English 1302.181
Composition II
Professor Jennifer J. Bray
SPRING 2015

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Class Meeting Time & Location: M/W/F @ 12:00PM in CCH 207

Course Description
Principles, techniques, and processes of written composition, with an emphasis on research and argument.

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 1302
Upon completion of this course, students will be able to demonstrate the transfer of, deepening of, and growth in:
- Their understanding of threshold concepts in writing studies and the five domains of knowledge about writing by applying their knowledge in composing and presenting texts for different rhetorical situations, self-assessing, and reflecting on their work;
- Their understanding of the five domains of knowledge about writing by applying their knowledge in composing and presenting texts for different rhetorical situations, self-assessing, and reflecting on their work;
- Planning and conducting research for specific rhetorical situations;
- Using 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 1302 will extend writers’ understanding of the kinds of knowledge they need 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 1302 will continue the development of the eight habits of mind that are essential to students' success in college writing (The Framework for Success in Postsecondary Writing):
  o Curiosity – the desire to know more about the world.
  o Openness – the willingness to consider new ways of being and thinking in the world.
  o Engagement – a sense of investment and involvement in learning.
  o Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
  o Persistence – the ability to sustain interest in and attention to short- and long-term projects.
  o Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
  o Flexibility – the ability to adapt to situations, expectations, or demands.
  o Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.

English 1302 Textbook
  • Everything’s an Argument, 6th Edition, by Lunsford & Ruszkiewicz (required)
  • Writing about Writing, 2nd Edition, by Elizabeth Wardle and Doug Downs (recommended)

1302 will also require these other materials:
  • Access to University Network, an active islander email account, and Blackboard.
  • Appropriate / compatible media to save and transport computer files among computers on
campus and / or between home and campus. The best options are cloud-based storage/and or a USB flash drive. You will also be provided a wiki page where you may post your work.

- A Sanddollar card with money on it for printing in the classrooms/computer labs.

**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>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Writing; Attendance; Homework</td>
<td>Daily</td>
<td>20</td>
</tr>
<tr>
<td>Triad C Midterm Portfolio</td>
<td>Feb 27</td>
<td>20</td>
</tr>
<tr>
<td>Group Multi-modal Research Presentation</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Triad C Final Portfolio</td>
<td>May 8</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Below are very brief descriptions of each major assignment. For complete details, please click on: [http://falcon.tamucc.edu/wiki/JenniferBray/GradeDistribution1302CS15](http://falcon.tamucc.edu/wiki/JenniferBray/GradeDistribution1302CS15)

**In-Class Participation**

You are expected to come to class every day prepared and with required materials. In each portfolio, you will be given the opportunity to demonstrate how you participated in and outside of class throughout the semester. Some examples of in-class participation include various activities and assignments, including but not limited to peer review of drafts, group discussions and presentations. In-class work cannot be made up.

**Midterm Portfolio 30%**

For the midterm portfolio, you will assemble a portfolio, which will include selected evidence of your learning and a fully developed reflective overview. With these portfolios, you will show and explain how and to what extent you think you have achieved the learning outcomes specified for that particular portfolio.

*Reflective Overview*

This is the first document I will read. This document will guide me through your portfolio explaining what you include and the relevance of each piece.

**Writing Project One: The Critical Analysis.**

You will conduct an analysis of primary source documents from *Contending Voices*, and find secondary support for your argument.

**Final Portfolio 70%**

The final portfolio is a compilation of your engagement in the writing process for the second half of the semester. This portfolio will include your writing, research, and evidence for Writing Project 2: Research Log and Source Reviews, Writing Project 3: Research Proposal, and Writing Project 4: Argumentative Paper.

*Reflective Overview*

This is the first document I will read. This document will guide me through your portfolio explaining what you include and the relevance.
Writing Project 2: Research Log and Source Reviews
You will select a research topic and conduct and compile a research log that will contribute to your group research proposal and final argumentative paper.

Writing Project 3: Research Proposal
You will collaborate with at least 3 other people and no more than 5 to develop a research project to present to the class.

Writing Project 4: Argumentative Paper
After conducting and compiling research, you will write an argument taking a stand within your topic area.

Group 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 will collaborate with your peers whose research shares a common Triad C theme. You might present this at the First-Year Research Conference or you might present it in your class.

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 use electronic devices appropriately. This means that cell phones or other electronic communication devices should be turned off and placed out of sight during lectures and class activities. Obviously, it’s ok to bring out your phone to use for class work…such as typing an assignment into your calendar. You may also listen to music during daily writing, so long as you wear ear buds, and your music isn’t audible to your neighbor. I’ll abide by these same rules. Bottom line, be polite.
- Do not use your time in English 1302 to work on assignments for other classes.
- Computers in the classroom are to be used for English 1302 work only.

Attendance
Like anything else, writing improves with practice. That’s why it’s essential that you attend class every meeting. 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. If you have to miss a class, please email me and let me know about your circumstances. If you miss more than three classes, I will ask that you come visit me during office hours so we can discuss your situation. The class is
designed so that you can earn a good grade even if you aren’t an Ernest Hemingway or Toni Morrison, but you do have to show up and do the work.

Late Work
Late work is not accepted in Triad C. If you miss a class, you may not make up missed Daily Writing or Homework assignments, unless you have a major, catastrophic event for which you provide documentation. I will allow you to make up missed (unexcused) homework assignments by attending an approved Islander Event and writing a 2 page reflection on the event, and submitting this reflection along with the actual missed homework assignment. See my wiki page for a list of these events. Major writing projects and portfolios will not be accepted late unless you have an approved extension.

Extensions
Extensions on major writing assignments will be considered by the instructor if the student has requested an extension in writing via email 48 hours before the due date. The approval of an extension is entirely at the discretion of your Triad C instructors. In your email, you MUST specify the new TIME and DUE DATE you will be submitting your work. If the assignment is counted in multiple triad classes, you must request and receive permission from both your comp and seminar instructors. It is the student’s responsibility to provide documentation of the granted extension (i.e. the printed emails) and include these with the late submission. Work that is submitted late without documented proof of an extension will not be accepted, even if you received an extension. No extensions will be granted for the Triad C Final Portfolio due to time constraints with grading at the end of the semester.

Scholarly Documentation
Triad C asks that all students use the MLA academic documentation system.

Student Success
If there is a unique situation that arises that prevents you from turning in a major assignment or that causes you to miss a great deal of class, please email me and come see me during my office hours so I can be aware of your situation and possibly help you find resources you might need. Additionally, I am willing to adjust the weight (percentage) of major assignments based on your situation. These arrangements will vary and you must see me in person to pursue this option.

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.
**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. **April 10, 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.tamucc.edu/students/studentinfo.html](http://cla.tamucc.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>Weeks</th>
<th>Assignments/Topics</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Midterm Portfolio</strong> Introduction to the course. An overview of Rhetoric.</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Midterm Portfolio</strong> Form writing groups. Review databases at a Library visit.</td>
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<td></td>
<td>Prepare discussion facilitations</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Midterm Portfolio</strong> Pathos, Ethos &amp; Logos student presentations. Begin Drafting</td>
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<tr>
<td></td>
<td>WP 1</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Midterm Portfolio</strong> Writing Project 1 Critical Analysis: First Submission Due</td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>Midterm Portfolio</strong> Peer Review, revise, edit writing project. Focus on Reflective</td>
</tr>
<tr>
<td></td>
<td>Overview.</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Midterm Portfolio</strong> Midterm Portfolio due.</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Conduct academic research. Begin preparing a Research Log.</td>
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<tr>
<td><strong>Week 8</strong></td>
<td>Research Proposal due</td>
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<tr>
<td><strong>Spring Break</strong></td>
<td>No classes!</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>Two Source Reviews Due for review/ feedback. FYRC Proposals Due (optional submission)</td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Source Reviews Due</td>
</tr>
<tr>
<td><strong>Week 11-Drop Day Friday</strong></td>
<td>Drafting Final Argument Paper</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Visual Rhetoric; Create visual arguments; Continue drafting, revising</td>
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</tbody>
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7
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<thead>
<tr>
<th>Week 13</th>
<th>Revision/Editing of WP4. First Submission of WP4 due for review</th>
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</thead>
<tbody>
<tr>
<td>Week 14 <strong>FY Research Conference</strong></td>
<td>Presentations</td>
</tr>
<tr>
<td>Week 15 (last day of class)</td>
<td>Last day of class. Final Portfolio Due May 8.</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>Final Exam.</td>
</tr>
</tbody>
</table>