Foundations of Writing: Integrated Reading and Writing
Fall 2015

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Program Website: http://firstyearwiki.tamucc.edu/wiki
Office Hours: MW, 12:00–1:45; TR, 11:00–1:45; other times by appointment
CASA Hours: Announced on the schedule for Reading Specialists at CASA

Course Description
This course is taken concurrently with ENGL1301. It is designed to develop students' critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing and analyzing material and developing written work appropriate to the audience, purpose, and situation. Special attention to practicing the skills of the 21st century which includes: high quality work, collaboration practice, communication for accessing, processing, understanding, and delivering ideas in various forms (NEA, 2014). The course integrates preparation in academic reading skills with using writing for a variety of academic purposes. The course fulfills TSI requirements for reading and writing.

COREQUISITE: ENGL 1301

Student Learning Outcomes
Upon completion of the course, students will be able to:

• Practice analytical reading strategies and hone the ability to summarize, paraphrase, draw evidence from, synthesize, and respond to the scholarship of others through the use of writing to clarify and improve your understanding of issues and texts.
• Practice critical questioning in reading and writing to develop deep academic understanding of topics.
• Develop an understanding of the rhetorical purposes of written texts in the academic community and formulate rhetorical writing for academic purposes.
• Understand the relationship between discourse structure on the questions at issue in a piece of writing and to select appropriate structures at sentence and discourse levels.
• Respond and reflect in writing to the thinking of others and to explore your own thinking.
• Learn to critically evaluate their own and others’ work and to collaborate effectively with other writers throughout the writing process.
• Learn to find and evaluate print and electronic source materials appropriate for reliability and use in academic research projects.
• Practice and refine technical skills in areas such as grammar, mechanics, and the appropriate documentation of source materials.
• Practice and refine analytical skills in media literacy.
• Monitor your writing for conventions in grammar, usage, and style, as well as, overall cohesiveness appropriate to each writing situation.
• Practice and refine listening and presentation skills for optimizing content learning in the academic setting.
• Use textual materials as a framework for understanding and writing about other texts, data, or experiences.

TEXTBOOK: ISBN: 9781285071978

ENGL 0399 will also require these other materials:
• Composition notebook or journal with five dividers
• Access to University Network and an active islander email account.

Supplemental TEXT: Critically Considering Content: Flipbook of Scaffolds and Processes for IRW; ISBN 9781465266644

Grade Distribution (dates, nature of assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
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</thead>
</table>
| Reading & Writing Processes. Most activities done in class. Evidence will be graded and gathered into a portfolio of work. Students will provide evidence of:  
  • Reflecting on own practices in writing and reading,  
  • Analyzing audience, purpose, message (rhetoric),  
  • Playing with language-grammar, mechanics, and punctuation (gems),  
  • Practicing invention and other writing processes,  
  • Writing a claim,  
  • Summarizing and paraphrasing source material,  
  • Locating information in texts,  
  • Evaluating information and credibility of sources,  
  • Drawing inferences and insights from texts using reading graphic organizers/guides,  
  • Practicing reading strategies for a variety of texts | Daily | 40% |
| Weekly lab time: Documented  
  • Writing Center Requirement – 7 visits  
  • Reading Tutor Meetings – 7 visits | 14 total | 30% |
| Portfolio: Midterm and Final Grade | Published Pieces | 20% |
| Reader’s/Writer’s Notebook  
  • Free Journal Entries, writing self-reflection (revision notes), vocabulary, and gems from reading and writing | Weekly | 10% |
| Total | | 100% |
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.

In-class Conduct
In general, treat each other and the instructor with respect and follow standards of classroom behavior. Here are a few specifics:

- We may use cell phones or other electronic communication devices for class activities; otherwise place them out of sight (in a bag, purse, pocket) while in class.
- Do not talk or make excessive noise while the instructor or another student is speaking to the class as a whole.
- During group work time, please stay on task and work cooperatively with other group members.

Attendance
To earn daily, in-class points (toward your portfolio), 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 zero credit for any in-class work that day.

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
The University will not tolerate plagiarism or any other form of intellectual or academic dishonesty. Violations of academic honesty will be processed under the Procedure for Academic Misconduct Cases 13.02.99.C3.01 (see http://ses.tamucc.edu/grievances.html and the Student Code of Conduct http://judicialaffairs.tamucc.edu/assets/2013-2014StudentHandbook.pdf). All cases of academic misconduct are recorded in the student’s file. Consequences are determined by the faculty member and/or the Academic Integrity Hearing Panel. It is sometimes difficult to understand what plagiarism actually is. Students sometimes 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, or
- turning in a researched paper without citing sources in an appropriate documentation style.

Be aware that there are many ways to plagiarize. English 1301 and 1302 courses and the Writing Center
at CASA will review rules of academic citation. Information academic citation is available at the Purdue University’s OWL: http://owl.english.purdue.edu/ and/or 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
You cannot drop a TSI-mandated course. Discuss your options with your AIM mentor at CASA.

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
Please see the course website for the most updated plans and deadlines.

<table>
<thead>
<tr>
<th>Week</th>
<th>ENGL 0399</th>
<th>ENGL 1301</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Setting up for English 0399</td>
<td>Welcome to English 1301</td>
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<tr>
<td>Week 2</td>
<td>Defining self as a reader/writer with motivations and goals; using visuals while reading; citing sources, paraphrasing vs. quoting, information text structures in print and non-print discourse</td>
<td>Discourse Communities and Genre</td>
</tr>
<tr>
<td>Week 3</td>
<td>Comprehension of academic language in questions. Non-fiction/fiction strategies for reading/writing: mapping information, highlighting, annotating, Cornell notes, listening with a purpose</td>
<td>The rhetorical situation and peer review</td>
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<tr>
<td>Week 4</td>
<td>Strategies for reading and writing and studying: research planning, mind mapping,</td>
<td>Literacy Autobiography due</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Additional Information</td>
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<tr>
<td>5</td>
<td>Reading with the rhetorical eye and ways of reading for discourse community-reflection/prediction/argument Using strategies for organizing information and utilizing them for inferring/generalizing</td>
<td>What is a rhetorical analysis?</td>
</tr>
<tr>
<td>6</td>
<td>Taking and using notes from research, documentation, citation styles, organization of scholarly journals: Presentations with cited sources</td>
<td>Thesis statement and introduction</td>
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<td>7</td>
<td>Journal and Portfolio Due presentations with cited sources</td>
<td>Rhetorical Analysis due</td>
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<td>Midterm Portfolio</td>
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<td>8</td>
<td>Differentiating knowledge and truth; information from research</td>
<td>Citations &amp; research</td>
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<td>9</td>
<td>Thinking and understanding viewpoints; moral dilemmas, ethics and credibility</td>
<td>Credibility</td>
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<tr>
<td>10</td>
<td>Critically Thinking about media</td>
<td>Visual rhetoric</td>
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<tr>
<td>11</td>
<td>Casebook of Global Cultures: group strategies for studying, reading and writing</td>
<td>Last day to drop a class</td>
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<tr>
<td>12</td>
<td>Creativity and Critical Reasoning</td>
<td>Annotated Bibliography due</td>
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<tr>
<td>13</td>
<td>Understanding Cultural Literacy</td>
<td>Conferences / Spring Break</td>
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<tr>
<td>14</td>
<td>Presentations with cited sources</td>
<td>Presentations &amp; First-Year Celebration</td>
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<tr>
<td>15</td>
<td>Online Literacy: Reading and Writing online</td>
<td>Objective Research Project</td>
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<tr>
<td>Finals</td>
<td>Journal Portfolio Due</td>
<td>End-of-Semester Portfolio</td>
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<tr>
<td>Week</td>
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The class will work on listening skills: utilizing the TEDTALK website and a variety of note-taking strategies for listening skills.