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Program Website: http://www.tamucc.edu/wiki/NicholasSheffield/Home  
Office Hours: M 10-12 PM, 1-2 PM; W 10-12 PM; F 10-12 PM, 1-2 PM  
Class Meeting Time & Location: TR 8-9:15 AM, CCH 207

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.

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 self assessing and reflecting on their own work as writers;
- Demonstrate understanding of the five kinds of knowledge about writing by applying this knowledge to compose and present texts for different rhetorical situations, to self-assess, and to reflect on their work;
- 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.

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.

We see these as threshold concepts for First-Year Writing.

- All writers have more to learn about (how to use) writing; reflection is critical to writers’ ongoing development and their ability to transfer what they learn to new / different situations;
  - Learning (to use writing) is informed by prior experiences (with literacy)
- Writing makes things happen, gets things done;
  - Writing is a malleable tool that we use in specific activity systems, which are goal-directed, historically situated, and cooperative human interactions.
- Effective (“good”) writing is context-specific, its value depends on
  - the extent to which writers understand the constraints and affordances of the activity system and rhetorical situation, the available choices they have to best achieve their purpose with their audience;
  - the extent to which writers choose and use an appropriate genre and appropriate content;
  - the extent to which writers know about and know how to use appropriate strategies for planning, drafting, and revising.

Key Terms
Based on the threshold concepts, Beaufort’s Five Kinds of Knowledge, studies of transfer within writing studies (Yancey, et al), Russell’s and others’ work on activity systems, and from the discipline’s grounding in rhetoric, we believe this list of key terms represents what we intend students to learn in the program.

- Rhetorical Situation: audience, purpose, forum (or context), exigency
- Genre
- Writing Processes: planning, researching, drafting, sharing and responding, revising, editing, publishing, reflecting
- Reflection, metacognition, transfer/expansion
- Discourse Communities and/or Activity Systems (and related criteria).

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 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>Date Due</th>
<th>Pts of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, In-Class Participation, Homework</td>
<td>Daily</td>
<td>200</td>
</tr>
<tr>
<td>Project #1 – Literacy Narrative</td>
<td>Thurs., Sept. 24th</td>
<td>150</td>
</tr>
<tr>
<td>Project #2 – Annotated Bibliography</td>
<td>Thurs., Nov. 5th</td>
<td>200</td>
</tr>
<tr>
<td>Project #3 – Expository Essay</td>
<td>Tues., Dec. 1st</td>
<td>300</td>
</tr>
<tr>
<td>Presentation/First Year Symposium</td>
<td>T.B.D.</td>
<td>50</td>
</tr>
<tr>
<td>Final Triad Portfolio</td>
<td>Final Exam week</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

Project #1 – Literacy Narrative
This reflective essay requires that students discuss their literacy history/background, literacy sponsors and their influence on the student’s literacy. Students will discuss the connection they see between their own history and their literacy and the connection they have had in their experiences as readers and writers.

Project #2 – Annotated Bibliography
Students will be tasked with choosing a topic or person of interest related to the attached HIST 1302 course. Each student will conduct academic research using resources from the Bell Library; this project calls for a total of 10 sources of varying perspectives on the topic. Students will then be asked to reflect on their own research processes and how research forms the basis of academic thought.

Project #3 – Expository Essay
For the final project, students will be writing an expository, research-based essay in which they fully describe the person/topic chosen for Project #2 and how that event/topic made a profound impact in history. Students will also be asked to relate their topic to the present time by identifying a social, political, or cultural event that relates to the broader historical theme.

Presentation/First Year Symposium
Part of the academic process regarding research and composition involves academic presentations – all First-Year students will have the opportunity to present their semester research to the university community at large during the First Year Symposium. This presentation will take the form of a poster board or multimedia presentation.
Final Triad Portfolio
The Triad K Portfolio will be submitted at the end of the semester and is constructed using work you have collected in your Student Archive. The portfolio will require you to look back on the work you have completed throughout the semester in Triad K and select evidence of your learning process. You are responsible for selecting coursework that you think best demonstrates your performance, your learning, your development of specific skills and knowledge. You are responsible for helping portfolio-readers understand your choices. The portfolio is a shared assignment between all Triad K courses. More information will be provided in the form of class discussion and an online assignment description.

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 will result in the loss of points. Please note that a portion of this grade is derived from your attendance – I expect each student to attend classes regularly.

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 at least 48 hours in advance. Late work is not accepted.
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/](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.

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, [cla.tamucc.edu/students/studentinfo.html](http://cla.tamucc.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.

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

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Dates</th>
<th>Topics/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Aug 26-28</td>
<td>Introduction to the course. Prior knowledge writing. Introduce concepts.</td>
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<tr>
<td>Week 2</td>
<td>Aug 31 – Sept 4</td>
<td>Literacy Sponsors and Introduction to Project #1.</td>
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<tr>
<td>Week 3</td>
<td>Sept. 8-11</td>
<td>*No class Monday for Labor Day holiday. Invention, drafting, and readings for literacy narrative.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Sept. 14-18</td>
<td>Project #1 Draft DUE. Conferences.</td>
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<tr>
<td>Week 5</td>
<td>Sept. 21-25</td>
<td>Project #1 DUE.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Sept. 28-Oct. 2</td>
<td>Introduction to the Research Process &amp; Project #2,</td>
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<tr>
<td>Week 7</td>
<td>Oct. 5-9</td>
<td>Midterm Conferences &amp; Reflection.</td>
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<tr>
<td>Week 8</td>
<td>Oct. 12-16</td>
<td>Workshops, readings and research.</td>
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<tr>
<td>Week 9</td>
<td>Oct. 19-23</td>
<td>Source Analysis and Review.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Oct. 26-30</td>
<td>Project #2 Draft DUE. Conferences and Peer Review.</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nov. 2-6</td>
<td>**Project #2 DUE. Introduce Project #3 and Presentation/Symposium. Nov. 6 drop day.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Nov. 9-13</td>
<td>Multimodal composing.</td>
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<tr>
<td>Week 13</td>
<td>Nov. 16-20</td>
<td>Presentations. First-Year Symposium (11/19-20)</td>
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<tr>
<td>Week 14</td>
<td>Nov. 23-25</td>
<td>Project #3 Draft DUE. Conferences and Peer Review. Presentations.</td>
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<td>*No class Thursday/Friday for Thanksgiving holiday.</td>
</tr>
<tr>
<td>Week 15</td>
<td>Nov. 30-Dec. 1</td>
<td>Project #3 DUE.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBD</td>
<td>Schedule posted on SAIL. Final reflective portfolio due.</td>
</tr>
</tbody>
</table>