Composition, Communication, & Community  
English 1301  Fall 2015

Instructor: Ed Quintana  
Office: FC 113  
Office Hours: Monday & Wednesday 7:00pm – 8:00pm; and by appointment  
Email: edward.quintana@tamucc.edu  
Course Website: www.tamucc.edu/wiki/EdQuintana/Home

Course Information: ENGL 1301.204  MW  5:30pm – 6:45pm

Course Description
Welcome to English 1301, Composition I, the first of two courses about writing that you will complete as part of the University Core Curriculum.

First-year composition (FYC) positions itself as a gateway for first-year students’ entry into higher education. English 1301 emphasizes writing for different audiences, purposes, and contexts, using appropriate genres and conventions. With the continued advent of writing studies, first-year students should not be taught how to write, but should be taught the nuances about writing. You will deepen your understanding of writing processes, including invention, multiple drafts, sharing and responding to work in progress, revising, editing, and publishing. In this course, students will learn about writing so they can be more prepared to infuse or integrate knowledge with any discipline, genre, or rhetorical situation that they may encounter in this ever-changing world.

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

- Analyze, evaluate, and synthesize information.
- Develop, interpret, and express ideas through written communication.
- Integrate different viewpoints as a member of a team.
- 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 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.

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

1301 will also require these other materials:
- 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 Composition Book (Writing Journal)
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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<tbody>
<tr>
<td>In-Class Participation, Homework, Writing Journal</td>
<td>TBA</td>
<td>30%</td>
</tr>
<tr>
<td>Project 1 Literacy Narrative</td>
<td>Wednesday, Sept. 23</td>
<td>10%</td>
</tr>
<tr>
<td>Project 2 Discourse Community Ethnography (AB, Multimodal Presentation, Research Paper)</td>
<td>TBA</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Reflection</td>
<td>Friday, Oct. 9</td>
<td>10%</td>
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<tr>
<td>Final ePortfolio</td>
<td>Monday, Nov. 30</td>
<td>10%</td>
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<tr>
<td>Final Exam Reflective Writing</td>
<td>Final Exam week</td>
<td>10%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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In-class Participation; Homework; Writing Journal (30%): Your attendance in class and your input during class discussions, activities, and assignments are valuable and necessary for your own success as well as the success of the course. Attendance will be recorded for each class meeting. Unexcused and/or excessive absences may result in a deduction from your P&A grade or being dropped from the class. Extenuating circumstances will be evaluated on a case-by-case basis. Participation in class will be observed through short writing assignments, journals, group work, peer review, and quizzes.

All homework assignments are connected to the course readings or major projects and should be completed before class in order to fully engage in class discussions and course material. The assignments are designed to make connections between your personal experiences and the material you are encountering in this course.

Literacy Narrative DUE September 23 by midnight (10%): A 3-5 page essay in which you reflect, observe, interview, and present details on a literacy you have developed. How did you develop this literacy? Who or what sponsored your literacy? In other words, how would you describe the personal experiences and dynamics that allowed you to read, write, play video games, cheerlead, or skateboard? The purpose of this project is to cull ideas from course readings and make connections with your own experiences as you acquired this literacy.

Discourse Community Ethnography Project (This project has 3 components totaling 30%):

- **Annotated Bibliography DUE Friday, October 23 (10%)**: The Annotated Bibliography is made up of academic and relevant sources that support your research topic. Each source will include a brief summary (about 200-250 words) that describes and evaluates the source. The purpose of the annotation is to inform the researcher of the relevance, accuracy, and quality of the sources cited (Think who, what, why?) This is not a summary of the abstract but an overall analysis of the scholarly resource.

- **Multimodal Presentation DUE Wednesday, November 18 (10%)**: For this component of the project, you will convert your Discourse Community Ethnography into a multimodal project using visual mediums such as videos, Prezi, PowerPoint, and/or tri-fold posters. You will present this project at First Year Symposium (FYS). FYS requires all first-year students to create a product based on written work, which uses media, technology, and/or creative presentation to display their research projects for a mixed, general, or academic audience.

- **Discourse Community Ethnography Research Paper DUE Friday, November 13 (10%)**: For this component of the project, you will write a 5-7 page research paper that makes claim(s) about your chosen discourse community, using evidence collected through ethnographic research, observation, and analysis to support your claim(s). Writing an ethnography of a particular community requires that you become an active researcher in the field. You will use
research, observations, as well as conduct interviews with a member of the discourse community to help you understand goals, lexis, rules, authority, and communication essential to membership.

**Midterm Reflection DUE October 9 (10%)**:  
This assignment will allow you the opportunity to reflect on your progress thus far and create goals to finish the semester and year successfully. The midterm portfolio is due on **Friday, October 10 by 5pm**. More information will be provided in class and online.

**Final Exam Reflection – Final Exam Day (10%)**:  
A final portfolio will be based on Tetrad H themes. You will explore and provide evidence of how you have achieved skills necessary for success in college and life after college. See the online description for a better understanding of this assignment. Your final assignment will be due **Sunday, November 30 by midnight**.

**University & Course Policies**

**Student Success**  
I want all students to succeed in my class. I encourage you to contact me immediately if anything is interfering with your ability to succeed in this class, so we can discuss strategies and options.

**Communication and eCommunication Policy**  
The best way to contact me is through email. You can expect to hear back from me within 24 hours Monday through Friday. I do not check my email as frequently on the weekend, so expect more delayed responses if you email late Friday or on the weekend.

**Acceptance of Diversity**  
We are one of the most diverse campuses, in terms of racial identity, in the Texas A&M system. This means that we are all meeting and working with people who are different in terms of their identities: whether that is defined by their race, ethnicity, gender, sexual orientation, and/or religion. Respecting and accepting difference is vital to your success for your professional and personal development in this class, on this campus, and in the global community. As a member of this learning community, we ask you to engage in a social contract which allows you to civilly express your opinions as long as you afford others the same respect. Throughout our endeavors, we ask that you make every attempt to empathize with people and their circumstances before forming opinions. If you engage in uncivil discourse, you will be asked to leave.

**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.
In-Class Participation
To earn daily, in-class writing points, 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.

Late Work/Extensions
I will not accept late in-class or homework assignments – these daily assignments are directly related to your attendance and participation in class. For projects and major assignments, there will be a 10 point deduction each day the paper is late. If there is an event that prevents you from meeting a deadline for a major assignment, you can request an extension to turn in the work late without penalty. The approval of an extension is entirely at my discretion and will depend on the reason(s) for your absence or necessity for an extension as well as your attendance and progress in the course up to that point in the semester. All extensions must be confirmed by email at least 48 hours before the due date. Due dates are already posted – please note them in your calendar and plan ahead.

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.

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

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.

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
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.
**Provisional Course Outline**

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

<table>
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<tr>
<th>Week</th>
<th>Content</th>
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| Week 1     | 8/26  
Introduction to the course; Prior knowledge/experiences of writing; Introduce concepts. |
| Week 2     | 8/31 – 9/2  
College Conditioning Performances; Reading strategies; Readings for literacy narrative. |
| Week 3     | 9/7 (Labor Day); 9/9  
Invention, drafting; Sponsors of Literacy; APA Workshop |
| Week 4     | 9/14 – 9/16  
Draft due. Conferences. |
| Week 5     | 9/21 - 9/23  
Literacy Narrative due. |
| Week 6     | 9/28 – 9/30  
Introduce Discourse Community Ethnography; Proposal due. |
| Week 7     | 10/5-10/7  
Midterm reflection & conferences. |
| Week 8     | 10/12-10/14  
Workshops, readings, research for DCE. |
| Week 9     | 10/19-10/21  
Annotated bibliography due. |
| Week 10    | 10/26-10/28  
Research for DCE. Conferences. |
| Week 11    | 11/2-11/4 (drop day 11/6)  
DCE draft due. Explain FY Symposium. |
| Week 12    | 11/9-11/11  
DCE due Friday, 11/13 |
| Week 13    | 11/16-11/18  
Presentations |
| Week 14-Th/Fri. are holidays 11/23-11/25 (Thanksgiving holiday) | Presentations |
| Week 15    | 11/30 (last day of class)  
Final ePortfolio due |
| Final Exam Week | 12/2-12/8  
TBD—schedule on SAIL |
| Final Exam Week | 12/2-12/8  
Final reflection due |