Fall 2012: Composition 1302

Instructor Name: Melissa Riss
Office: Faculty Center 113
Telephone: (361) 825-6084
Email: Melissa.Riss@tamucc.edu
Course Webpage: http://falcon.tamucc.edu/wiki/MelissaRiss/Home
Office Hours: Tuesday and Thursday 1:00-2:00 and by appointment.

Program Website: http://firstyearwiki.tamucc.edu/wiki

Class: ENGL 1302. 202 TR 3:30-4:45pm CCH 201

Course Description
Principles, techniques, and processes of written composition, with an emphasis on research and argument.

1302 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
- Identify position, claims, and evidence in arguments
- Evaluate position, claims, and evidence in arguments
- Construct arguments on more than one side of an issue using sources and evidence
- Produce an introduction with a solid focus, direction, and purpose
- Cohesively integrate academic research to support the writer's purpose
- Integrate a citation system that is identifiable, functional, and consistent
- Connect ideas across disciplines

The required textbook for all English 1302 classes
Everything's an Argument, Lunsford, Ruszkiewicz, and Walters. 5th ed (Required)
Writing about Writing, Elizabeth Wardle and Doug Downs. 1st ed. (Recommended)

1302 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. The best option is a USB flash drive.
- Sand dollar card and money in your account to print on campus, if needed.
- Be sure and always bring a pen and paper to class.

About Composition: The focus of this class is writing. Specifically, we'll be examining how composition scholars study and view the practice of writing, and we'll spend a good deal of time focusing on academic discourse in writing (writing in the academic setting). Writing isn’t easy, even for professional writers. And, I will tell you up front I can’t teach you “how to write.” But I do hope you’ll leave this class with a better understanding of the writing process, and come away with some tools and approaches that will make writing a less daunting task.

Grade Distribution (dates, nature of assignments, assignment weight) Please remember that all work must be
formatted in MLA manuscript style and sources must be cited in MLA citation style, unless otherwise noted.

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<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
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<tbody>
<tr>
<td>Attendance/In-Class Participation</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>Variable</td>
<td>5%</td>
</tr>
<tr>
<td>WP 1 Observation Report</td>
<td>Aug 30th</td>
<td>5%</td>
</tr>
<tr>
<td>WP 2 Annotated Bibliography</td>
<td>Sept 18th</td>
<td>10%</td>
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<tr>
<td>WP 3 Multiple Perspectives/ Character Profile</td>
<td>Oct. 9</td>
<td>10%</td>
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<td>WP 4 Scene Proposal</td>
<td>Oct. 16th</td>
<td>10%</td>
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<tr>
<td>WP 5 Student Position Paper</td>
<td>Oct. 30th</td>
<td>10%</td>
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<td>WP 6 Group Application</td>
<td>Nov. 6th</td>
<td>10%</td>
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<td>WP 7 Memorandum of Understanding (MOU)</td>
<td>Nov. 13th</td>
<td>10%</td>
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<tr>
<td>WP 8 Video Script</td>
<td>Nov. 20th</td>
<td>10%</td>
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<tr>
<td>Deadliest Video / Presentation</td>
<td>Nov. 28-29</td>
<td>10%</td>
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<td>Total</td>
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**Connecting the Dots: An Overview of the Major Assignments in ENGL 1302**

*(for complete details, please see my wiki page)*:

**Daily Writing:** Attendance is compulsory and will be measured through your daily writing. All daily writing must be completed during class, unless otherwise instructed, and submitted via your wiki page. You may not make up missed Daily Writing; you may, however, miss two daily writing assignments without it impacting your grade.

**Homework:** Homework assignments will vary but will be explicitly scheduled and explained on the online class plans on my wiki page. Because of the volume of grading I have, I ask that you submit your homework as a printed, typed document, unless your assignment is to facilitate a class discussion. Please staple your homework if it is more than one page. All homework is due at the beginning of class, and will not be accepted late. Detailed instructions are available online.

**Observation Report:** With this assignment, you will set the stage for the work you do, for *the rest of the semester*. After viewing an episode from the “Deadliest Warrior” we will practice writing observation reports. You will choose a character from the selected categories and will work toward creating a battle scene the rest of the semester. In order to create an episode, we will need to analyze the previous selected episode to understand how the authors of “Deadliest Warrior” are presenting the scenario and making their arguments for who will win the battle. The purpose of the assignment is for you to learn how to observe and report on detail, and to analyze the construction of the argument being made in the episode.

**Annotated Bibliography:** The purpose of the Annotated Bibliography is to deepen your understanding of the topic as you proceed through your sources. Each entry will evaluate how reliable each source is, depending upon its slant, and enter into an ongoing conversation or debate about your historical event/issue. The Annotated Bibliography will contain all your research for the semester, and will be integral to your success this semester.
Multiple Perspectives Paper/Character Profile: Drawing upon your previous research, analyze and explore an issue by examining various factors that led to the social problem or issue in the first place. In other words, don't just examine who is in favor of something and who is opposed, but look deeper into how this issue impacts many different types of individuals within a broader community. Your voice in this paper should remain objective.

Scene Proposal: With this assignment, will select a battle scene for your video that will influence your character’s chance of victory. This assignment will require you to connect your scene to a specific issue that has a historical past, and has negatively evolved your character’s society. You will evaluate how your issue may impact the battle and come up with a solution to overcome your character’s obstacles.

Student Position Paper: This paper will allow you a space to voice your own perspective on this topic, or event you have been researching this semester. Through your Annotated Bibliography and Literature Review, you have become an expert on your topic. The position paper asks you to speak from this place of authority, establishing your position or argument within the conversation. You will use evidence, reasoning, and other scholarly resources to support your position in relation to other perspectives and data. This paper is also a transition point towards your video. You will begin shaping your argument as your work to narrow your field of discussion.

Group Application: For this assignment, you will write a one page resume document to one of the selected scenes that were chosen by the class. In your resume you will focus on why you would be a good group member. You must state your qualifications and what you can do to contribute to your group’s success. For those of you whose scenes were chosen, you will review the application materials that other students submit as requests to be part of your scene group.

Memorandum of Understanding (MOU): Once we have created the groups for the video scenes, each group will need to develop a Memorandum of Understanding (MOU) that will describe the responsibilities of the group members. Here are some items you will want to address:
- What each group member will be responsible for
- Writing the script
- Gathering props
- Acting
- Shooting/editing/delivering video
- Rules for attendance at work meetings
- Rules for communication
- Procedures for keeping instructor informed about progress/problems

WP 8 Video Script: As a group you will need to work together to decide what will happen in your scene for the video. To help you decide, the group will put together a script describing the scene.

Deadliest Warrior Video: The culmination of all the work for the course will be the "Vampires vs. Werewolves" video installment for the show Deadliest Warrior. Even though this is a video and may feel more creative, keep in mind that your presentations should be based on the research you did for your MLA argument paper. The video is not meant to be just a creative activity, although you can certainly have fun with it and use your imagination.

Attendance and Participation (10% of your Composition Grade)
Part of your grade in this course is dependent upon your group and overall class participation, so regular attendance is required. You are responsible to completing and turning in all class work (drafts, papers, portfolios, and/or anything done as homework). You will not be able to make up or receive credit for work specifically designed to be completed in class (unless you provide a medical excuse). You will be asked to provide official documentation providing a legitimate excuse for missing more than three absences. In addition, if you have additional unexcused absences, I will likely ask you, to meet me outside of class to review your goals, progress, and intentions for the class. Daily work/homework will be used as evidence of your attendance.

It is disruptive to the entire class when students are tardy on a regular basis. If you have a legitimate reason keeping
you from arriving on time, inform me of your situation.

**If for any reason your participation affects classroom activity in a negative fashion, you will receive negative participation points!** (If you have any questions regarding this, please read Rights, Responsibilities, and Civil Discourse).

**Cell Phones & Other Electronic Devices**
Please turn off your cell phones and any other electronic devices before class begins, out of respect for the class. If you must take a phone call or text during class time, please keep them on vibrate, and excuse yourself from class. Please do not use the Internet in the computer classroom for anything other than classwork, as this is often a distraction to those around you. **If I find you texting, surfing the web on non-related work, I will ask you to leave the class, and you will not receive full credit for class participation.** You may wear ear buds or headphones while you are working independently, so long as your audio is inaudible to those around you.

**Late Work and Resubmission Policies**
I will not accept late work unless you have an excused absence. If you need more time on portfolios please see me ahead of time (48 hour advance notice for extensions). Remember I am here to help if you are having difficulty with your paper.

**Civility**
Our classroom will become our writing community, and eventually our writing community will extend beyond the classroom. I expect everyone in our writing community to treat one another with civility and respect. This does not mean I want you to censor your ideas or that there will not be vigorous discussions about controversial issues. This does mean we will afford everyone an opportunity to be heard and to listen with respect and an open mind. I expect that we all treat one another with the tolerance and scholarly respect we wish to receive ourselves.

**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](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. If you find yourself questioning the following: how to correctly use outside sources, paraphrasing, or documentation, please make an appointment with me or with the Writing Center for help.

**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.

**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.