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

First-Year Writing Program Description
The First-Year Writing Program (English 1301 and 1302) introduces students to the discipline of writing studies. Students will read, apply, and reflect on the current research and scholarship in writing studies, especially threshold concepts and specific kinds of knowledge (see below) about writing. Students will learn how to transfer, deepen, and extend their ability to use writing in future academic and non-academic contexts and situations.

Core Outcomes
As part of the University Core Curriculum, the First-Year Writing Program helps students achieve these Core Curriculum Outcomes
- CT 3: Analyze, evaluate, and synthesize information.
- CS 1: Develop, interpret, and express ideas through written communication.
- TW 1: Integrate different viewpoints as a member of a team.
- PR 1: Evaluate choices and actions, and relate consequences to decision making.

Student Learning Outcomes for English 1301
Upon completion of this course, students will be able to
- Demonstrate understanding of threshold concepts in writing studies by applying their knowledge in composing and presenting texts for different rhetorical situations, self-assessing, and reflecting on their work,
- Demonstrate understanding of how the five kinds of knowledge about writing apply to their own work as composers, by self-assessing and reflecting,
- Plan and conduct research for specific rhetorical situations;
- Use results of research in texts they compose and present to achieve specific purposes with specific audiences.

TAMUCC-FYWP Threshold Concepts of Writing Studies (Wardle & Downs, 2014, adapted)
These are the threshold concepts of writing studies. These are concepts that writers must understand in order to develop and progress as writers. “They are gateways to [further] learning” (W&D vii).

1. Writing performance is informed by literacy experiences;
2. Writing and reading mediate activity, are knowledge-making, and are recursive processes;
3. Writing is not perfectible; we are always expanding our knowledge of how to use writing;
4. Effective ("good") writing is context-specific; its value depends on the extent to which it achieves its purpose in the situation and with the audience for which it is used; and it is the result of writers knowing about and using appropriate strategies for planning, drafting, and revising; and

5. Writing is a malleable tool used within specific activity systems, which are goal-directed, historically situated, and cooperative human interactions.

Kinds of Knowledge about Writing (Beaufort, 2007, adapted)

English 1301 will introduce writers to the kinds of knowledge they need to understand how to use writing effectively. Writers compose within and for specific groups (discourse communities), whose expectations, values, and activities determine writers' choices about appropriate content / subject matter and genres. Writers also need to know how to apply knowledge of rhetoric (considering the relationships among the writer, the readers, and the purpose of writing) as they compose. As they consider these kinds of knowledge, writers make choices about the most appropriate process to use in order to compose effective texts.

Learning about and applying these kinds of knowledge will help writers expand their ability to use writing in their college courses and beyond.

Habits of Mind

English 1301 will encourage the development of the eight habits of mind that are essential to students’ success in college writing (The Framework for Success in Postsecondary Writing):

- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence – the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.

English 1301 Textbook

- Writing about Writing, 2nd Edition, by Elizabeth Wardle and Doug Downs

1301 will also require these other materials:

- Access to Islander email and Blackboard.
- Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus (or cloud space).
- A SandDollar card with money on it for printing in the classrooms/computer labs.

Grade Distribution (dates, nature of assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation, Homework</td>
<td>TBA</td>
<td>50%</td>
</tr>
</tbody>
</table>
Reflective Portfolios

<table>
<thead>
<tr>
<th>Project 1 Literacy Narrative</th>
<th>Week 5</th>
<th>20%</th>
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</thead>
<tbody>
<tr>
<td>Project 2 Discourse Community Ethnography (AB, Multimodal Presentation, etc.)</td>
<td>Week 15</td>
<td>20%</td>
</tr>
<tr>
<td>Integrative Activities</td>
<td>TBD</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam Reflective Writing</td>
<td>Final Exam week</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**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.
- Do not use your time in English 1301 to work on assignments for other classes.
- Computers are to be used for English 1301 work only.

**In-Class Participation**

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 may result in the loss of points.

**Writing Center**

The CASA Writing Center at TAMUCC, located in Room 112 of the Glasscock Student Success Center, provides free help for students at any stage of their writing process. Writing Consultants are trained to support writers in planning, outlining, drafting, organizing, and/or revising their writing and are also knowledgeable in citing sources in various documentation styles used in academic writing. It offers both face-to-face and online appointments for both undergraduate and graduate students. The Writing Center works closely with faculty across the TAMUCC campus to understand writing in different disciplines and to help students meet these expectations. The Writing Center encourages students to make a 30-minute appointment; however, if Writing Consultants are available, they do accept walk-in appointments. Visit casa.tamucc.edu/wc.php to create an account using your @islander.tamucc.edu email address. Once you have an account, you can log-on to make an appointment.

**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

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. Most current discussions of plagiarism fail to distinguish between:

1. Submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and
2. Carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources. Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (Quoted from “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”)

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. 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 project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

Notice to 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 Corpus Christi Hall 116. You can also visit their website at [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/) and contact them via e-mail at disability.services@tamucc.edu. 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.

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. **November 15, Friday** is the last day to drop a class with an automatic grade of “W” this term.

**Grade Appeals Process**

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [cla.tamu.edu/students/studentinfo.html](http://cla.tamu.edu/students/studentinfo.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**Provisional Course Outline**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Aug. 27-Aug. 29</td>
<td>Introduction to the course. Prior knowledge writing. Introduce concepts.</td>
</tr>
<tr>
<td><strong>Week 2-Monday is Labor Day holiday 9/1-9/5</strong></td>
<td>Reading strategies. Readings for literacy narrative.</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;9/8-9/12</td>
<td>Invention, drafting, and readings for literacy narrative.</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;9/15-0/19</td>
<td>Draft due. Conferences.</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;9/22-9/26</td>
<td>Literacy Narrative due.</td>
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<tr>
<td><strong>Week 6</strong>&lt;br&gt;9/29-10/3</td>
<td>Writing display-Hispanic Heritage Month.</td>
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<tr>
<td><strong>Week 7</strong>&lt;br&gt;10/6-10/10</td>
<td>Midterm reflection portfolio &amp; conferences. Introduce Discourse Community Ethnography.</td>
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<tr>
<td><strong>Week 8</strong>&lt;br&gt;10/13-10/17</td>
<td>Workshops, readings, research for DCE. Proposal due.</td>
</tr>
<tr>
<td><strong>Week 9</strong>&lt;br&gt;10/20-10/24</td>
<td>Annotated bibliography due.</td>
</tr>
<tr>
<td><strong>Week 10</strong>&lt;br&gt;10/27-10/31</td>
<td>Research for DCE. Conferences.</td>
</tr>
<tr>
<td><strong>Week 11</strong>&lt;br&gt;11/3-11/7 (drop day)</td>
<td>DCE draft due. Explain FY Symposium.</td>
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<tr>
<td><strong>Week 12</strong>&lt;br&gt;11/10-11/14</td>
<td>Multimodal composing.</td>
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<tr>
<td>Week 13 (Th/Fri. First-Year Symposium</td>
<td>Presentations.</td>
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<tr>
<td>11/17-11/21</td>
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<tr>
<td>Week 14-Th/Fri. are holidays</td>
<td>Drafting of DCE.</td>
</tr>
<tr>
<td>11/24-11/26 (Thanksgiving holiday)</td>
<td></td>
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<tr>
<td>Week 15</td>
<td>DCE due.</td>
</tr>
<tr>
<td>12/1-12/2 (last day of class)</td>
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<tr>
<td>Final Exam Week</td>
<td>Final reflective portfolio due.</td>
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<tr>
<td>12/4-12/10 TBD—schedule on SAIL</td>
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