Course Syllabus

English 1302.887

Spring 2015

Dr. Frances Johnson
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English (Composition II) 1302.887 Spr. 2015

Course Title and Number

| Class:       | ENGL 1302.887 | Meets: TR 12:30-1:45 in CCH 206 |

Contact Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Frances Johnson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
<td>361.825.2876</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:Frances.Johnson@tamucc.edu">Frances.Johnson@tamucc.edu</a></td>
</tr>
<tr>
<td>Office Building &amp; Number</td>
<td>Faculty Center (FC) 129</td>
</tr>
<tr>
<td>Office Hours</td>
<td>MTW 3:30-4:30pm / MW 12-1 pm or by appointment</td>
</tr>
</tbody>
</table>

Course description

English 1302 “Writing and Rhetoric” introduces students to writing studies, rhetoric, and academic research (information literacy). Students will read, apply, and reflect on the current research and scholarship in writing studies, especially threshold concepts, kinds of knowledge about writing, and rhetoric. Students will learn how to transfer, deepen, and extend their ability to use writing in various contexts.

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.

Outcomes

Student Learning Outcomes

Upon completion of this course, students will be able to

- Demonstrate understanding of threshold concepts in writing studies by applying their knowledge in composing and presenting texts for different rhetorical situations, self-assessing, and reflecting on their work,
- Demonstrate understanding of how the five kinds of knowledge about writing apply to their own work as composers, by self-assessing and reflecting,
- Plan and conduct research for specific rhetorical situations;
- Use results of research in texts they compose and present to achieve specific purposes with specific audiences.
These are the threshold concepts of writing studies.

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;
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 1301 will introduce writers to the kinds of knowledge they need to use writing effectively. Writers compose within and for specific groups (discourse communities), whose expectation, 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.

Habits of Mind

English 1301 will encourage 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.

Core 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.
- Connect ideas across courses
Alignment with University’s Momentum 2020 Learning Objective 1

Objective 1: Create a rich, challenging, and supportive educational environment for undergraduate students.

Strategy 1: Incorporate High Impact Educational Practices demonstrated to improve student learning and success across the curriculum and co-curriculum as appropriate including: (Bold indicates strategies for this course).

1. First-Year Seminars
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Community-Based Learning/Academic Service Learning
9. Internships and Practicums

Texts and Materials

- Textbooks
  1. No specific textbook for 1302, Spring 2015
  2. NoodleTools Account
     - This is provided free to you by Dr. Johnson

- Materials
  1. MS Word or a word processing program that saves files as .rtf. If you have a MAC and it has MAC Write, it saves the work as a .pages file that I cannot open. So, if you are not sure, take the time to open the file on a PC on campus.
     - Office 360 is available without cost to students. FMI: http://it.tamucc.edu/Office365/Office365.html
  2. Having a free DropBox Account is highly suggested for saving work.
  3. You will need to have some money on your SandDollar card for occasional printing

- Email
  1. I email everyone to his or her Islander.tamucc.edu email account, from BlackBoard. You can forward your Islander email to any account you wish.
  2. YOU are responsible for checking email. Missing an email is not an excuse.
  3. If you are emailing me:
     - You must have you name, section number, and reason for email in the subject line
     - Remember, common practice is 24 hours for an email answer.
## Graded activities

### Specific dates of assignments and assignment weight

<table>
<thead>
<tr>
<th>Other Assignments</th>
<th>Points</th>
<th>Date Due*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Writing (Individual)</td>
<td>10.0</td>
<td>Daily</td>
</tr>
<tr>
<td>Final Course Reflective Portfolio (Individual)</td>
<td>45.0</td>
<td>End of final time</td>
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<tr>
<td>Total</td>
<td>55.0</td>
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### Review of the Literature (Individual/TEAM)

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Submission of Literature Review (TEAM)</td>
<td>10.0</td>
<td>3/13/15 @ 11:59 on Bb</td>
</tr>
<tr>
<td>Peer Review (Individual)</td>
<td>5.0</td>
<td>3/23 or 3/24</td>
</tr>
<tr>
<td>Final Submission of Literature (TEAM)</td>
<td>20.0</td>
<td>3/27/13 @ 11:59 on BB</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Experience (TEAM)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation (TEAM)</td>
<td>10.0</td>
<td>TBA</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**35+55+10** 100 **TOTAL**  

*All dates are tentative and subject to change*
Assignment Descriptions

Handouts and postings on the course webpage provide detailed assignment descriptions.

Policies

Attendance and Participation

Active student participation is essential for the successful operation of this student-center course. Without student participation, learning activities suffer. For purposes of university attendance tracking, attendance will be determined via the Daily Writing with the last day that you have posted a response, last day of attendance.

However, you will be responsible for all work done during class time whether you are in attendance or not. I will not review work because you did not attend class. Additionally, as part of the final reflective portfolio, you will be asked to reflect on your class participation and provide evidence or proof of this participation. This assignment is 45% of your total grade…just sayn’

TEAMs

Composition 1302 has 45% of the total course grade based on a TEAM assignment. These TEAMS are the same ones from your seminar class and will follow the same guidelines as established in seminar by both your seminar instructor and through your TEAM contract.

What is vitally important to your individual grade (45%) is that you are able to show how you were a successful, active TEAM member for your individual Final Course Reflective Portfolio. To prove you were this active TEAM member means that you provide evidence/proof through drafts, pictures of you at TEAM meetings or working on the experiment, activity logs, individual Writing Center slips, etc. To just make a statement saying “I was a successful, active TEAM member” without any type of supporting evidence will lead to an evaluation of zero on the TEAM section of the Final Course Reflective Portfolio. If you can’t prove it; it didn’t happen.

Late work

Deadlines (Late Work)

The nature of learning within the University system requires that at certain points in the semester you are provided with feedback, and an overall assessment of your performance in the class (a grade). In order to complete this process, I have set up a timeline for coursework projects. Any major work submitted late without extension will lose 10%.

Work that cannot be submitted late:

1. Assignments for the next class
2. Daily Writing
3. First Submissions and/or drafts
4. Peer Responses
5. Presentations
6. Any work that is essential for other students to be successful in the class

Extension Policy

If for some reason you are unable to make the deadline on a MAJOR ASSIGNMENT, IT IS YOUR RESPONSIBILITY to contact me and make other arrangements, BEFORE THE DUE DATE. We will discuss an alternative completion date. In order to extend a deadline, you must:

1. Contact me via email as soon as you know about your completion problems;
2. Save your email—you will need it later.
3. Save my response to your email.
4. We will agree on an alternative date;
5. Send me an exact day, date and time that you will be submitting the work.
6. After the initial due date, IT’S UP TO YOU to work on the project!
7. No additional class time will be taken on the project
8. My involvement will be on your initiative;
9. Your submission will have copies of all our correspondence included—on the top of the project; this means you must show the time line of the requests, submission without a timeline, will be evaluated as late.
10. Works that are not eligible for an extension are the same works that are not eligible for late submission.

Resubmissions

- Most major works can be re-submitted for re-evaluation; HOWEVER, you must submit a work originally to be able to re-submit. 
- You must email me of your intention to do so; both this email and my response must be placed in the resubmission.
- A piece of writing dealing with what has changed in the resubmission and why / how this makes the piece of writing stronger must be included in the resubmission. This is a detailed piece of writing clearly defining / outlining what was changed in the piece of writing. It provides statements for what was changed and how this makes the piece of writing stronger, supporting all statements with specific examples of what changes were made and why.
- The consequences of not following the above procedure: the work will be returned un-evaluated.
- All resubmissions must be in by date of final TBA each semester.

Academic Integrity/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.

**Grading**

**Numerical Grade Distribution**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
<td>Excellent. Exceeds assignment requirements using a creative or challenging approach in its style, development, and/or delivery. The work demonstrates superior organization, research, and editing.</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
<td>Good. Meets assignment requirements, following typical genre and style conventions. The work’s research, development, organization, style, and demonstrate adequate effort, but with problems in some areas</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
<td>Average. Meets most of the assignment requirements, yet the work demonstrates more obvious problems in the development, organization, style, and editing.</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
<td>Poor. Fails to complete many of the minimum assignment requirements. The work is lacking in research and development and has serious problems with the organization, visual design and editing.</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
<td>Failure. Fails to complete many of the minimum assignment requirements. The work is lacking in research and development and has serious problems with the organization, visual design and editing. This grade is also reserved for plagiarized work.</td>
</tr>
</tbody>
</table>

This information is provided to help you calculate and keep track of your grade. If you get an 89% on an assignment worth 20% of the total grade, take 20*.89 = 17.8 points. All assignments together add up to 100 total points.

**Grade Discussion**

Grading is not an exact science. I use the assignment description, evaluation guidelines, and read at minimum twice. I try to determine as fairly and as reliably as possible the grade that your work earns. 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 should be differently, you have the option of discussing it with me.

However, 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 / support from your work that supports your evaluation. This should be in the form of a written piece dealing with where in your assignment you feel you have meet 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.

If you come to a grade discussion meeting without the above being completed and ask me “why did I get this grade?”, I will answer "Because" and the meeting will be over.

**Grade Appeal Process.**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**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

**Required statements**

**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 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.
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.
- 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.

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.

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. Friday, April 10 is the last day to drop a class with an automatic grade of “W” this term.
Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Provisional course outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Major Project</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 21-23</td>
<td></td>
<td>Introductions: course, groups, research areas, Final Course Portfolio</td>
</tr>
<tr>
<td>2</td>
<td>Jan 26-30</td>
<td></td>
<td>Research Skills review / Writing paper discussion/APA quizzes</td>
</tr>
<tr>
<td>3</td>
<td>Feb 2-6</td>
<td></td>
<td>Finding Review articles/ Library Help/ APA quizzes</td>
</tr>
<tr>
<td>4</td>
<td>Feb 9-13</td>
<td></td>
<td>Sharing Sources NoodleTools./ APA quizzes</td>
</tr>
<tr>
<td>5</td>
<td>Feb 16-20</td>
<td></td>
<td>Conferences; APA topics</td>
</tr>
<tr>
<td>6</td>
<td>Feb 23-27</td>
<td></td>
<td>APA Workshops / Presentations.</td>
</tr>
<tr>
<td>7</td>
<td>Mar 2-6</td>
<td></td>
<td>Researching / update presentations</td>
</tr>
<tr>
<td>8</td>
<td>Mar 9-13</td>
<td>First Submission of Literature Review, Friday March 13th</td>
<td>Conferences / Workshop on Proposal Writing</td>
</tr>
<tr>
<td>9</td>
<td>Mar 23-27</td>
<td>Peer Review of Literature Review Mar. 23/24</td>
<td>Draft of research proposal / peer review / workshop First Year Research Conference Proposals Due: Friday, March 27th by noon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Submission of Literature Review due on Friday, March 27th</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar 30-Apr 3</td>
<td></td>
<td>Reflective Writing Review</td>
</tr>
<tr>
<td>11</td>
<td>Apr 6-Apr 10</td>
<td></td>
<td>Gathering Portfolio Materials</td>
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<tr>
<td>12</td>
<td>Apr 13-Apr 17</td>
<td></td>
<td>Draft of Reflective; Peer Review of Reflective</td>
</tr>
<tr>
<td>13</td>
<td>Apr 20-Apr 24</td>
<td></td>
<td>Oral Presentations or Portfolio workshops</td>
</tr>
<tr>
<td>14</td>
<td>Apr 27-May 1</td>
<td></td>
<td>Oral Presentations or Portfolio workshops / “Free day” because of required attendance at FYRC or participation in on Friday, May 1 FYRC from 8am-5pm.</td>
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<tr>
<td>15</td>
<td>May 4-5</td>
<td></td>
<td>Final day for feedback on Portfolio Reflective</td>
</tr>
<tr>
<td>FINAL</td>
<td>May 7-13</td>
<td>Final Course Reflective Portfolio due by end of scheduled final</td>
<td></td>
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<tr>
<td></td>
<td>SYLLABI CHECKLIST</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>X</td>
<td>Name of Instructor</td>
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<td>X</td>
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<td>Office number and building</td>
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<tr>
<td>X</td>
<td>Office hours</td>
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<td>Student Learning Outcomes</td>
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<td>✓</td>
<td>measurable</td>
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<tr>
<td>✓</td>
<td>SLOs are the same as other sections of course</td>
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