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:

- (1) 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;
- (2) 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;
- (3) Planning and conducting research for specific rhetorical situations;
- (4) 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.

**English 1302 Textbook**

- *Writing about Writing*, 2nd Edition, by Elizabeth Wardle and Doug Downs (recommended)

**1302 will also require these other materials:**

- A 1 inch 3 ring binder with front clear pockets and 8 tabs.
- Access to University Network and an active “Islander” e-mail account.
- Access to the internet and Blackboard.
- Access to a computer with Microsoft Word – the PC version (doc & docx).
- Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus (or cloud space – students get free Microsoft Office with cloud space).
- A SandDollar card with money on it for printing in the classrooms/computer labs.
- Be sure and always bring your book, a pen, and paper to class.

**Major Course Requirements (Grade Distribution: dates, nature of assignments, assignment weight—Subject to change)**

*Please remember that all work must be formatted in APA manuscript style and sources must be cited in APA citation style, unless otherwise noted.*

**Numerical Grade Distribution**

<table>
<thead>
<tr>
<th>Grade Point Distribution</th>
<th>Numerical Grade</th>
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<tbody>
<tr>
<td>1000-896 A</td>
<td>A</td>
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<tr>
<td>895-796 B</td>
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<td>795-696 C</td>
<td>C</td>
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<td>695-596 D</td>
<td>D</td>
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<td>595-0 F</td>
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<tr>
<td>Assignment</td>
<td>Date Due</td>
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<tr>
<td>In-Class Participation &amp; Attendance</td>
<td>Daily</td>
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<tr>
<td>Quizzes/ Homework &amp; Personal Journals</td>
<td>Daily/ Weekly</td>
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<tr>
<td>Integrated Assignments</td>
<td>Weeks 3 – 6 (1)</td>
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<td>Week 8 &amp; 11 (2)</td>
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<tr>
<td>Project 1: Analysis: Rhetorical Knowledge</td>
<td>Weeks 2 – 6 (due Week 6)</td>
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<tr>
<td>Project 2: Argument &amp; Multimodal Presentations:</td>
<td>Weeks 7 – 15 (due Week 14 &amp; 15)</td>
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<tr>
<td>Researched Argument and Multimodality</td>
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<tr>
<td>Midterm &amp; Final Exam: Analyze &amp; Reflect Semester</td>
<td>Midterm/ Week 8</td>
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<tr>
<td>Writing Portfolio</td>
<td>Final Exam/ Week 16</td>
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* The wiki has all of the exact dates for these assignments.

**Brief Description**
The course will be divided into two units, each covering specific aspects within the study of writing. You will be asked to write for each unit covered, a total of two major writing projects in the course of the semester. You will also be asked to submit one major semester portfolio (various parts will be due at different points of the semester). In addition, you will be presenting either at the First Year Research Conference or in the classroom (as part of project 2). Though there are only two major projects, there will be numerous smaller writing assignments that build up to each of the projects in this class. Specific guidelines will be posted to the class website for these as well as other writing assignments. For FAQs or more information, see my wiki FAQs page: http://www.tamucc.edu/wiki/ClareReeves/Sp2015faq.

**Attendance & Participation**
Sign-in sheets, in-class work, and in-class writing - 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.

**Quizzes/ Homework & Personal Journal Assignments**
Journals, Quizzes, & Homework assigned throughout the semester.

**Major Projects**
For full descriptions of each project, see links on BB & my wiki.

**Analyze & Reflect Semester Writing Portfolio**
This portfolio will consist of your midterm and final exams, prep work done throughout the semester, and semester work in the class. Your final portfolio will show me how you connect this class to the outcomes and how this class will connect to your future; it will include evidence to support your discussion (so save your work).

**Citation Style**
We will use APA citation for all our projects as this style or a variation of it is used by many disciplines.

**Policies**

**Professionalism**
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:

- I will allow cell phones on silent/vibrate while in class. I understand that life does not stop while you are in my class. However, if you are on the phone socially while in my class I will ask you to leave class, resulting in an absence for the day (See daily late work and attendance policies below as this may affect more than just your participation grade). You may think quietly texting someone is not distracting to the instructor or fellow students, but it is. If a phone call or message is vital, take it outside, BUT I am not responsible for “catching you up” on what you miss. You will need to see your classmates for any missed information.
- Do not use your time in English 1302 to work on assignments for other classes.
- Computers are to be used for English 1302 work only. No shopping, no Facebook, etc. Those who consistently violate this policy will be asked to leave. You will also be counted absent and lose credit for any in-class work that day.
- Do not talk or make excessive noise while the instructor or another student is speaking to the class as a whole. (This includes typing on the keyboard or clicking the mouse.)
- When group work is assigned in class, you must work in a group, not as an individual.
- During group work time, please stay on task and work cooperatively with other group members.

Class Expectations
As a member of the university community, you may or may not be familiar with the general rules for acceptable college-level conduct. All instructors have their “do’s” and “don’ts,” which will vary from course to course. You will also find that many of these general rules apply to the workplace. Please keep in mind; I expect you to:

- BE PUNCTUAL. Attendance will be recorded for each class meeting, including peer reviews, conferences, and workshop days. See the attendance policy below.
- COME TO CLASS PREPARED. Read all assigned readings, complete all assigned work, and come to class fully prepared to write and talk about the day’s topics, readings, and writings.
- BE RESPECTFUL: Treat your peers and me with respect, even if our worldviews, values, and opinions are wildly different from yours. Please be tolerant and respectful of others.
- PLEASE STAY QUIET WHILE I’M SPEAKING. As a student, I found it hard to pay attention to the teacher when various conversations were going on in the classroom. Please have respect for my time and effort in putting together a lesson, and I will respect your time and effort in my class in return.

Technology Policy
This course will heavily rely on the use of technology. You will be required to submit writing assignments on Blackboard, email through Blackboard messaging, and you will need to print a hardcopy of drafts and work in progress to class. In our effort to be more environmentally conscious and responsible, we will try to print as little as we can. That being said, “my printer is out of ink” or “I don’t have internet” is no excuse for you to not submit your work on time. Early in the course, we will go over the printing and internet options on campus.

Late Work
All assignments are due on their due date or you earn a zero. No late work is accepted; however, if you have an emergency, come talk to me. You can request extensions for the two major projects (see my extension policy below). In addition, I will allow revisions of your published draft of your two major projects (it must originally be turned in on time) until the last day of class – I cannot grade everything that needs to be graded if they come in after this date, so it is firm.

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 with evidence, your record of completion of work, and attendance. All extensions must be
confirmed by email, and we have to agree on a new due date. You are not penalized for extensions, but you MUST turn the email agreement in with the paper.

**Attendance Policy**
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. I will take attendance 5 minutes after the start of class. Leaving early, coming in late, or refusing to participate in in-class work will result in an absence and zero credit for any in-class work that day. There will be work done in class and/or due as homework every day that contributes to your class grade. You are permitted up to three unexcused absences. For each absence after three, you will lose 25 points from your in-class participation and attendance grade. After 10 absences (including the first three), you will fail the course. I am not responsible for “catching you up” on what you miss because of your absences. You will need to see your classmates for any missed information. The only way to make up an absence is to go to the Writing Center for 2 appointments (1 hour total) or a Reading tutor for 1 appointment (1 hour total); you MUST bring me their slips completely filled out with what assignment/ reading from our class that you worked on written on the top of the slip by the consultant/tutor.

**Student Success**
I want all students to succeed in my class. I encourage you to contact me immediately if anything is interfering with your ability to succeed in this class, so we can discuss strategies and options.

**Grade Discussion**
First off, I have a two week grade turn around policy. Grading is not an exact science. I use the assignment description, evaluation/ rubric guidelines, and read each submission. I try to determine the grade that your work earns as fairly and as reliably as possible. In doing this, I realize that numerous factors come into play during the evaluation process, which could affect the assigned grade.

Since this is your work, if upon review you believe that your earned grade should be assessed differently, you have the option of discussing it with me. I do have some ground rules for this. You must wait 24 hours after the return of your work. After this “cooling off” period, make an appointment during my office hours for discussion. At this time, bring specific areas where you disagree with my evaluation, using the criteria, the assignment description, and specific evidence from your work that supports your evaluation. This should be in the form of a written/ visual piece dealing with where in your assignment you feel you have met the criteria. You must be able to support your statements with examples from your work. SHOW ME! Your responsibility in this is that you bring your work and have your argument for the evaluation you believe your work earned (not deserved). You will be supporting this with text sections from your piece.

**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.tamu.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.

**Extra Credit**
Extra credit will be given for Writing Center visits (with their slip as proof) & Reading tutor visits (with their slip as proof). These will be accepted up to the maximum points set by the department.

- FYI: When grading your papers, I take into account the effort you put into your work. Though you may not get extra credit for extra visits to the Writing Center, I look at this as part of your taking responsibility for your learning. It is impressive and helpful for students to use the available campus resources.

For other, semester specific, extra credit, please see my FAQs or Extra Credit page on the wiki or Blackboard.
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

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/, 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/ 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 (Course Grades not Class Assignments)
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>Week 1</td>
<td><strong>Project 1</strong> Introduction to the course. Prior knowledge &amp; threshold concepts.</td>
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<td></td>
<td>Introduce rhetoric &amp; argument. Connect 1301 to 1302 concepts.</td>
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<td>Week 2</td>
<td><strong>Project 1</strong> Reading rhetorically. Discuss integrated assignments.</td>
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<td>Prepare ethos/pathos/logos group presentation for W3.</td>
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<tr>
<td>Week 3</td>
<td><strong>Project 1</strong> Pathos, Ethos &amp; Logos student presentations.</td>
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<td>Week 4</td>
<td><strong>Project 1</strong> Rhetorical Analysis: Draft Writing Project 1</td>
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<tr>
<td>Week 5</td>
<td><strong>Project 1</strong> Rhetorical Analysis: Revision Writing Project 1</td>
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<td>Week 6</td>
<td><strong>Project 1 due.</strong> Introduce P1 reflection &amp; <strong>Reflection due.</strong> Introduction</td>
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<td>Midterm Fallacies</td>
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<td>Week 7</td>
<td><strong>Project 2</strong> Connect Rhetoric to Argument. Introduce Project 2.</td>
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<td>Library work &amp; Research Journal Introduction.</td>
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<td>Introduce source reviews/ Analyzing Sources</td>
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<td>Week 8</td>
<td><strong>Project 2</strong> Midterm due.</td>
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<td>Research Journal.</td>
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<td>Structure of Classic/Toulmin Argument</td>
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<td><strong>Spring Break</strong></td>
<td>No classes!</td>
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<td>Week 9</td>
<td><strong>Project 2</strong> Proposal drafting – proposal writing (for FYRC)—groups, based on</td>
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<td>theme. Proposal due.</td>
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<td>Week 10</td>
<td><strong>Project 2</strong> Conferencing and Revision</td>
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<td>Personal Essay due.</td>
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<td>Introduce Multiple Perspectives Essay and Draft 1 due</td>
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<td>Week 11-Drop Day Friday</td>
<td><strong>Project 2</strong> Conferencing and Revision</td>
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<td></td>
<td>Multiple Perspectives Essay Peer work</td>
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<td>Week 12</td>
<td><strong>Project 2</strong> Multiple Perspectives Essay due</td>
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<td>Project 2 draft due</td>
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<tr>
<td>Week 13</td>
<td><strong>Project 2</strong> Revision/Editing of Project 4/ Peer edit WP4. conference w/instructor</td>
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<tr>
<td>Week 14 FY Research Conference</td>
<td><strong>Project 2 due.</strong> Introduce P2 reflection &amp; <strong>Reflection due.</strong></td>
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<tr>
<td>Week 15 (last day of class)</td>
<td>Final Prep.</td>
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<td></td>
<td>Last day of class.</td>
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| Final Exam Week TBD—schedule on SAIL | Final Portfolio due. |