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Office Hours: Tuesdays and Thursdays 12:45 to 1:45 p.m.; Monday 4:30 p.m. to 5:30 p.m.; I am also available from 4:45 to 5:30 in CCH room 210

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.

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 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.

This class meets completely online.
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 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.

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
- Everything’s an Argument, 6th Edition, by Lunsford & Ruszkiewicz (required)

ENGL1302-W01 is an Online Course:
ENGL1302-W01 uses Blackboard as its only teaching and learning environment. All ENGL1302-W01 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.

Since ENGL1302-W01 is a fully online course, the instructor and TAMUCC assume 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.

Most homework assignments and all 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.

### 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.*

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<thead>
<tr>
<th>Assignment</th>
<th>Course Grade</th>
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<tbody>
<tr>
<td>Quizzes, Homework, and Discussion</td>
<td>30%</td>
</tr>
<tr>
<td>Rhetorical Analysis Portfolio including rough drafts and scaffolding activities</td>
<td>20%</td>
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<tr>
<td>Research Portfolio including: Proposal, Annotated Bibliography, Student’s Position Paper, and Researched Argument)</td>
<td>50%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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- **Homework**

Homework will be assigned and turned in via Blackboard. Part of your homework grade will consist of group discussions and peer reviews. Your participation in these activities is mandatory. Post your assignments on time. The earlier the better. Don’t get behind. It’s harder to catch up in an online class than in a traditional face-to-face class. You can check due dates on the Calendar link on the left margin of Blackboard.

- **Rhetorical Analysis**

Craft a well-developed paper discussing the goal or purpose of a text; the appeals, evidence, and
techniques used and why; examples of those appeals, evidence, and technique; and your explanation of why they did or didn’t work.

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

- **Student’s Position**
  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.

- **Annotated Bibliography**
  The annotated bibliography is a list of all sources you have found and plan to use in your final paper with a short summary and analysis of the source.

- **Research Essay (collation of previous work)**
  This essay will require significant revision of previous projects to collate them into one extended academic argument.

**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.**

**Extra Credit:**
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.
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.

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.
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.

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

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, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.