Course Syllabus

English 1301.841

Fall 2012

Kellie Jarvis
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English (Composition I) 1301.841 Fall 2012

Name of Instructor
Kellie Jarvis

Course Title and Number
Class: ENGL 1301.841  MWF 9-9:50 am  CCH 210

Contact Information

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>361-825-6084</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email address</td>
<td><a href="mailto:kellie.jarvis@tamucc.edu">kellie.jarvis@tamucc.edu</a></td>
</tr>
<tr>
<td>Office Building &amp; Number</td>
<td>Faculty Center 128</td>
</tr>
<tr>
<td>Office Hours</td>
<td>MW: 10-10:50 am; 12-2 pm; TR 11-12pm</td>
</tr>
</tbody>
</table>

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, working toward a focus on writing in the scientific discourse community.

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.

Student Learning Outcomes
Program Learning Outcomes (FYC)
Upon completion of this course, students will be able to
1. Apply principles of the writing process, including drafting, editing, and revision, to generate academic / professional documents.
2. Analyze complex issues / ideas in research-based academic writing.
3. Analyze and interpret a variety of texts
4. Write in several genres
5. Produce an introduction with a solid focus, direction, and purpose
6. Cohesively integrate academic research to support the writer's purpose
7. Connect ideas across courses

Graded activities

Specific dates of assignments and assignment weight

<table>
<thead>
<tr>
<th>Writing Process and Practices?</th>
<th>Assignment</th>
<th>Points</th>
<th>Date Due*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto-ethnography Draft</td>
<td>2.5</td>
<td>Sept 14</td>
<td></td>
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<tr>
<td>Auto-ethnography</td>
<td>2.5</td>
<td>Sept 21</td>
<td></td>
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<table>
<thead>
<tr>
<th>Writing Process of Others?</th>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Ethnography Draft</td>
<td>2.5</td>
<td>Oct 12</td>
<td></td>
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<tr>
<td>Ethnography</td>
<td>7.5</td>
<td>Oct 19</td>
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<table>
<thead>
<tr>
<th>Discourse Community and Academic Voice</th>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>10.0</td>
<td>Nov 2</td>
<td></td>
</tr>
<tr>
<td>Draft of Rhetorical Analysis</td>
<td>10.0</td>
<td>Nov 9</td>
<td></td>
</tr>
<tr>
<td>Rhetorical Analysis</td>
<td>15.0</td>
<td>Nov 30</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Interdisciplinary Experience</th>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
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</thead>
<tbody>
<tr>
<td>Poster Presentation (Composition)</td>
<td>5.0</td>
<td>Nov 14 &amp; 15</td>
<td></td>
</tr>
<tr>
<td>Poster Presentation (Final)</td>
<td>10.0</td>
<td>Nov 19-21</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In Addition........</th>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final portfolio</td>
<td>10.0</td>
<td>Dec 10</td>
<td></td>
</tr>
<tr>
<td>Reading Responses</td>
<td>10.0</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>15.0</td>
<td>Daily</td>
<td></td>
</tr>
</tbody>
</table>

Total 100.0

*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 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:
  - Daily work
Resubmissions

- Most major works can be re-submitted for re-evaluation.
- 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.

Plagiarism

What Is Plagiarism?

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

As Defined by TAMUCC

The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials.

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanction to any student involved.

Penalties that may be applied by the faculty member to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

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 should be 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 your have meet 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.

Texts and Supplies

- **Textbooks**
  1. *Writing about Writing: A College Reader* by Elizabeth Wardle and Doug Downs
  2. NoodleTools Account
    - This is provided free to you
• **Materials**
  1. MS Word or a word processing program that saves files as .rtf. If you have a MAC and it has MAC Write, it saves the work as a .pages file, that I cannot open. So, if you are not sure, take the time to open the file on a PC on campus.

• **Email Address**
  1. I email everyone to his or her Islander.tamucc.edu email account, from BlackBoard. If you are emailing me:
     - It must be from your Islander account. I cannot respond to any other email account via university policy
     - You must have you name, section number, and reason for email in the subject line
     - Remember, common practice is 24 hours for an email answer. I do not answer emails at 3am.

**Assignment Formatting**

All work, unless otherwise specified, is formatted:

- Word processed
- Default font; however nothing that is non-academic like Chiller
- 12 pt font size
- Word processor default margins
- Printed
- Confirms to a manuscript style: APA
- Name / section number in upper right corner...only if a manuscript style is not used.

**Required statements**

**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**

**College of Science & Technology**

**Center for Instruction CI 350**

(361) 825-6094, Tracy Ramirez
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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
## Provisional Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Major Project Due Date</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 22-24</td>
<td>Course intro / syllabus quiz; Read “Intro to Conversation and Homew...</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aug 27-31</td>
<td>Read Lamott (class), Perl homework, Discuss project one.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 4-7</td>
<td>Discuss Perl (Graded response); How to do an ethnographic study... APA introduction (reading from Bazerman)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sept 10-14</td>
<td>Auto-ethnography Draft; Check transcript, coding, Expectations of draft workshop time...</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sept 17-21</td>
<td>Auto-ethnography Paper, Intro to paper 2 workshop, assign reading from WW (Graded)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sept 24-28</td>
<td>Intro into Annotated bib, Rhetorical Analysis, Poster</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct 1-5</td>
<td>Check transcript, coding, (Graded Reading)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct 8-12</td>
<td>Ethnography Draft; Introduction into research using google scholar / data bases / googling trail (in class)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Oct 15-19</td>
<td>Ethnography Paper; Annotated source due, work on citations, knowing what a source is (Assign Graded Reading)</td>
<td></td>
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<tr>
<td>10</td>
<td>Oct 22-26</td>
<td>Concept of rhetorical analysis, check on research, work</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Oct 29-Nov 2</td>
<td>Annotated Bibliography</td>
<td>Research, poster genre, work</td>
</tr>
<tr>
<td>12</td>
<td>Nov 5-9</td>
<td>Discourse Community Draft; (Graded Reading); Peer Response draft</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Nov 12-16</td>
<td>Poster Draft (composition); Work on poster; evaluate in composition</td>
<td></td>
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<tr>
<td>14</td>
<td>Nov 19-21</td>
<td>Poster Presentations (SLC); Presentations</td>
<td></td>
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<tr>
<td>15</td>
<td>Nov 26-30</td>
<td>Discourse Community Paper / Celebration Day; Attend celebration day, work on Portfolio</td>
<td></td>
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<tr>
<td>16</td>
<td>Dec 3-4</td>
<td>Discourse Community Paper / Celebration Day; Attend celebration day, work on Portfolio</td>
<td></td>
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<tr>
<td>Final</td>
<td>Dec 10</td>
<td>Final Portfolio; End of semester</td>
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10
## SYLLABI CHECKLIST

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>X</td>
<td>Name of Instructor</td>
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<tr>
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<td>Course title</td>
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<tr>
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<td>Course number</td>
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<td>E-mail address</td>
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<tr>
<td>X</td>
<td>Office number and building</td>
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<tr>
<td>X</td>
<td>Office hours</td>
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<tr>
<td>X</td>
<td>Course description</td>
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</table>
| X | Student Learning Outcomes  
  ✓ at least two  
  ✓ student focused  
  ✓ measurable  
  ✓ SLOs are the same as other sections of course |
| X | Graded activity  
  ✓ specific dates of assignments  
  ✓ nature of assignments  
  ✓ assignment weight |
| X | Policies (Recommended but NOT required)  
  ✓ late work  
  ✓ plagiarism  
  ✓ missed exams  
  ✓ attendance & tardiness  
  ✓ preferred methods of scholarly citations |
| X | Required statements  
  ✓ student with disabilities statement*  
  ✓ advising statement**  
  ✓ grade appeals process*** |
| X | Supplies (if applicable) |
| X | Texts/readings (if applicable) |
| X | Provisional course outline |