Instructor Name: Natalie Cusick
Office: Classroom East 216/D
Telephone: Telepathy
Email: Natalie.cusick@tamucc.edu
Program Website: http://firstyearwiki.tamucc.edu/wiki & Blackboard
Office Hours: Tuesdays & Thursdays from 9-10:30am & by appointment
Class Time & Location: ENGL 1302.483-TR 11-12:15pm in O’Connor 240
ENGL 1302.484-TR 12:30-1:45pm in O’Connor 240

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.
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:

- 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 MLA or APA manuscript style and sources must be cited in MLA or APA citation style, unless otherwise noted.

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Due Date</th>
<th>Grade Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Throughout the semester</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Journals (8)</td>
<td>Throughout the semester</td>
<td>10%</td>
</tr>
<tr>
<td>P 1: Rhetorical Analysis</td>
<td>2/6 by 11:59 pm on BB</td>
<td>10%</td>
</tr>
<tr>
<td>P 2: Research Proposal</td>
<td>2/27 by 11:59 pm on BB</td>
<td>10%</td>
</tr>
<tr>
<td>P 3: Research Journal</td>
<td>3/27 by 11:59 pm on BB</td>
<td>15%</td>
</tr>
<tr>
<td>P 4: Argumentative Paper (Triad L Integrated)</td>
<td>4/17 by 11:59 pm on BB</td>
<td>20%</td>
</tr>
<tr>
<td>P 5: Multi-modal Presentation</td>
<td>4/30- 5/5</td>
<td>15%</td>
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</table>

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

Note: Below are the policies outlining how to earn, and how to lose, attendance and participation points.

Class Attendance
You are expected to show up to every class meeting on time. Waltzing in even a minute late with a fresh Starbucks coffee/muffin is completely unacceptable. Attendance will be taken at the beginning of class, if you are passed on the list and you are not sitting in class, you are not counted present.

Being in class when we are covering core concepts and assignment details is critical to your success in this class. You are allotted two (2) absences without any penalty, as per University policy. Additional absences will be detrimental to your grade, as each absence following the allotted will result in TWO (2) points deducted from your FINAL COURSE GRADE. No exceptions.

University Article III of the Student Code of Conduct
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**
To be counted present and to be given participation points, you must treat each other and the instructor with respect and follow standards of common courtesy. Here are a few specifics:

- You are expected to turn off all cell phones or other electronic communication devices and place them out of sight (in a bag, purse, pocket) while in class.
- You are expected to use your time in English 1301 to work on assignments for other classes.
- You are expected to use the computers for English 1301 work only.
- You are expected to communicate with your classmates and instructor in a constructive, productive, and respectful manner. ANYONE who is unable to act accordingly, will be kicked out of the class room, and/or counted absent.

**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, or refusing to participate in in-class work will result in the loss of points or being counted absent. The student will be notified the day of the incident of his/her loosing of those points and why.

**Homework**
Homework will be assigned in the class plans. Occasionally, a homework grade will be assigned for an in-class reading quiz. However, homework assignments will most often be completed outside of class and turned into Turnitin.com.

**Late Work/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, your record of completion of work, and attendance. All extensions must be confirmed by email.

**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.

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.

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, clia.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.
This schedule is subject to informed changes.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignments/Topics</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Intro to the course expectations, policies, etc.</td>
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<tr>
<td>Week 2</td>
<td>Intro to Project 1&lt;br&gt;Intro to Rhetoric, Ethos, Pathos, and logos</td>
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<tr>
<td>Week 3</td>
<td>Conducting and Composing a Rhetorical Analysis&lt;br&gt;P1: Rhetorical Analysis due Friday, Feb. 6th by 11:59pm on BB.</td>
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<tr>
<td>Week 4</td>
<td>Intro to Project 2&lt;br&gt;Intro Proposals&lt;br&gt;Sales Pitch In-Class Assignment</td>
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<tr>
<td>Week 5</td>
<td>Project 2 Workshop</td>
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<tr>
<td>Week 6</td>
<td>Project 2 Workshop&lt;br&gt;P2: Research Proposal due Friday, Feb. 27th by 11:59pm on BB.</td>
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<tr>
<td>Week 7</td>
<td>Intro to Project 3&lt;br&gt;Evaluating Sources</td>
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<tr>
<td>Week 8</td>
<td>Project 3&lt;br&gt;Evaluating Sources</td>
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<tr>
<td>Spring Break</td>
<td>No classes!</td>
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<tr>
<td>Week 9</td>
<td>Debates&lt;br&gt;Conferences&lt;br&gt;P3: Research Journal due Friday, March 27th by 11:59 pm on BB.</td>
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<tr>
<td>Week 10</td>
<td>Intro to Project 4&lt;br&gt;Debates&lt;br&gt;Academic Argument</td>
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<tr>
<td>Week 11-Drop Day Friday</td>
<td>Project 4&lt;br&gt;Debates&lt;br&gt;Drafting Project 4 Workshop</td>
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<tr>
<td>Week 12</td>
<td>Project 4 Peer Review&lt;br&gt;Project 4 Workshop&lt;br&gt;Project 4 due Friday, April 17th by 11:59 pm on BB.</td>
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<tr>
<td>Week 13</td>
<td>Introduction to Project 5&lt;br&gt;Visual/electronic presentations</td>
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<tr>
<td>Week 14 FY Research Conference</td>
<td>Presentations</td>
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<tr>
<td>Week 15 (last day of class)</td>
<td>Last day of class Tuesday, May 5th!</td>
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<td>Final Exam Week</td>
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Semester Assignment Descriptions

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 community theme: service, engagement and learning. The student will evaluate the success of the speaker’s efforts to persuade his or her audience. This document will be 3-4 pages and 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 and 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 include a 2-3 page literature review. Five of these 8-10 resources must be academic/scholarly in nature. This document must be in APA format.

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.

Project #5 - Multimodal Presentation
Students will be required to translate their written argumentative papers into a verbal/multimedia project. Students may use images, videos, and sound to create a persuasive and compelling argument. 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).