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

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% course grade</th>
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</thead>
<tbody>
<tr>
<td>In-Class Participation</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>Jan 20</td>
<td>5%</td>
</tr>
<tr>
<td>Research Journal/Annotated Bibliography</td>
<td>Feb 10</td>
<td>10%</td>
</tr>
<tr>
<td>Review of the Literature/ Objective/Multiple Perspectives Essay</td>
<td>Feb 24</td>
<td>15%</td>
</tr>
<tr>
<td>Student’s Position Paper</td>
<td>Mar 23</td>
<td>10%</td>
</tr>
<tr>
<td>Final Research Paper (Collation)</td>
<td>Apr 6</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Portfolio</td>
<td>Mar 5-9</td>
<td>10%</td>
</tr>
<tr>
<td>End of Semester Portfolio</td>
<td>Apr 30-May 1</td>
<td>10%</td>
</tr>
<tr>
<td>Multimodal Presentation</td>
<td>Apr 16-27</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
In-Class Participation
You are expected to come to class every day prepared and with required materials. Your in-class participation grade will be determined by various activities and assignments, including but not limited to peer review of drafts, group discussions and presentations. In-class work cannot be made up.

Homework
Homework will be assigned in the class plans. Occasionally, a homework grade will be assigned for an in-class reading quiz. However, homework assignments will most often be completed outside of class and turned in as hard (paper) copies. Homework is due at the beginning of class, and will not be accepted late.

Research Proposal
A short essay that begins to explore a topic or question in which you’re interested that you will pursue for the whole semester.

Research Journal
The purpose of the journal is to 1) deepen your understanding of the topic as you proceed through your sources, 2) evaluate how reliable each source is, depending upon its slant, and 3) enter into an ongoing conversation or debate about your historical event/issue.

Multiple Perspectives Essay
The review of lit is an essay that shows what has been the "conversation" and how people have agreed/disagreed and/or how a factor has impacted understanding along the way. It may be a chronological structure or a thematic structure.

Student's Position
In this argument, you will establish your position within the conversation. You will use sound evidence and reasoning to support this position in relation to other perspectives on the issue.

Research Essay (collation of previous work)
This essay will require significant revision of previous projects to collate them into one extended academic argument.

Multimodal Presentation
You will convert your extended research essay into a multimodal project—video, website, prezi, etc., that presents your argument in the context of the conversation surrounding your issue. You might present this at the First-Year Research Conference or you might present it in your class.

Midterm and End of the Semester Portfolios
These will provide opportunities for reflection on your learning and growth as a writer. You will write a reflective statement and provide evidence of your learning.

English 1302 Textbooks
- *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, an active islander email account, and possibly Blackboard.
• 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.
• A Sanddollar card with money on it for printing in the classrooms/computer labs.

University & Course Policies
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.

In-class Conduct
In general, treat each other and the instructor with respect and follow standards of common courtesy. Here are a few specifics:
• Please turn off all cell phones or other electronic communication devices and place them out of sight (in a bag, purse, pocket) while in class. You may think quietly texting someone is not distracting to the instructor or fellow students, but it is.
• Do not use your time in English 1302 to work on assignments for other classes.
• Computers are to be used for English 1302 work only. No shopping, no Facebook, etc. Those who consistently violate this policy will be asked to leave. You will also be counted absent and lose credit for any in-class work that day.
• Do not talk or make excessive noise while the instructor or another student is speaking to the class as a whole. (This includes typing on the keyboard or clicking the mouse.)
• When group work is assigned in class, you must work in a group, not as an individual.
• During group work time, please stay on task and work cooperatively with other group members.

Attendance
To earn daily, in-class writing points, you must be on time, come to class prepared, participate in all class activities, and remain in class for the entire period. Leaving early, coming in late, or refusing to participate in in-class work will result in zero credit for any in-class work that day. There will be work done in class and/or due as homework every day that contributes to your class grade.

Student Success
I want all students to succeed in my class. I encourage you to contact me immediately if anything is interfering with your ability to succeed in this class, so we can discuss strategies and options.

Late Work/Extensions
If there is a crisis that prevents you from meeting a deadline or attending class, you can request an extension to turn the work in late without a penalty. The approval of an extension is entirely at my discretion and will depend on the reason for your absence, your record of completion of work, and attendance. All extensions must be confirmed by email.
Academic Honesty/Plagiarism
The University will not tolerate plagiarism or any other form of intellectual/academic dishonesty. Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Regardless, work that is turned in for the course that is plagiarized will be failed. Plagiarism includes

- using the work of another as your own,
- downloading or purchasing ready-made essays off the web and using them as your own,
- using resource materials without correct documentation,
- using the organization or language of a source without using quote marks and proper citation, or
- turning in a researched paper without citing sources in an appropriate documentation style.

Be aware that there are other ways to plagiarize. When in doubt, visit me or the Writing Center for help. As English 1301 and 1302 courses review plagiarism rules, claiming ignorance will not prevent failure. Information on MLA documentation rules and APA documentation rules is available at the Purdue University's OWL: http://owl.english.purdue.edu/, from our local Writing Center at CASA, located in the Glasscock building, from printed Handbooks, and from countless sources online.

Students with Disabilities
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.

Veterans
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.

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. 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. Please be aware that you are allowed 6 drops in your entire undergraduate career, so these decisions must be made carefully. April 12, 2013 is the last day to drop a class with an automatic grade of “W” this term.

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 Engagement and Success.

**Provisional Course Outline**

Please see the course website for the most updated plans and deadlines.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Jan 28-Feb 1</td>
<td>Topic Proposal</td>
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<tr>
<td>Week 3</td>
<td>Feb 4-8</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Feb 11-15</td>
<td>Research Journal</td>
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<td>Week 5</td>
<td>Feb 18-22</td>
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<tr>
<td>Week 6</td>
<td>Feb 25-Mar 1</td>
<td>Multiple Perspectives essay</td>
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<tr>
<td>Week 7</td>
<td>Mar 4-8</td>
<td>Midterm Portfolio</td>
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<tr>
<td><strong>Spring Break</strong></td>
<td>Mar 11-15</td>
<td>No classes</td>
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<tr>
<td>Week 8</td>
<td>Mar 18-22</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Mar 25-29</td>
<td>Student’s Position Paper/Good Friday</td>
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<tr>
<td>Week 10</td>
<td>Apr 1-5</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Apr 8-12</td>
<td>April 12, 2013 is the last day to drop a class</td>
</tr>
<tr>
<td>Week 12</td>
<td>Apr 15-19</td>
<td>Research Essay due</td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr 22-26</td>
<td>Presentations</td>
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<tr>
<td>Week 14</td>
<td>Apr 29-May 3</td>
<td>Presentations &amp; First-Year Research Conference</td>
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<tr>
<td>Week 15</td>
<td>May 6-7</td>
<td>Last day of class. Reading Day May 8.</td>
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<tr>
<td><strong>Finals Week</strong></td>
<td>May 9-15</td>
<td>End-of-Semester Portfolio</td>
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