Spring 2018: English 1302.514: Writing and Rhetoric SYLLABUS

Days: MWF | Class Times: 11:00 - 11:50 am | Classroom CCH 206

Instructor: Marnie Cannon
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Course Website: http://mkcannon21.wixsite.com/engl1302triadm2018

Office Hours: Tuesday, Thursday, & Friday 8:00 – 10:00 AM, and by appointment

Catalog 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.

**ENGL 1302 Key Terms**: One of the more effective ways to promote transfer of learning from one course to further situations is to do the following: | Identify key terms and concepts that pertain to ENGL 1302 | Use and apply the terms regularly as part of our daily language and conversation | And use / apply key terms and concepts regularly, in daily work, homework, and reflective writing. The chosen Key Terms for ENGL 1302 complement the threshold concepts that will be the focus of our readings this semester as well as much of our informal and reflective writing. Below are the Key Terms for ENGL 1302:

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

**ENGL 1302 Habits of Mind**: The Habits of Mind were created based upon the ACRL Framework for Information Literacy for Higher Education, and their purpose is to show ways of approaching learning that are both intellectual and practical. They are crucial for all college-level learners and the hope is that, developed correctly, these habits can help students approach learning from an active stance. These habits have the potential of helping you succeed in a variety of fields and disciplines and can be cultivated both inside and outside the classroom. Below are the ENGL 1302 Habits of Mind:

- 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 and systems used to structure knowledge.

**English 1302 Textbook and Materials**
- ACRL. (2015) Framework for Information Literacy for Higher Education. (Suggested, Supplemental, Free Download)
- Access Islander account, Blackboard, and OneDrive.
Major Course Requirements and Grade Distribution

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<thead>
<tr>
<th>Mid-Term Portfolio -- 40%</th>
<th>Final Portfolio -- 60%</th>
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<tbody>
<tr>
<td>Due Date: Friday, March 9th @ 11:59 PM</td>
<td>Due Date: Wednesday, May 2nd @ 11:59 PM</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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<tr>
<td>• Reflective Overview (20%)</td>
<td>• Reflective Overview (25%)</td>
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<td>• Historical Significance Essay (10%)</td>
<td>• Genre Situations Project (40%)</td>
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<td>• Discovery Log (25%)</td>
<td>- Final Genre 1 (10%)</td>
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<td>• Research Proposal (15%)</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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<tr>
<td>- Reading Responses</td>
<td>- Process Work (10%)</td>
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<td>- Weekly Reflections</td>
<td>• Discovery Log (20%)</td>
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<tr>
<td>- Getting to Know Me Blog</td>
<td>• Engagement and Learning (15%)</td>
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<td>- Daily Work &amp; Other Classes</td>
<td>- Reading Responses</td>
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<td>Evidence</td>
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LEARNING AND ENGAGEMENT
This will consist of many things. We will have in-class reflections, in-class warm-ups, and group work. Outside of the classroom there will be readings, reading responses, reflections, and Getting to Know Me blog posts. Last, but not least, this section also consists of attendance and class participation.

HISTORICAL SIGNIFICANCE ESSAY
The end-goal for this course is to continually form connections between Composition, Seminar, and History. To reward and encourage success on learning community assignments and projects, the Historical Significance Essay you complete for History will also count as a portion of your grade for Composition.

GENRE SITUATIONS PROJECT
Your major writings will consist of three projects that you will brainstorm and research as this semester continues. Your brainstorm process will include finding a topic that interests you, discovering a conversation that relates to Justice Journeys in the topic that you want to enter, and learning different ways to enter that conversation through multiple genres. We will analyze this more as the semester continues.

DISCOVERY RESEARCH LOG
Through this semester, you will continually research a topic that you are interested in pertaining to our Triad and the intersections project. To help you track information you find as you research and discover this semester, you will keep an up to date research log.

MIDTERM AND FINAL PORTFOLIO
We will be organizing work into project portfolios. You are responsible for collecting all of your work this semester on OneDrive (we will discuss organization in class). The evidence you collect
will then be used in the Reflective Overview you will write. 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 on OneDrive. 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.

**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**
I Expect You To…
- Come to class with assignments and readings completed and with a positive attitude that is ready to learn and participate.
- Remain positive and open-minded about what new concepts and strategies you will learn in 1302. Never give up before you have even tried something that is out of your comfort zone.
- Respect your peers in discussion, group work, and peer review. Each of us have different ideas and values, and more than once you will not agree with what someone has to say.
- Always email me your questions and visit during my office hours. My hope this semester is that you will learn something and transfer this knowledge to your future writings.
- Please put the phone away if you know it will be a distraction. The computers are a part of this class so I will not tell you to stay off of them, but I do not appreciate when you are looking at your screen when you shouldn’t be. Believe me, it is obvious.

You Should Expect Me To…
- Continually make clear the purpose of 1302 by demonstrating the learning goals and main purpose through assignments, instructions, and discussion time. There will be no busy work in this class.
- Use your prior knowledge in assisting you to reach a higher level in your writing.
- Help strengthen your skills and knowledge of edits, rewrites, peer review, and reflection.
- Assist you in gaining a better understanding of the threshold concepts, key concepts, and your personal writing theory.
- Always answer questions, to the best of my ability.

**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 http://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 expectations and conventions for particular situations. 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.

**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 Appeal Process
As stated in University Rule 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that his or her final grade reflects academic evaluation which is arbitrary, prejudiced, or inappropriate in view of the standards and procedures outlined in this class syllabus may appeal the grade given for the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. If the student believes the matter is not satisfactorily resolved at the student-faculty level, an appeal of the final grade in the class may be submitted, in writing, to the Chair of the Department of Undergraduate Studies. For complete details, please visit: http://academicaffairs.tamucc.edu/rules_procedures/.

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. Friday November 11 is the last day to drop a class with an automatic grade of “W” this term.