English 1302.202
Writing and Rhetoric
Professor Jennifer J. Bray
SUMMER I 2019

Office: FC 135
Telephone: (361) 825-2868
Email: jennifer.bray@tamucc.edu
Website: http://falcon.tamucc.edu/wiki/JenniferBray/Home
Office Hours: Tuesdays: 2-4; Wednesdays: 2-4, and by appointment
Class Meeting Time & Location: M/T/W/R @ 12:00-1:55PM in OCNR 243

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.

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.

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.

See explanation of how "Key Terms" and "Habits of Mind" relate to ENGL 1302 Outcomes

Our Course Theme: FOOD

This nation has a problem with food. We are surrounded by a culture of unhealthy food and food choices, both in fast food and convenience foods at grocery stores. Our busy American lifestyles don’t support healthy cooking. Even if when we find time to cook, most of our food comes from unsustainable and arguably unethical manufactured farming practices. As a result, we have an obesity pandemic that is resulting in more and more cases of Type II Diabetes, heart disease, and other related health issues. American taxpayers are bearing the burden of this medical crisis. This problem affects every aspect of American society, from the fashion industry to public schools to our aging “boomer” population. Moreover, processed foods that dominate our foodscape rely on plastic, which is causing a worsening impact on the planet. Let’s investigate this, find out why this is going on, and compose some calls to action.
Major Course Requirements (Grade Distribution: dates, nature of assignments, assignment weight)

Please remember that all work must be formatted in MLA manuscript style and sources must be cited in MLA citation style, unless otherwise noted in the detailed assignment instructions.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Writing, Attendance &amp; In-Class Participation, Homework</td>
<td>Daily</td>
<td>20</td>
</tr>
<tr>
<td>Group Discussion Facilitation</td>
<td>1 time during the semester</td>
<td>10</td>
</tr>
<tr>
<td>Writing Project 1: Rhetorical Analysis</td>
<td>Thursday, June 13</td>
<td>10</td>
</tr>
<tr>
<td>Writing Project 2: Research Journal</td>
<td>Thursday, July 20</td>
<td>20</td>
</tr>
<tr>
<td>Group Research Presentations</td>
<td>Aug 2 &amp; 3</td>
<td>20</td>
</tr>
<tr>
<td>Writing Project 3: Connect &amp; Persuade through a Food Blog</td>
<td>Aug 5</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Major Writing Assignments

Though each of the major assignments is focused on one particular piece of writing, it is important to remember that each writing project will necessarily entail many different attempts and kinds of writing and composing. In sum, we will be focusing on these processes in addition to the finished product itself. Also, each writing project will entail a substantial amount of reflection about course materials and the choices you make as a writer and learner. It will be helpful to remember that, at rock bottom, we are trying to understand, experience, and explore how writing works both in the classroom and in the world at large. The assignment descriptions provided below offer a thumbnail sketch of the assignment. For complete details, please click on: http://falcon.tamucc.edu/wiki/JenniferBray/GradeDistribution1302SII2018

Daily Writing, Attendance and In-class Participation, Homework

Attendance is compulsory and will be measured through your daily writing and other in-class activities such as peer editing and writing workshops. I hope that you learn to think of our classroom as a space for a community of writers. As such, it’s important you attend all classes, for the entire class meeting time. This requirement is not only to help you achieve your individual learning outcomes, but also so that you may be there to facilitate the learning of your fellow writers. Additionally, you will be required to complete several homework assignments. Because of the volume of grading I have, I will sometimes ask that you submit your homework as a printed, typed document. Please staple your homework if it is more than one page. There may be other times that you will submit your homework via BlackBoard. You’ll be able to easily access detailed instructions regarding ALL assignments via our class wiki page. All homework is due at the beginning of class. I will not accept late homework assignments. You may not make up missed Daily Writing grades or Homework grades. Daily writing assignments must be completed in class in order to receive credit. If you do miss class, you are still encouraged to complete the daily writing, as these assignments are designed to help you draft or revise major writing projects, or to refine your thoughts regarding class topics.
Group Discussion Facilitations:
Early in the semester, you will join a writing group. Every writing group will be responsible for preparing and presenting one discussion facilitation with the class. These discussions will be centered on assigned course reading, which is available online via our course Library Guide. Detailed instructions are available online.

Writing Project One: Rhetorical Analysis
For this project, you will compose a short piece based on your analysis of a persuasive piece of writing related to our class theme. You will be able to select the document you wish to analyze from a list available on our Library Guide for this class. This project is designed to help you begin to join the ongoing conversation experts in various fields are having about food and nutrition in the 21st Century. Additionally, you will translate this formal, academic piece of writing into a blog post that you will include in your Food Blog (WP 3). This project is also designed to give you practice and experience with the following:
- reading college-level texts;
- working with composing processes;
- analyzing and understanding lengthy, complex texts, namely in the form of long form journalism;
- understanding the components of the Rhetorical Situation;
- applying rhetorical principles in reading and writing; and
- honing your academic documentation skills

Writing Project Two: Research Journal
For this project, you will choose a topic related to our course theme to study and research. You will be provided with specific help from the Bell Librarians, both face to face, and via a Library Guide to help you in this process. As you conduct your research online and at the Library, you will compile research data and writing in a journal that will include a Research Log, Source Reviews, and a Research Reflection. The work and learning you do for WP2 will provide the basis for a significant portion of your Food Blog (WP 3) and your Group Research Presentation. This project is designed to give you practice and experience with the following:
- working with research processes at the college-level with the aid of the ACRL’s Framework for Information Literacy for Higher Education;
- hone your academic documentation skills
- employing rhetorical principles to evaluate, analyze, and select multiple sources; and
- using reflection to foster learning.

Writing Project Three: Connect & Persuade – Food Blog
One of the major goals of this class is for you to become a more critical viewer of writing. This means that writing changes in how it looks and sounds depending on the genre, and if you are a thoughtful reader you will learn to recognize the clues that writers and their writing convey. I also hope you learn that writing goes out into the world and makes things happen. Toward this end, we will be composing a Food Blog throughout the semester. We will blog on different topics for different purposes. You will also translate some of your formal, academic writing into the genre of a blog post so that you can see how writing changes when the audience, genre, or purpose for writing changes. I will nudge you (require you) to blog throughout the semester by requiring published blog posts as graded homework assignments throughout the session. The final blog will require at least five polished, published posts, and will be due at the end of the semester. This project is designed to give you practice and experience with the following:
- demonstrating critical thinking by combining, changing, or reapplying existing information, gathering and assessing information relevant to a question, and analyzing, evaluating, and synthesizing information;
- using writing and research to achieve a specific purpose while working with new writing situations;
- working with particular, situation-appropriate conventions of writing in a specific genre with specific audience expectations
- using reflection to foster learning.
Group Research Presentation

For this project, you will work with three or four students for our class whose research connects to your own, based on key themes we have explored (these might include food related diseases, nutrition, the food industry, food advertising, etc.) Together, you will create a formal, academic research presentation. Typically, this genre of written and oral communication incorporates PowerPoint or Prezi, but if you have a better idea of how to use technology to enhance your presentation, be sure to meet with me and discuss your ideas! The idea is NOT to create four or five individual presentations, but to create one, cohesive presentation in which you all share your specific research to point your audience to a shared conclusion about issues related to food. **Given that this presentation is based on academic research, you will not be allowed to present unless you have submitted Writing Project 2.** You will need to make many composing decisions about content and format in collaboration with your group members. This project is designed to give you practice and experience with the following:

- demonstrating critical thinking by combining, changing, or reapplying information gathering and assessing information relevant to a question, and analyzing, evaluating, and synthesizing information;
- using writing and research to achieve a specific purpose while working with new writing situations; working with particular, situation-appropriate conventions of writing, such as MLA citation and style; and working and writing in collaborative settings.

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.

Our Writing Community

In general, treat each other and me with respect and follow standards of common courtesy. My hope is that we grow into a true community of writers. Here are a few specifics:

- Please use electronic devices appropriately. This means that cell phones or other electronic communication devices should be turned off and placed out of sight during lectures and class activities. Obviously, it’s ok to bring out your phone to use for class work…such as typing an assignment into your calendar. You may also listen to music during daily writing or workshops, so long as you wear ear buds, and your music isn’t audible to your neighbor. I’ll abide by these same rules. Bottom line, just be polite.
- Be a thoughtful and empathetic peer editor to your fellow writers. This means that you consider their ideas respectfully, provide substantive and thoughtful feedback to their writing, and encourage their progress as a writer.
- Be a giving and helpful writing group mate. We’ll be doing a lot of group work in this class. Everyone hates group work for a reason. Don’t be the reason everyone hates group work. There isn’t a social or job-related task that does not require you to work collaboratively as a team. Make a commitment to strengthen your group skills this summer.
- Do not use your time in English 1302 to work on assignments for other classes.
- Computers in the classroom are to be used for English 1302 work only.

Attendance

Like anything else, writing improves with practice. That’s why it’s essential that you attend class every meeting (as has already been discussed). To earn daily, in-class writing points, you must be on time, come to class prepared (including bringing any required homework assignments), participate in all class activities, and remain in class for the entire period. If you have to miss a class, please email me and let me know about your circumstances. If you miss more than two classes, I will ask that you come visit me during office hours so we can discuss your situation. The class is designed so that you can earn a good grade even if you aren’t an Ernest Hemingway or Toni Morrison, but you do have to show up and do the work.
Late Work

*I do not accept late work.* If you miss a class, you may not make up missed Daily Writing or Homework assignments, unless you have a major, catastrophic event for which you provide documentation. Major writing projects and portfolios will not be accepted late unless you have an approved extension.

Extensions

Extensions on major writing assignments will be considered by the instructor if the student has requested an extension in writing via email 48 hours before the due date. The approval of an extension is entirely at the discretion of your instructor. **In your email, you MUST specify the new TIME and DUE DATE you will be submitting your work.** It is the student’s responsibility to provide documentation of the granted extension (i.e. the printed emails) and include these with the late submission. Work that is submitted late without documented proof of an extension will not be accepted, even if you received an extension. No extensions will be granted for the final submission of Writing Project 3, or the Group Research Presentation due to time constraints with grading at the end of the semester.

Scholarly Documentation

We will all use the 8th Edition of the MLA academic documentation system.

Student Success

If there is a unique situation that arises that prevents you from turning in a major assignment or that causes you to miss a great deal of class, please email me and come see me during my office hours so I can be aware of your situation and possibly help you find resources you might need. Additionally, I am willing to adjust the weight (percentage) of major assignments based on your situation. These arrangements will vary and you must see me in person to pursue this option.

Office Hours

Attending office hours is a key to success in higher education, especially in writing intensive courses. Please utilize office hours for one on one feedback on your writing, and to be able to address your learning needs on an individualized basis. Because of FERPA regulations, we cannot discuss grades in the classroom; this must be done during office hours. I want to give you feedback on your writing. In order to be fair, please abide by the following guidelines: I can’t spend more than 15 minutes with you during office hours if other students are waiting. Obviously, I am delighted to spend more time with you if my schedule permits. I am more than willing to meet with students or writing groups outside of office hours; just email me and make an appointment. I am happy to answer specific questions re. writing assignments via email. However, I will not provide any detailed feedback on your writing via email. Please come and see me face to face.

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. If you visit the Writing Center, make sure you get a signed, stamped slip as proof of your 30 minute visit. These would be smiled upon if included in your Learning Community E Comprehensive Portfolio!

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: 6 * 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

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/](http://owl.english.purdue.edu/) and from our local Writing Center at CASA.

Notice to Students with Disabilities

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 116. You can also visit their website at [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/) and contact them via e-mail at disability.services@tamucc.edu. 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.

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. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary. 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. **June 21** is the last day to drop a class with an automatic grade of “W” this term.
Grade Appeals Process
As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: http://academicaffairs.tamu.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamu.edu/about/student-resources.html.
Provisional Course Outline
Please see the course website for the most updated plans and deadlines.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignments/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to our course theme, “Food;” required readings</td>
</tr>
<tr>
<td></td>
<td>Form writing groups</td>
</tr>
<tr>
<td></td>
<td>First Discussion Facilitation</td>
</tr>
<tr>
<td></td>
<td>Introduction to “Threshold Concepts of Writing” &amp; Writing Processes, required readings from NWWK</td>
</tr>
<tr>
<td></td>
<td>The rhetorical situation and Aristotelian rhetoric</td>
</tr>
<tr>
<td></td>
<td>How does “writing go out into the world and make things happen?”</td>
</tr>
<tr>
<td>Week 2</td>
<td>Building a food blog; Blog Post 1 due</td>
</tr>
<tr>
<td></td>
<td>Second Discussion Facilitation</td>
</tr>
<tr>
<td></td>
<td>Effective peer response and revision workshops</td>
</tr>
<tr>
<td></td>
<td>Review of MLA academic documentation</td>
</tr>
<tr>
<td></td>
<td>WP 1 Due</td>
</tr>
<tr>
<td>Week 3</td>
<td>Choose a research topic</td>
</tr>
<tr>
<td></td>
<td>Library Workshop</td>
</tr>
<tr>
<td></td>
<td>Create a Research Log; read sources</td>
</tr>
<tr>
<td></td>
<td>Compose Source Reviews</td>
</tr>
<tr>
<td></td>
<td>Blog Post 2 due</td>
</tr>
<tr>
<td></td>
<td>Third Discussion Facilitation</td>
</tr>
<tr>
<td></td>
<td>WP 2 Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Form presentation groups</td>
</tr>
<tr>
<td></td>
<td>Introduction to classical argument structure</td>
</tr>
<tr>
<td></td>
<td>Blog Posts 3&amp;4 due</td>
</tr>
<tr>
<td></td>
<td>Visual Rhetoric</td>
</tr>
<tr>
<td></td>
<td>Work on group presentations</td>
</tr>
<tr>
<td></td>
<td>Fourth Discussion Facilitation</td>
</tr>
<tr>
<td>Week 5</td>
<td>Polish group presentations</td>
</tr>
<tr>
<td></td>
<td>Compose Blog Post 5</td>
</tr>
<tr>
<td></td>
<td>Revise and polish all blog posts</td>
</tr>
<tr>
<td></td>
<td>Group Presentations/Food Party</td>
</tr>
<tr>
<td>Final Exam Day</td>
<td>Final Food Blog due</td>
</tr>
</tbody>
</table>