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.

**English 1302 Textbook**
- *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 possibly Blackboard.
- 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 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 APA manuscript style and sources must be cited in APA citation style.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Course Grade</th>
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<tbody>
<tr>
<td>Attendance &amp; In-Class Participation</td>
<td>Daily</td>
<td>130 pts.</td>
</tr>
<tr>
<td>Homework</td>
<td>T.B.D.</td>
<td>170 pts.</td>
</tr>
<tr>
<td>Project #1 – Rhetorical Analysis</td>
<td>Fri., Feb. 6th</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Project #2 – Research Proposal</td>
<td>Fri., Feb. 27th</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Project #4 – (IA) Researched Argumentative Paper</td>
<td>Fri., Apr. 17th</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Project #5 – Multimodal Presentation</td>
<td>Thurs., Apr. 30th</td>
<td>150 pts.</td>
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<tr>
<td>Total</td>
<td></td>
<td>1000 pts.</td>
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</table>

**Attendance & In-Class Participation**
You are expected to come to class every day prepared and with required materials. Your attendance and in-class participation grade will be determined by various activities and assignments, including but not limited to peer review of drafts and class work, group discussions, and presentations. In-class work and attendance cannot be made up.

**Homework**
Homework will be assigned in the class plans as writing journals. Occasionally, a homework grade will be assigned for an in-class reading quiz or other in-class activity. Homework will not be accepted late and must be submitted via Blackboard.

**Project #1 – Rhetorical Analysis**
Using the selected speech (or something pre-approved by the instructor), analyze the speaker’s arguments
for rhetorical strategies (think pathos, ethos and logos). This speech will be centered on our triad community theme: service, engagement and learning. In this analysis, the student will evaluate the success of the speaker’s efforts to persuade his or her audience. This document will be 3-4 pages in APA format. Also, it will require the integration of at least 2 outside scholarly sources.

Project #2 - Research Proposal
Students will be asked to identify a service-based organization and their goals, how they go about achieving those goals through rhetoric and persuasion, and how the student plans to conduct research into that group’s goals, aims and resources. This proposal will form the foundation of the rest of the semester, including the final researched argumentative paper. This document will be at least 2-3 pages in APA format. This proposal will also include a tentative schedule of research.

Project #3 - Research Journal
The purpose of the journal is to 1) deepen your understanding of the topic as you proceed through your sources, 2) evaluate how reliable each source is, depending upon its slant, and 3) enter into an ongoing conversation or debate about your historical event/issue. Students will be asked to identify 8-10 academic resources, compile an annotated bibliography using those resources and compose a 2-3 page literature review. Five of these 8-10 resources must be academic/scholarly in nature. This document must utilize proper APA formatting and citations.

Project #4 – (IA) Researched Argumentative Paper
Using both the research journal and any additional research or volunteer experiences with political/social organizations, students will fashion a complex academic argument surrounding their topic/area of choice. This argument will utilize rhetorical strategies to argue for the topic’s importance as related to the community and the globe. This document will be 8-10 pages in APA format and include a correctly formatted References page. This is also your integrated assignment in Triad-L – it will count in your lecture and seminar courses.

Project #5 - Multimedia Presentation
Students will be required to translate their final argumentative papers into a verbal/multimedia project. Students may use images, videos, and sound to create a persuasive and compelling argument for academic presentation. Each presentation should be 6-8 minutes in length. An expanded version of this might be presented at the First Year Research Conference (pending board approval).

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 turn off all cell phones or other electronic communication devices and place them out of sight (in a bag, purse, pocket) while in class. This includes earphones.
- 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.
**Attendance & In-Class Participation**
To earn attendance points and 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 will result in the loss of points.

**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](http://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.

**Late Work/Extensions**
Late work is not accepted – no exceptions.

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, your record of completion of work, and attendance. All extensions must be confirmed by email at least 48 hours in advance of the due date.

**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/](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
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.

Provisional Course Outline
This schedule is only provision and might be changed as needed – 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>Introduction to the course, rhetoric and persuasion.</td>
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<tr>
<td>Week 2</td>
<td>Rhetorical Strategies</td>
</tr>
<tr>
<td>Week 3</td>
<td>Project #1 – Rhetorical Analysis due on Fri., Feb. 6th by 11:59 PM via Blackboard.</td>
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<tr>
<td>Week 4</td>
<td>Research and Proposals / Journal #1 Due</td>
</tr>
<tr>
<td>Week 5</td>
<td>Research and Proposals (cont.) / Journal #2 Due</td>
</tr>
<tr>
<td>Week 6</td>
<td>Project #2 – Research Proposal due on Fri., Feb. 27th by 11:59 PM via Blackboard.</td>
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<tr>
<td>Week 7</td>
<td>Locating and Evaluating Sources / Journal #3 Due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Locating and Evaluation Sources (cont.) / Journal #4 Due</td>
</tr>
<tr>
<td><strong>Spring Break</strong></td>
<td><strong>No classes!</strong></td>
</tr>
<tr>
<td>Week 9</td>
<td>Midterm Conferences / Project #3 – Research Journal due on Fri., Mar. 27th by 11:59 PM via Blackboard.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Academic Argumentation / Journal #5 Due</td>
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<tr>
<td><strong>Week 11- Drop Day Friday</strong></td>
<td>Academic Argumentation (cont.) / Journal #6 Due</td>
</tr>
<tr>
<td>Week 12</td>
<td>Project #4 – Final Researched Argumentative Paper due by 11:59 PM via Blackboard.</td>
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<tr>
<td>Week 13</td>
<td>Media, Persuasion and Presentations / Journal #7 Due</td>
</tr>
<tr>
<td><strong>Week 14 FY Research Conference</strong></td>
<td>Project #5 – Multimodal Presentation due on Thurs., Apr. 30th by 11:59 PM via Blackboard. / Journal #8 Due</td>
</tr>
<tr>
<td>Week 15 (last day of class)</td>
<td>In-Class Presentations</td>
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<tr>
<td><strong>Final Exam Week</strong></td>
<td><strong>TBD—schedule on SAIL</strong></td>
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