English 1302: Composition II  
Section 201  
Professor Jennifer J. Bray

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Office Hours: Monday, Tuesday and Wednesday from 12:00 – 2:00, and by appointment.  
Class Meeting - Section 201: M/T/W/R from 10:00am – 11:55am in CCH 206

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):

- 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.

Required Text:

Everything’s an Argument (6th Edition) by Andrea A. Lunsford & John J. Ruszkiewicz
Please make sure you purchase the 6th Edition (orange cover)
Other required readings will be available electronically, and through our Library Guide.

1302 will also require these other materials:

- Access to University Network and an active islander email account.
- Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus. The best options are a USB flash drive, or a cloud based application such as Drop Box or Microsoft One Drive.
✓ A Sanddollar card with money on it for printing in the classrooms/computer labs.
✓ Access to the internet; if you don’t have internet at home, you’ll need to schedule time in the university computer labs outside of class on a regular basis.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation/Daily Writing</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Homework/Group Discussion Facilitations</td>
<td>Variable</td>
<td>10%</td>
</tr>
<tr>
<td>WP 1: Research Journal</td>
<td>Jul 27</td>
<td>20%</td>
</tr>
<tr>
<td>WP 2: Argumentative Paper</td>
<td>Jul 31</td>
<td>20%</td>
</tr>
<tr>
<td>Oral/Visual Group Presentation</td>
<td>Aug 4 &amp; 5</td>
<td>20%</td>
</tr>
<tr>
<td>Final Food Blog</td>
<td>Aug 6</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
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Brief descriptions of each major assignment (for complete details, please see my wiki page):

**Our Class Theme - Food:** This nation has a problem with food. We are surrounded by a culture of unhealthy food and food choices, both in fast food and convenience foods at grocery stores. Our busy American lifestyles don’t support healthy cooking. Even if we had time to cook, our food comes from unsustainable and arguably unethical manufactured farming practices. As a result, we have an obesity pandemic that is resulting in more and more cases of Type II Diabetes, heart disease, and other related health issues. American taxpayers are bearing the burden of this medical crisis. This problem affects every aspect of American society, from the fashion industry to public schools to our aging “boomer” population. Let’s investigate this and find out why this is going on.

**Daily Writing:** Attendance is compulsory and will be measured through your daily writing and other in-class activities such as peer editing. All daily writing must be completed during class, unless otherwise instructed, and submitted via your wiki page. You may not make up missed Daily Writing; you may, however, miss one daily writing assignment without it impacting your grade.

**Homework & Discussion Facilitations:** Homework assignments will vary but will be explicitly scheduled and explained on the online class plans on my wiki page. Because of the volume of grading I have, I ask that you submit your homework as a printed, typed document. Please staple your homework if it is more than one page. All homework is due at the beginning of class. **I will not accept late homework assignments.** Everyone will be responsible for participating in one discussion facilitation. These will count as two homework grades. Detailed instructions are available online.
**Research Journal:** Each student will select a topic of their choice to research, however, the topic must relate to our course theme of “Food.” The Research Journal will consist of 1) a log of your research, listing all sources you considered as you researched a topic of your choice; 2) 5 Source Reviews, in which you offer a detailed analysis of selected scholarly sources and provide accurate academic citations of the sources; 3) a reflection on your research process. The 5 sources selected for detailed review in the research journal must represent multiple perspectives on your topic.

**Argumentative Paper:** In this paper, using the sources from your Research Journal, you will take a stand on your issue, and apply principles of argument to a 6-8 page argumentative essay. All factual statements must be accurately cited in the text and all sources listed on a Works Cited list.

**Group Oral/Visual Presentation:** Finally, you will team up with fellow classmates to present your research and how it relates to our course theme. The purpose of this assignment is to translate your written argument into oral and visual mediums in an effort to convince your audience to take a particular stand on the issues. Presentations will be held in class during the final week of the semester. **You will not be allowed to present unless you submit both the Research Journal (WP 1) and the Argumentative Paper (WP 2).**

**Food Blog:** You will be responsible for blogging on assigned readings that relate to our course theme, and for responding to your fellow classmate’s blogs. Blog entries will be due weekly throughout the session. The entire blog will be assessed at the end of the semester.

**Policies:**

**Civility**
Our classroom will become our writing community, and eventually our writing community will extend beyond the classroom. I expect everyone in our writing community to treat one another with civility and respect. This does not mean I want you to censor your ideas or that there will not be vigorous discussions about controversial issues. This does mean we will afford everyone an opportunity to be heard, and that we will all listen with respect. You will gain more from this process if you approach each discussion with an open mind. I expect that we all treat one another with the tolerance and scholarly respect we wish to receive ourselves.

**Cell Phones & Other Electronic Devices**
Please use cell phones and any other electronic devices appropriately, out of respect for me and your peers. Don’t use class time to text or to look at off topic web sites. If you must take a phone call or text during class time, please excuse yourself from class. There are some environments in which texting and browsing FaceBook is simply inappropriate. This classroom is one of those environments. I am fine with you listening to music during writing workshop time (but not while I’m lecturing), so long as you wear ear buds and your music isn’t audible to your neighbors.

**Email Communication**
Please consider e-mail as official correspondence. Please check your email regularly. Efforts will be made to address your e-mail within 24 hours. If you do not receive an email within 24 hours, please send a follow-up email. E-mail is not the place to exchange drafts of your work.
Please avail yourself to scheduled office hours or make an appointment to discuss your writing in person. Please use the subject line in a way that indicates the content of the message and your section number. As with any piece of writing, please consider audience, purpose, and forum when you compose your email; use professional language and include your full name and a complete inquiry in the body of the message. Unprofessional emails will result in a non-response.

**Late Work**
If you do not turn in major assignments by the time they are due and have not received an extension, you will receive an automatic 10 point deduction. For each calendar day after the due date the assignment is late, there will be an additional 5 point deduction. **If the major assignment is not turned in within 3 days from the due date, a grade of "0" will be given.** There will be no make-ups for missed daily grades. **Homework is due at the beginning of class, and will not be accepted late** unless you have an extreme emergency and provide appropriate documentation.

**Extensions**
Extensions on some major assignments will be considered by the instructor if the student has requested an extension via email 24 hours before the due date, permission has been given in writing by the instructor, and documentation of the granted permission (i.e. the printed emails) is included with the late submission. No extensions for the Group Presentation or for the Final Food Blog will be granted due to time constraints with grading at the end of the semester.

**Plagiarism**
The most common form of academic dishonesty is plagiarism, or “the presentation of the work of another as one’s own work.” It is your responsibility to understand and comply with the [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](#) as outlined in the University Handbook of Rules and Procedures. Plagiarism is a serious violation of professional, academic standards and will be handled by me and the Chair of the English Department. Consequences for plagiarism are outlined in the Student Code of Conduct. At the minimum, any work that includes plagiarized material will receive an automatic zero. 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 quotation marks and proper citation

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.

**Attendance**
Like anything else, writing improves with practice. That’s why it’s essential that you attend class every meeting. 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. In addition, the class will begin promptly at the top of the hour. Please arrive a few minutes early so we can begin on time, and be familiar with the class plans upon your arrival.

**Scholarly Documentation**
It is preferred that you use the MLA documentation system. If you have a compelling reason for using another documentation system, please consult with me. I do ask that you stick with one documentation method through the entire semester in order to increase your proficiency.

**Disability Services**
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, Room #116.

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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**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, [http://cla.tamucc.edu/students/images/Grade%20Appeal%20Guidelines.pdf](http://cla.tamucc.edu/students/images/Grade%20Appeal%20Guidelines.pdf)

For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Provisional Course Outline**
Week 1: Introduction to Rhetoric & to our Class Theme/ Form Writing Groups/Discussion Facilitation 1
Week 2: Review library resources and research tools/Blogging & blog posts due/Choose an argumentative article to analyze/Discussion Facilitation 2/ Review of the writing process and
MLA/Draft and revise, peer response to Rhetorical Analysis/Rhetorical Analysis Due (homework assignment)

Week 3: Library Session/Blogging & blog posts due/Choose a topic that relates to our class theme and conduct scholarly research/Keep a research log/Write and revise source reviews/Apply the writing process to a research reflection/Submit Research Journal/ Form presentation groups/Discussion Facilitation 3/ Classical arguments/Toulmin & Rogerian arguments/Argumentative strategies


Week 5: Visual rhetoric and presentation strategies /Group Presentations/Final blog posts due.