Fall 2012 Composition II English 1302. 207

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Office Hours: MW: 9:00 to 12 & 1:30 to 3:00
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The phone available only during office hours, please if you need to contact me at other
times use email, twitter or IM's.

Class webpage: http://feliciadz.pbworks.com

Class Twitter: http://twitter.com/feliciadz

Any questions or comments please feel free to e-mail, IM or twitter me.
Yahoo ID = FCDziadek , AIM = FDziadek , Skype: FeliciaCD & Fb: fae.dziadek

Note: If you need to reach me outside of office hours, please send me an e-mail. I check my e-
mail regularly, several times a day, so you will receive a prompt response.

Course Description

English 1302 continues the important work you started in English 1301, focusing on critical
thinking and information literacy skills and their relation to writing, reading, inquiry, and
learning. In particular, this computer-assisted composition course explores the ways we use
language, ways that include not only writing but reading, speaking, listening, and interpreting or
producing visual images. In our FY Writing Program, we view writing (and other uses of
language) as purposeful action, and "good writing" as context-specific writing produced for
specific purposes and audiences.

The course emphasizes connections among reading, analysis, research, and writing, asking that
students engage in the processes of discovering and constructing meaning through language use,
by (re) reading, (re) writing, and group collaboration. It helps you develop and refine your
college-level reading, writing, researching, and thinking skills. It offers guidance as you develop
research questions and engage in sophisticated research that will help you develop possible
answers to those questions. The course also asks you to become critically engaged in primary
and secondary research to develop a series of rhetorical analyses of your source materials and to
study and use documentation styles suitable for various rhetorical tasks.

In English 1302, through the writing, researching, reading, and thinking you do, you will learn
"about" issues and topics, and you will learn "how to join the conversations" circulating around
issues and topics. As you to the work required to join particular conversations, you will continue
to practice the skills you developed in English 1301--considering how to achieve your purpose with particular audiences in specific contexts through specific forums. You will engage in ongoing processes of invention, researching, sharing and revising, and editing.

Your English 1302 teachers will not ask you to focus only on "what to write about" (the typical English class question); instead, we will ask you to focus more on answers to these questions: "What will this piece of writing DO? HOW? With Whom?"

As with English 1301, English 1302 is part of a Learning Community. Teachers in your Learning Community are committed to connecting all parts of the Learning Community through various assignments and activities. In particular, your English 1302 teacher and your FY Seminar Leader will be collaborating closely on assignments and activities, and as much as possible, the work you do in one course will connect to the work you do in the other.

**1302 Student Learning Outcomes**

Students will demonstrate the ability to:

- 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
- Integrate internal citations into the writer's ideas
- Integrate a citation system that is identifiable, functional, and consistent
- Connect ideas across disciplines
- Apply principles of the writing process including drafting, editing, and revision, to generate academic/professional documents.

**FYWP Goals 1302**

- Develop cross-cultural understanding and respect
- Use writing, reading, and academic inquiry to critically engage increasingly complex open-ended questions and ill-defined problems
- Write, read, and speak for a variety of real-world purposes and for various audiences
- Write with readers in mind
- Read with writers in mind
- Integrate knowledge from Triad courses
- Learn, evaluate, and use computer technology as a writing, reading, and research tool

**FYWP Objectives 1302**

- Explore diverse perspectives on Triad issues
- Analyze and evaluate diverse arguments for ethical and rhetorical effectiveness
- Investigate the nature of research processes
- Locate appropriate primary and secondary sources [emphasize print and digital sources]
- Evaluate appropriate primary and secondary sources in terms of credibility, context, author,
purpose and audience
• Construct arguments that are ethically responsible and rhetorically effective
• Work with multiple modes of argumentation
• Synthesize appropriate primary and secondary sources
• Use conventions of documentation appropriate to the purpose of the text
• Collaborate and interact with peers and instructors for various purposes through discussions, peer critique, interchanges, on-line exchanges, workshops, and conferences
• Use computer technology to generate texts, discuss readings, locate and recover research materials, and communicate across disciplinary contexts
• Generate a research portfolio
• Self-assess research process and product

Books and Materials

The primary text for the English 1302 class is:

TEXTBOOK 1: Everything's An Argument By: Andrea LUNS福德 Edition 5TH
10 Publisher: MPS ISBN: 9780312538620

TEXTBOOK 2: Writing About Writing By: Elizabeth Wardle and Doug Downs Publisher: Bedford St. Martin ISBN: 9780312534936

Other Necessities:
• Access to University Network and University BLACK BOARD 9.1
• Active email account
• USB "stick" drive to save and transport computer files between home & class
• Sand dollar card for:
  ◦ printing in computer labs
  ◦ library loans
  ◦ food purchase and UC Sho

Assignments

• We will be doing writing in and outside of class
• Some assigned readings
• We conduct group discussions about the reading or a brief in-class writing about the reading that you will turn in for daily points.
• Three project portfolios & Attendance to the FY Conference.

Grade Distribution/Types of Essays & Assignments
Project One: Rhetorical Analysis = 100 points
Project Two: Research 102 = 100 points
Project Three: Argument of Evaluation = 100 points
Project Four: Argument of Persuasion  200 points
Video Presentation of your Argument of Persuasion: = 100 points
Discussions/Journals on blackboard = 100 points
Pre-Writing & Revisions = 200 points (Drafts, Peer-Reviews)
Reflective Writing Blogs on blackboard = 100 points
-----------------------------------------------------------------
Total points for the course: 1000 points

Point Key for the Course
1000-900 = A
899-800 = B
799-700 = C
699-600 = D
599 and lower = F

Due Dates for Major assignments
Project 1 = 9/17/12
Project 2 = 10/17/12
Project 3 = 11/07/12
Project 4 = 11/30/12

FIGURING YOUR GRADE

During the semester you can check your grades by keeping all writing assignments and project handouts. To calculate your grade before the end of the semester, total the number of points you have earned thus far and divide by the total number of points possible. Then, multiply by 100. This is the easiest system to figure grades; it is not complicated to do, so please do not come and ask me to figure your grades for you.

Simplified Course Outline (The required class reading and details of the course can be found under CLASS PLANS within your section.) That page is updated weekly and should be the first place you check for changes. -thanks

Week ONE

Wed Aug 22, 2012 Intro to Course / Syllabus Agreement/ Breaking the Norm Introductions
Friday, Aug 24, 2012 Class Discussion on Readings DUE: We are all writers Now by Anne Trubek & Clive Thompson on the New LiteracyHW due Monday: Create your PBWorks page. Follow instructions linked here. Get Your Textbooks!! Mandatory Readings start next week. (see class plans for details)

Week TWO

Mon Aug 27, 2012 Relevance of Rhetorical Analysis / PP on What is Rhetoric? Reading DUE: Read chapter 5 in "Everything's An Argument" pages 95-117
Journal entry titled "Rhetorical Analysis"
Wed Aug 29, 2012 Rhetoric Discussion Cont. Reading DUE: Rhetorical Situations and their
Constituents in your text Writing about Writing.

Discussion questions pg 118 questions 1-5 post in Discussions LINK IT HERE
Journal: titled Rhetorical Situations
Fri Aug 31, 2012 Reading due "Rhetorical Reading strategies and the Construction of Meaning" in your Writing about Writing Text. page 120-138.

Discussion question to be posted in the Discussion thread titled Construction of Meaning.
PROMPT: "One claim this article makes is that when readers try to understand texts, they bring their own knowledge with them. What kinds of knowledge did you bring to this article that helped you make sense of it?"

HW: DUE Monday(Wed due to Holiday): Re-Read RA Assignment, Pick a song & Video Assignment (see class plans for details)

**Week THREE**
Mon Sept 3, 2012  LABOR DAY! NO CLASS
Wed Sept 5, 2012  Rhet analysis & part two of Video Assignment
Fri Sept 7, 2012  Reading DUE Shitty First Drafts and Review of the Writing Process. What is your process?

**WEEK FOUR**
Mon Sept 10, 2012 Online Conferences
Wed Sept 12, 2012  Draft ONE DUE
Fri Sept 14, 2012  Draft TWO Due/ Reflective Writing

**Week Five**
Mon Sept 17, 2012  Project One due posted to pbworks by NOON. (see class plans for all assignments associated with Project 1) Why Research?/ Finding your TOPIC.
Wed Sept 19 Annotated Bibs/ Hands on Research using and learning about DATABASES.
Fri Sept 21 Research Workshop DAY for Annotated Bibs.

**Week Six**
Mon Sept 24, 2012 Annotated Bibs? (chapt 19 Evaluating and Using Sources pg 549 in EAA)
Wed Sept 26, 2012 Research
Fri Sept 28, 2012 Research

**Week Seven**
Mon Oct 1, 2012 Source reviews
Wed Oct 3, 2012 Source Reviews
Fri Oct 5, 2012 Sources Reviews

**Week Eight**
Mon Oct 8, 2012 Workshop Source reviews or ANN bibs
Wed Oct 10, 2012 MLA/APA assignment (Chapter 21 pg 566 Documenting Sources)
Fri Oct 12, 2012 MLA/APA assignment
**Week Nine**  
Mon Oct 15, 2012  Mid-Term Reflection/ Workshop  
Wed Oct 17, 2012  Project 2 due/ what is argument of evaluation?  Read chap 6 "Academic Arguments" pg 133  

**Week Ten**  
Wed Oct 24, 2012  outline}  
Fri Oct 26, 2012  conferences

**Week Eleven**  
Mon Oct 29, 2012  draft one due/ peer review  
Wed Oct 31, 2012  draft two due/peer review  
Fri Nov 2, 2012

**Week Twelve**  
Mon Nov 5, 2012  Reflective writing/workshop on paper  
Wed Nov 7, 2012  Project 3 DUE/ invention  
Fri Nov 9, 2012  invention

**Week Thirteen**  
Mon Nov 12, 2012  workshop on presentation  outline presentation  
Wed Nov 14, 2012  Outline paper/  
Fri Nov 16, 2012  presentations

**Week Fourteen**  
Mon Nov 19, 2012  presentations  
Wed Nov 21, 2012  presentations/ Draft due  
Fri Thanksgiving Holiday

**Week Fifteen**  
Mon Nov 26, 2012  presentations  
Wed Nov 28, 2012  presentations  
Fri Nov 30, 2012  presentations/ Project 4 due

**Week Sixteen**  
Mon Dec 3, 2012  presentations (make-ups by instructor permission only)

**Portfolios** The word portfolio comes from the Latin word meaning “to carry a sheet of leaf of paper” Artist, photographers, designers, and inventers carry portfolios with examples of their work to show the range and level of their talents. The English 1302 portfolio is designed to encourage your growth and to demonstrate your achievement as a writer. We will use the portfolio to collect the writing, research, and thinking you do this semester.
It is very important that you keep up with all the writing you do for this class, including all the final papers, rough drafts, in-class writing, peer reviews, and group work. You will organize your material to allow a reader easy access and to highlight the primary components of the course. A major portion of your final grade will be based on how your portfolio demonstrated both your performances and your improvements during the semester. To do this, you are required not only to show your reader what you have done, but offer reflective self-assessments of you work. You will have endless cyber space to reflect on your wiki page.

Papers: You will generate three polished papers each with multiple drafts during the semester within each portfolio. In portfolio's one and two these papers will comprise for sixty percent of your portfolio grade, and in your final portfolio the paper will count for half of your portfolio grade.

**Grades for the paper will be as follows:**

D—your command of writing conventions and surface features does not fulfill college level standards and you have failed to meet the requirements of the assignment. You will have to re-write this paper.

C—your command of writing conventions and surface features is competent for college level standards and you have adequately met the requirements of the assignment.

B—you command of writing conventions and surface features is above average for college level standards and you have displayed thoughtful analysis and care in meeting the requirements of the assignment.

A—your command of writing conventions and surface features is superior. You write with confidence and your analysis and quality of performance is excellent.

Note: On the days when a draft is due peer reviews will be done during class time. A grade will be logged into the grade book. All drafts must be typed and posted onto your wiki page.

**Technology Policy**

This course will heavily rely on the use of technology. You will be required to submit writing assignments on Wiki, BlackBoard, through email, and sometimes (rarely) you will need to print a hardcopy and bring it to class. It is part of our effort to be more environmentally conscious and responsible. That being said, “my printer is out of ink” or “I don’t have internet” is no excuse for you to not submit your work on time. Early in the course, we will go over the printing and internet options on campus.

**Social Networking and Cell Phones Policy**

Our class is held in a computer lab, so you will have full access to the internet and any other online resources you will need during our class meetings.

- Computers: During class time, do not use the computer (either in the lab or your own laptop) to login to Facebook, MySpace, Twitter, play games, chat, check your email, or anything else personal and not related to class work. I find this to be extremely rude because they are cutting into class activities. Inappropriate use
of technology may result in
my asking you to leave class, resulting in an absence for the day (See daily late work and attendance policies
below as this may affect more than just you participation grade).

- Cell phones, iPads, iPods, etc.: A ringing cell phone during class time is extremely
disrespectful and disruptive. Please disable all electronic devices BEFORE class begins –
whether it be switched off, silenced, or switched to vibrate mode.
Do not text or answer phone calls during class. If it is necessary for you to take a call
during class on a particular day,
come and speak to me before class and I will excuse you as needed. If I see you with your
cell phone out during
class, I will ask you to leave class, resulting in an absence for the day.

**Late Work**
Late work will only be accepted if arrangements are made in advance. Documentation is
necessary, but it remains the instructor’s decision whether or not to accept late portfolios. If there
is a serious problem, you will be asked to confer with your instructor and/or adviser, and may be
asked to sign a work contract with them. This includes absences due to athletes or university-
sanctioned activities. Assignments can only be made up if one has an excused absence.
Occasionally students miss deadlines without requesting extensions, don't talk to me about
problems or difficulties, then slip the delinquent portfolio under my office door in the dead of the
night or posting your work late on the pbworks page. This places the burden of responsibility on
me rather than you. There are no invisibility cloaks in Writing --your silence will earn no grade.
Your proactive involvement with your learning is respected and appreciated.

**Missed in-class work and Weekly Reflections**
In-class work and missed weekly reflections may not be made up for any reason. If this is
unclear please re-read for clarification.

**In my courses, on peer review days, a draft is a "ticket" into class. No draft, no entry,
and the absence will count as, that, an absence. If you have not handed in a rough draft , I
may not grade your paper, and your will receive a zero for the assignment. All components
are really and truly mandatory.” The all steps of the writing process must be completed. If
you skip a step then you run the risk of the instructor NOT evaluating your paper, because
you chose not to abide by the class objectives, goals and outcomes.

**Daily Work**
This is an important part of this course and it will ultimately reflect in your final course grade if
you choose not to do this part of your course work. Daily work will include in-class writing,
responses to drafts by other students, and oral presentations. These assignments cannot be made
up if you miss class.

**Journal Responses & Blogs**
Journal responses are an opportunity to express your feelings and insights as you make connections between various kinds of information. Journal entries are designed to involve you in an imaginative, thoughtful, personal writing process which will enhance your critical thinking skills and help you apply what you have learned to other aspects of your college career. Journal responses are not research papers, not formal essays, not exams, not statements of Great Truths, and will not be evaluated for grammar, spelling, or other formal structural features. They do, however, give you an opportunity to:

- Demonstrate that you've read the assigned material and thought about it.
- Make the material personally meaningful to you, by exploring your own experiences, interests, and feelings which relate to the material.
- Ask questions, identify difficult concepts, and reflect on your own values.

Because journal responses are directly related to daily reading assignments and classroom discussion, late responses will not be accepted and, obviously, will earn no credit.

Blogs will usually be assigned as an out of class assignment. The students will have a certain time frame to complete the blog, then it will be closed and NO ONE will be able to publish their blog. If you miss the time allowance for a blog assignment the student WILL NOT be allowed to make up this assignment.

This type of writing should demonstrate your understanding of the topic and explicate your thoughts by supportive evidence. Just like you would in a conversation with a friend. It is a place where you can free-write with the intent to really improve your writing skills and learning to write for a larger audience. It helps students realize writing is powerful and writing in the electronic age is a powerful tool.

**Evaluation:**
Evaluation will be based primarily on your progress as a writer, and involves the criteria of focus, audience awareness, development, organization, style, and mechanical acceptability. Generally, the grade range is between C and A, with a C representing average but satisfactory development of the above criteria, a B representing above average development, and an A representing superior development. Because this is a course focusing on process, you will have many opportunities to revise your work and develop as a competent writer who is involved in critical thinking and cultural critique. Such development requires effort and an understanding of your own writing process. Work which represents below average development will receive a D. D work suggests that a writer is not involved in his or her writing and is unaware of the contexts, formats, and stylistic choices which affect that writing. The instructor reserves the right to change the evaluation and due dates of the projects.

**Respect for Other Students:**
When we talk as a class or collaborate in small groups, I expect that each individual be treated in a professional and respectful manner. If you do not agree with something your peer is saying or writing, it is acceptable to disagree, but only in a courteous and polite manner. I do not expect everyone to agree on everything, but I do expect that everyone at least respects the diversity within the classroom. In this class we are going to learn about many different perspectives, some
of which will be like your own some that differ considerably. In all, you must remember that they are merely perspectives.

Class Expectations
In addition to courtesy and respect, professionalism entails other things:

• Turn off your cell phone, no computer surfin', face-booking or emailing in class.
• Punctuality: An attendance grade will be taken every week. The day and time will be random.
• Meeting deadlines: The class is going to have many deadlines, and I expect that assignments be turned in at the designated time and date (this includes EVERYONE).

*If you use an ipad, it must be used for the content of the course. We will be in a computer classroom so the use of these types of devices will be limited.

*Any device which causes distractions to other students are not allowed.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

The Writing Center

(CASA) The Writing Center of Texas A&M Corpus Christi provides free help for students at any stage in the writing process. Writing Center consultants can help students find ideas, organize their thoughts, cite sources, prepare application letters and resumes, and in general provide an active, constructive audience for any writing task. Writing Center consultants work one-on-one in confidential sessions, but if students request documentation of their visit, it can be provided. You are strongly encouraged to visit the Writing Center for assistance with a writing project for any of your classes, including this one. You don't have to be in trouble with your writing to visit the Writing Center. Regardless of what level of development your writing skill is at, having someone else read your preliminary drafts will provide you with an opportunity to see your work through "fresh eyes," and thus help to determine how effectively you are achieving your purpose. Regular visits to the Writing Center will improve your grade -- guaranteed! The Writing Center is located in the Tutoring and Learning Center in Bell Library 216. Please drop in or make an appointment.

Plagiarism

Plagiarism is literally stealing someone else's work, whether that person is a fellow student, an
author, or a scholar. It is considered sound academic practice to use the work of others -- as long as you credit their work. Please remember that it is very simple to give the original author credit by using quotation marks and/or a citation. If you are unsure of how to do this, please refer to your on-line handbook, or ask someone who does know. The University defines plagiarism as "the presentation of the work of another as one’s own work" (see section on Academic Honesty in the University Catalog). Plagiarism is a serious academic offense that will be handled by me and the Freshman Writing Program Coordinator.

**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. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero on the assignment and a meeting with the Freshman Writing Program Coordinator.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 30, Monday is the last day to drop a class with an automatic grade of “W” this term.

**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.

**Attendance Policy**

The components of the de-centered writing workshop environment - computers, peers, facilitator (me) - are valuable resources. The student who develops poor attendance habits will not be considered to have taken adequate advantage of the available resources. Intellectual growth
requires participation, effort, and involvement, all of which are directly related to good attendance. Therefore, official policy of this class includes the following:

- Students are responsible for contacting instructor if they are to be absent.
- Excessive unexcused tardies will affect your course grade. (Three tardies will be counted as an unexcused absence.) After 3 unexcused absences, your course grade will be affected.
- Accommodations notices do not include attendance.
- The instructor reserves the right to consider individual factors that impact attendance.
- If you are an Athlete according to NCAA regulations you must turn in assignments before and/or on their due dates. It is the student's responsibility to notify instructors of their absence before each event.
- If you are late to class and you are not in class when the instructor takes attendance, it is up to the instructor whether or not mark you as present for that day. Please note this IS NEVER open for discussion. This is to encourage students to be in class on time.

**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.

**What Do I Do if I Have a Complaint?**
Occasionally, a student may have concerns about the direction of the class or about a grade he or she has received. If you have questions or complaints, please take advantage of the opportunity to discuss them with me privately. If there are issues that you feel are not satisfactorily resolved after meeting with me, you are encouraged to consult confidentially with the English department chair, Dr. Nancy Sullivan, FC 282, 825-5996

**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 RulesWeb 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.

**Important Dates For TAMUCC**
**The Instructor reserves the right to change this syllabus at any time during the semester.**