Instructor: Dr. Eric Luttrell
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Office Hours: Class Meeting Time & Location: Monday-Thursday, 10:00-11:55pm, O’Connor Room 258

English 1301 Textbook
- *Writing about Writing*, 2nd Edition, by Elizabeth Wardle and Doug Downs

1301 will also require these other materials:
- Access to University Network, an active islander email account, and Blackboard ([bb9.tamucc.edu](http://bb9.tamucc.edu)).
- A word processor and visual presentation software. Microsoft Office 365 is now available for free to TAMU-CC students. Go to [http://it.tamucc.edu/Office365/Office365.html](http://it.tamucc.edu/Office365/Office365.html) to sign up.
- Appropriate / compatible media to save and transport computer files among computers on campus and/or between home and campus. Either save your work to a USB, email it to yourself, or save it on a cloud server, such as DropBox or OneDrive (available with [Office365](http://it.tamucc.edu/Office365/Office365.html)).

Course Description
Principles, techniques, and processes of written composition, textual analysis, and critical thinking.

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.

Grade Distribution
Major Course Requirements (Grade Distribution: dates, nature of assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>% Grade</th>
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<tbody>
<tr>
<td>In-Class Participation and Small-Group Assignments</td>
<td>daily</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td></td>
<td>10%</td>
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<tr>
<td>Literacy Narrative First Draft (pp. 206-7)</td>
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<td>10%</td>
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<tr>
<td>Literacy Narrative Revision &amp; Portfolio</td>
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<tr>
<td>DCE Research Proposal</td>
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<td>5%</td>
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<tr>
<td>DCE Annotated Bibliography</td>
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<tr>
<td>DCE Discourse Community Ethnography Research Paper: First Complete Draft (pp. 314-15)</td>
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<tr>
<td>DCE Multimodal Presentation &amp; First-Year Symposium</td>
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<td>10%</td>
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<tr>
<td>DCE Revision &amp; Portfolio (including first draft, revision, field notes, and source notes)</td>
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<td>15%</td>
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<tr>
<td>Final Exam: Reflective Writing</td>
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<td>5%</td>
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IN-CLASS PARTICIPATION

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 and will lose participation credit for the day. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

In-Class Participation
To earn daily, in-class writing points (20% of your final grade), 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 may result in the loss of points without prior warning.

The following actions will result in the loss of participation credit for the day:
- Using a cell phone for any reason (including texting, listening to music, playing games, etc.)
- Using any electronic media device (tablet, personal laptop, etc.) other than the lab computer. This includes wearing earphones during class. This does not include devices used by students with disabilities.
- Using the lab computer for any activity other than class activity. This includes playing games, personal email, off-topic web browsing, etc.
- Sleeping in class
- Chatting with classmates while the instructor or other classmates address the class
- Arriving late or leaving early without prior approval from the instructor

To allow for unexpected contingencies (family emergencies, transportation problems, employment conflicts, etc.), you may miss two classes without a deduction in participation credit.

Quizzes
Quizzes will cover assigned readings, the past days’ lectures, and/or multimodal presentations. They will be given on Blackboard at the beginning of class. In order to take the quiz, you must log into Blackboard and begin the quiz in the first five minutes of class. If you arrive late, you will not be able to take the quiz. Quizzes cannot be made up. The total number of quiz questions given over the semester will exceed the number necessary to score 100% on the quiz grade. This is to allow for two missed days discussed above.

When taking quizzes, you may use handwritten notes. You may not use any digital or printed notes. Migrating to any other web page during your quiz will result in a grade of zero for that quiz.

WRITING ASSIGNMENTS

All written assignments will be submitted on Blackboard and processed by SafeAssign. These should be in Word .docx format.

Literacy Narrative
The Literacy Narrative is an analytical description of your own experience learning some form of literacy that incorporates the concepts from class readings (i.e. literacy sponsors, cultural literacy, hybridity, etc.). You will write two complete drafts. The first draft is not a “rough draft.” It is 10% of your final grade, so it should be carefully planned, written, and edited. The second draft will build on the first and integrate new concepts discussed in class.

Discourse Community Ethnography (DCE)
The DCE is comprised of five distinct components that each receive a separate grade. It will require you to study a specific discourse community and to analyze the communicative practices of this community in terms established by the course readings (particularly John Swales’ “The Concept of a Discourse Community” and Kain and Wardle’s “Activity Theory”). Research will consist of both reading and field research. You will need to collect peer-reviewed articles and books as well as observe and interview
members of a specific discourse community. During your interviews and observations, you will need to take notes on the content and form of communication practiced by the community. These notes will inform your description in your writing and they will be turned in with your final portfolio.

- The **Research Proposal** will establish a hypothesis that offers some analytical insight into the role of an individual within a particular discourse community. This will integrate concepts from both POLS 2305 and from the readings for this class. It will also lay out your plan for studying a specific discourse community.
- In the **Annotated Bibliography**, you will cite five peer-reviewed or professionally-published sources that will inform your research. You write a brief description of the source, its context, and its relevance to your project.
- After observing and interviewing members of your discourse community, you will write a **First Draft** of your Discourse Community Ethnography that describes the unifying features and methods of communication that constitute that discourse community.
- The **Multimodal Presentation** is a translation of your paper into a visual and oral format. This will be given twice: first as a 5-minute presentation to the class, and then as a display at the First Year Symposium. You will also give feedback to your peers based on their presentations.
- After further research and after receiving feedback from your peers on your presentation, you will revise your written DCE and turn it in as part of a portfolio. The **Portfolio** will contain the **Revised Draft**, the first draft, copies of Blackboard feedback from your peers, copies of your field notes (either transcribed or scanned), annotated bibliography, and research proposal.

**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 (this includes patch-writing as well as verbatim plagiarism)
- 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.
LEARNING OBJECTIVES

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 1301
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.

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 1301 will introduce writers to the kinds of knowledge they need to understand how 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 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.
STUDENT RESOURCES

CASA Writing Center  http://casa.tamucc.edu/wc.php
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. Students should schedule a 30-minute appointment well in advance. Walk-in appointments are sometimes possible if they do not conflict with previously-scheduled appointments, but there is no way to guarantee availability without an appointment. 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.

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 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. 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.

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, November 6 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.