Instructor:
Office:
Office Phone:
Office Hours: xxx, and other times by appt.
Email:
Web:

Course Description
Writing is a tool used by humans, functioning in many activity systems, to get things done. This course is based on a "teaching for transfer" model, intended to help you learn to transfer knowledge about writing to a variety of contexts, to use for a variety of purposes with a variety of audiences and within a variety of genres and media.

Purpose of the Course
As a result of this course, you will be a more reflective (mindful, self-aware, thoughtful) writer and develop a "theory of writing." In other words, you will create for yourself a "systematic narrative of lived experience and observed phenomena that both accounts for (makes sense of) past experience and make predictions about future experience" related to writing (NNWK xxi). This reflective awareness will be evident in the eight "student learning outcomes" listed below. You will construct learning portfolios around these categories.

Student Learning Goals and Portfolios

[Note to students: The eight learning goals listed below describe the specific kinds of learning that ENGL 1302 faculty members expect you to achieve during the semester. Taken together, the goals describe your knowledge about yourself as a writer, your knowledge about the act of writing, and your abilities to use writing. For each of the goals, we expect you to expand your learning: building on what you know and know how to do at the beginning of the semester.

During the semester, you will maintain a digital portfolio, collecting all the work you are doing, including regular reflections that connect the work you are doing with the learning goals for the course, to track / consider / explore how your learning is expanding. At least two times, at mid-term and at the end of the semester, you will assemble and submit your portfolio to earn a grade.

The digital portfolio will include ample and appropriate evidence and an extensive reflective overview. With your portfolio (reflective overview and the evidence), you will show and tell how you have expanded your learning during the semester and the extent to which you have achieved the following learning goals for ENGL 1302.]
Students' portfolios will demonstrate the extent to which they have achieved the following outcomes:

1. Identify how their views of writing have changed as a result of the work they have done in the course,
2. Demonstrate their ability to analyze different rhetorical situations (in academic, workplace, or civic contexts),
3. Demonstrate their ability to use their analyses of rhetorical situations to identify options and to make appropriate choices that will enable them to use writing to achieve specific purposes,
4. Demonstrate their ability to locate, read, evaluate, select and use (integrate) effectively information from appropriate sources with their own ideas
5. Demonstrate control of situation-appropriate conventions of writing,
6. Explain what they have learned from being a novice in new writing situations, and describe how these experiences, which might include failure, contribute to their willingness to accept new challenges as a writer,
7. Demonstrate their ability to collaborate effectively as members of diverse teams / groups of writers,
8. Evaluate the ways in which they have become a more reflective (mindful, self-aware, thoughtful) writer.

Key Terms
- Rhetorical Situation: audience, purpose, 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
- 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.

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 and Materials
- *Naming What We Know*, Classroom Edition, edited by Linda Adler-Kassner and Elizabeth Wardle (required)
- Access Islander account, Blackboard, and One Drive.

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.*

Suggested Grade Distributions:

<table>
<thead>
<tr>
<th>Due Week 5 (TBD)</th>
<th>Final Portfolio due at semester end</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30-40%: Portfolio One includes:</strong></td>
<td></td>
</tr>
<tr>
<td>• Extensive Reflective Overview</td>
<td></td>
</tr>
<tr>
<td>• Project One final version(s)</td>
<td></td>
</tr>
<tr>
<td>• Evidence (connects to RO and course outcomes)</td>
<td></td>
</tr>
<tr>
<td>• Engagement and Learning (participation, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>60-70%: Portfolio Two includes:</strong></td>
<td></td>
</tr>
<tr>
<td>• Extensive Reflective Overview</td>
<td></td>
</tr>
<tr>
<td>• Project Two final versions</td>
<td></td>
</tr>
<tr>
<td>• Integrative LC Assignment</td>
<td></td>
</tr>
<tr>
<td>• FYS / FYRC Multi-Media</td>
<td></td>
</tr>
<tr>
<td>• Evidence (connects to RO and course outcomes)</td>
<td></td>
</tr>
<tr>
<td>• Engagement and Learning (participation, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

| Integrative LC Assignment due . . . |
| FYS / FYRC due . . . |

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: Key Terms and Research as Learning

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

*Research Log / Journal*

*Reflective Reading Responses*
Project 2: Research and Composition in Three Genres

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.

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 1302 to work on assignments for other classes.

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 complete or turn the work in late. 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.

**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.

**DISABILITY SERVICES**

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.

**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, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

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 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. **Friday November 6** is the last day to drop a class with an automatic grade of “W” this term.

Provisional Course Outline
Please see the course website for the most updated plans and deadlines.

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Aug 26-28</td>
<td>Introduction to the course. Assess prior knowledge. Create portfolio folders in One Drive. Introduce Project 1.</td>
<td>What is argument? Discuss model. Use key concepts.</td>
<td></td>
</tr>
<tr>
<td>Week 3 Sept. 8-11</td>
<td>*No class Monday for Labor Day holiday.</td>
<td>Consider fallacies, audience, purpose, context, etc.</td>
<td>See model rhetorical/activity analysis. Brainstorm project 1.</td>
</tr>
<tr>
<td>Week 4 Sept. 14-18</td>
<td>1st draft Project 1 due.</td>
<td>Drafting/revision/editing project 1. Citation systems.</td>
<td>Drafting/revision/editing project 1. Conferences.</td>
</tr>
<tr>
<td>Week 5 Sept. 21-25</td>
<td>Compile the Midterm Portfolio, draft, peer review RO.</td>
<td>Compile the Midterm Portfolio, draft, peer review RO.</td>
<td>Portfolio 1 due.</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Activity</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Nov. 2-6</td>
<td>Workshop for 3 genres.</td>
<td>Workshop for 3 genres.</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 16-20</td>
<td>Presentation rehearsals.</td>
<td>Presentation rehearsals.</td>
</tr>
<tr>
<td>15</td>
<td>Nov. 30-Dec 4</td>
<td>Final exam review. Last day of regularly scheduled classes.</td>
<td></td>
</tr>
</tbody>
</table>