Texas A&M University-Corpus Christi - Syllabus

English 1302.214—Writing and Rhetoric, TR, 11-12:15, CCH 208

POLS LC Triad D-Spring 2018

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Office hours: M-2:30-3:30, 4:45-5:30; T-2-3; W-2:00-3:30; 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/computerlabs.

**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:

**Midterm Portfolio:** 30%—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* and group work

  *Daily grades from in-class writings and activities **cannot** be made up

**Final Portfolio:** 70%—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

**Learning Community Integrated Assignment** – As part of being in a learning community, all students will participate in an integrated assignment. This assignment will count as a portion of your grade in Seminar, Composition, and Political Science. For English 1302 this assignment will count as one of your situation / genre intersection projects.

For your integrated assignment, students will use what they learn in each of the classes of the Learning Community to advocate, organize, and/or promote some kind of political change through writing. The issue you choose to explore should either come from a national political issue with local implications, or a local issue with national political implications (perhaps a national issue that is implemented locally, or a local issue that is part of a national problem). This project will require you to perform policy research and analysis.

Your writing will take the form of a real political genre of writing such as a position statement, press release, advocacy report, or strategic plan of action. (this is not an exhaustive list, as which genre you choose to use will depend on your research and rhetorical situation).

This project should demonstrate your ability to analyze rhetorical situations in order to identify options and make appropriate choices that will enable you to use writing to achieve specific purposes; demonstrate their ability to locate, read, evaluate, select, use, and effectively integrate information from appropriate sources with your own ideas. Finally, you should be able to demonstrate control of situation-appropriate conventions of writing.

**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.*

**Midterm Portfolio:** Source Reviews; reflection, daily grades, group activities; **Final Portfolio:** Extensive Reflective Overview, Research project, final version; Multi-media project presentations.

**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.**

**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 (e.g. Discussion Board postings) cannot be made up** if you miss class.

**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

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 class be the best course of action, you must initiate the process to drop the class 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, April 6th,** 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.C2.01, 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, [http://cla.tamucc.edu/about/student-resources.html](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 on the Blackboard Calendar. **FINAL PORTFOLIO presentations begin Week 15 (week of Apr. 23).**

Wk. 1—Jan. 16-19 (Tuesday start)

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—rhetorical situation—see Bb Glossary. Reading for next class: Metaconcept-pp. 15-19; Concept 1.9, pp. 32-34.
Wk. 2—Jan. 22

Review readings. Posting: Describe your types of writing—how have they changed over time? Evolution from cursive to keyboarding. What tools do you use in writing? How have they changed? Answer last question on Metaconcept bulleted list, p. 15: “How writing is a technology, and how writing technologies impact how writing happens and what can be done with writing?” Post response on Discussion Board: Writing is a Technology

Concept 1.0: Writing is a Social and Rhetorical Activity—pp. 17-19. Beaufort’s 5 domains: rhetorical situation, audience, purpose, context, discourse communities. In what discourse communities are you a member? Practice assignments in 4 different genres for TC (Threshold Concept) 1: topic-local street conditions-potholes—compose a short letter to the local newspaper; post comments on local TV news org. website; write a short address to a city council meeting; comments 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?
Wk. 3—Jan. 29

Review Sample Topics link, library resources, news orgs, and conduct preliminary research

Introduce Genre: Source Reviews- 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 drove your choices—e.g., interest, media coverage, prior or personal experience with topic. MLA Works Cited Documentation exercise, Threshold Concept 2.3-Writing is a Way of Enacting Disciplinarity; 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 format— Use library databases or credible websites—demonstrate critical thinking and reflection in your reviews—what drove your selection of sources, how you understand the concepts and ideas in your research and how the source contributes to the body of information you are collecting. Five source reviews and reflection due beginning of next class.
See Course Content: Reflective Overview-Info. Literacy. Submit 5 source reviews and reflection at Journals-Digital Portfolio link on Bb in Midterm Portfolio.
Wk. 4—Feb. 5

Introduce Genre-Discourse Communities: Boyd Activity. Form groups and 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 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.

Workshop-Boyd Activity: groups work on presentations. Each group member should
have a role.
Wk. 5—Feb. 12

Workshop-Boyd Activity: groups work on presentations. Each group member should
have a role.

Presentation workshop-Boyd Activity: groups work on presentations for next class. Each group member should have a role.
Wk. 6—Feb. 19

Group presentations: Boyd; Part 2, reflection; for next class: Read Concept 2 in
textbook, pp. 35-37. Reflective Overview #2 due: Concept 2-Writing Speaks to
Situations through Recognizable Forms; Review pp. 75-76. If needed, use the
Glossary link on Bb to help with terminology.

Revise Boyd Activity reflection and submit in Journals-Digital Portfolio link on Bb-
Midterm Portfolio
Wk. 7—Feb. 26

Review assigned reading: Threshold Concept 2: Writing Speaks to Situations
through Recognizable Forms [textuality]-pp. 35-37. 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 writing-
MLA Purdue Owl link on Bb, MLA in-text citation exercise; see Course Content.

Introduce genre: research writing. Posting: In two paragraphs, define the main
points or 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—metacognition—thinking about your
thinking—what drove those choices. Post in Discussion Forum: Argument-
Counterargument. Critique 2 posts for their effectiveness, contrasting points, and
reflection. Reading assignment-Threshold Concept 3: Writing Enacts and
Creates Identities and Ideologies [human interaction]-3.0, 3.1, 3.3
Wk. 8—Mar. 5

Review the assigned Concept 3 readings to help with this posting: How does your
history with writing define you and your ideologies? Consider past writing
experiences, (negative or positive) that have included things like standardized
testing, loss of creative stimulus as a result from the arts being stripped from curriculums. Post in Discussion Forum: Writing History and Ideologies.

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—Mar. 12-16 Spring Break

Wk. 10—Mar. 19
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

Threshold Concept 2: Writing Speaks to Situations through Recognizable Forms [textuality]: 2.0, 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: Introductions

Wk. 11—Mar. 26
Draft workshop—in-class conferencing; Concept 2.3, pp. 40-41-Writing is a Way of Enacting Disciplinarity; review MLA sample document; MLA in-text citations; submit Plagiarism statement—send email confirmation on Bb Messages.

Draft workshop—refine draft for peer review. Threshold Concept 4: All Writers Have More to Learn [process]-Concept 4.0 and pp. 57-67; and Threshold Concept 5: Writing Is (Also Always) a Cognitive Activity [epistemology-ways of knowing]—Concepts 5.2 and 5.3—pp. 75-79. Metacognition and reflection on composing identifying/expanding/developing what we know and think. Examining evidence in drafts of negative transfer—previous negative 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 video (opt.)

Wk. 12—Apr. 2
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. Research writing due next class. Submit at Journals-Digital Portfolio link on Bb. Final Portfolio.

Research writing due—no exceptions; Genre-Ad-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 group ad presentations; see Course Content-Ad Presentations Wk. 13—Apr. 9

Review points in Carroll; ad workshop; groups work on presentations

Ad presentations workshop
Wk. 14—Apr. 16

Group Ad presentations

Introduce **Genre-Multimodal Project**—Visual Argument—see Multimedia link on Course Content; Sign-up sheet for final Multimodal presentations; Review PowerPoint dos and don’ts--project workshop

Multimodal workshop-work on Ppt/Prezi/Visuals
Wk. 15—Apr. 23

Multimodal workshop-work on Ppt/Prezi/Visuals
Begin Final Presentations
Wk. 16—Apr. 30

Final Presentations

Final Presentations- (Wed. May 2—last class day)

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