English 1302: Composition II

Instructor: Dr. Wendy Walker
Office: Faculty Office Center 126
Office Hours: TBA; other times available by appointment
Office Phone: 361-825-2979
Email: Wendy.Walker@tamucc.edu *

*The best way to reach me is via email. While I try to respond to all email within 24 hours, I am not available outside of regular business hours and likely won't respond after 5 p.m. or on weekends.

Henriette Brown, “A Girl Writing; The Pet Goldfinch”
(Courtesy of Google Cultural Institute/Google Art Project)

“Read, read, read. Read everything -- trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You’ll absorb it. Then write. If it's good, you'll find out. If it's not, throw it out of the window.”
~William Faulkner

Course Description
Welcome to English 1302, Composition II, the second 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 1302 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

- 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 1302**
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 1302 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 1302 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 1302 Textbook
- Everything’s an Argument, 6th Edition, by Lunsford & Ruszkiewicz (required)
- Writing about Writing, 2nd Edition, by Elizabeth Wardle and Doug Downs (recommended)

1302 will also require these other materials:
- Access to University Network, an active islander email account, and Blackboard.
- 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 card with money on it for printing in the classrooms/computer labs.
- Microsoft Word (If you do not have Microsoft Word or Office Suite, TAMUCC now provides free access to all students. For more information about Office 365, go here: http://it.tamucc.edu/Office365/Office365.html)
• A spiral notebook/journal.

**Grade Distribution (dates, nature of assignments, assignment weight)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation/Attendance</td>
<td>Weekly</td>
<td>10%</td>
</tr>
<tr>
<td>Homework/Reading responses</td>
<td>Weekly</td>
<td>15%</td>
</tr>
<tr>
<td>Project 1: The Rhetorical Analysis</td>
<td>TBA</td>
<td>15%</td>
</tr>
<tr>
<td>Project 2: The Literature Review &amp; Research Proposal</td>
<td>TBA</td>
<td>25%</td>
</tr>
<tr>
<td>Project 3: The Argumentative Research Essay &amp; Multimodal Presentation</td>
<td>TBA</td>
<td>25%</td>
</tr>
<tr>
<td>Triad F Integrated Assignment</td>
<td>TBA</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

A = 90-100%  B= 80-89%  C= 70-79%  D=60-69%  F=59% or below

**Course Requirements and Policies:**

**Grading:** In order to succeed in this class you must do all of the assigned work; this includes reading assigned texts prior to class, participating in in-class discussions, completing all informal writing assignments (missing just one or two will lower your grade substantially), and collaborating with your peers on analysis and interpretation. Therefore, if you are absent during any class period, contact the instructor and/or a classmate immediately. Please also note the absence and tardy policy explained in this syllabus.

**Homework and Informal Writing:** All homework assignments are connected to course readings or major projects and should be completed in order to engage fully with the course material. The assignments are designed to make connections between your personal experiences and the material you are encountering in this course. These assignments will also prepare you to engage and participate as an active member within classroom discussions. This includes in-class essays, guided writing, freewriting, response journal writing, explications, comparisons/contrasts, reviews or any combination of these. As these are informal assignments, it is not necessary to worry about grammatical or style conventions, but I do ask that they be typed and double-spaced, and typically these should be a minimum of one and a half to two full pages in length. These will most often be submitted via Blackboard; if you do not submit these via Blackboard, you will receive a zero for the assignment. Homework is due prior to the beginning of class, and will not be accepted late.

**Formal Writing:** In addition to the informal writing you will do for this class, there are formal projects that you will complete for a greater percentage of your grade. These include a rhetorical analysis, a literature review, and an argumentative research essay.

**Homework**

Homework will be assigned in the class plans. Occasionally, a homework grade will be assigned for an in-class reading quiz. However, homework assignments will most often be
completed outside of class and turned in on Blackboard. Homework is due prior to the beginning of class, and will not be accepted late. (Please note: All assignments must be prepared using Microsoft Word (in .doc or .docx format). Email and/or hard copies of assignments will not be accepted unless directed otherwise.

**Research Proposal**
A short essay that begins to explore a topic or question in which you’re interested that you will pursue for the whole semester.

**Research Journal**
The purpose of the journal is to 1) deepen your understanding of the topic as you proceed through your sources, 2) evaluate how reliable each source is, depending upon its slant, and 3) enter into an ongoing conversation or debate about your historical event/issue.

**Literature Review**
The review of lit is an essay that shows what has been the "conversation" and how people have agreed/disagreed and/or how a factor has impacted understanding along the way. It may be a chronological structure or a thematic structure.

**Student’s Position and Research Essay (collation of previous work)**
In this argument, you will establish your position within the conversation. You will use sound evidence and reasoning to support this position in relation to other perspectives on the issue. The essay will require significant revision of previous projects to collate them into one extended academic argument.

**Multimodal Presentation**
You will convert your extended research essay into a multimodal project—video, website, prezi, etc., that presents your argument in the context of the conversation surrounding your issue. You might present this at the First-Year Research Conference or you might present it in your class.

Please note: I prefer that you prepare assignments using Microsoft Word* (in .doc or .docx format). I will also accept .rtf documents. I will not accept assignments created using Pages, as they are not compatible with most campus computers. Assignments created using Pages or any other incompatible software will receive a failing grade. In addition, email and/or hard copies of assignments will not be accepted unless directed otherwise.

*If you do not have Microsoft Word or Office Suite, TAMUCC now provides free access to all students. For more information about Office 365, go here: [http://it.tamu.cc.edu/Office365/Office365.html](http://it.tamu.cc.edu/Office365/Office365.html)

**In class participation:** 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 this course. Attendance will be recorded for each class meeting. You are allowed two (2) absences in this course for the semester without penalty. Unexcused and/or excessive absences may result in a point deduction from your in class participation grade.
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 reviews, and quizzes.

**Attendance:** Because the formal work you do in the course depends on your in-class participation, collaboration with your classmates, and discussion, your grade will be lowered if you miss more than four classes; it will be lowered by 1/3 for each absence beyond the initial four. That is, a B will drop to a B- and so on. Additionally, please note that NO ABSENCES ARE EXCUSED. (So, if you are sick, and have a doctor’s note, that absence is still included in the four allowed absences you are allotted for the semester.) Therefore, please consider the following:

- If you must miss a class, you are responsible for what you missed; you will be expected to be prepared for the next class that you attend and will not get an extension on any homework that is due. (I recommend that you exchange contact information with a peer so that you can get notes on that day’s discussion, etc., as I will not provide these.)
- Excessive tardiness and/or leaving early will also lower your grade.
- If you participate in a sport or some other university sanctioned event or activity that requires you to miss class do not take this course during your travel season.
- Lastly, I am not unsympathetic to tragedy and understand that family deaths occur at incredibly inconvenient times. However, this has become one of the most overused and abused excuses given for missing classes and/or major assignments. Therefore, I require a copy of the obituary (with your name listed as a surviving family member) if a death in the family is why you are unable to submit a major assignment when it is due.

**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.

**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.

**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.

## English 1302 Tentative Schedule
Please see the course website for the most updated plans and deadlines.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignments/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course. Prior knowledge &amp; threshold concepts. Introduce argument. Connect 1302 to 1302 concepts of discourse communities. Optional: Analysis of a visual image/artifact linked to lecture.</td>
</tr>
<tr>
<td></td>
<td>Introduction to Ethos Pathos and Logos; Prepare ethos/pathos/logos group presentation for W3</td>
</tr>
<tr>
<td></td>
<td>Pathos, Ethos &amp; Logos student presentations.</td>
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<tr>
<td>Week 2</td>
<td>Rhetorical Analysis Draft Due</td>
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<tr>
<td></td>
<td>Introduce Literature Review. Scholarly Research: Become an Expert; Topic Proposal.</td>
</tr>
<tr>
<td></td>
<td>Introduce source reviews Analyzing Sources Write source reviews &amp; sorting by perspective, finding</td>
</tr>
</tbody>
</table>
| Week 3          | Literature Review: Draft Due  
|                | Stake your claim! Proposal drafting.  
|                | Intro to argument.  
| Week 4          | Test Your Argument  
|                | Identify gaps in research, logical fallacies. Drafting reasons/evidence sections.  
|                | Visual Rhetoric  
|                | Create visual arguments  
| Week 5          | Argumentative Research Essay: Draft Due  
|                | Revision/Editing of Argumentative Research Essay  
   |