ENGL 1302: Writing and Rhetoric
Section 510: MWF 9:00-9:50 a.m. (CCH 207)
Section 512: MWF 11:00-11:50 a.m. (CCH 210)

Instructor: Dr. Wendy Walker
Office: Faculty Center 126
Office Hours: MW 12:00—2:00 p.m.; F 1:00—2:00 p.m.; and by appointment
Office Phone: 361-825-2979
Email: Wendy.Walker@tamucc.edu *

*The best way to reach me is via email. While I try to respond to all email within 24 hours, I am not available outside of regular business hours and likely won’t respond after 5 p.m. or on weekends.

Henry Clive, “Wistfully Winsome Young Woman Writing Love Letter” (1930)

Course Description:
English 1302 introduces 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.

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.

ENGL 1302 Outcomes
The eight learning goals listed below describe the specific kinds of learning that ENGL 1302 faculty members expect you to achieve during the semester. This learning includes 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.

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.

Required Text:
- 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)

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<tr>
<th>Midterm Portfolio (40%)</th>
<th>Final Portfolio (60%)</th>
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<tr>
<td><strong>Due Date:</strong> Friday, March 9</td>
<td><strong>Due Date:</strong> Wednesday, December 6</td>
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<tr>
<td>The Mid-term Portfolio Consists of:</td>
<td>The Final Portfolio Consists of:</td>
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<td>- Reflective Overview (20%)</td>
<td>- Reflective Overview (25%)</td>
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<td>- Discovery Log (25%)</td>
<td>- Situation/Genre Intersection (40%)</td>
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<td>- Genre/Situation Project Proposal (15%)</td>
<td>- Final Genre #1 (10%)</td>
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<td>- Historical Significance Essay (10%)</td>
<td>- Final Genre #2 (10%)</td>
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<td>- Engagement and Learning (30%)</td>
<td>- Final Genre #3 (10%)</td>
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Grading Scale: A = 90-100%  B= 80-89%  C= 70-79%  D=60-69%  F=59% or below

**Engagement and Learning:** All homework assignments are connected to course readings or major projects and should be completed 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. You are expected to come to class every day prepared, with the required materials, and with your homework completed. Your daily work grade will be determined by various activities and assignments, including but not limited to in-class writing assignments, peer review of drafts, groups discussions, and presentations. Daily work cannot be made up. There will be a daily warm-up at the beginning of each class unless instructed otherwise. You will turn in Warm-Up’s in a Blackboard Discussion forum. However, you will be required to keep the original version in your Online Folder. Outside of the classroom there will be readings, reading responses, reflections, and other writings. Last, but not least, this section also consists of attendance, class participation, drafting, and peer review.
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; for example, you must use basic MLA formatting for informal assignments, but this is limited to margin and font (Times New Roman) size, and double-spacing).

Midterm and Final Portfolios: We will be organizing work into project portfolios. You are responsible for collecting all of your work this semester in your Online Folder. In the Reflective Overview, you will reflect on the first half and full semester, considering how you have met the threshold concepts and learning outcomes at both timeframes. Your portfolios will be submitted to Blackboard. 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 you have 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. Lastly, we will have Portfolio Practice sessions, usually on Fridays, to help you prepare and work through the process of putting together the portfolio.

Situation/Genre Intersection: Your major writings will consist of three projects, presented through three genres. The genres are to be determined by you as you continue the research process. To help you grasp an overall idea of this: the three projects will focus on the topic that you choose to research. From there you will consider who your audiences will be and work in the correct genre for each.

Discovery Research Log: Throughout the semester, you will continually research a topic that you are interested pertaining to our Triad theme, Journeys for Justice (or Social Justice, more broadly). To help you remain on-track, and to help me make sure you are not falling behind, you will keep an up-to-date research log in your Online Folder. The log will have different sections to help with your projects throughout the semester. Your effort toward this assignment will ensure that your knowledge in the historical issue raised in your integrated assignment and your understanding of its rhetorical situation is well-rounded, well-researched, and, thus, well received by your audience.

*Please note: All formal writing 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.tamuucc.edu/Office365/Office365.html

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 policy explained in this syllabus. In addition, please note the following:

- All assignments must be submitted via Blackboard; emailed and/or hard copies of assignments will not be accepted unless directed otherwise.
- In most cases, assignments are due just prior to our class meeting time on the due date provided.
- All writing, whether informal or formal, should be prepared per MLA style, so typed and double-spaced with one-inch margins. You should also use a Times New Roman 12-point font.
- You will not receive individualized feedback on informal writing assignments, including mid-process and rough drafts, via Blackboard. If you would like individualized feedback on any assignment, please make an appointment to meet with me.
- Blackboard will not accurately reflect your grade and/or standing in the course. If you are concerned about your status, please email me directly.

*I use Blackboard to record grades, and while this allows you to consistently check your standing in the class, please note that Blackboard does not allow me to weigh grades until final calculations are done; therefore, grades may appear higher than they actually are. (Calculating your grades based on the points you’ve accumulated and the total will not yield an accurate reflection of your grade.) If you ever have questions about your standing in the class, please contact me directly.

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 be observed through in-class discussions, informal writing assignments, group work, peer review, and quizzes.

Attendance: 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 four classes; it will be lowered by 1/3 for each absence beyond the initial four. 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 four 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, appropriate documentation must be provided.
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 of “plagiarism”: 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 see me to get help. You may also refer to Purdue OWL’s MLA Formatting and Style Guide: https://owl.english.purdue.edu/owl/resource/747/01/

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


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.

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 (or in the Advising Center responsible for your major). 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. For more information on contacting your major advisor, go here: http://www.tamucc.edu/academics/academic_advising.html.

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.

Support for Basic Needs:
Insufficient basic needs--food, a safe living space--can affect your performance in classes and make your university experience more challenging. If you have difficulty affording groceries or accessing sufficient food, or you lack a safe and stable place to live, you might consider several resources on campus.

- Contact the Division of Student Engagement and Success for support. Specifically, the office of Student Assistance provides consultations, resource management, and
institutional support for “extenuating circumstances.” Their website is here: [http://studentaffairs.tamucc.edu/StudentAssistance.html](http://studentaffairs.tamucc.edu/StudentAssistance.html). The Student Assistance Coordinator is Kristeen Gonzalez. UC318, M-F 8AM-5PM. 361-825-2612

- If you do not have access to or cannot afford sufficient food, be aware that “Izzy’s Food Pantry” provides on-campus access to food. Find more information here: [http://seas.tamucc.edu/FoodPantry/](http://seas.tamucc.edu/FoodPantry/)
- If you feel comfortable doing so, please talk with me and / or your other professors. We may be able to assist.

**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.

**Provisional Course Outline:** Please see Blackboard for the most updated plans and deadlines.