**Instructor Name:** Kellie Jarvis  
**Office:** Faculty Center 128  
**Telephone:** (361) 825-6084  
**Email:** Kellie.Jarvis@tamucc.edu  
**Webpage:** [http://falcon.tamucc.edu/wiki/KellieJarvis/Home](http://falcon.tamucc.edu/wiki/KellieJarvis/Home)  
**Office Hours:** MW 10-10:50; 12-1:50; TR 11-12 or by appointment

**Classes:** ENGL 1301.477, Composition I, TR 9:30-10:45 AM, CCH 210

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

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

- Apply 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

**1301 will also require these other materials**
- Access to University Network and an active "Islander" e-mail account.
- Access to a computer with Microsoft Word.
- Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus.
- Sanddollar card and money in your account to print on campus, if needed.
- Be sure and always bring a pen and paper to class.

**Grade Distribution (dates, nature of assignments, assignment weight)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Daily</td>
<td>20%</td>
</tr>
<tr>
<td>Project 1 (Literacy Narrative)</td>
<td>Sept 14</td>
<td>10%</td>
</tr>
<tr>
<td>Project 2 (PoliSci Paper)</td>
<td>Oct 9</td>
<td>15%</td>
</tr>
<tr>
<td>Portfolio One</td>
<td>Oct 12</td>
<td>10%</td>
</tr>
<tr>
<td>Project 3 (Annotated Bibliography)</td>
<td>Nov 2</td>
<td>10%</td>
</tr>
<tr>
<td>FYC Celebration</td>
<td>Nov 28/29</td>
<td>10%</td>
</tr>
<tr>
<td>Project 4 (Ethnographic Research)</td>
<td>Nov 30</td>
<td>15%</td>
</tr>
<tr>
<td>Portfolio Two</td>
<td>Dec 4</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</tbody>
</table>
Brief Description
The course will be divided into four units, each covering specific aspects within the study of writing. You will be asked to write an essay for each unit covered, a total of 4 major writing assignments in the course of the semester. You will also be asked to submit 2 major portfolios: 1 midterm, and 1 final. Specific guidelines will be posted to the class website for these as well as other writing assignments.

Project 1 – Literacy Narrative
Project 2 – Political Science Sustainability Paper
Project 3 – Annotated Bibliography
Project 4 – Ethnographic Research

Attendance and Participation
Active student participation is essential for the successful operation of this student-center course. Without student participation, learning activities suffer. Therefore, 10 points each day are available for participation: it is your decision to earn these points or not. Most days (unless otherwise stated) Attendance and Participation (A&P) grades will be tied to assignments that were to be completed outside of class, either individual or group and the Pre-Reading Blog on days that we blog. Your evaluation on the assignment will be your A&P points for the day. If you did not complete the assignment, you can still earn "mystery point" (1-5) points for the day for just coming to class. To earn mystery points, place your name, section number, date on a piece of paper and turn the paper in at the end of class. Daily Work CANNOT be made up, so don't ask! However, I only count 90% of the total number of points as 100%, so you have a few "freebies."

Late work

Deadlines (Late Work)

The nature of learning within the University system requires that at certain points in the semester you are provided with feedback, and an overall assessment of your performance in the class (a grade). In order to complete this process, I have set up a timeline for coursework projects. Any major work submitted late without extension will lose 10%.

Work that cannot be submitted late:
- Daily work
- Reader Responses / Responses to student drafts
- Drafts
- Presentations

Extension Policy
If for some reason you are unable to make the deadline, IT IS YOUR RESPONSIBILITY to contact me and make other arrangements, BEFORE THE DUE DATE. We will discuss an alternative completion date. In order to extend a deadline, you must:
- Contact me via email as soon as you know about your completion problems;
- Save your email-you will need it later.
- Save my response to your email.
- We will agree on an alternative date;
• Send me an exact day, date and time that you will be submitting the work.
• After the initial due date, ITS UP TO YOU to work on the project!
• No additional class time will be taken on the project
• My involvement will be on your initiative;
• Your submission will have copies of all our correspondence included on the top of the project; this means you must show the time line of the requests, submission without a timeline, will be evaluated as late.
• Works that are not eligible for an extension:
  o Daily work
  o Drafts

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).

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 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; always check Wiki for latest class plans)**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introductions; Syllabus; Assign readings Murray; Lamott; King</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Introduce P1; Assign readings Johns; Malcolm X; Grant-Davie</td>
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<tr>
<td>Week 3</td>
<td>Rough drafts of P1 due; Peer review; Conferences</td>
</tr>
<tr>
<td>Week 4</td>
<td>Project 1 due; P2 introduction; P2 readings</td>
</tr>
<tr>
<td>Week 5</td>
<td>P2 readings/activities</td>
</tr>
<tr>
<td>Week 6</td>
<td>P2 draft; Peer review;</td>
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<tr>
<td>Week 7</td>
<td>P2 conferencing; P3 introduction</td>
</tr>
<tr>
<td>Week 8</td>
<td>P2 due; P3 readings; Research &amp; two annotated sources</td>
</tr>
<tr>
<td>Week 9</td>
<td>P3 draft 1; Peer review; Credibility of sources; Portfolio 1</td>
</tr>
<tr>
<td>Week 10</td>
<td>Draft 2 of P3; Peer review; P3 conferences</td>
</tr>
<tr>
<td>Week 11</td>
<td>P3 due; Drop Date (Friday, Nov. 5); P4 introduction; CARS model; Wardle; Mirabelli; Interview Questions</td>
</tr>
<tr>
<td>Week 12</td>
<td>Mirabelli; Branick; P4 draft and peer review</td>
</tr>
<tr>
<td>Week 13</td>
<td>FYC practice; P4 conferences</td>
</tr>
<tr>
<td>Week 14</td>
<td>FYC practice; Thanksgiving</td>
</tr>
<tr>
<td>Week 15</td>
<td>First-Year Celebration (Thursday, Dec. 1); P4 due</td>
</tr>
<tr>
<td>Week 16</td>
<td>Portfolio 2</td>
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</tbody>
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