter in this ever-changing world.

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:
- Writing About Writing, by Elizabeth Wardle and Doug Downs

Other class necessities:
- Access to University Network and an active "Islander" e-mail account.
- USB flashdrive to save and transport computer files between home, class, and labs.
- Sanddollar card to check out items from Bell Library and to print on campus (Bell Library,
In-Class Participation (10 points): 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 may result in a deduction from your In-Class Participation grade. Extenuating circumstances will be evaluated on a case-by-case basis. Participation in class will be observed through short writing assignments, journals, group work, peer reviews, and quizzes.

Homework/Reflexive Writing Journals (10 points): All homework assignments are connected to the course readings or major projects and should be completed before class in order to fully engage in class discussions and the course material. The assignments are designed to make connections between your personal experiences and the material you are encountering in this course.

Project 1, Literacy Narrative (10 points) DUE 9/14: A 3-5 page essay in which you reflect, observe, and present details on a literacy you have developed. How did you develop this literacy? Who or what sponsored your literacy? In other words, how would you describe the personal experiences and dynamics that allowed you to read, write, play video games, cheerlead, or skateboard? The purpose of this assignment is to pull ideas from course readings and inflect on the connections to your experiences as you acquired literacy.
Project 2, Navigating Sources that Disagree (10 points) DUE 10/5: For this assignment, you will work in small groups to observe and research a topic or issue under debate. Each group will find articles that disagree and will form their own meaning on the issue by considering the different perspectives being discussed. The purpose of this project is to consider how writers rhetorically construct texts and how readers devise meaning. Another aspect to this assignment will initiate you into real-world, group interaction.

Midterm, Student Archive (15 points) DUE 10/15-17: The Student Archive is an “in-process” or “working” collection of assignments and writings that will be stored to display progress and development within the Triad. Students should store in their archives any type of work such as freewrites, outlines, drafts, revisions, and final products to show process and progress. This archive will assist in the development of the Final Triad Portfolio due at the end of the semester. Students will conference with both their seminar and composition instructors during the semester to monitor and review archive progress.

Project 3, Discourse Community Ethnography/Multi-media Presentation (25 points) 11/8 – 11/29:

Research Proposal (2.5 pts.): Introduction to your topic, a working thesis, and the approach you will utilize during research. You will identify your audience and propose questions to your topic. The research proposal is a contract of commitment to your Discourse Community Ethnography.

Annotated Bibliography (2.5 pts.): The Annotated Bibliography is made up of academic sources that are relevant to your research topic. Each entry will include a brief summary (about 200-250 words) that describes and evaluates the source. The purpose of the annotation is to inform the researcher of the relevance, accuracy, and quality of the sources cited (Think who, what, and why?). This is not a summary of the abstract, but an overall analysis of the scholarly resource.

Discourse Community Ethnography (10 pts.): For this assignment, 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). Writing an ethnography of a particular community requires you to become an active researcher in the field. You will use research, observations, as well as conduct an interview with a member of the discourse community to help you understand the goals, lexis, rules, authority, and communication essential to membership.

Multi-media Presentation (10 pts.): For this assignment, you will convert your Discourse Community Ethnography paper into a multi-modal project using mediums such as videos, Prezi, PowerPoint, or tri-fold posters. You will present this project at First Year Celebration (FYC). 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, or academic audience.

Final Portfolio (20 points) DUE 11/27: The Final Portfolio is a collection of evidences that support the Reflective Overview. You will each write an essay that reflects and assesses your progress and growth throughout the semester. You will pull examples and evidences from your Student Archive that will help you reinforce the ideas you want to convey in your Reflective Overview.
Policies

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.

University Rule: 13.02.99.C3.01 Procedure for Academic Misconduct Cases
Disciplinary action for academic misconduct is first the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic misconduct and with giving appropriate sanction to any student involved. The faculty member must file a record (an Academic Misconduct Incident Form) for each case of academic misconduct, along with any materials involved. Any student who has been penalized for academic misconduct has the right to appeal the judgment or the penalty assessed, unless the student chooses not to sign the Academic Misconduct Incident Form within the time constraints indicated below. (Further details are available the University website: http://www.tamucc.edu/provost/university_rules/index.html, or from the Division of Student Affairs at 825-2612.

Plagiarism includes:
1. using the work of another as your own,
2. downloading or purchasing ready-made essays off the web and using them as your own,
3. using resource materials without correct documentation,
4. using the organization or language of a source without using quote marks and proper citation.

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

Academic Dishonesty
Other forms of academic dishonesty include falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submission (using the same material for two separate assignments or courses without permission from the instructors), and abuse of academic materials (the intentional destruction of resource materials).

Late Work
I will not accept late homework on in-class work. These daily assignments are directly related to your participation and attendance in class. Major assignments will not be accepted late without an extension granted at least 24 hours before the due date.

Technologies In Class
Please use electronic devices appropriately, out of respect for your Triad E instructors and your peers. There are times and places in polite society when texting is simply not appropriate; texting is not appropriate in the lecture hall or classroom. 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. Cell phones, MP3 players, and other electronic devices must be set on silent/vibrate or turned off while in the classroom. Please keep all electronics out of sight (in your purse/pocket/backpack). In the case that you must take an emergency call, please step out the room.

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.

**Dropping a class:** I hope that you never find it necessary to drop a class. However, circumstances may dictate that dropping a course may be your best alternative. Please consult with me, or the instructor of the course, before you decide to drop a class. Should you decide to drop a course, you must initiate the process to drop a 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 result in your being dropped from the class. **Friday, November 2 is the last day to drop a class with an automatic grade of “W” for the 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.

**Provisional Course Outline (subject to change)**

**Week 1**
Class Introductions & What Is Literacy?

**Week 2**
Literacy Sponsors; Introduce Project 1; Writing Process; Chunking/Blocking

**Week 3**
Planning, Organizing, Drafting; Writing Center Orientation and Peer Review Workshop

**Week 4**
Individual Conferences; In-class peer review; Literacy Narrative essay due 9/14

**Week 5**
Introduce P2; Library Orientation; Rhetorical situations/reading strategies; Research techniques

**Week 6**
Research techniques; Discuss APA; Rhetorical analysis of sources/arguments

**Week 7**
Group conferences; Peer-review; Navigating Sources due 10/5

**Week 8**
Introduce Discourse Ethnography; Discourse communities

**Week 9**
Midterm Student Archive 10/15-17; Discourse communities; Bibliographies; collecting data

**Week 10**
Analyze data; Organize interview and questions; Annotated Bib due 10/26

**Week 11**
Ethnography of discourse communities; Visual Rhetoric

**Week 12**
Multi-media Presentations; Discourse Ethnography due 11/9

**Week 13**
Multi-media Presentations
**Week 14** Student Archive Conferences; Portfolio; Thanksgiving Break 11/22-23

**Week 15** Final Portfolio Due 11/27; First-Year Celebration (Wednesday-Thursday, 11/28-29)

**Week 16** Reading Days