Del Monte Ketchup/Alcoa Aluminum, 1953

“If you did something that didn't conform to the acceptable behavior of the group, then you risked being called a faggot... The word had power. It toppled the male ego, shattered his delicate façade, violated the image he projected. He was tough. Without Feeling. Faggot cut through all of this. It made him vulnerable. Feminine. And feminine was the worst thing he could possibly be.”

~Tommi Avicolli Mecca, “He Defies You Still...,” 1985

Charlotte: It's because women really just want to be rescued.
Carrie (voiceover): There it was. The sentence independent single women in their thirties are never supposed to think, let alone say out loud.
Charlotte: I'm sorry but it's true. I've been dating since I was fifteen. I'm exhausted. Where is he?
Miranda: Who? The white knight?
Samantha: That only happens in fairy tales.
Charlotte: My hair hurts...
Carrie (voiceover): I couldn't help but wonder... Inside every confident, driven, single woman, is there a delicate, fragile princess just waiting to be saved?
~*Sex and the City*, “Where There’s Smoke...,” 2000

“Cut. Shredded. Jacked. Those are violent straight-boy adjectives that mean ‘beautiful.’ But we straight boys aren’t supposed to think of other men as beautiful. We’re supposed to think of the most physically gifted men as warrior soldiers, as dangerous demigods.”
~Sherman Alexie, “Jason Collins is the Envy of Straight Men Everywhere,” 2013

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

Course Theme: Gender
Gender not only helps define us, but also informs how we construct the identity of others. It is a lens through which we see the world, so the more we understand our own gender identity, the more we can see how our identity fits into society. Therefore, the reading and writing we will do this semester will explore the theoretical concepts of gender, as well as how these concepts are apparent in our daily lives and lived experiences. In order to do so, we will pay particular attention to representations of gender in popular culture and the media: television, film, music videos, magazines, social media, magazines, sports, and so on. Popular culture and the media are powerful socializing agents that have perhaps the most pervasive influence on the way we see the world; therefore, vast amounts of knowledge can be gained from studying its influence.

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
- Additional texts will be made available via Blackboard.

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/Informal Writing</td>
<td>Weekly</td>
<td>20%</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>30%</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 can lower your grade substantially), and collaborating with your peers on analysis, interpretation, and the writing process. 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.

Homework will be assigned in class or on Blackboard. As these are informal assignments, it is not necessary to worry about grammatical or style conventions (except when specified), but I do ask that they be typed and double-spaced; 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. In addition, emailed and/or hard copies of assignments will not be accepted unless directed otherwise. 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, an annotated bibliography, a research proposal, and an argumentative research essay.

- **Rhetorical Analysis:** This assignment prompts you to identify the rhetorical strategies that a particular text (written and/or visual) employs. It requires you to understand not just what writers are saying, but also the purposes and motivations behind their arguments. After identifying the strategies other writers employ, you will be able to utilize these strategies effectively in your own writing.

- **Annotated Bibliography:** The annotated bibliography reflects the research you have done in preparation for the argumentative essay. It shows your understanding of each individual source, as well as how that source is in "conversation" with your other sources. It will also reflect your understanding of style and citation conventions.

- **Research Proposal:** The main purpose of the proposal is to provide the necessary background or context for your research concern / problem; it convinces others that you have a worthwhile research project / concern.

- **Argumentative Research Essay (collation of previous work):** In this essay, you will establish your position within the conversation surrounding your chosen topic. 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:** Working in small groups, you will convert your argumentative research essay into a multimodal project—video, website, prezi, etc., that presents your stance in the context of the conversation surrounding your issue,
as well as how it relates to or contributes to the conversation surrounding your group members’ topics/issues.

Please note: All assignments must be prepared using Microsoft Word (in .doc or .docx format). If you do not have Microsoft Word or Office Suite, TAMUCC now provides free access to all students online. For more information about Office 365, go here: http://it.tamucc.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. Participation in class will observed through short writing assignments, journals, group work, peer reviews, and quizzes.

Attendance: Attendance will be recorded for each class meeting. You are allowed two (2) absences in this course for the semester without penalty. 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 two classes; it will be lowered by 1/3 for each absence beyond the initial two. 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 two allowed absences you are allotted for the semester.) Therefore, please consider the following:

- Excessive absences may result in a point deduction from your in-class participation grade.
- 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.)
- 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 extenuating circumstances occur at incredibly inconvenient times. However, examples of this (such as a death in the family or major illness) have become the most overused and abused excuses given for missing classes and/or major assignments. Therefore, I require that you provide documentation of your circumstance to the Office of Student Engagement and Success if you are to continue in my class after a lengthy absence.

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, Room #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.

**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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree
will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**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**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf)). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website,
For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

## English 1302 Tentative Schedule*

*Please see Blackboard for the most updated plans and deadlines.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Assignments/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, July 3</td>
<td>Introduction to the Course; Sex, Gender, Male, Female, Masculine, Feminine.</td>
</tr>
<tr>
<td>Tuesday, July 4</td>
<td>Independence Day Holiday; No Class</td>
</tr>
<tr>
<td>Wednesday, July 5</td>
<td>Introduction to Rhetorical Analysis; Ethos, Logos, and Pathos (Dorothy Gray Salon); Lorber, “’Night to His Day’: The Social Construction of Gender”</td>
</tr>
<tr>
<td>Thursday, July 6</td>
<td>Developing Thesis Statements; Frazer, “How Big Are Your Balls”; Brady, “I Want a Wife”; <em>Killing Us Softly 4</em></td>
</tr>
</tbody>
</table>

### Week 2

| Monday, July 10 | Drafting the Rhetorical Analysis (Outline); Bordo, “The Body and the Reproduction of Femininity”; Jensen, “The High Cost of Manliness”; Body Positivity in Advertising |
| Tuesday, July 11 | Rhetorical Analysis: Mid-Process Draft Due |
| Wednesday, July 12 | MLA Style |
| Thursday, July 13 | Rhetorical Analysis: Complete Draft Due; Peer Review |

### Week 3

| Monday, July 17 | Rhetorical Analysis: Final Draft Due; Introduction to the Annotated Bibliography, Research Proposal, and Argumentative Research Essay; *Miss Representation* |
| Tuesday, July 18 | Drafting the Research Proposal; Drafting the Annotated Bibliography; Robinson, “We’re Losing All Our Strong Female Characters to Trinity Syndrome”; Robinson, “The Hurt, Betrayed Son” (Bb) |
| Wednesday, July 19 | Library Day |
| Thursday, July 20 | Research Proposal Due; Annotated Bibliography: Mid-Process Draft Due; *Girls* |

### Week 4

<p>| Monday, July 24 | Annotated Bibliography: Complete Draft Due; Peer Review |</p>
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Assignments/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, July 25</td>
<td>Organizing the Argumentative Research Essay; Integrating Sources; Marghitu and Ng, “Body Talk: Reconsidering the Post-Feminist Discourse and Critical Reception of Lena Dunham’s <em>Girls</em> (Bb); Berlatsky, <em>Orange is the New Black’s Irresponsible Portrayal of Men</em></td>
</tr>
<tr>
<td>Wednesday, July 26</td>
<td>Annotated Bibliography: Final Draft Due;</td>
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<tr>
<td>Thursday, July 27</td>
<td>Argumentative Research Essay: Mid-Process Draft Due</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
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</thead>
<tbody>
<tr>
<td>Monday, July 31</td>
<td>Introduction to Multi-Modal Presentations</td>
</tr>
<tr>
<td>Tuesday, August 1</td>
<td>Argumentative Research Essay: Complete Draft Due; Peer Review</td>
</tr>
<tr>
<td>Wednesday, August 2</td>
<td>Conferences</td>
</tr>
<tr>
<td>Thursday, August 3</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>Friday, August 4</td>
<td>FINAL EXAM: Final Draft of Argumentative Research Essay Due; Final Reflection</td>
</tr>
</tbody>
</table>