Foundations of Writing: Integrated Reading and Writing
FALL 2015

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Office: Classroom East 213A
Office Hours: Tuesdays and Thursdays 12:45 to 1:45 p.m.; Monday 4:30 p.m. to 5:30 p.m.; I am also available from 4:45 to 5:30 in CCH room 210
Class Times: Tuesdays and Thursdays: 5:30 to 6:45

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

**ENGL 0399 will also require these other materials:**
- A binder with three dividers
- Access to Islander email and Blackboard.
- Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus (or cloud space).
- A SandDollar card with money on it for printing in the classrooms/computer labs.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of course grade</th>
</tr>
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<tbody>
<tr>
<td>Reading &amp; Writing Processes. Most activities done in class. Evidence will be graded and gathered into 2 portfolios of work. Students will provide evidence of:</td>
<td>40%</td>
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<tr>
<td>- Reflecting on own practices in writing and reading,</td>
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<tr>
<td>- Analyzing audience, purpose, message (rhetoric),</td>
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<tr>
<td>- Playing with language-grammar, mechanics, and punctuation (gems)</td>
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<tr>
<td>- Practicing invention and other writing processes,</td>
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<tr>
<td>- Writing a claim,</td>
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<tr>
<td>- Summarizing and paraphrasing source material,</td>
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<tr>
<td>- Locating information in texts,</td>
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<tr>
<td>- Evaluating information and credibility of sources,</td>
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<tr>
<td>- Drawing inferences and insights from texts</td>
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<tr>
<td>- Practicing reading strategies for a variety of texts</td>
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<tr>
<td>Weekly lab time: Documented</td>
<td>30%</td>
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<tr>
<td>- Writing Center Requirement – 7 visits</td>
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<tr>
<td>- Reading Tutor Meetings – 7 visits</td>
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<tr>
<td>Blackboard Journal</td>
<td>10%</td>
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<tr>
<td>Reading Facilitations</td>
<td>10%</td>
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<tr>
<td>Reading Guides</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**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.
- Do not use your time in English 1301 to work on assignments for other classes.
- Computers are to be used for English 1301 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.

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.

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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

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

DISABILITY SERVICES
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, Room #116.

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.

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, clatamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

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. November 6 is the last day to drop a class with an automatic grade of “W” this term.