Fall 2016

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Course Texts and Materials: Naming What We Know, Adler-Kassner and Wardle; Writing Spaces online open source; additional online free and open resources; selected writings; BACK UP ALL WORK on file saving device-USB flash drive

COURSE DESCRIPTION:

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 Goals and Digital Portfolio for ENGL 1302: Writing and Rhetoric

The learning goals describe your knowledge about: yourself as a writer, the act of writing, and your abilities to use writing.

The digital portfolio is an ongoing collection of your work, regular reflections that connect your work to the learning goals, and demonstrates how your learning is expanding.

Learning Goals: Students will be able to

1. Identify how their views of writing have changed as a result of the work they have done in the course
2. Demonstrate an ability to analyze different rhetorical situations (academic, workplace, civic)
3. Demonstrate an ability to use analyses of rhetorical situations to identify options and make appropriate choices using writing to achieve specific purposes
4. Demonstrate information literacy proficiency (locate, read, evaluate, and effectively integrate (use) information from appropriate sources with original ideas
5. Demonstrate control of situation-appropriate conventions of writing (e.g., MLA, APA, etc.)
6. Explain personal evolution beginning as a novice writer encountering new writing situations and illustrating how experiences such as failure might contribute to a willingness to accept new challenges.
7. Demonstrate an ability to collaborate effectively as members of diverse teams/groups of writers
8. Evaluate personal growth as a more reflective (mindful, self-aware, thoughtful) writer

**Threshold Concepts of Writing Studies** (Wardle & Downs, 2014, adapted, and including some language from Adler-Kassner and Wardle, 2015).

1. **Writing is a Social and Rhetorical Activity [human interaction]**

   **Concepts**
   - Beaufort’s 5 domains – ALL within the discourse community bubble
   - Rhetorical situation
   - Audience, purpose, context
   - Activity systems/communities of practice/discourse communities

2. **Writing Speaks to Situations through Recognizable forms [textuality]**

   **Concepts**
   - Writing gets things done
   - Genre
   - Disciplinary/workplace expectations for writing
   - Intertextuality

3. **Writing Enacts and Creates Identities and Ideologies [human interaction]**

   **Concepts**
   - Writers define themselves and their ideologies in the process of writing
   - Discourse Community activity systems define what is “okay” in identity by controlling writing
   - People’s histories with writing vary
   - World views of readers and writers are negotiated in writing

4. **All Writers Have More to Learn [process]**
Concepts

- Recognize the new situation, transfer, “toolbox”
- Writing processes, multiple drafts, failure as “testing” or “gaming”—a learning process
- (Self) assessment of writing
- Recognition of novice standing
- Rhetorical dexterity
- Negotiate language difference
- Practice—fluency, techniques, strategies, spaces, materials, technologies

5. Writing Is (Also Always) a Cognitive Activity
   [Epistemology—ways of knowing]

Concepts

- Working memory, neurological connections and processes for writing
- Metacognition and reflection
- Composing helps us identify/expand/develop what we know/think
- Negative transfer or entrenchment, habituated practices

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.

**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.

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

**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-Writing and Rhetoric must be computer-generated, edited, and revised - - handwritten work will not be accepted.**

**COURSE REQUIREMENTS**

- Participate in online class assignments
- Participate in assigned group activities
- Produce complete portfolio assignments

**GRADES:** To receive credit for this class, you **must complete all assignments.** Distribution of your final grade is as follows:

**Portfolio 1: 40%-includes:**

- information literacy, source reviews
- project one (final version)
- extensive reflective overview
- evidence (connects to reflective overview and course outcomes)
- engagement and learning (attendance, participation, daily grades*, group work
- *Daily grades from in-class writings and activities **cannot** be made up
Portfolio #2: **60%**—includes:

- extensive reflective overview
- project two (final version)
- integrative LC assignment
- Multi-media project
- Evidence of learning—connects to reflective overview and course goals (outcomes)
- engagement and learning (attendance, participation, daily grades*, group work
- *Daily grades from in-class writings and activities **cannot** be made up

**PORTFOLIOS** — You will assemble two portfolios that provide evidence of different types of learning and reflection. Items in the portfolios will demonstrate your active participation in class activities and assignments. **Instructions will be posted on Blackboard for each portfolio.**

**Portfolio 1:** Annotated Bibliography—15 sources (final part due 9/19/16-MW or 9/20/16-TR); **Portfolio 2:** Extensive Reflective Overview, Research project, final version, (Integrative assignment-LC sections only); (due 10/31/16-MW or 11/1/16-TR); Multi-media project presentations begin 11/28/16-MW or 11/29/16-TR.

**Evaluation:** Your final grade in English 1302 will be based on the quality of your active participation in group activities, research, critical thinking, revision, assessment, reflection, and your ability to evaluate evidence and write 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. Glenn Blalock, FC 127, ext. 2640.

**POLICIES**

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

**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, as much of your time will be spent doing group work. 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.

**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 will result in the loss of points.

**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. 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, organize and support 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 ongoing development as a writer, exploring the reasons for your rhetorical choices, integrating information literacy to support original ideas
- **Documenting** - - using appropriate documentation styles APA, MLA, etc.
Writing is driven by a sequence of actions/processes, like those mentioned above, leading to the written part of a project.

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.

**Classroom/Professional Behavior**

**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.

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. 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).

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 1302 to work on assignments for other classes.
- Computers are to be used for English 1302 work only.

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

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.

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.

**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.

**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 15 (week of Nov. 28).**

**Wk. 1—Aug. 24-25 (Wednesday/Thursday)**

Course introduction: repeated reflection, prior knowledge, current learning—what you know about writing now; studying how writing, rhetoric, literacy, and language functions in human society; practicing strategies of using various technologies and genres of writing and rhetoric to do things. **Threshold Concept: Metaconcept**—read in textbook. Describe your types of writing—how have they changed over time? Can you write in cursive? Understand cursive? Answer last question on bulleted list: “How is writing a technology and how do writing technologies impact how writing happens and what can be done with writing?” Post on **Discussion Board: Writing is a Technology**

**Wk. 2—Aug. 29**

**Threshold Concept 1: Writing is a Social and Rhetorical Activity**—Beaufort’s 5 domains: rhetorical situation, audience, purpose, context, discourse communities. **Discourse communities**—in what discourse communities are you a member? **Discussion Board: Discourse Communities**

Practice assignments for **TC1: topic-local street conditions—potholes**—compose letter to the local newspaper; post comments on local TV news org. website; write address to city council meeting; post on social media—**post** on Discussion Forum: **TC1-Potholes**; include reflection on how your responses differ in tone, language, content for your specific purpose and audience—what means of persuasion are you using and why is it appropriate for that audience?

Review Sample Topics link, library resources, news orgs.—conduct preliminary research—topic must be arguable;

Introduce Portfolio1—Source reviews comprising Annotated Bibliography; connect to **Threshold Concept 1: Writing is a Social and Rhetorical Activity**—writing to learn and understand, writing to different audiences. **Post** topic ideas in **Topics Forum**. Brainstorm topic ideas and—reflection posting/response—why you chose certain topics what drew you to them such as interest, prior or personal experience with topic
Wk. 3—Sept. 5

MLA Works Cited Documentation exercise, see MLA link on Bb menu; review assignment and samples for source reviews on Course Content

**Tentative Library Presentation** Source Reviews—find 5 articles on your topic; cite and evaluate each source using guidelines on Source Reviews and Samples links on Course Content. Length—1 page each—MLA paper format—due next class.

Wk. 4—Sept. 12

**Collect 5 Source Reviews**; Find 5 more sources on your topic due at the beginning of next class. Use library databases or credible websites—demonstrate critical thinking and reflection in your reviews—how you understand the concepts and ideas in your research and how the source contributes to the body of information you are collecting

**Collect 5 Source Reviews**; Find 5 more sources due at the beginning of next class. Use library databases or credible websites—demonstrate critical thinking and reflection in your reviews—how you understand the concepts and ideas in your research and how the source contributes to the body of information you are collecting

Wk. 5—Sept. 19

**Collect final 5 Source Reviews** due at the beginning of class; form activity groups; Engagement and Learning—Reading assignment: go to Course Content and read the entire Boyd article; “Murder, Rhetorically Speaking”; pay attention to the different rhetorical situations in each discourse community

Activity groups select a discourse community (Detectives, Coroners, Eulogizers, and Lawyers); Reading assignment: **re-read the section of the Boyd article for your group and pay special attention to the specific requirements (tone, terminology, jargon, etc.) for that particular discourse community.** Begin working on presentations. Refer to the article in order to demonstrate use of the discourse community requirements. You will be expected to answer all of the questions in Part 1 of the assignment during your presentation, (see Course Content: Group Activity—Reading Response: Boyd); divide and assign work among group members.
**Wk. 6—Sept. 26**

Presentation workshop-Boyd Activity: groups work on presentations for next class. Each group member should have a role.

Group presentations: Boyd; Part 2, reflection; for next class **read Concept 2** in textbook, parts 2.1, 2.2, 2.3.

**Wk. 7—Oct. 3**

Review assigned reading: **Threshold Concept 2: Writing Speaks to Situations through Recognizable Forms [textuality]**: 2.1, 2.2, and 2.3. Research writing-recognizable genre in college context, follows required writing conventions such as format documentation, involves metacognition and reflection, helps identify, expand, develop what we know and think. Review conventions of research paper-MLA link on Bb-use the sample paper as an existing artifact and revise parts into different genres—e.g. revise introduction into an inter-office memo to -genre about personal use of office computers; pros/cons of employers monitoring computer use. **Post in Discussion Forum: Genre Rewrites**

**Introduce Portfolio 2**—using research, critical thinking and reflection. Posting: In two paragraphs, define the argument-counterargument (pro/con) of your topic. Each paragraph should be 150 words. Reflect on why you chose the type of research sources you collected in portfolio 1 for your project. Post in “Argument-Counterargument Forum.” Critique 2 posts for their effectiveness and contrasting points. Reading assignment-**Threshold Concept 3: Writing Enacts and Creates Identities and Ideologies [human interaction]**-3.0, 3.1, 3.2, 3.3, 3.4, 3.5.

**Wk. 8—Oct. 10**

Review the assigned **Concept 3** readings to help with this posting: In the Discourse Communities activity, writing was defined and controlled by specific requirements for the four categories—detectives, coroners, eulogizers, and lawyers. How does your history with writing define you and your ideologies? Post in **Discussion Forum: Writing History and Ideologies**

MLA in-text citation exercise; Discussion Board **posting**: select a few paragraphs from one of your research sources. Copy and paste in the **Discussion Forum: Writer’s Worldview**. Write a 200-word critical
thinking response examining what the writer reveals about themselves and their ideologies—their beliefs and worldviews.

**Wk. 9—Oct. 17**

Read the article by Harwell linked in Course Content (Drew Harwell) and answer the questions below. This should be a polished piece of writing; spelling, grammar, punctuation, wording. Use your critical thinking, reflection, and knowledge of Threshold Concept 3 (Writing Enacts and Creates Identities and Ideologies [human interaction]) to support your claims. If you use quotes or paraphrase parts of the article, use a signal phrase or in-text citation to credit Harwell. **Word count: 250. Post in Drew Harwell forum on the Discussion Board.**

**Threshold Concept 2: Writing Speaks to Situations through Recognizable Forms [textuality]: 2.1, 2.2, and 2.3.** Research writing-recognizable genre in college context, follows required writing conventions such as format—such as stating a clear, strong thesis. **Posting:** Thesis ID/Analysis activity-post on Discussion Forum: Thesis ID/Analysis

**Wk. 10—Oct. 24**

**Threshold Concept 2: Writing Speaks to Situations through Recognizable Forms [textuality]: 2.1, 2.2, and 2.3.** Research writing is a recognizable genre in the college context, follows required writing conventions such as an introduction that gets the attention of the audience and states a thesis. Review Introductions-experiment with 3 different introduction strategies (see Introductions on Course Content)—post intros with thesis in Discussion Forum: “Portfolio 2-Intro”; submit Plagiarism statement—send email confirmation on Bb Messages.

Draft workshop—in-class conferencing; review MLA sample document

**Wk. 11—Oct. 31**

**Threshold Concept 4: All Writers Have More to Learn [process]**

Draft workshop—work in groups to refine draft for peer review.
Threshold Concept 5: Writing Is (Also Always) a Cognitive Activity [epistemology-ways of knowing]

Draft workshop—metacognition and reflection on composing—identifying/expanding/developing what we know and think. Examining evidence in drafts of negative transfer—previous learning and writing practices repeated in the present. Identify past learning experiences that help or negatively affect present writing—entrenchment. Rough draft for peer review due next class.

Peer review—peer and self-assessment of rough drafts; recognize new writing situations and novice standing; examine the rhetorical situation and possibly have to reconsider purpose/audience and adjust tone, jargon, terminology, etc. and revise to fit the rhetorical situation. Portfolio 2 due next class.

Wk. 12—Nov. 7

Collect Portfolio 2—no exceptions

Threshold Concept 2.4: All Writing is Multimodal
Review Ad Presentations link on Course Content, form groups; read Carroll article “Backpacks vs. Briefcases” on Course Content; pay special attention to section on Implications of Rhetorical Analysis. Show ad samples.

Introduce Multimodal Project—Visual Argument—see Multimedia link on Course Content; sign-up for ad presentations; see Course Content-Ad Presentations; review points in Carroll

Wk. 13—Nov. 14

Ad presentations; Sign-up sheet for final Multimedia presentations; Review PowerPoint dos and don’ts--project workshop

Final presentations workshop

Wk. 14—Nov. 21 (22-25 Thanksgiving holidays)

TBA

Wk. 15—Nov. 28

Final Presentations
Final Presentations

**Wk. 16—Dec. 5 and 6-last class days**

Final Presentations

**Final Exam Day:** Check Bb Calendar for date and assignment