Fall 2015

Blackboard address: https://iol.tamucc.edu/ (Island Online)

Instructor: V. Machen  Phone: 825-36216

Office: CE 214B  E-mail: Blackboard Mail

Office hours: M-1:30-2:00, 4:45-5:30; T-2-3:30, 4:45-5:30; W-1:30-2:00, 4:45-5:30; TR-3-3:30; online on Bb Messages or University email: Vickie.Machen@tamucc.edu, and by appt.

Textbook - - An Islander’s Guide to Writing, 2008, Susan Wolff Murphy; Bedford Researcher open source, Writing Spaces open source

Work device - - BACK UP ALL WORK on file saving device

Printing - - copies cost .10/page and require payment from a SandDollar or SandPaper card

1302 will also require these other materials:
- Access to University Network and an active islander email account.
- Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus. The best option is a USB flash drive.
- A SandDollar or SandPaper card with money on it for printing in the classrooms/computer labs.

ALWAYS BRING WORK SAVING DEVICE AND TEXTBOOK TO CLASS. You are responsible for checking Blackboard Calendar, Mail, and Discussion Forums for course-related information at:

COURSE DESCRIPTION:

The Freshman Writing Program at Texas A&M University-Corpus Christi and English 1302-Composition II promote:

- Writing across disciplines to enhance critical thinking and learning
Reading and writing as acts that shape and are shaped by social, political, and historical conditions

Computer-mediated environment for effective research and revision

**English 1302-Composition II** is a computer-mediated writing course that links reading, analysis, research, and writing to refine college-level composition skills. Those skills include choosing an appropriate topic for research, thorough exploration of source materials, working toward an individual informed position, effective use of rhetoric, substantive revision, and competent editing/proofreading. The course introduces documentation styles required in academic writing and methods of primary and secondary research necessary to develop a series of analytic position papers.

**Student Learning Outcomes: ENGL 1302-Composition II**

- Apply principles of the writing process, including drafting, editing, and revision, to generate academic/professional documents
- Identify position, claims, and evidence in arguments
- Evaluate position, claims, and evidence in arguments
- Construct arguments on more than one side of an issue using sources and evidence
- Produce an introduction with a solid focus, direction, and purpose
- Cohesively integrate academic research to support the writer's purpose
- Integrate a citation system that is identifiable, functional, and consistent
- Connect ideas across disciplines

**English 1302** will be a de-centered class in which I will ask you to actively participate by sharing your ideas, leading class discussions, and making group presentations. *All work in English 1302-Composition II must be computer-generated, edited, and revised - - handwritten work will not be accepted.*

**COURSE REQUIREMENTS**

- Produce three portfolios
- Participate in online class assignments
- Participate in assigned group activities
GRADERS: To receive credit for this class, you must complete all assignments. Distribution of your final grade is as follows:

- Portfolio #1: 25%
- Portfolio #2: 30%
- Portfolio #3: 20%
- Participation and Daily Grades: 25%*

*100%

*Daily grades from in-class writings cannot be made up.

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.

PORTFOLIOS - - You will assemble three portfolios that provide evidence of different types of learning. Items in the portfolios will demonstrate your active participation in class activities and assignments. Detailed instructions will be posted on Blackboard for each portfolio.


Evaluation: Your final grade in English 1302 will be based on the quality of your active participation in group activities, research, revision, assessment, and your ability to evaluate evidence and argue from an informed position. Any concerns about your grade should be addressed to me first. If your concerns are not satisfactorily resolved
you may take them to the Director of the Writing Program, Dr. Susan Wolff Murphy, FC 127, ext. 2640.

**Late Work:** Late work will not be accepted unless you have conferredenced with me about your reasons and have negotiated another due date. Grades will be lowered at the discretion of the instructor for late work.

**PARTICIPATION - - DAILY WORK** (online, class, group discussions—in-class writings)

**Participation** is a large portion of your grade and will reflect attendance, preparation, and ACTIVE engagement. **Daily work cannot be made up** if you miss class. Writing is driven by a sequence of actions/processes, like those mentioned below, leading to the written part of the project.

In this course, the assignments include what you DO as you move along a continuum of processes that include:

- **Thinking** about your reasons for writing - - What is my purpose?
- **Designing** a series of goals/tasks in planning your research - - What do I want to know? How and where will I find it?
- **Inventing** - - How do I discover, develop, and organize my ideas?
- **Drafting, peer reviewing, revising** - - What suggestions contribute to accomplishing my specific goals?
- **Researching** - - information literacy - - your ability to find and use electronic and traditional research tools for your projects
- **Reflecting** - - your personal perspective on your topic conveyed to your audience in third person
- **Documenting** - - using correct, updated MLA documentation style

**POLICIES**

**Attendance:** English 1302 uses a workshop model of instruction, which means that you must be present to participate in writing exercises, group discussions, computer-mediated activities, peer review, etc. Class attendance and participation are essential. Participation in these activities is part of your grade. **After three absences**, your final course grade will be lowered at the discretion of the instructor. **YOU ARE RESPONSIBLE FOR MAKING UP WORK**
THAT YOU MISS DUE TO AN ABSENCE. An absence does not release a student from scheduled due dates for assigned work.

DROPPING A CLASS: Should dropping the class be necessary, 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. November 6, 2015 is the last day to drop a class with an automatic grade of “W” this term.

PLAGIARISM: Consult the current TAMUCC Catalog under headings, "Academic Integrity" and "Academic Honesty." The University defines plagiarism as "the presentation of the work of another as one’s own work." This refers not only to texts, periodicals, and journals, but also to Internet sources. Plagiarism is a serious academic matter with serious consequences.

DO NOT TALK when the instructor is talking or another student is making a contribution to the class. This is disruptive and prevents other students from hearing what is being said. 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. Such a breach will seriously affect your participation grade (25% of your course grade).

MUTE cell phone ringers and/or beepers before entering this classroom - - COMPUTER GAMES and TEXTING are inappropriate in the classroom—these distractions will affect your participation grade.

KEEP FOOD OR DRINKS in your backpack to avoid possible damage to computer lab equipment.

PRINTING HARD COPIES—printers are located in the hallway; you will need your SAND DOLLAR card to pay for printing.

CLASSROOM DIALOGUE AND COMMUNITY STANDARDS

Our class is a learning community in which we will all take turns speaking and listening with courtesy and respect. There will be many opportunities for debate over issues about which we feel strongly and may disagree. Dissent is good for challenging and revising
perspectives, but it should be expressed in democratic fashion, whether face-to-face or online. Once a message is posted online, it becomes public and the same standards of discussion etiquette or netiquette apply. Your audience is a diverse demographic community with its own standards of acceptable speech and language in the college classroom context.

In other than discussions, raise your hand to make a contribution or ask a question.

ACCOMODATIONS NOTICE

Students with Disabilities and Veterans
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.

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.

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.

CASA (Center for Academic Student Achievement)

CASA, a tutoring and learning Center, provides free tutoring to any student interested in improving their writing abilities. Tutors will assist you with all aspects of writing. The Center’s purpose is not to correct or to proofread your drafts, but to help you learn strategies that good writers use during the processes of writing. You may visit the center
for assistance with a writing project for any of your classes. The Center is located in the Glasscock Bldg.

**STATEMENT OF ACADEMIC CONTINUITY**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**TENTATIVE SEMESTER CALENDAR***

*This semester calendar and schedule of activities is subject to change and will be updated as needed. **FINAL PORTFOLIO presentations begin Week 13 (week of Nov. 16).**

**Wk. 1—Aug. 26**

Blackboard instruction, syllabus, mail, discussion, attachments, writing process - - brainstorming, outline, rough draft, peer review, revision, MLA; Writing rituals and experience; Read Ch. 2, Academic Writing

**Wk. 2—Aug. 31**

Review Ch. 2; Info Literacy—review Sample Topics link, library resources, news orgs.—conduct preliminary research—topic must be arguable; Read Ch. 3, Brainstorming

Introduce Portfolio1—Annotated Bibliography; plagiarism—see syllabus and Ch. 8; post topic ideas in **Topics Forum**.

**Wk. 3—Sept. 7 (Labor Day Holiday)**

Bedford link: My Research Project Activities: How to Generate Ideas about a Topic; **MLA Works Cited Documentation exercise**

**Tentative Library Presentation; Source Evaluations**—find 5 articles on your topic; cite and evaluate each source using guidelines on
Source Evals and Samples links on home page. Length—1 page each—MLA paper format—due next class. Read Ch. 6, “Purpose-Audience.”

**Wk. 4—Sept. 14**

Collect 5 Source Evaluations; Find 5 more sources on your topic due next class. Use library databases or credible search engines—no Wikipedia.

Collect 5 Source Evaluations; Find 5 more sources due next class

**Wk. 5—Sept. 21**

Collect final 5 Source Evaluations; go to Course Content and read the entire Boyd article; Murder, Rhetorically Speaking; pay attention to the different rhetorical situations and discourse communities

Reading assignment: Form groups for each discourse community (Detectives, Coroners, Eulogizers, and Lawyers); re-read the section of the Boyd article for your group and pay attention to the specific terminology

**Wk. 6—Sept. 28**

Boyd Activity: Form discussion groups; review Discourse Communities, Rhetorical Situation, for discussion next class of Boyd article--Course Content--Murder, Rhetorically Speaking. You should be able to define and identify the details of the discourse community and rhetorical situation of your category. You will be expected to answer all of the questions in Part 1 during your presentation; divide and assign among group members. Collaborate on your category response and assign a member to read it to the class and post it on the Discussion Forum.

Group presentations: Boyd

**Wk. 7—Oct. 5**

Introduce Portfolio 2-Argument; review sample paper at Bedford-MLA link

Posting: In two paragraphs, define the argument-counterargument (pro/con) of your topic. Each paragraph should be 100-150 words. Post in “Argument-Counterargument Forum.” Critique 2 posts for their effectiveness and contrasting points.
**Wk. 8—Oct. 12**

Review Ch. 6—Purpose-Audience; review outlines, narrowing your topic—see BR guide. Make a working outline to organize your ideas; MLA in-text citation exercise

Bedford Researcher: My Research Project Activities: Joining the Conversation-Develop and Refine My Research Question

**Wk. 9—Oct. 19**

Thesis ID/Analysis activity


**Wk. 10—Oct. 26**

Review Introductions-experiment with 3 different introduction strategies (see Introductions on Course Content)—post intros with thesis in “Portfolio 2-Intro” Forum; Plagiarism statement—send email confirmation. Draft workshop—in-class conferencing; review MLA sample document at Bedford link; textbook-Ch. 4 Revision Guide, Ch. 5 Editing; rough draft due next class for peer review.

Peer Review—see Course Content link—Portfolio 2 due next class

**Wk. 11—Nov. 2** (Friday, Nov. 6 is the last day to drop a class with an automatic grade of “W”)

**Collect Portfolio 2-Argument-no exceptions**

Introduce Portfolio 3—Visual Argument—see Portfolio 3 link on Course Content; sign-up for ad presentations; see Course Content-Ad Presentations

**Wk. 12—Nov. 9**

Ad presentations

Sign-up sheet for final Portfolio 3 presentations; Review BR link “Preparing Presentation Slides”; critical thinking assignment
Wk. 13—Nov. 16

Critical thinking assignment
Begin portfolio 3 presentations

Wk. 14—Nov. 23 (Thanksgiving Holidays)

Portfolio 3 presentations
Portfolio 3 presentations

Wk. 15—Nov. 30

Portfolio 3 presentations
Portfolio 3 presentations

Final Exam Day: TBA