Course Syllabus

English 1302.B84

Spring 2013

Frances Johnson
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English (Composition II) 1302.B84 Spring 2013

Name of Instructor
Frances Johnson

Course Title and Number
Class: ENGL 1302.B84 / Time: 2:00-3:15 /Meets F2F on Thursdays / Room TBA

Contact Information

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>361-825-6084; however this is a joint phone without voicemail. The best way to contact is via email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email address</td>
<td><a href="mailto:Frances.Johnson@tamucc.edu">Frances.Johnson@tamucc.edu</a></td>
</tr>
<tr>
<td>Office Building &amp; Number</td>
<td>Faculty Center 129</td>
</tr>
<tr>
<td>Office Hours</td>
<td>MW: 1-3pm / T: 11-3:15 / and by appointment</td>
</tr>
</tbody>
</table>

Course description

**Principles**, techniques, and processes of written composition, textual analysis, and critical thinking.

*What does a scientist do? Ask Questions, Find Answers, Communicate Findings*

In conjunction with your membership in the Science Learning Community, this composition course focuses looking at the writing conventions of the science discourse community. While continuing the introduction to discourse communities begun in 1301, this course supports the original research project for the SLC Interdisciplinary Experience Project.

Course Purpose

The purpose of this course is to provide students with the skills needed for communicating in the upper level science courses and later as a professional. This course is different from other 1302 courses as the course focuses on the discipline specific skills of writing in the sciences. Any student who is pursuing a career that involves some type of technical communication will benefit from this course, as they will gain skills in researching, writing with audience / purpose in mind, in a clear, concise style. The importance of this course for the science major is it provides opportunities for increasing research skills, critical thinking skills, and collaboration skills as students work towards finding the next step needed to further the body of knowledge in an area of scientific research.

Student Learning Outcomes

**Program Learning Outcomes (FYC)**

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

Blended Learning Information

Descriptions of lessons/modules:
• The Graded Activities section provides all the graded activities; descriptions will be available one week before the beginning of classes at: http://english.tamucc.pbworks.com/w/page/44173993/FrontPage

Technical support information or link:
There are various places to get technical support at TAMU-CC
• BlackBoard 9.1: Either the student Help Desk on the 2nd floor of CCH (825-2825) or at the IOL website https://iol.tamucc.edu/
• Software: Help Desk, 2nd floor of CCH (825-2825) or the MicroComputer Services website: http://labs.tamucc.edu/
• Wifi: Help Desk, 2nd floor of CCH (825-2825) or the MicroComputer Services website: http://labs.tamucc.edu/

Technical requirements for the course:
• Basic computer skills
• Basic word processing skills
  o MS WORD not required, but suggested
• Basic emailing skills
• Way to save work; either on personal computer and/or portable USB drive

Delivery of (timely) instructor feedback:
• Emails answered within 24 hours
• Minor assignments feedback within 48 hours
• Draft feedback within 96 hours
• Major Assignment feedback within 7-10 days

Student login expectations:
• Check the course wiki page on or before class days
• Check Islander email once a day
• Check BB.9 on Blend Day and/or in class day.

Faculty availability to support students and oversee student projects:
• During regularly scheduled office hours (see Office Hours)
• By email (24 hours response time)
• Or by scheduled appointment

Academic standards:
• Academic standards for the blended courses are the same as for a traditional face-to-face, in classroom course

Interaction with and among students:
• Asynchronous discussions
• Emails
• Group projects
• Student postings
• Weekly in-classroom, face-to-face meeting

Platform-specific login instructions:
• Students will need to use their Active Directory (Computer labs/Wi-Fi) account credentials to log in to BB 9.1. If students have not yet established these, or are in need of resetting them, please perform the following steps.
  o Step 1: Go to “newuser.tamucc.edu” and click Computer Labs and Wireless Access
  o Step 2: Fill in the boxes with the requested information in the required format
  o Step 3: Click Submit
  o Step 4: You will see your user id and temporary password, which you should write down carefully to avoid errors. NOTE: YOU MUST NOW WAIT 5 MINUTES FOR THE ACCOUNT TO ACTIVATE
  o Step 5: You will see: “Please go to https://islander.tamucc.edu/pcu and follow the directions to change your Computer Labs and Wireless Access password.” Click on the link and carefully follow the required password creation protocols.
  o Students requiring additional assistance, please contact one of the CTS Computer Labs in CCH 201 or CI 227 or to the IOL Helpdesk at (361)825-3059.
### Graded activities

**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><strong>Finding the Niche /Research Question (Group)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar Research Proposal Revision (Research Team)*</td>
<td>10.0</td>
<td>TBA..depends upon Seminar</td>
</tr>
<tr>
<td><strong>Review of Literature (Group)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography (Research Team)</td>
<td>10.0</td>
<td>Mar 8, 2012</td>
</tr>
<tr>
<td>Draft of Review of Literature (Research Team)</td>
<td>5.0</td>
<td>Mar 22, 2012</td>
</tr>
<tr>
<td>Review of Literature (Research Team)</td>
<td>15.0</td>
<td>Mar 29, 2012</td>
</tr>
<tr>
<td><strong>Publication Project (Group)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft of Research manuscript (Research Team)</td>
<td>5.0</td>
<td>Apr 12, 2012</td>
</tr>
<tr>
<td>Manuscript (Research Team)</td>
<td>10.0</td>
<td>Apr 29, 2012</td>
</tr>
<tr>
<td><strong>Interdisciplinary Experience (Group)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Presentation (Research Team)</td>
<td>10.0</td>
<td>Apr 16-20, 2012</td>
</tr>
<tr>
<td><strong>In Addition........ (Individual)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation (Individual)</td>
<td>15.0</td>
<td>Daily</td>
</tr>
<tr>
<td>Reflection on Collaboration (Individual)</td>
<td>10.0</td>
<td>May 7, 2012</td>
</tr>
<tr>
<td>Final Composition Portfolio (Individual)</td>
<td>10.0</td>
<td>May 10, 2012</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td><strong>Extra Credit Writing Center</strong></td>
<td>.5 points per visit per paper up to 5 per paper</td>
<td></td>
</tr>
<tr>
<td><strong>Extra Credit Conference Participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitting Proposal</td>
<td>2.0</td>
<td>Due date TBA</td>
</tr>
<tr>
<td>Presenting at Conference</td>
<td>3.0</td>
<td>Due date TBA</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 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. On days that there are no assignments, A&P will be determined through the sign-in sheet. DAYS WITH AN ONLINE ASSIGNMENT, YOUR A&P GRADE WILL BE DETERMINED BY YOUR PARTICIPATION AND COMPLETION OF ALL PARTS OF THE ONLINE ASSIGNMENT! 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
- Responses to student drafts
- Drafts
- Presentations

Extension Policy

If for some reason you are unable to make the deadline on a MAJOR ASSIGNMENT, 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, submission without a timeline, will be evaluated as late.

- Works that are not eligible for an extension:
  - Daily work
  - Responses to student drafts
  - Drafts
  - Presentations
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.

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 Percentage Range</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 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 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 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 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 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>

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 you 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
  - Writing Papers in the Biological Sciences 5th edition by Victoria McMillan
  - NoodleTools Account
    - This is provided free to you by Ms. Johnson
- Materials
  - MS Word or a word processing program that saves files as .rtf.
- Email Address
  - The email account I use is Frances.Johnson@tamucc.edu. For me to respond to an email, you must have your name, section, and a short blurb about the contents of the email in the subject line. I will not respond to an email with a header of RE: __________ from hotmommasurferchick@yahoo.com. Also, according to university policy in conjunction with FERPA regulations, I cannot discuss grades via email.

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Assignment Formatting

All work, unless otherwise specified, is formatted:

• Word processed
• Times New Roman font or Calibri (the default font on WORD 2010)
• 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 CCH 116 & 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 encourage 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.