Fall 2015, English 1301

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Office Hours: MWF 8:00-8:50; MW 2:00 to 4:00pm & TR 1 to 3 pm

Class Meeting Time & Location:
- Triad F (Government and Politics)
  - Section 286 (the 9:00 section)
    - Monday’s CCH207
    - Wednesday’s OCNR 117
  - Section 287 (the 10:00 section)
    - Monday’s CCh 207
    - Wednesday’s OCNR 117

ALL SECTIONS.....Fridays, we alternate: EVERY EVEN WEEK WE WILL BE IN THE COMPUTER LAB. (Example Week 2, week 4, week 6, week 8)

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.

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.

TAMUCC-FYWP Threshold Concepts of Writing Studies (Wardle & Downs, 2014, adapted)
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, to write 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.*

**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: Analyse, evaluate, and synthesize information
- CS 1: Develop, interpret and express ideas through written communication
- TW 1: Integrate viewpoints as a member of a team.
- PR1: Evaluate choices and actions, and relate consequences to decision making

**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, Blackboard and Pbworks.
Appropriate/ compatible media to save and transport computer files among computers on campus and / or between home and campus (or cloud space).

A Sand-Dollar 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>Date Due</th>
<th># of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio 1: Exploring Literacy</td>
<td>week 5</td>
<td>200 points</td>
</tr>
<tr>
<td>Portfolio 2: Triad Integrated Assignment (Within Portfolio)</td>
<td>week 8</td>
<td>200 points</td>
</tr>
<tr>
<td>Portfolio 3: DCE</td>
<td>week 15</td>
<td>300 points</td>
</tr>
<tr>
<td>Presentation</td>
<td>week 13</td>
<td>200 points</td>
</tr>
<tr>
<td>Final Reflective</td>
<td>week 16</td>
<td>100 points</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1000 points</td>
</tr>
</tbody>
</table>

Writing Project 1: Exploring Literacy

Writing Project 2: Triad Proposal for Change

Writing Project 3: Discourse Community Ethnography

Presentation: All First Year students will have an opportunity to present their research to the university community at large during the First Year Symposium. In addition to presenting on Celebration at the Symposium, you will also be required to present your research to our class in order to be evaluated. You will not be allowed to present your research unless you have submitted the Annotated Bibliography (Writing Project 2), and Writing Project 3.

Daily Writing: Attendance is compulsory and will be measured through your daily writing. All daily writing must be completed during class, unless otherwise instructed, and submitted via your wiki page that I will create for you. You may not make up missed Daily Writing, but you are encouraged to keep up with it in the event you have to miss class, as this will help you complete major writing assignments.

Homework: Homework assignments will vary but will be explicitly scheduled and explained on the online class plans on my wiki page. You will be submitting homework in various mediums: via your wiki page, via BlackBoard, or as a printed copy. All homework is due at the beginning of class, and will not be accepted late. Detailed instructions for each homework assignment are available online.

Triad Portfolios:
During the semester, you will be asked to submit a compilation of your work that demonstrates your learning experiences in Triad F. You will also be asked to write a reflective piece in which you focus on writing concepts we've been studying in this class, as well as your progress on goal setting. The portfolios will require you to look back on the work you have completed in Triad F and select evidence of your learning process.

The Triad Final Portfolio is due during your scheduled course finals day, but you are encouraged to submit it by the last day of class. The portfolio is a shared assignment between all Triad E courses. Please see your individual instructors’ web pages for more details.

**FIGURING YOUR GRADE**
During the semester you can check your grades by keeping all writing assignments and project handouts. To calculate your grade before the end of the semester, total the number of points you have earned thus far and divide by the total number of points possible. Then, multiply by 100. This is the easiest system to figure grades; it is not complicated to do, so please do not come and ask me to figure your grades for you.

**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.

**Attendance: BE HERE!** Like anything else, writing improves with practice. That’s why it’s essential that you attend class every meeting. To earn daily, in-class writing points, and participation points, you must be on time, come to class prepared, participate in all class activities, and remain in class for the entire period. If you have to miss a class, please email me and let me know about your circumstances. If you miss more than three classes, I will ask that you come to visit me during office hours so we can discuss your situation. The class is designed so that you can earn a good grade even if you aren’t a William Shakespeare or J.K. Rowling, but you have to show up and do the work.
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
Late work is not accepted. If you miss a class, you may not make up missed Daily Writing, or Homework assignments, unless you have a major, catastrophic event for which you provide documentation. I will allow you to make up missed (unexcused) homework by attending an approved Islander Event and writing a 2 page reflection on the event, and submitting this reflection along with the actual missed homework assignment. Major writing projects and portfolios will not be accepted late unless you have an approved extension.

Extensions
If there is a crisis which prevents you from meeting a deadline, 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. In your email, you MUST specify the new TIME and DUE DATE you will be submitting your work. IF the assignment is counted in multipole triad classes, you must request and receive permission from both your comp and seminar instructors. It is the student’s responsibility to provide documentation of the granted extension (i.e. printed emails) and include these with the late submission. Work that is submitted late without documented proof of an extension will not be accepted, even if you received an extension. NO extensions will be granted for the Triad Final Portfolio due to time constraints with grading at the end of the semester.

Scholarly Documentation
I ask that all students use MLA academic documentation system. IF you have a compelling reason for using another documentation system, please consult with me. I do ask that you stick with one documentation method through the entire semester in order to increase your proficiency.

Student Success
If there is a unique situation that arises that prevents you from a major assignment or that causes you to miss a great deal of class, please email me and come to see me during my office hours so I can be aware of your situation and possibly help you find resources you might need. Additionally, I am willing to adjust the weight (percentage) of a major assignment based on your situation. These arrangements will vary and you must see me in person to pursue this option.
Technology Policy
This course will heavily rely on the use of technology. You will be required to submit writing assignments on Wiki and/or Blackboard through email, and sometimes (rarely) you will need to print a hardcopy and bring it to class. It is part of our effort to be more environmentally conscious and responsible. That being said, “my printer is out of ink” or “I don’t have internet” is no excuse for you to not submit your work on time. Early in the course, we will go over the printing and internet options on campus. When an assignment is due, it will need to be submitted at the time it is due. NO late submissions will be accepted, so manage your time accordingly.

Social Networking and Cell Phones Policy
Our class is held in a computer lab, so you will have full access to the internet and any other online resources you will need during our class meetings.

- Computers: During class time, do not use the computer (either in the lab or your own laptop) to login to Facebook, Twitter, play games, chat, check your email, or anything else personal and not related to class work. I find this to be extremely rude because they are cutting into class activities. Inappropriate use of technology may result in my asking you to leave class, resulting in an absence for the day (See daily late work and attendance policies below as this may affect more than just your participation grade).
- Cell phones, iPads, iPods, etc.: A ringing cell phone during class time is extremely disrespectful and disruptive. Please disable all electronic devices BEFORE class begins – whether it be switched off, silenced, or switched to vibrate mode.
- Do not text or answer phone calls during class. If it is necessary for you to take a call during class on a particular day, come and speak to me before class and I will excuse you as needed. If I see you with your cell phone out during class, I will ask you to leave class, resulting in an absence for the day.

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 or proper citation.
- Turing 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
OWN: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

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-min
appointment; however, if the Writing Consultants are available, they do accept walk-in appointments. Visit
casa.tamucc.edu/wc/p/hp to create an account using your @islander.tamucc.edu email address. Once you
have an account, you can log on to make an appointment.

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.

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

**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 15, Friday** 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>
<thead>
<tr>
<th>Week</th>
<th>Publishing plans and deadlines</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Intro to course and threshold concepts of writing</td>
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<tr>
<td>Week 2</td>
<td>intro to writing processes/comp theory</td>
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<tr>
<td>Week 3</td>
<td>invention of Lit Narrative essay</td>
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<tr>
<td>Week 4</td>
<td>draft, peer revision and conferencing</td>
</tr>
<tr>
<td>Week 5</td>
<td>Literacy Narrative Due/ Reflective</td>
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<tr>
<td>Week 6</td>
<td>Research Citation, etc...</td>
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<tr>
<td>Week 7</td>
<td>formal intro to discourse community</td>
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<tr>
<td>Week 8</td>
<td>Integrated assignment due and Mid-term reflection</td>
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<tr>
<td>Week</td>
<td>Event Description</td>
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<td>------------------------------------------------------------</td>
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<tr>
<td>Week 9</td>
<td>Research for DCE</td>
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<tr>
<td>Week 10</td>
<td>pre-writing and start drafting</td>
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<tr>
<td>Week 11</td>
<td>draft due and peer response</td>
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<tr>
<td>Week 12</td>
<td>draft two due and workshop for presentations and Conferences</td>
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<tr>
<td>Week 13</td>
<td>Presentations and FY Symposium</td>
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<tr>
<td>Week 14-</td>
<td>Start drafting Final Reflection</td>
</tr>
<tr>
<td>Week 15</td>
<td>last day of Class.</td>
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<tr>
<td>Week 16</td>
<td>Final Reflective Portfolio Due</td>
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</table>

**Important University Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>Wed Aug 26</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Mon Sept 7</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>Fri Nov 6</td>
<td>Last day to drop a class</td>
</tr>
<tr>
<td>Thurs-Fri Nov 26-27</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Mon Nov 30</td>
<td>Last day to withdraw from the University</td>
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<tr>
<td>Tues Dec 1</td>
<td>Last Day of Classes</td>
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