Instructor Name: Myra Barrera
Office: Bay Hall 357F
Telephone: (361) 825-2150
Email: Myra.Barrera@tamucc.edu
Website: http://www.tamucc.edu/wiki/MyraBarrera/Home
Office Hours: MW 4:30 pm-5:30 pm (writing center), TR 2-3:30 pm, or by appointment

Course Information: ENGL 1301.202 MW 5:30-6:45pm CCH 208

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.

First-Year Writing Program 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 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.
- Paper and pen/pencil for in-class writing.

**Grade Distribution and Major Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Literacy Narrative/Midterm Portfolio</td>
<td>Feb. 23</td>
<td>20%</td>
</tr>
<tr>
<td>Multimodal Presentation</td>
<td>Week 13</td>
<td>10%</td>
</tr>
<tr>
<td>Discourse Community Ethnography</td>
<td>May 4</td>
<td>30%</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>Final</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>Final</strong></td>
<td><strong>100%</strong></td>
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**ATTENDANCE/PARTICIPATION/HOMEWORK – 30%**

There is nothing that we will do in class that is not important to your overall success; therefore, attendance is imperative. Students are expected to contribute to class discussions and to compose thoughtful short writing assignments. To encourage attendance, I will take attendance each time we meet. In addition, individual and group exercises will be assigned each class meeting through which I will evaluate your performance and engagement. You are allowed only two absences, so use them wisely. Any additional absences will affect your grade.
LITERACY NARRATIVE/MIDTERM PORTFOLIO – 20%

Drawing on readings, homework assignments, and in-class discussions and activities, you will examine your own literacy history, habits, and processes. The purpose of this inquiry is to get to know yourself better as a reader and writer and to make connections between your literacy experiences and the course readings. The midterm portfolio will include a reflection and evidence of your understanding of the threshold concepts during the process of writing your Literacy Narrative.

DISCOURSE COMMUNITY ETHNOGRAPHY PROJECT – 30%

PROPOSAL – 5%
You will submit a short passage proposing what discourse community you would like to pursue for your ethnographic research. You must state who the community is, what they do, how you will observe them in the field, and what political conflict(s) they have dealt with in the past and/or present.

ANNOTATED BIBLIOGRAPHY – 10%
You will research secondary sources to include in your project to inform your audience of your community’s history and how they meet Swales’s six characteristics of a discourse community. You must cite 6-8 sources (4 of which must be scholarly) in APA and include annotations that demonstrate your analysis of the sources.

FINAL PAPER – 15%
You will choose a discourse community that has made an impact on you or one that interests you and explore its goals and characteristics. You will then choose a particular point of interest within that discourse community to consider in more detail. The report will describe the discourse community and explore the particular point of interest (or research question) that you want to focus on. You will use the data you collect to make and support how your community meets Swales’s six characteristics of a discourse community.

MULTIMODAL PRESENTATION – 10%
You will be responsible for presenting your Discourse Community Ethnography research through any technological medium of your choosing. We will discuss different methods for presenting your research later in the semester.

FINAL REFLECTION – 10%
You will reflect upon your understanding of the threshold concepts during the process of writing your Discourse Community Ethnography.

Course Policies

Scholarly Documentation
All students will be required to utilize the APA academic documentation system. Please note that if you need any assistance with the APA documentation system, the Writing Center (casa.tamucc.edu/wc.php) offers wonderful supplemental materials to aid you in your documentation. There will also be in-class workshops and resources posted on the class wiki for your assistance.

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
This course involves the use of computers as well as access to the internet. I will occasionally allow you to surf the web during class for instructional purposes; however, please do not check websites that are irrelevant to our course (i.e. Facebook & Twitter). In addition, please do not use your cellphone, tablet, or headphones during class, unless given instructions otherwise. If there is an emergency, please leave class and take care of your personal business outside of the classroom. Violation of this policy will have a negative impact on your participation grade and may result in a disciplinary action.

**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, (without prior notice) or refusing to participate in in-class work will have a negative impact on your participation grade.

**Late Work/Extensions**
I will NOT accept any late in-class or homework assignments. There will be no make-ups for missed daily grades if you are absent unless I am given prior notice of your absence. For any major assignments, please email me at least 48 hours before the due date if there are extenuating circumstances that will cause you to miss a due date. You will need to provide documentation that proves an extension was granted and you will need to propose a new due date and time in which to turn in the assignment. 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.

**Email Communication**
Please consider email as official correspondence. Efforts will be made to address your email within 24 hours. If you do not receive an email within 24 hours, please send a follow-up email. 
- Email communications should be about class business. However, email is not the place for summaries of lectures, discussions, or readings. You will need to avail yourself to scheduled office hours or make an appointment to discuss these.
- Please use the subject line in a way that indicates the content of the message. Please use professional language and include your full name and a complete inquiry in the body of the message. Unprofessional emails will result in non-response.

**Graded Events**
If you feel that you were graded unfairly and disagree with a grade that you earned, please follow these steps: 1.) Read the assignment description; did you follow all of the guidelines? 2.) Look on your paper for my specific comments...do these shed any light? 3.) Next, come see me during office hours or schedule an appointment to see me to discuss your concerns. If you are disappointed in your performance and believe that the assignment you turned in is not representative of your best work, please come and see me as well. I am open to discussing ways to help you improve the grade you earned. You must observe a 24-hour waiting period and meet with me personally to discuss these options.

**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 APA documentation rules is available at Purdue University's OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

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. **Friday, April 10** 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. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**Helpful Resources**

**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.

**Starfish**
Starfish is a software communication program used to connect you (the student) to your “Success Network” of instructors, advisors, and other academic support programs on campus. If you receive an email from starfish@tamucc.edu, this means I have raised a Starfish “communication” item useful for connecting you to campus resources and course progress guidance. Starfish “communication” items include:

* Flags: Early Alerts regarding Course Effort/Progress
* Kudos: Commendation for Course Effort/Progress
* Referrals: Recommended utilization of services: tutoring, mentoring, coaching, advising, etc.
* To-dos: Assigned tasks, such as “Meet with me”

Acting on these messages in a timely manner is vital to your success as a student at TAMUCC. The purpose of Starfish is to help instructors communicate information with their students, and connect students with campus resources available to them. For Starfish assistance, please call 361-825-3653 or email Starfish@tamucc.edu

**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.

**Provisional Course Outline**
*Please see the course website for the most updated plans and deadlines*

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>-Introduction to course, text, and threshold concepts</td>
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</table>
| Week 2 | -Introduce Literacy Narrative (LN)  
-Readings for LN |
| Week 3 | -Readings for LN and Revision  
-BRAINstorming for LN |
| Week 4 | -1st LN draft due for peer review  
-Introduce APA |
| Week 5 | -Conferences  
-2nd LN draft due for self-review  
-Midterm Portfolio work |
| Week 6 | **Literacy Narrative due**  
-Introduce Discourse Community Ethnography (DCE)  
-DCE readings and brainstorming  
-Research Workshop/Begin researching for DCE |
| Week 7 | **Discourse Community Ethnography Project Proposal due**  
-Readings for DCE  
-Planning DCE proposal |
| Week 8 | -APA and Annotated Bibliography (AB) workshop  
-1st AB draft due for peer review  
**Spring Break** |
| Week 9 | -DCE workshop  
-Interview and field notes work |
| Week 10 | **Annotated Bibliography due**  
-Readings for DCE |
| Week 11 | -Conferences  
-1st DCE draft due for peer review |
| Apr. 10 (Drop date) | -Multimodal Presentation workshop  
- Presentation work |
| Week 12 | **Multimodal Presentations** |
| Week 13 | -2nd DCE draft due for self-review  
-Final Reflection brainstorming |
<p>| Week 14 | -Discourse Community Ethnography |
| Week 15 | May 4 (Last day of class) |</p>
<table>
<thead>
<tr>
<th>Final Exam Week</th>
<th><strong>Final Reflection due</strong> (during final exam time)</th>
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</thead>
<tbody>
<tr>
<td>TBD (Schedule on SAIL)</td>
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