Texas A&M University-Corpus Christi - Syllabus

English 1302.201—Writing and Rhetoric

Summer I 2018

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Office hours: M, T, 12:00-12:30 pm; online-Bb Messages or University email: Vickie.Machen@tamucc.edu, and by appt.

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

COURSE DESCRIPTION: Catalog Course Description: English 1302 introduce students to writing studies, rhetoric, and academic research (information literacy). Students will read, apply, and reflect on the current research and scholarship in writing studies, especially threshold concepts, kinds of knowledge about writing, and rhetoric. Students will learn how to transfer, deepen, and extend their ability to use writing in various contexts.

Key Terms

- Rhetorical Situation: audience, purpose, context, exigency
- Genre and genre conventions
- Research as Learning / Information Literacy
- Writing Processes: planning, researching, drafting, sharing and responding, revising, editing, publishing, reflecting
- Reflection, metacognition, transfer/expansion
- Discourse Communities and/or Activity Systems

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

**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:

Project 1: Research Writing  
45%

Project 2: Multimodal Presentation  
35%

Participation and Daily Grades (attendance, group work, postings)  
20%*

Total  
100%

*Daily grades cannot be made up.
**Project 1:** Argument-research writing, reflection, source reviews, peer review, due 6/14/18

**Project 2:** Multimodal presentations begin 6/26/18

You will produce two projects that provide evidence of different types of learning and reflection. Items will demonstrate your active participation in class activities and assignments. **Instructions will be posted on Blackboard.**

**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. 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.

**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.

**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.

**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

**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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** 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. June 15, 2018 is the last day to drop a class with an automatic grade of “W” this term.
Grade Appeal Process

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, 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). 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.

TENTATIVE SEMESTER CALENDAR*

*This semester calendar and schedule of activities is subject to change and will be updated as needed. **Final presentations begin 6/26/18 - NO EXCEPTIONS.**

Week 1 Tues. May 29

T- Course intro, Threshold Concept 1.0: Writing is a Social and Rhetorical Activity (human interaction), read pp. 17-19; Concept 1.9: Writing is a Technology, pp. 32-34; Prior Writing Experience, genre, Discourse Community bubble: Beaufort’s 5 domains: rhetorical situation, audience, purpose, context. Write for different audiences—local street conditions—potholes—writing in 4 genres: letter to editor, post on TV news website, personal address to City Council, post on social media—how they differ in language, tone, content for specific purpose and audience.

Introduction to Discourse Communities Group Activity: Form groups and read Boyd article: “Murder, Rhetorically Speaking” on Course Content and assignment instructions at link.

W – Groups work on Boyd assignment

R – Groups work on Boyd assignment

Week 2 June 4
**M – Boyd group presentations; posting: Reflective Response**

**Introduction to Project #1—Research Writing—due Thursday, June 14.** Review Sample Topics link, library resources, news orgs., conduct preliminary research—topic must be arguable; Concept 2: Writing Speaks to Situations through Recognizable Forms—source reviews, sample paper

Brainstorming—Online posting—brainstorm topics; post topic ideas; review info literacy resources; conduct research on your topic; Overview info literacy—research sources

**Post a topic proposal on the Discussion Board, due by the end of class for a daily grade**

**T- Source Reviews:** Find three articles on your topic and write a 1-page source review for each. See Source Reviews and Samples links on home page. These three are due next class. Use library databases or credible websites.

**W–Collect three source reviews;** Find three more articles on your topic and write a 1-page source review for each. See Source Reviews and Samples links on home page. These three are due next class. Use library databases or credible websites.


**T-Collect three source reviews;** Send Plagiarism statement—review what constitutes plagiarism and send confirmation on Discussion board forum: Plagiarism. Review citations; Concept 2.3-Writing is a Way of Enacting Disciplinarity, p. 40—MLA documentation exercise.

**Week 3 June 11**

**M – Concept 2: Writing Speaks to Situations through Recognizable Forms—textuality, pp. 35-37;** Review model MLA documents; Introductions—experiment with different introduction strategies—see Introductions link on Course Content. Post in Introductions Forum. Read postings and offer feedback on whether the introduction grabs your attention and states the thesis. Work on drafts.

**T – Draft workshop—MLA Documentation— Concept 2.3-Writing is a Way of Enacting Disciplinarity, p. 40,** Review MLA paper format, in-text, and Works Cited; Review model documents, MLA documentation exercise—see Course Content-In-text citations exercise; Rough draft due for peer review next class.
W – Peer review— in-class conferencing; draft workshop; Concept 4.4-Revision Is Central to Developing Writing—pp. 66-67; 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.

R – Collect Project 1-due at the beginning of class—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. Sign-up for ad presentations; see Course Content-Ad Presentations

Week 4 June 18

M – Review Ad Presentations assignment-Course Content-Work on ad productions

T – Work on ad productions

W – Ad presentations; posting-Discussion Board: Ad Response

R – Introduce Multimodal project; Review Threshold Concept 2.4: All Writing is Multimodal. Review Multimodal Project assignment instructions—see Multimodal link on Course Content;

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

Week 5 June 25

M – Presentations workshop

T – Begin presentations

W – Continue presentations

R – Last class day-complete presentations