Course Description
Principles, techniques, and processes of written composition, with an emphasis on research and argument.

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.

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 writing 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).

Core Outcomes
As part of the University Core Curriculum, the First-Year Writing Program helps students achieve these Core Curriculum Outcomes

- Critical Thinking: Analyze, evaluate, and synthesize information.
- Communication Skills: Develop, interpret, and express ideas through written communication.
- Teamwork: Integrate different viewpoints as a member of a team.
- Personal Responsibility: 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 the transfer of, deepening of, and growth in:

- Their understanding of threshold concepts in writing studies and the five domains of knowledge about writing by applying their knowledge in composing and presenting texts for different rhetorical situations, self-assessing, and reflecting on their work;
- Their understanding of the five domains of knowledge about writing by applying their knowledge in composing and presenting texts for different rhetorical situations, self-assessing, and reflecting on their work;
- Planning and conducting research for specific rhetorical situations;
- Using 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 1302 will extend writers’ understanding of 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.

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.

Habits of Mind
English 1302 will continue 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
- *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 possibly 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.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Course Grade</th>
<th>Portfolio:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio 1</td>
<td>TBD</td>
<td>15%</td>
<td>50% Major Documents 50% Reflection &amp; Evidence</td>
</tr>
<tr>
<td>Project 1: Rhetorical Knowledge, Reflective Overview, and related evidence of learning/process.</td>
<td>TBD</td>
<td>60%</td>
<td>50% Major Documents 50% Reflection &amp; Evidence</td>
</tr>
<tr>
<td>Portfolio 2</td>
<td>TBD</td>
<td>60%</td>
<td>50% Major Documents 50% Reflection &amp; Evidence</td>
</tr>
<tr>
<td>Project 2: Researched Argument, Reflective Overview, and related evidence of learning. (Genres might include: Proposal, Research Journal/Annotated Bibliography, Multiple Perspectives Essay/Literature Review, Researched Argument, Genre Choices, and/or a Multimodal Presentation)</td>
<td>TBD</td>
<td>60%</td>
<td>50% Major Documents 50% Reflection &amp; Evidence</td>
</tr>
</tbody>
</table>

Daily Work – In-class/homework/ attendance 10%
Final Exam Final Exam 5%
Total 100%

Daily Work
You are expected to come to class every day prepared, with the required materials, and with your
homework completed. Your daily work grade will be determined by various activities and assignments, including but not limited to peer review of drafts, group discussions and presentations. Daily work can/cannot be made up. Points will be deducted from late daily work.

Portfolios
We will be organizing work into project portfolios. Students are responsible for collecting all their work on One Drive (we will discuss organization in class). When portfolios are due, students will select evidence of their learning and reflect on the learning they achieved by completing that project, and submit their portfolios on Blackboard or One Drive (TBD). Portfolio grades will depend on the quality and breadth of the evidence, reflection, and final project. Evidence must represent the full scope of work on the assignment; in other words, readers of the overview will recognize that the writer has been engaged with all parts of the assignment over time, as part of the process. In addition, the Reflective Overview must be the result of multiple drafts, representing thoughtful revision and careful editing and proofreading.

Project 1: Rhetorical Knowledge
You will conduct an analysis of a written document or website. The analysis will help you practice your rhetorical analysis skills, demonstrate your understanding of key terms, and practice writing for an audience. Add RAFT/TIP

Project 2: Researched Argument
Please put appropriate descriptions of your assignments below.

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

Research Journal /Annotated Bibliography
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.

Report on Research
Discussion of sources, their credibility, and how your research is meeting your needs or not.

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 will present this at the First-Year Symposium.

Composition in Three Genres
You will create a composition which uses three genres to communicate to a targeted audience about your topic. The “multimodal presentation” for FYS will be one of these genres. You will use previous research, along with new sources, to inform your creative strategy and help you make the rhetorical choices necessary to create an effective composition.

Objective Research Essay
This 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.

**Portfolio Reflections**
These will provide opportunities for reflection on your learning and growth as a writer. You will write a reflective statement and provide evidence of your learning.

**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 may result in the loss of points.

**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.

**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.

**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/](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.
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. April 10, 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, clal.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>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 and activity system mapping. Connect 1302 to 1302 concepts of discourse communities. Optional: Analysis of a visual image/artifact linked to lecture.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Form writing groups and create a group site. Read argument (i.e.; MLK “I have a dream” speech). Prepare ethos/pathos/logos group presentation for W3</td>
</tr>
<tr>
<td>Week 3</td>
<td>Pathos, Ethos &amp; Logos student presentations.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Rhetorical Analysis: Draft Writing Project 1 Fallacies</td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Portfolio 1 due.</strong> Introduce Multiple Perspectives essay. Scholarly Research: Become an Expert; Topic Proposal.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Introduce source reviews Analyzing Sources (W) Write source reviews (1 due) &amp; sorting by perspective, finding additional perspectives. (F) 6 sources due.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Compile the Midterm Portfolio Research Journal. (M) 2 printed SR due, instructor reads &amp; gives feedback; WP1 debrief; (W) compinar, portfolio workshop, bring list of items to class Friday, 3rd SR due (F) draft RO, finish over weekend.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Research Journal. (M) peer review RO, feedback on SR (W) RJ, choose last 2 SR. (F) review rubric for RJ, draft reflection, review rubric for RJ Midterm Portfolio due.</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Spring Break</strong></td>
<td><strong>No classes!</strong></td>
</tr>
<tr>
<td>Week 9</td>
<td>Stake your claim! Proposal drafting. (M) EA Chap 6 due, proposal writing (for FYRC)—groups, based on theme. Proposals due Friday.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Intro WP4-argument. (M) peer review RJ (F) RJ due</td>
</tr>
<tr>
<td><strong>Week 11-Drop Day Friday</strong></td>
<td>Test Your Argument/Draft Writing Project 4 Outline for P4. Identify gaps in research, logical fallacies. Drafting reasons/evidence sections.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Visual Rhetoric Create visual arguments WP4 draft 3 peer review?</td>
</tr>
<tr>
<td>Week 13</td>
<td>Revision/Editing of Project 4. Peer edit WP4. WP4 draft due, conference w/instructor?</td>
</tr>
<tr>
<td><strong>Week 14 FY Research Conference</strong></td>
<td>Presentations</td>
</tr>
<tr>
<td>Week 15 (last day of class)</td>
<td>Research Essay due. Portfolio 2 due. Last day of class.</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>Final reflection due.</td>
</tr>
<tr>
<td>TBD—schedule on SAIL</td>
<td></td>
</tr>
</tbody>
</table>