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 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.

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.
Technology (AKA Blackboard):
ENGL1302-209 uses Blackboard as to collect all graded work. All ENGL1302-209 students must have access to Bb9 to be successful in this course. Bb9 is available through the TAMUCC homepage and requires students to have their normal NET ID to log into the course on Blackboard. Homework assignments and writing projects must be done using Microsoft Word. Other word processing software does not always work with Blackboard. You may obtain Microsoft Office free here: http://it.tamucc.edu/Office365/Office365.html.

TAMUCC assumes that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have problems logging in, the Blackboard helpdesk phone number is 361-825-2825.

You are required to check your Blackboard account every day for announcements, assignment due dates, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.

It is strongly recommended that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost.

Major Course Requirements (Grade Distribution: dates, nature of assignments, assignment weight)
Please remember that all work must be formatted in APA manuscript style and sources must be cited in APA citation style, unless otherwise noted.

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<thead>
<tr>
<th>Assignment</th>
<th>Course Grade</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Participation, Attendance, and In-class Activities</td>
<td>10%</td>
<td>Throughout the Semester</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
<td>Throughout the Semester</td>
</tr>
<tr>
<td>Portrait of a Writer</td>
<td>20%</td>
<td>September 22</td>
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<tr>
<td>Midterm Portfolio/Reflection (Integrated Assignment)</td>
<td>5%</td>
<td>October 15</td>
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<tr>
<td>Proposal</td>
<td>5%</td>
<td>October 13</td>
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<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
<td>October 27</td>
</tr>
<tr>
<td>First Year Symposium Presentation</td>
<td>10%</td>
<td>November 19</td>
</tr>
<tr>
<td>Discourse Ethnography Report</td>
<td>20%</td>
<td>December 1</td>
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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.

In class, you will be actively learning. That means that you won’t be sitting in your seats listening to me lecture. Your participation grade will consist of your in-class writings and consistent contribution to our classroom community through group discussion, either with the entire class or in a small group. If you are absent, you will not be able to make up this work. If you are here and involved, you will receive full credit. Most in-class writing will be done electronically and turned in via Blackboard. If you would prefer to handwrite these, please let me know personally.

Personal student-teacher conferences will be scheduled throughout the semester to discuss work in progress. These are mandatory and count as in-class assignments. Failure to attend a scheduled conference will result in a 0 grade.

Homework

Homework will be assigned in the class plans. Homework assignments will most often be completed outside of class and turned in via Blackboard before the next class begins unless otherwise noted. Homework turned in after class time on the due date will not be accepted or will be penalized. Sometimes, I will ask for hard copies. Homework may be due on non-class days, so it is the student’s responsibility to keep track of when an assignment is due. Late work will not be accepted without a valid excuse.

MAJOR WRITING PROJECTS

Portait of a Writer: A 3-5 page essay in which you consider the story you have to tell about yourself as a writer. How do you see yourself as a writer? Is that self-perception helping you be the best writer you can be? The purpose of this assignment is for you to apply what you have learned in the course readings to help you understand why and how you write – and how you might write differently.

Research Project: Discourse Community Ethnography

Writing an ethnography of a particular community requires you to become an active researcher in the field. For this assignment, you will choose a particular academic discipline related to either your major or future career plans to research and observe as well as conduct an interview with a member from that community. There are four different elements of this project:

- Proposal: Introducing to your topic, a working thesis, and your approach to the topic. You will identify your audience, propose questions for your topic, and the assignment is a contract of commitment to your topic.
- Annotated Bibliography: This will consist of a list of at least 10 sources for your ethnography report. Each source entry will consist of three parts: first, a source citation following APA format; second, a summary of the source, about 150 words, which will discuss the main
arguments, the point(s) of the book/article/source, and the topics covered; and third, a brief paragraph which explains how the source fits into your research by detailing how it shapes your argument and how it influences your thinking about your topic.

- Multi-Media Presentation: Each fall semester, the First-Year Learning Communities Program hosts this special event designed to allow freshmen students to present their ideas, research, and writing to the university community. First Year Symposium (FYS) is a public display of writing, composing, creation, argument, and research by first-year students at the end of their first term. FYC requires all first-year students to create a product, based on written work, that uses media, technology, and/or creative presentation to display their argumentative essays and/or research projects for a mixed, general, academic audience.

- Discourse Ethnography Report: Using primary and secondary research you will write a report proving that your chosen topic fits the description of a discourse community.

Extra Credit:

Perfect Attendance: If you do not miss a single class, you will receive 2 points added to your final average.

Writing Center Consultations: For every major assignment, you may receive extra credit by utilizing the Writing Center for help on drafts or revisions. Make sure you provide proof that you attended a tutoring session. I will allow a 5% increase on your original grade for each assignment.

Guest Speaker Rhetorical Analysis: You may attend a guest speaker lecture and write a short rhetorical analysis (between 250-500 words). If the analysis is done adequately (see Blackboard for guidelines), then you will receive an extra point added to your final portfolio grade. If revisions are made to this analysis which improves it significantly, another point will be added to the homework average grade. Thus, there is a potential for two points for each guest speaker.

Extra Revisions:

Once I have graded your final product, you have the opportunity to improve upon it even more. You may continue to revise your paper until you are satisfied. I will re-grade it as many times as you rewrite it. If it improves, I will adjust your grade accordingly. I do not intend to comment on your graded work so if you would like to make revisions, you will need to talk to me about what you can do to revise your paper.

There are a few caveats: you can only turn in these extra revisions once a week and the final revision must be turned in no later than the last day of class.

Late Work/Extensions

If there is a crisis that prevents you from meeting a deadline, you can request an extension to turn the work in late. The approval of an extension is entirely at my discretion and will depend on your record of completion of past work and the reason for your tardiness. All extensions must be confirmed by email. If I do allow work to be turn in late, **10% will be deducted** from the final grade for each day it is turned in late. **Discussion entries may not be turned in late under any circumstances.**

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.

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, 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.