Course Title and Number

| Class:          | ENGL 1302.871 | Meets: MWF 12-12:50 pm |

Contact Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Kellie Jarvis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
<td>361.825.2876</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:Kellie.Jarvis@tamucc.edu">Kellie.Jarvis@tamucc.edu</a></td>
</tr>
<tr>
<td>Office Building &amp; Number</td>
<td>Faculty Center 129</td>
</tr>
<tr>
<td>Office Hours</td>
<td>T 9:30am-11am; R 10am-1:00pm; F 11am-12pm or by appt.</td>
</tr>
</tbody>
</table>

Course description

English 1302 “Writing and Rhetoric” 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.

Key Terms

Based on the threshold concepts, Beaufort’s Five Kinds of Knowledge, studies of transfer within writing studies (Yancy, et al.), Russell’s and others’ work on activity systems, and from the discipline’s grounding in rhetoric, the First Year Writing Program believes this list of key terms represents what the program intends students to learn in the writing program.

1. Genre
2. Audience
3. Purpose
4. Context
5. Rhetorical Situation
6. Reflection
7. Exigence

Outcomes

Student Learning Goals and Digital Portfolio

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, these 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 will be able to (Student Learning 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 and how they have learned from being a novice in new writing situations, and illustrate 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.

**Texts and Materials**

- **Textbooks**
  1. *Naming What We Know-Classroom Edition* by Linda Adler-Kassner and Elizabeth Wardle
     - Available from Google Play, Amazon, Barnes and Noble

- **Materials**
  1. Office 360 is available without cost to students. For more info: [http://it.tamucc.edu/Office365/Office365.html](http://it.tamucc.edu/Office365/Office365.html)
  2. Dropbox Account
     - You are required to set up free Dropbox account for this class.
  3. NoodleTools Account
     - This is provided free to you by Ms. Jarvis
  4. You will need to have money on your SandDollar card for occasional printing

- **Email**
  1. I email everyone to his or her Islander.tamucc.edu email account, from BlackBoard. You can forward your Islander email to any account you wish.
  2. YOU are responsible for checking email. Missing an email is not an excuse.
  3. If you are emailing me:
     - You must have you name, section number, and reason for email in the subject line
       - Remember, common practice is 24 hours for an email answer.
- **Blackboard**
  1. My course can be accessed through Blackboard. The class schedule, assignment descriptions, grades, and course resources may be accessed through Blackboard.
- **NOTE**: Do **NOT** rely on the percentage reported to you by Blackboard. That percentage is based on what you have submitted, **NOT** on what has been assigned.

### Graded activities

#### Specific dates of assignments and assignment weight

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Date Due*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio One Will Include (Learning)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Literacy and Writing (1-8)*</td>
<td></td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>Informal Short Writings (1-8)*</td>
<td></td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>Formal Short Writings (1-8)*</td>
<td></td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>Reflective Overview (1,2,5,6,8)*</td>
<td></td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Portfolio Due</strong></td>
<td></td>
<td></td>
<td>Feb 26 on Bb by 11:59 pm</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>300</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio Two (Applying)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal Short Writings (1-8)*</td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>Formal Short Writings (1-8)*</td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>Team Research Writing (1-8)*</td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>Reflective Overview (1,2,5,6,7,8)*</td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Portfolio Due</strong></td>
<td></td>
<td>May 2 on Bb by 11:59 pm</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Interdisciplinary Project</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>300+500+200</td>
<td>1000</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Extra Credit</strong> - Writing Center - 1 visit per week for 12 weeks</td>
<td>120</td>
<td>12%</td>
</tr>
</tbody>
</table>

*All dates are tentative and subject to change

*Indicates the Student Learning Outcome(s)
Assignment Descriptions

Assignment descriptions may be accessed through Blackboard.

Policies

Attendance / Participation

Attendance
Attending class is essential to a successful class outcome. If you are not in class, then you are missing out on the learning opportunities that occur in a classroom situation. Even though this class is presented in an online media, it is not an online class. Having your smiling face in the classroom is an integral part. Therefore, attendance will be taken at every class and this will also be used to fulfill the university requirement that I notify them of the last date of attendance for anyone that has not been in class and is failing. Please do not email me if you are just missing a class because you are slightly ill. I have built into the system three days that you can miss without it affecting the 10% of your grade that is for attendance. If you are having serious issues, please contact Stephanie Majors or Angela Walker at 361-825-6219.

Participation
Participation is important. When in class, it is important to be an active, engaged participant. Being an active and engaged participant includes completing assigned readings and assignments prior to class, completing daily writing at the beginning of class, and remaining focused on course activities during class.

Late work

Deadlines (Late Work)

The nature of learning within the University system requires that at certain points in the semester you are provided with feedback, and an overall assessment of your performance in the class (a grade). In order to complete this process, I have set up a timeline for coursework projects. Any major work submitted late without extension will lose 10%. However, there are some assignments that cannot be submitted late. Work that cannot be submitted late:

1. Daily Work/ Writing
2. First Submissions/Drafts of Major Assignments
3. Presentations
4. Any work that is essential for other students to be successful in the class

When late work is submitted an email must be sent to Ms. Jarvis with the following:

1. Late work submission notification in the subject line
2. Your name, section number, and assignment name in the body of the email
3. I will not review work until I have this email

Extension Policy
If for some reason you are unable to make the deadline on a MAJOR ASSIGNMENT, let me know as soon as you know in order to make other arrangements, BEFORE THE DUE DATE. We will negotiate an alternative completion date. In order to extend a deadline, you must:

1. Contact me via email as soon as you know about your completion problems; I do not need to know why, just give me a head’s up that you need an extension.
2. Save your email—you may need it later.
3. Save my response to your email.
4. We will agree on an alternative date;
5. After the initial due date, you need to keep working on this and any newly assigned work.
6. No additional class time will be taken on the project;
7. Works that are not eligible for an extension are the same works that are not eligible for late submission.
8. When work with an extension is submitted – let me know by email so that I may then evaluate the work.

Resubmissions

- Most major works can be re-submitted for re-evaluation; HOWEVER, you must submit a work originally to be able to re-submit.
- Notify me by email when the work is submitted. You must also re-submit in Blackboard.
- All resubmissions must be in by date of final TBA each semester.

When resubmissions are submitted an email must be sent to Ms. Jarvis with the following:

1. Resubmission notification in the subject line
2. Your name, section number, and assignment name in the body of the email

Academic Integrity/Plagiarism

**Definition:** Plagiarism: Intentionally, knowingly, or carelessly presenting the work of another as one’s own without proper acknowledgement of the source, with the exception of information that is generally accepted as common knowledge. 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.
   1. 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,

---

1 Taken from the TAMUCC document 13.02.99.C3.01 Academic Misconduct Cases revised May 18, 2015 and found at: http://academicaffairs.tamucc.edu/Rules_Procedures/PDF/13%2002%2099%20C3%2001%20Academic%20Misconduct%20Cases.pdf
• 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 quotation 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.
**Grading**

**Numerical Grade Distribution**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
<td>Excellent. Exceeds assignment requirements using a creative or challenging approach in its style, development, and/or delivery. The work demonstrates superior organization, research, and editing.</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
<td>Good. Meets assignment requirements, following typical genre and style conventions. The work's research, development, organization, style, and demonstrate adequate effort, but with problems in some areas</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
<td>Average. Meets most of the assignment requirements, yet the work demonstrates more obvious problems in the development, organization, style, and editing.</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
<td>Poor. Fails to complete many of the minimum assignment requirements. The work is lacking in research and development and has serious problems with the organization, visual design and editing.</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
<td>Failure. Fails to complete many of the minimum assignment requirements. The work is lacking in research and development and has serious problems with the organization, visual design and editing. This grade is also reserved for plagiarized work.</td>
</tr>
</tbody>
</table>

This information is provided to help you calculate and keep track of your grade. If you get an 89% on an assignment worth 20% of the total grade, take 20*.89 = 17.8 points. All assignments together add up to 100 total points.

**Grade Discussion**

Grading is not an exact science. I use the assignment description, evaluation guidelines, and read at minimum twice. I try to determine as fairly and as reliably as possible the grade that your work earns. In doing this, I realize that numerous factors come into play during the evaluation process which could affect the assigned grade. Since this is your work, if upon review, you believe that your earned grade should be assessed should be differently, you have the option of discussing it with me.

However, I do have some ground rules for this. You must wait 24 hours after the return of your work. After this "cooling off" period, make an appointment during my office hours for discussion. At this time, bring specific areas where you disagree with my evaluation, using the criteria, the assignment description and specific evidence / support from your work that supports your evaluation.

Remember, there are also ample opportunities to resubmit work. Take advantage of this.

If you come to a grade discussion meeting without the above being completed and ask me "why did I get this grade?", I will answer "Because" and the meeting will be over.

**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 [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.

For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**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

**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. 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/
- If you feel comfortable doing so, please talk with me and / or your other professors. We may be able to assist.

**Required statements**

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 (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, see

http://www.tamucc.edu/academics/academic_advising.html.

Classroom/professional behavior

TAMUCC, 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.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

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.

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.

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, April 7, 2017 is the last day to drop a class with an automatic grade of “W” this term.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Provisional course outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Major Project</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 17-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan. 22-26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan. 29-Feb. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb. 5-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb. 12-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb. 19-23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb. 26-Mar. 2</td>
<td></td>
<td>Portfolio One Due</td>
</tr>
<tr>
<td>8</td>
<td>Mar. 5-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar. 19-23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar. 26-30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Apr. 2-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Apr. 9-13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Apr. 16-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apr. 23-27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Apr. 30-May 2</td>
<td></td>
<td>Portfolio Two Due</td>
</tr>
<tr>
<td>FINAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>