English 1301.740
Composition I

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Classes:  ENGL 1301.741, MWF 10:00-10:50 OCNR 240
          ENGL 1301.740, MWF 11:00-11:50 OCNR 240
          ENGL 1301.207, TR 8:00-9:15 CCH 209

Course Description
Welcome to English 1301, Composition I, the first of two writing courses you will complete as part of the University Core Curriculum. English 1301 introduces you to college-level writing, reading, thinking, and learning.

English 1301 emphasizes writing for different audiences, purposes, and contexts, using appropriate genre and conventions. You will deepen your understanding of and develop your use of writing processes that include extensive invention, multiple drafts, sharing and responding to work in progress, revising, editing, and publishing. You will develop information literacy and engage in critical thinking as you work through writing and reading assignment sequences that require ongoing inquiry and problem solving.

Course Purpose
The purpose of the course is an introduction to writing studies; its design provides for your learning about academic / professional writing and provides insights about writing that will assist in any writing opportunity you encounter in the university and beyond.

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: A College Reader, by Elizabeth Wardle and Doug Downs

1301 will also require these other materials
• Access to University Network and an active "Islander" e-mail account.
• Noodle Tools 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

Specific dates of assignments and assignment weight

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date Due*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Process and Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto-ethnography Draft</td>
<td>2.5</td>
<td>Sept 14</td>
</tr>
<tr>
<td>Auto-ethnography</td>
<td>2.5</td>
<td>Sept 21</td>
</tr>
<tr>
<td>Writing Process of Others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnography Draft</td>
<td>2.5</td>
<td>Oct 12</td>
</tr>
<tr>
<td>Ethnography</td>
<td>7.5</td>
<td>Oct 19</td>
</tr>
<tr>
<td>Discourse Community and Academic Voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10.0</td>
<td>Nov 2</td>
</tr>
<tr>
<td>Rhetorical Analysis of the Science Discourse Community Draft</td>
<td>19.0</td>
<td>Nov 9</td>
</tr>
<tr>
<td>Rhetorical Analysis of the Science Discourse Community</td>
<td>15.0</td>
<td>Nov 30</td>
</tr>
<tr>
<td>Interdisciplinary Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster Presentation (Composition)</td>
<td>5.0</td>
<td>Nov 14&amp;15</td>
</tr>
<tr>
<td>Poster Presentation (Final)</td>
<td>10.0</td>
<td>Nov 19-21</td>
</tr>
<tr>
<td>In Addition...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>10.0</td>
<td>Dec 10</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>10.0</td>
<td>TBA</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>15.0</td>
<td>Daily</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

*All dates are tentative and subject to change

Assignment Descriptions

Handouts and postings on the course webpage provide detailed assignment descriptions.
Policies

Attendance and Participation

Active student participation is essential for the successful operation of the student-centered 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 the days that we blog. Your evaluation on this assignment will be you’re A&P points for the day. If you did not complete the assignment, you can still earn “mystery points” (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
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% per day, not to exceed 3 days late.

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, IT’S 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 because submission without a timeline will be evaluated as late.

Resubmissions
• Most major works can be re-submitted for re-evaluation; HOWEVER, you must submit a work originally to be able to re-submit.
• You must email me of your intention to do so; both this email and my response must be placed in the resubmission.
• A piece of writing dealing with what has changed in the resubmission and why / how this makes the piece of writing stronger must be included in the resubmission. This is a detailed piece of writing clearly defining / outlining what was changed in the piece of writing. It provides statements for what was changed and how this makes the piece of writing stronger, supporting all statements with specific examples of what changes were made and why.
• The consequences of not following the above procedure: the work will be returned un-evaluated.
• All resubmission must be in by date of final TBA each semester.
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).
# Grading

## Numerical Grade Distribution

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
<td>Excellent. Exceeds assignment requirements using a creative or challenging approach in its style, development, and/or delivery. The work demonstrates superior organization, research, and editing.</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
<td>Good. Meets assignment requirements, following typical genre and style conventions. The work’s research, development, organization, style, and demonstrate adequate effort, but with problems in some areas</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
<td>Average. Meets most of the assignment requirements, yet the work demonstrates more obvious problems in the development, organization, style, and editing.</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
<td>Poor. Fails to complete many of the minimum assignment requirements. The work is lacking in research and development and has serious problems with the organization, visual design and editing.</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
<td>Failure. Fails to complete many of the minimum assignment requirements. The work is lacking in research and development and has serious problems with the organization, visual design and editing. This grade is also reserved for plagiarized work.</td>
</tr>
</tbody>
</table>

This information is provided to help you calculate and keep track of your grade. If you get a 89% on an assignment worth 20% of the total grade, take 20*.89 = 17.8 points. All assignments together add up to 100 total points.

## Grade Discussion

Grading is not an exact science. I use the assignment description, evaluation guidelines, and read at minimum twice. I try to determine as fairly and as reliably as possible the grade that your work earns. In doing this, I realize that numerous factors come into play during the evaluation process which could affect the assigned grade. Since this is your work, if upon review, you believe that your earned grade should be assessed differently, you have the option of discussing it with me.

However, I do have some ground rules for this. You must wait 24 hours after the return of your work. After this “cooling off” period, make an appointment during my office hours for discussion. At this time, bring specific areas where you disagree with my evaluation, using the criteria, the assignment description and specific evidence / support from your work that supports your evaluation. This should be in the form of a written piece dealing with where in your assignment you feel you have met the criteria. You must be able to support your statements with examples from your work. **SHOW ME!**

Your responsibility in this is that you bring your work and have your argument for the evaluation you believe your work earned (not deserved). You will be supporting this with text sections from your piece.

If you come to a grade discussion meeting without the above being completed and ask me "why did I get this grade?", I will answer "Because" and the meeting will be over.
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
Week 1 Introductions/ Syllabus; Reading 1
Week 2 Reading 2; introduce P1
Week 3 drafting; citation style; draft expectations; Reading 3
Week 4 P1 Draft due; Peer Review; Revision; workshop
Week 5 P1 Due; Introduce P2 readings/activities
Week 6 Intro to Annotated Bib, Rhetorical Analysis, Poster
Week 7 P2 Reading discussions
Week 8 Introduction into Research; P2 Draft due; Peer Review
Week 9 P2 Due; Annotated source due; WAW Reading
Week 10 Concept of Rhetorical Analysis
Week 11 Annotated Bib due; research; poster genre
Week 12 P3 Draft due; Peer Review
Week 13 FY celebration prep; Discuss Final Portfolio; reflection
Week 14 In class practice for FYC; Thanksgiving
Week 15 First-Year Celebration
Week 16 Last day of class; Final Portfolio Due