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Office Hours: Monday 1:00-2:30pm, Wednesday 2:00-4:30pm, or by appointment.  
Classes: ENGL 1302.526, Composition II, MWF 12:00-12:50pm, CCH 210

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.

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
- *Everything’s an Argument, 6th Edition*, by Lunsford & Ruszkiewicz (required)
- *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, assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% course grade</th>
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<tbody>
<tr>
<td>In-Class Participation</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Homework Journal</td>
<td>Weekly</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>Weekly</td>
<td>5%</td>
</tr>
<tr>
<td>Rhetorical Analysis</td>
<td>Feb. 12</td>
<td>10%</td>
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<tr>
<td>Triad M Integrated Assignments:</td>
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</tr>
<tr>
<td>Argumentative Historical Essay Proposal, Source Analysis, Argumentative Historical Essay</td>
<td>Feb.5, Mar.5, Apr. 13</td>
<td>35%</td>
</tr>
<tr>
<td>Triad M Midterm Reflection, Triad M Final Portfolio Project</td>
<td>Mar. 12, Finals Week</td>
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<tr>
<td>Final Argumentative Research Paper</td>
<td>May 4</td>
<td>15%</td>
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<tr>
<td>Multimodal Presentation/ FYRC</td>
<td>Apr. 24- May 4</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Class Participation, Homework Journals & Extra Credit:
Assignments classified as Class Participation will be assigned during nearly every class meeting. These assignments will usually relate to the reading assigned during the last class session or to the major paper that we are currently working toward completing. It is vital that you keep all of your writing and notes throughout the semester. Keeping everything organized will help you immensely when you work on the major writing projects and the Triad M Integrated Assignments. Class participation grades cannot be made up.

I will rarely assign daily homework assignments. Instead, there will be 10 Homework Journals assigned throughout the semester. I will assign Homework Journals at least 1 week prior to the journal’s due date. Homework Journals will be worth 100 points each and will focus on readings, class discussions, or upcoming major assignments. Typically, Homework Journals cannot be made up or submitted late. These journals are not intended to add more work to your school workload, but rather for you to show me that you are keeping up with this course’s content.

Extra credit can be earned on major projects by visiting the CASA Writing Center. You can earn up to 5 extra points on any major assignment if you have proof of 2 WC consultations and include a brief write-up about what you learned about writing from working with a WC consultant.

***There will be at least 2 other extra credit opportunities throughout the semester.
Reading Quizzes
There will be 6 “pop quizzes” throughout the semester. These quizzes will always occur the day a reading from Everything's an Argument is due. 1 quiz grade will be dropped at the end of the semester. Quizzes will take place at the beginning of class and cannot be made up unless the student misses class due to a university approved absence.

Rhetorical Analysis
The primary purpose of this assignment is to help you understand how speakers and writers use Aristotelian rhetoric to accomplish their persuasive goals. In doing so, you should learn both how to recognize these rhetorical devices in other genres. As you become more adept at analyzing rhetoric, you will become more skillful in employing rhetoric in your own argumentative writing.

Final Research Paper
The Final Research Paper for English 1302 will be a continuation of your Argumentative Historical Essay from History 1302. In your Argumentative Historical Essay from Dr. Costanzo’s class, you claimed that “X” happened because of “Y.” For this essay, you need to consider how “X” and/or “Y” is still present in our society by investigating its global or local cultural impact through a rhetorical analysis of various modes of communication. To do this, you will rhetorically analyze different mediums of information to explore how your chosen issue is depicted in our culture. Remember, the intention of a rhetorical analysis is not only to claim what a writer (or speaker, artist, creator) is arguing, but to demonstrate how the writer or creator of a text or visual is presenting the argument. Therefore, your thesis needs to claim more than “X” or “Y” is still happening today, but rather, it needs to argue how the issue is depicted in today’s society and what your findings say about our culture.

Multimodal Presentation
You will convert your extended research essay into a multimodal project—video, website, prezi, etc., that presents your argument in the context of the conversation surrounding your issue. All students will present their research at the First-Year Research Conference or in class on a designated date.

Integrated Assignments
The Triad M integrated assignments include, 1) Proposal for Argumentative Historical Essay, 2) Source Analysis, 3) Argumentative Historical Essay, 4) Midterm Reflection, and 5) Final Triad M Portfolio/Project.

There are detailed descriptions of all major assignments on my Wiki page: http://www.tamucc.edu/wiki/JessicaSlentz/TriadMMajorAssignmentsAndDueDates

University & Course Policies
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.
Policies

- **Technology Policy:**
  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). Also, please do not use your cellphone or tablets, or use headphones during class. If there is an emergency, please leave class and take care of your personal business outside of the classroom.

  Note: Violation of this policy will have a negative impact on your grade and may result in a disciplinary action.

- **Late Work Policy:**
  - The majority of your major papers and Homework Journals will be submitted on Blackboard. Homework Journals cannot be submitted late. Major assignments can be submitted late, but students will receive a 5 point deduction per day past the original due date.

  - If you feel that you need an extension, you must ask for one at least 48 hours prior to the due date of the assignment. In other words, if a major essay is due on Friday, you must ask for an extension by Wednesday. **All extensions need to be requested through e-mail. If you do not get an “extension acceptance e-mail” from me, consider your extension unapproved.** Extensions only apply to major assignments – Homework Journals and assignments will never be accepted late unless the student has a university approved absence.

- **Attendance Policy**
  - Regular attendance and active participation in class discussion is required for success in this class. **You can miss 3 classes without penalty. For every subsequent class you miss—regardless of the reason—a full letter grade (10 points) will be deducted from your Class Participation grade. Perfect attendance will result in a two-point increase in your final grade.** Do not waste your permitted absences. Save them for times when you are ill, have a family emergency, need to be out of town, have car trouble, etc. If you are absent, it is your responsibility to find out what you missed from another student. You are responsible for all work and for keeping up with all assignments announced in your absence. **Also, being tardy is not acceptable. Continuously being late for class will negatively impact your class participation grade.**

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.

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/](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/](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**

**Tentative Reading and Assignment Schedule - Please refer to my Wiki page often for updates.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Readings</th>
<th>Class Plans/Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>January 21-23</td>
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<td>Introductions, Go over syllabus, Review Wiki, Discussion of course expectations, Syllabus Quiz, Introduce Rhetorical Analysis, In class RA activity.</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td>January 26-30</td>
<td>Ch.1, pgs. 3-29, Ch. 5, pgs. 74-88, Ch. 6, pgs. 90-107</td>
<td>Is everything an argument? Discussion &amp; activities over the rhetorical situation, Fallacies of argument, Assign Logos, Pathos, Ethos facilitation groups.</td>
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<td><strong>Week 3</strong></td>
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<td>February 2-6</td>
<td>Ch. 2, pgs. 30-40, Ch. 3, pgs. 42-53, Ch. 4, pgs. 55-73</td>
<td>Compinar, Logos, pathos, ethos facilitations, Review Rhetorical Analysis Assignment, Outlining the Rhetorical Analysis.</td>
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<td><strong>Week 4</strong></td>
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<td>February 9-13</td>
<td>Due: Proposals, 2/5, 11pm, BB, Journal #2</td>
<td>APA workshop, Peer Review, Conferences, Introduce and assign chapters for next week.</td>
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<td><strong>Week 5</strong></td>
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<td>February 16-20</td>
<td>Ch. 7, pgs. 123-150, Ch. 8, pgs. 152-166, Ch. 11, pgs. 242-263</td>
<td>Exploring different types of arguments, Time to work on in-class chapter presentations, Presentations, Online assignment for test day.</td>
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<td><strong>Week 6</strong></td>
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<tr>
<td>February 23-27</td>
<td>Due: Source Analysis Assignment, Journal #4</td>
<td>Compinar, Assessing &amp; Evaluating Sources, APA activity</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Ch. 16, pgs. 367-379, Ch. 17, pgs. 395-407, Ch. 18, pgs. 410-416</td>
<td>Thesis statement activity, Discuss final paper and presentation for Comp., FYRC discussion.</td>
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<tr>
<td>Date</td>
<td>Events</td>
<td>Notes</td>
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<tr>
<td>3/5, 11pm, BB Journal #5</td>
<td>Brainstorming for final Comp. paper, Talk with students interested in FYRC/drafting the proposal.</td>
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<td>Week 8 March 9-13</td>
<td>Planning for final Comp. paper, Conferences</td>
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<tr>
<td>Due: Midterm Reflection Due: (Optional, 3/13, FYRC Applications-DRAFT) Journal #6</td>
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<td>Spring Break March 16-20</td>
<td>Relax and get ahead on assignments for all of your classes! 😊</td>
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<tr>
<td>Week 9 March 23-27 Due: (Optional, FYRC Applications, 3/27) Ch. 13, pgs. 309-325, Refer back to Ch. 18, pgs. 410-417</td>
<td>Discuss presentations and final Comp. paper (again), Start finding sources for Comp. paper, Review Library Databases, Assessing sources, Style in argument, FYRC Proposals due</td>
<td></td>
</tr>
<tr>
<td>Week 10 March 30-April 3 History Exam, 4/3 Journal #7 Ch. 19, pgs. 418- 433</td>
<td>Chap. 19 Discussion and activities, Integrating Sources Writing Center Workshop, Online Assignment for Good Friday (Source Check-in for Comp. essay)</td>
<td></td>
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<tr>
<td>Week 11 April 6-10 Journal #8 Ch. 14, pgs. 326-343, Ch. 15, pgs. 344-364</td>
<td>Review Multimodal Presentations, Visual Rhetoric Discussion &amp; Activity, How to Present an Argument, Conferences, Peer Review for History essay for HOCs</td>
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<tr>
<td>Week 12 April 13-17 Due: Argumentative History Essay, 4/13, 5pm, BB Journal #9</td>
<td>Peer Review History essay for LOCs, Multimodal Writing Center Workshop, Mock Multimodal presentation activity, Outlining the final paper.</td>
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<tr>
<td>Week 13 April 20-24 Due: Rough Draft of Final Paper due in class, 4/24 Journal #10</td>
<td>Work on papers, Peer Review for final essay , In class Multimodal Presentations</td>
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<tr>
<td>Week 14 April 27- May 1</td>
<td>In class Multimodal Presentations and First -Year Research Conference</td>
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<td>Week 15</td>
<td>Last day of class! Peer Review for LOCs and any remaining presentations.</td>
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<tr>
<td>May 4</td>
<td><em>Due: Argumentative Research Paper, 5/4, 11pm, BB</em></td>
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