Texas A&M University-Corpus Christi - Syllabus-English 1302.212—Composition II

TR 2:00-3:15-OCNR 240

Spring 2015

Instructor: V. Machen Phone: 825-3621

Office: CE 214B E-mail: Blackboard Mail

Office hours: M-2:30-3:30, 4:45-5:30; T-1:30-2:00, 4:45-5:30; W-2-3:30, 4:45-5:30; online on BB Messages or University email: Vickie.Machen@tamucc.edu, and by appt.

Textbook - An Islander’s Guide to Writing, 2008, Susan Wolff Murphy; Bedford Researcher open source, Writing Spaces open source

Work device - BACK UP ALL WORK on file saving device

Printing - copies cost .10/page and require payment from a SandDollar or SandPaper card

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 option is a USB flash drive.
- A SandDollar or SandPaper card with money on it for printing in the classrooms/computer labs.

ALWAYS BRING WORK SAVING DEVICE AND TEXTBOOK TO CLASS. You are responsible for checking Blackboard Calendar, Mail, and Discussion Forums for course-related information.

COURSE DESCRIPTION:

The Freshman Writing Program at Texas A&M University-Corpus Christi and English 1302-Composition II promote:

- Writing across disciplines to enhance critical thinking and learning
• Reading and writing as acts that shape and are shaped by social, political, and historical conditions
• Computer-mediated environment for effective research and revision

**English 1302-Composition II** is a computer-mediated writing course that links reading, analysis, research, and writing to refine college-level composition skills. Those skills include choosing an appropriate topic for research, thorough exploration of source materials, working toward an individual informed position, effective use of rhetoric, substantive revision, and competent editing/proofreading. The course introduces documentation styles required in academic writing and methods of primary and secondary research necessary to develop a series of analytic position papers.

**Student Learning Outcomes: ENGL 1302-Composition II**

• Apply principles of the writing process, including drafting, editing, and revision, to generate academic / professional documents
• Identify position, claims, and evidence in arguments
• Evaluate position, claims, and evidence in arguments
• Construct arguments on more than one side of an issue using sources and evidence
• Produce an introduction with a solid focus, direction, and purpose
• Cohesively integrate academic research to support the writer's purpose
• Integrate a citation system that is identifiable, functional, and consistent
• Connect ideas across disciplines

**English 1302** will be a de-centered class in which I will ask you to actively participate by sharing your ideas, leading class discussions, and making group presentations. *All work in English 1302-Composition II must be computer-generated, edited, and revised - - handwritten work will not be accepted.*

**COURSE REQUIREMENTS**

• Produce three portfolios
• Participate in online class assignments
• Participate in assigned group activities
**GRADES:** To receive credit for this class, you **must complete all assignments**. Distribution of your final grade is as follows:

Portfolio #1 25%
Portfolio #2 30%
Portfolio #3 20%
Participation and Daily Grades 25%* 

100%

*Daily grades from in-class writings **cannot** be made up.

**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.

**PORTFOLIOS** - - You will assemble three portfolios that provide evidence of different types of learning. Items in the portfolios will demonstrate your active participation in class activities and assignments. **Detailed instructions will be posted on Blackboard for each portfolio.**

**Portfolio 1:** Annotated Bibliography-15 sources (final part due 2/23/15-MW or 2/24/15-TR); **Portfolio 2:** Argument paper, source evaluations, outline, peer review, final draft (due 3/30/15-MW or 3/31/15-TR); **Portfolio 3:** Visual Argument, PowerPoint presentation, expanded reflective overview, works cited (presentations begin 4/22/15-MW or 4/23/15-TR).

**Evaluation:** Your final grade in English 1302 will be based on the quality of your active participation in group activities, research, revision, assessment, and your ability to evaluate evidence and argue from an informed position. Any concerns about your grade should be addressed to me first. If your concerns are not satisfactorily resolved
you may take them to the Director of the Writing Program, Dr. Susan Wolff Murphy, FC 127, ext. 2640.

**Late Work:** Late work will not be accepted unless you have conferenced with me about your reasons and have negotiated another due date. Grades will be lowered at the discretion of the instructor for late work.

**PARTICIPATION - - DAILY WORK** (online, class, group discussions—in-class writings)

**Participation** is a large portion of your grade and will reflect attendance, preparation, and ACTIVE engagement. **Daily work cannot be made up** if you miss class. In this course, the assignments include what you DO as you move along a continuum of processes that include:

- **Thinking** about your reasons for writing - - What is my purpose?
- **Designing** a series of goals/tasks in planning your research - - What do I want to know? How and where will I find it?
- **Inventing** - - How do I discover, develop, and organize my ideas?
- **Drafting, peer reviewing, revising** - - What suggestions contribute to accomplishing my specific goals?
- **Researching** - - information literacy - - your ability to find and use electronic and traditional research tools for your projects
- **Reflecting** - - your personal perspective on your topic conveyed to your audience in third person
- **Documenting** - - being aware of various documentation styles APA, MLA, etc. and using them

**Writing** is driven by a sequence of actions/processes, like those mentioned above, leading to the written part of the project.

**POLICIES**

**Attendance:** English 1302 uses a workshop model of instruction, which means that you must be present to participate in writing exercises, group discussions, computer-mediated activities, peer review, etc. Class attendance and participation are essential, as much of your time will be spent doing group work. Participation in these activities is part of your grade. **After three absences**, your final course grade will be lowered at the discretion of the instructor. **YOU**
ARE RESPONSIBLE FOR MAKING UP WORK THAT YOU MISS DUE TO AN ABSENCE. An absence does not release a student from scheduled due dates for assigned work.

DROPPING A CLASS: Should dropping the class be necessary, 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. November 7, 2014 is the last day to drop a class with an automatic grade of “W” this term.

PLAGIARISM: Consult the current TAMUCC Catalog under headings, "Academic Integrity" and "Academic Honesty." The University defines plagiarism as "the presentation of the work of another as one’s own work." This refers not only to texts, periodicals, and journals, but also to Internet sources. Plagiarism is a serious academic matter with serious consequences.

DO NOT TALK when the instructor is talking or another student is making a contribution to the class. This is disruptive and prevents other students from hearing what is being said. 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. Such a breach will seriously affect your participation grade (25% of your course grade).

MUTE cell phones and/or beepers before entering this classroom. COMPUTER GAMES and TEXTING are inappropriate in the classroom—these distractions will affect your participation grade.

KEEP FOOD OR DRINKS in your backpack to avoid possible damage to computer lab equipment.

PRINTING HARD COPIES—printers are located in hallway; you will need your SAND DOLLAR card to pay for printing.

CLASSROOM DIALOGUE AND COMMUNITY STANDARDS

Our class is a learning community in which we will all take turns speaking and listening with courtesy and respect. There will be many opportunities for debate over issues about which we feel strongly and...
may disagree. Dissent is good for challenging and revising perspectives, but it should be expressed in democratic fashion, whether face-to-face or online. Once a message is posted online, it becomes public and the same standards of discussion etiquette or netiquette apply. Your audience is a diverse demographic community with its own standards of acceptable speech and language in the college classroom context.

In other than discussions, raise your hand to make a contribution or ask a question.

**ACCOMODATIONS NOTICE**

**Students with Disabilities and Veterans**
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 CCH 116 and 119.

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. 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.

**CASA (Center for Academic Student Achievement)**

CASA, a tutoring and learning Center, provides free tutoring to any student interested in improving their writing abilities. Tutors will assist you with all aspects of writing. The Center’s purpose is not to correct or to proofread your drafts, but to help you learn strategies that good writers use during the processes of writing. You may visit the center
for assistance with a writing project for any of your classes. The Center is located in the Glasscock Bldg.

**TENTATIVE SEMESTER CALENDAR***

*This semester calendar and schedule of activities is subject to change and will be updated as needed. **FINAL PORTFOLIO presentations begin Week 14 (week of Apr. 20).**

**Wk. 1—Jan. 21**

Blackboard instruction, syllabus, mail, discussion, attachments, writing process - - brainstorming, outline, rough draft, peer review, revision, MLA; Writing Rituals; Read Ch. 2, Academic Writing.

**Wk. 2—Jan. 26**

Review Ch. 2; Info Literacy—review Sample Topics link, library resources, news orgs.—conduct preliminary research—topic must be arguable; Read Ch. 3, Brainstorming

Introduce Portfolio1—Annotated Bibliography; plagiarism—see syllabus and Ch. 8; post topic ideas in **Topics Forum**.

**Wk. 3—Feb. 2**

Review Research Questions—BR Tutorial—How to Develop a Research Question. Post preliminary research questions in Research Questions Forum on Discussion Board.

Tentative Library Presentation

**Wk. 4—Feb. 9**

**MLA Documentation exercise: Works Cited**

**Source Evaluations**—find 5 articles on your topic; cite and evaluate each source using guidelines on Source Evals and Samples links on home page. Length—1 page each—MLA paper format—due next class.

Read Ch. 6, “Purpose-Audience.”

**Wk. 5—Feb. 16**
Collect 5 Source Evaluations; Find 5 more sources on your topic due next class. Use library databases or credible search engines—no Wikipedia.

Collect 5 Source Evaluations; Find 5 final sources on your topic; due next class.

**Wk. 6—Feb. 23**

Collect final 5 sources of Portfolio 1-Annotated Bibliography—no exceptions

Review Ch. 6—Purpose-Audience; review outlines--see pp. 18-19 in textbook. Make a working outline to organize your ideas.

Narrow the focus of your topic—go to the Bedford link, My Research Project Activities, Joining the Conversation, Choose an Issue within Your Topic. Open in Word and fill in the guide to narrow your topic to a specific issue.

This will be helpful when creating your thesis statement taking a position on your argument topic.

Tentative: Form groups; read Boyd article--Course Content--"Murder, Rhetorically Speaking"

**Wk. 7—Mar. 2**

Boyd Reading: Group Presentations

Introduce Portfolio 2—Argument paper; Write two descriptions of the same thing—one positive and one negative. Each paragraph should be at least 200 words. Post in “Argument-Counterargument Forum.” Critique at least 3 posts for their effectiveness and contrasting points.

**Wk. 8—Mar. 9**


**Wk. 9—Mar. 16-20 (Spring Break)**

**Wk. 10—Mar. 23**

Review Introductions—experiment with 3 different introduction strategies (see Introductions on Course Content)—post intros with thesis in “Portfolio 2-Intro” Forum; Plagiarism statement—send email confirmation. Draft workshop—in-class conferencing; see Revision Checklist at BR site, Ch. 4 Revision Guide, Ch. 5 Editing; rough draft due next class for peer review.

Peer Review—see Course Content link—Portfolio 2 due next class

**Wk. 11—Mar. 30**

**Collect Portfolio 2-Argument-no exceptions**

Introduce Portfolio 3—Visual Argument—see Portfolio 3 link on Course Content; sign-up for ad presentations; see Course Content-Ad Presentations;

**Wk. 12—Apr. 6**

Ad presentations

Finish ad presentations if necessary; sign-up sheet for final presentations; brainstorm topics for portfolio 3; critical thinking assignment

**Wk. 13—Apr. 13**

Critical thinking assignment

Review BR link “Preparing Presentation Slides” Post visual rhetoric presentation ideas in “Visual Rhetoric” Forum—describe medium, message, argument—audience/purpose

**Wk. 14—Apr. 20**
In-class conferencing; project workshop; portfolio 3 presentations begin next class

Begin Portfolio 3 presentations

**Wk. 15—Apr. 27**

Portfolio 3 presentations

Portfolio 3 presentations

**Wk. 16—May 4**

Portfolio 3 presentations

Portfolio 3 presentations

**Final Exam Day:** Check Bb Calendar for date and assignment