Course Description

ENGL 5303: Theory and Practice II: Writing Studies: Introduces students to techniques of research and scholarship in writing studies through a survey of critical debates in writing studies scholarship, with special attention to current research on composing and its pedagogical implications.

This is the second of a two-semester course sequence that introduces students to literary and composition theories and practices. In this second semester, we will focus on composition theory and pedagogy, acquire and practice research skills, and engage in critical reading, writing and theorizing.

Student Learning Outcomes: Upon completion of the course, a student will be able to

- Demonstrate understanding of how specific “Information Literacy” concepts apply to research methods in writing studies:
  - Scholarship is a Conversation
  - Research as Inquiry
  - Authority is Contextual and Constructed
  - Searching as Exploration
  - Information has Value
- Analyze the various scholarly conversations in writing studies.
- Examine critically the ways theory, writing practices, and pedagogy shape and are shaped by one another.

Graduate Expectations: Bona fide graduate-school behavior is distinguished in at least five ways:*
- Students read assignments on time, completely, to the last page, and come to class with serious responses and a willingness to discuss them.
- Students do not assume that an assignment is legitimate only if it is graded. The work is done for its own sake.
- Students expect to attend every class, and make home arrangements to ensure that this happens.
- Students approach all readings and coursework with an open mind and a spirit of curiosity. They work to understand ideas and texts prior to attacking or dismissing them.
- Students assume that open and equitable discussion is the soul of a graduate seminar. Everyone participates. Rather than expecting the professor or other students to originate or maintain discussion, students take on the responsibility to contribute their share.

Course Texts and Materials


In addition to the three texts above, we will use several texts available for free online, and you will make use of our library collection and a number of open source, credible online resources.

Additional expectations for course “materials”:
- Active student account to access University resources (network, library, student support)
- Active account @ Microsoft Office 365 (free from University)
- Active account @ Google
Major Course Requirements (How you will earn your grade)

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<th>Mid-Term Portfolio</th>
<th>30% of Total Course Grade</th>
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<td>• Reflective Overview</td>
<td>10% of midterm portfolio grade</td>
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<td>• Engagement and Learning</td>
<td>20% of midterm portfolio grade</td>
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<td>• White Paper</td>
<td>30% of midterm portfolio grade</td>
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<td>o Process: planning, research, drafting</td>
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<td>• WPA-CompPile Annotated Bibliography</td>
<td>40% of midterm portfolio grade</td>
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<td>o Research Journal</td>
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<td>o Process: Sharing and Responding</td>
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<th>Final Portfolio</th>
<th>70% of Total Course Grade</th>
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<td>• Reflective Overview</td>
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<td>• Engagement and Learning</td>
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<td>• Final White Paper</td>
<td>20% of midterm portfolio grade</td>
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<td>• Final WPA-CompPile Annotated Bibliography</td>
<td>20% of midterm portfolio grade</td>
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<td>• Professional e-Portfolio (career)</td>
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Course Policies

**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.

More specifically, in this course, I want our community of learning to be a “Safe Zone”: Professional etiquette and civility are expected. Respect the diversity of the classroom. Personal attacks or hate speech are unacceptable on any grounds, including (but not limited to) race, gender, class, sexual/affectional orientation, religion, age, or disability.

Because of the nature of this class as an introduction to the discipline, I want this class to be a safe space for discussing the challenges of being a grad student and scholar. Of course, it can't become a fifteen-week therapy session (I'm “not that kind of doctor”), but no one is born knowing how to be a grad student. If you have a question, ask it; if someone else asks a question, respect it. Within reasonable limits, concerns shared in the classroom should stay in the classroom.

**Graduate Student Academic Integrity Statement:** English graduate students are expected to "conduct themselves in accordance with the highest standards of academic honesty" (Texas A&M University-Corpus Christi Graduate Catalog). The Student Code of Conduct defines Academic Misconduct as cheating, plagiarism, multiple submissions, complicity, fabrication, falsification, and misrepresentation; in addition to “any behavior specifically prohibited by a faculty member in the course syllabus or class discussion” (Student Code of Conduct, Article III, 1. Academic Misconduct). Academic misconduct is a serious offense that will result in the professor assigning a serious penalty, possibly including failure for an assignment, failure in a course, or recommendation for dismissal from a program (TAMUCC Graduate Catalog, Academic Honesty). For each Academic Misconduct case, the faculty member must file a record, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. Further information regarding the judicial process is available on the website of the Office of Student Affairs.

**Academic Advising:** Upon entering the MA in English Program, each student is assigned a faculty mentor by the Graduate Coordinator. You should make an appointment to meet with your faculty mentor every semester to develop a degree plan and monitor your progress toward graduation. Your faculty mentor can also answer questions and provide valuable information about the comprehensive examination, other degree requirements,
Ph.D. programs, and career opportunities. To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 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 or wise. 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.

**Grade Appeals:** 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.

**Disabilities Accommodations:** 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.

**Statement of Academic Continuity:** Recommended text or compose your own] 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.
**Provisional Course Outline**

January 21: Introductions

January 26-28: Threshold Concepts: Composition and Information Literacy; Portfolio Workshop; Research Workshop

February 2-4: Threshold Concepts: Composition and Information Literacy; Portfolio Workshop; Research Workshop

February 9-11: Writing in Contexts: Transfer: Portfolio Workshop; Research Workshop

February 16-18: Writing in Contexts: Transfer: Portfolio Workshop; Research Workshop

February 23-25: Writing in Contexts: Transfer: Portfolio Workshop; Research Workshop

March 1-3: Composition Theory / Pedagogy: Transfer: Portfolio Workshop; Research Workshop

March 8-10: Composition Theory / Pedagogy: Portfolio Workshop; Research Workshop

March 10: Mid Term Portfolio Due

March 15-17: Spring Break

March 22-24: Composition Theory / Pedagogy: Portfolio Workshop; Research Workshop

March 29-31: Composition Theory / Pedagogy: Portfolio Workshop; Research Workshop

April 5-7: Composition Theory / Pedagogy: Portfolio Workshop; Research Workshop

April 12-14: Composition Theory / Pedagogy: Portfolio Workshop; Research Workshop

April 19-21: Composition Theory / Pedagogy: Portfolio Workshop; Research Workshop

April 26-28: Composition Theory / Pedagogy: Portfolio Workshop; Research Workshop

May 3: Last Class

May 5-6/9-11: final exams: **Final Portfolio Due**

May 14: Commencement

May 16: Grades Due