English 3361.201: Strategies & Genres of Advanced Writing

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Course meeting: MWF 11:00-11:50 AM OCNR 241
Course: http://englishwiki.tamucc.edu/wiki/WolffMurphy/ENGL3361

Catalog Description
Practice in techniques and tactics of the sophisticated writer. Focus on rhetorical strategies that succeed in specific discourse situations, both academic and non-academic.

Student Learning Outcomes
Upon successful completion of the course, students will be able to
- demonstrate knowledge of multiple writing strategies through written exercises, drafts, and revisions that employ these strategies;
- produce pieces of polished written work in at least three different genres.

Course Description
Writers create themselves through constant, diligent activity. Attention to audience, purpose, forum and genre are vital to success. We will study various theories of writing to discover what scholars of writing and writers have to say about writing as a vocation and a passion. We will all write, hopefully out of our comfort zone, in order to improve our abilities as writers both in the academic/educational environment and the personal/professional environments. We will write for ourselves and for others.

Texts and Materials
- Writer's Notebook
- Portfolio binder

Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Grade %</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Daily Activities</td>
<td>10%</td>
<td>Daily, in-class</td>
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<tr>
<td>Writer’s Notebook</td>
<td>15%</td>
<td>Daily</td>
</tr>
<tr>
<td>Writer’s Portfolio 1 (projects 1 &amp; 2)</td>
<td>35%</td>
<td>9/14, 10/5, 10/12</td>
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<tr>
<td>Writer’s Portfolio 2 (projects 3 &amp; 4)</td>
<td>35%</td>
<td>10/26, 11/20, 12/3</td>
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Daily Activities
Daily activities will include homework, group work, draft workshops, peer review, and grammar practice.
Writer’s Notebook
You will keep a notebook for the semester. This notebook (journal, log) is intended to be an informal academic notebook. Think of it as a "process" log if you will, or something like a visual artist’s sketchbook. Ideally, I would like you to write in it daily throughout the session and thus to practice what most committed writers do as a matter of course in order to keep their writing machinery well-oiled. This notebook is a personal learning tool/place that should be adapted to fit each of you individually, but you should adhere to the following:

• These notebooks should be kept up consistently and should be brought to each class session, to use as appropriate.
• They can include class notes, but must consist of more than this; i.e., they must clearly demonstrate a personal engagement with your own writing process and progress.
• They may be electronic or handwritten.
• They may include prewriting/notes/research towards essays.
• Each entry in the notebook must be dated.

I will be evaluating these notebooks periodically to ensure you are actively keeping up with your daily writing commitment. Not on grammar, spelling, neatness, or on any regurgitation of class discussions, but on their demonstration of steady commitment to your advancement as a writer and on fulfillment of the above criteria. Please remember that these notebooks will be assigned a grade that constitutes 15% of your final grade.

Writing Groups
We will rely on each other to provide feedback for our writing. This is a heavy responsibility and hard work.

Writer’s Portfolio 1 (projects 1 & 2)
Project 1: Literacy Autobiography: How you can to be writer OR Literacy History: Multiple generations of literacy in your family (research, interviews, etc.)
WC visit #1
Project 2: Auto-ethnography of your process (while writing the lit autobio). (WAW 322)
WC visit #2

Writer’s Portfolio 2 (projects 3 & 4)
Project 3: revision: a re-creation in a different genre of a piece you have already written OR a revision for publication.
WC visit #3
Project 4: your choice, but in a genre you haven’t yet tackled in this class. Can be creative, journalistic, or professional. Requires approval of instructor.
WC visit #4

Portfolio Requirements
Although I’ll distribute more specific information later on, each portfolio will have these basic elements:
• It will be presented in a three-ring binder.
• It will contain a cover letter/introduction, a table of contents, section headings, etc.
• It will include final drafts and all contributing notes and drafts (other than those in the notebook), proposals, annotated bibliographies, etc. of the assigned papers.
Notice to Students with Disabilities
Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in 116 Corpus Christi Hall) 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.

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 failing grade on the assignment and a report being filed with the Office for Judicial Affairs.

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.
• turning in a researched paper without citing sources in an appropriate documentation style.

Be aware that there are other ways to use sources incorrectly, or to plagiarize. When in doubt, visit with me or the Writing Center for help on correct use of sources, how to paraphrase, and how to document correctly. Information on MLA documentation rules and APA documentation rules is available online (for free) at Purdue University’s OWL: http://owl.english.purdue.edu/

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.
Late Assignments
There are no make-ups for reading homework or in-class activities. Other assignments will lose a half a grade for each day late, unless you have made previous arrangements with me in writing. The best way to document this is to do it by email.

Provisional Course Outline

Week 1  Class Introductions
Week 2
Week 3  Individual Conferences; In-class peer review; Project 1 due 9/14
Week 4
Week 5
Week 6  Individual conferences; Peer-review; Project 2 due 10/5
Week 7
Week 8  Midterm Portfolio due 10/12
Week 9
Week 10 Project 3 due 10/26
Week 11
Week 12
Week 13 Individual conferences; Peer-review; Project 4 due 11/20
Week 14 Thanksgiving
Week 15
Week 16 Final Portfolio due 12/3
  Last Day of Class