Course Description
This course is the culminating experience for the Writing Studies emphasis in English. The course invites you to review, reflect on, integrate, and apply your learning from previous courses and experiences. You will create digital portfolios for career and publishing opportunities, emphasizing selection, revision, reflection, and presentation. In addition, you will identify, evaluate, and annotate texts and resources to include in a curated digital collection / publication that will be available for students in future Writing Studies courses.

English B.A. Student Learning Outcomes
At the end of the program, students will be able to:

- Analyze the characteristics of language in terms of literary or discourse genres, conventions, and linguistic features.
- Apply effective and appropriate literary/rhetorical/linguistic methods and strategies in writing and/or in analyzing texts (spoken, written, and multimodal).
- Demonstrate understanding of literary/rhetorical traditions, as well as the historical and cultural contexts important to those traditions.
- Demonstrate foundational understanding of language systems, language development, and language in use.
- Apply and/or integrate appropriate critical terms and theoretical concepts and perspectives in writing and analyzing texts.
- Demonstrate ability to choose and use appropriate strategies to produce texts in a variety of genres to most effectively achieve specific purposes with specific audiences.
- Demonstrate the ability to locate, select, assess, and analyze information sources, both print and digital, and to integrate and document appropriately those sources in their own work.
- Demonstrate understanding of community and social relations, diverse, multicultural histories; and what it means to live in a global society.

ENGL 4352 Student Learning Objectives
By the end of this course, students will be able to:

- Integrate / synthesize learning from previous courses and learning experiences.
- Apply the principles informing writing studies (see appendices: "threshold concepts," "kinds of knowledge about writing," and "habits of mind") to creative, technical, pedagogical, and/or civic writing projects or situations that call for writing.
- Apply appropriate information literacy practices (see appendix: ACRL Information Literacy Competency Standards for Higher Education) to technical, creative, pedagogical, and/or civic writing projects or situations that call for writing.
- Use writing (including multi-genre, multimodal, multi-media) to achieve specific purposes in specific rhetorical situations.
Select and use strategic writing processes (invention, planning, drafting, revising, editing, repurposing) for specific rhetorical situations.
Demonstrate linguistic, rhetorical, genre, and editorial awareness and competence with language choices.

**Texts and Materials**
- No textbooks are required for this course
- An activated Office365 account (free via the University)
- An activated Google account (free, online)
- As a class we will all use several articles and resources available online.
- Because much of our work will take place in a "studio" environment, each of you will rely on the books, articles, and other resources that you have used in the Writing Studies courses you have completed before this course.
- You will be helping to build and curate a collection of "texts and materials" that future Writing Studies students will be able to use in their work as English majors with a Writing Studies emphasis.

**Grade Distribution (dates, nature of assignments, assignment weight)**
*Please remember that MLA or APA should consistently be used for manuscript formatting and citations, except when the writing situations you are participating in require/anticipate other options.*

*Extra credit will be offered for taking advantage of the services of the CASA Writing Center.*

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<thead>
<tr>
<th>Assignments</th>
<th>Course Points</th>
<th>Point Breakdown</th>
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<tbody>
<tr>
<td><strong>10 Reading Responses</strong></td>
<td>10 points</td>
<td>10 points (1 each). See Schedule</td>
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<tr>
<td><strong>Project Revised for Publication</strong></td>
<td>48 points</td>
<td>8 points (2 each): Proposal (draft-final) (1/29, 1/31) Research checks (2) (2/7, 2/14) 15 points (3 each): Research plan (2/5) Consultation (2/14) Revision (3) (3/5, 4/12, 4/24) 10 points: Conference or in-class Presentation (May 1) 15 points: Revised Project (5/9)</td>
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<tr>
<td><strong>Career Documents</strong></td>
<td>10 points</td>
<td>4 points: Drafts (2 each) (3/21, 3/26)</td>
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### Teaching Philosophy Statement or other appropriate document for a suitable audience and purpose

| 6 points: | Final copies (4/10) |

### Strategic Portfolio #1: Capstone Portfolio
Provides evidence for the program that you have achieved our B.A. learning outcomes.

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<th>10 points</th>
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<tr>
<td>Draft (2/21)</td>
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<td>Final (2/28)</td>
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### Strategic Portfolio #2: TBD
- explore, select presentation platform / software tool(s)
- develop frameworks for and determine usability of design choices
- develop frameworks that most effectively demonstrate your overall integration and synthesis of learning in your Writing Studies work
- select evidence, using frameworks to evaluate and choose
- share & respond, revise, edit selected evidence
- draft, share & respond, revise, edit reflective overviews

*You will use One Drive as a repository for your work throughout the semester.*

*Due at the end of the Final Exam period (Tuesday 5/9)*

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<tr>
<th>22 points</th>
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<tr>
<td>8 points</td>
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<tr>
<td>4 Reflections (2 each)</td>
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<tr>
<td>(1/24, 2/7, 3/6, 4/5)</td>
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<tr>
<td>8 points</td>
</tr>
<tr>
<td>Reflection (5/9)</td>
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<tr>
<td>6 points</td>
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<tr>
<td>Concrete evidence (5/9)</td>
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### Brief Assignment Descriptions
Specific instructions for all major assignments are provided in Blackboard.

#### Learning and Engagement Reflections
You will write ten of these during the semester, using either a multi-page memo format or a letter format. For each overview, you will be reflecting on how you have engaged with the course work during the preceding week(s) and consider how your learning has expanded, as you consider our current course and previous courses and learning experiences. In these reflections, you will use our course outcomes and specific parts of our course outcomes’ appendices to frame and focus your reflections. These overviews will refer to specific evidence to support your reflections.

#### Reflecting, Re-visioning, Reflecting Activity
Four times this semester, you will choose an assignment you have done in a previous course, reflect on what you did, how it contributed to your learning, what you could do to revise it, re-seeing it in a different way. You will revise the assignment response you selected, based on your reflection, and you will reflect on the process of reflecting and revising, considering especially how the experience might contribute to future learning and what kinds of learning / knowledge you may be able to "transfer" forward.
Contributions to Developing / Curating Resources for Writing Studies
At least ten times this semester, you will identify a resource--website, article, book, chapter, blog, bibliography, etc.--evaluate its usefulness / usability for Writing Studies students, compose a summary / annotation, and submit the resource to an online digital space that we will be developing and curating for Writing Studies @ TAMU-CC. In addition, you will assist in organizing / re-organizing the online space (curating parts of it) as the site expands.

Strategic Portfolio
Throughout the semester, you will work on developing / assembling two “Strategic Portfolios,” one of which will be the Capstone Portfolio. By "strategic" we will mean that these portfolios are meant for a specific purpose, individual, organization, or goal. You will complete the following steps in this development process, documenting your work for each step. By the end of the semester, you will have two polished online digital portfolios that represent you as a learner and a writer, highlighting your skills by presenting examples of work you have done and by presenting thoughtful analyses / reflections on your skills, knowledge, and experience as represented by the work you share.

- explore, select presentation platform / software tool(s)
- develop frameworks for and determine usability of design choices
- develop frameworks that most effectively demonstrate your overall integration and synthesis of learning in your Writing Studies work
- select evidence, using frameworks to evaluate and choose
- share & respond, revise, edit selected evidence
- draft, share & respond, revise, edit reflective overviews

Final Learning and Engagement Reflective Overview (multi-media presentation)
In the last weeks of the semester, you will compose / assemble a multi-media presentation that explains and reflects on your learning and engagement for this semester and how this semester has helped you integrate and synthesize learning from previous courses and experiences. You will present this during our final exam period and make it available online.

Submitting assignments
Most writing assignments must be submitted through Blackboard, many times as Word documents w/links to e-portfolios or websites. This may mean you submit a link to a folder or an e-portfolio. All students now have access to Office 365, Microsoft’s online version of the Office software suite, at no charge. See this link for more information: http://it.tamucc.edu/Office365/Office365.html. Unless otherwise directed, do not send coursework to the instructor via email.

Course Policies
Attendance/Participation
Like art and athletics, writing is an activity that people must practice to improve. Therefore, your presence and participation is necessary to learning. Therefore, there are no "free" absences. If you miss class, you will receive a zero for that day**. To be considered present, you must be on time, participate in all class activities, not use your phone or computer for activities that do not pertain to class (alert me if you have an urgent personal reason for texting), and remain in class for the entire period.

**Please note that if you are absent on a day when a draft is due but post your draft on the BB discussion forum before the deadline, you will receive half credit. Credit for reading/responding to
drafts online (if absent) may be made up with permission from instructor; see note below re: late work/extensions.

**Late Work/Extensions**
If there is something that prevents you from meeting a deadline, 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 requests for extensions must be sent and confirmed by email.

**Writing Center Extra Credit**
All writers benefit by having an attentive reader respond to their work at any stage. I encourage students to earn extra credit on any assignment they take to the writing center. Staple your visit slip to the assignment and/or scan it when you’re submitting. There are myriad reasons for this; however, here are a couple for the practical minded student:

1. Writers typically write and think simultaneously. We therefore sometimes make leaps of meaning that readers cannot follow. An attentive reader can tell you when and where your writing becomes difficult to follow, vague, confusing, or etc.
2. When writers tackle difficult tasks, we lose control of less complex things like spelling, grammar, and mechanics. It is helpful to have someone help you to see these.
3. Assignments taken to the writing center are almost always better as a result of that consultation.

**Where Is It?**
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. Appointments are available online as well! 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.

**Classroom/professional behavior**
Academic work requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. In this course, I want our community of learning to be a "Safe Zone": Professional etiquette and civility are expected. Respect the diversity of the classroom. Personal attacks or hate speech are unacceptable on any grounds, including (but not limited to) race, gender, class, sexual/affectional orientation, religion, age, or disability.
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://owlenglish.purdue.edu/](http://owlenglish.purdue.edu/), and from our local Writing Center at CASA.

**Notice to Student 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. 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. 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.

If your major is in another college, please go to: http://www.tamucc.edu/academics/advising.php for information about how to contact your advisor.

**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 or wise. 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. **April 5th 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.tamucc.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.tamucc.edu/about/student-resources.html.

**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.

**Questions?**
If you have any questions or concerns regarding this syllabus, please speak with me as soon as possible. You are responsible for understanding and adhering to the policies of this course and the University.
Class Schedule
Check wiki daily for class plans & homework (link is on Blackboard). This schedule may change!

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<thead>
<tr>
<th>Week/Day</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Jan. 15</strong> &lt;br&gt; Introductions &lt;br&gt; Explanation of the course &lt;br&gt; • RG activities/homework &lt;br&gt; • Initial reflection about writing &lt;br&gt; Discuss materials/ideas for revision project.</td>
<td><strong>Jan. 17</strong> &lt;br&gt; Read: Thaiss &amp; Zawacki, Chapter 1 (pp. 1-8) (on BB) &lt;br&gt; Reflection 1: Establish/assess pre-existing knowledge/experience with writing and rhetoric. &lt;br&gt; Review CFP for “Structures of Care” symposium. &lt;br&gt; Bring essay/project that could be presentation at grad symposium.</td>
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<td><strong>Week 2</strong></td>
<td><strong>Jan. 22</strong> &lt;br&gt; Discuss initial reflection. &lt;br&gt; Set ground rules for revision consultation. &lt;br&gt; Review of previous writing—bring work to class. Talk/explore audience, research, journals. Create research plan.</td>
<td><strong>Jan. 24</strong> &lt;br&gt; Discuss/practice writing proposal genre. &lt;br&gt; Reflection 1 due. &lt;br&gt; Research Workshop—share proposals and research plans. Explore research/audience/databases, etc.</td>
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<td><strong>Week 3</strong></td>
<td><strong>Jan. 29</strong> &lt;br&gt; Draft proposal due. &lt;br&gt; Peer review of proposal drafts.</td>
<td><strong>Jan. 31</strong> &lt;br&gt; Brainstorm/rough draft proposal. &lt;br&gt; Revision consultation. &lt;br&gt; Final proposals due.</td>
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<td><strong>Friday Feb. 1st – Proposals due to “Structures of Care” symposium (Mar. 27-28)</strong></td>
<td><strong>Week 4</strong></td>
<td><strong>Feb. 5</strong> &lt;br&gt; Research Plan due. &lt;br&gt; Visiting Author? &lt;br&gt; Alum panel??</td>
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<td><strong>Week 5</strong></td>
<td><strong>Feb. 12</strong> &lt;br&gt; Research Workshop—check Introduction Capstone Portfolio assignment.</td>
<td><strong>Feb. 14</strong> &lt;br&gt; Research Check &lt;br&gt; Consultation notes due</td>
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<td><strong>Week 6</strong></td>
<td><strong>Feb. 19</strong></td>
<td><strong>Feb. 21</strong></td>
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| Capstone Portfolio | Writing Workshop: Revision project | Visiting Author? | Capstone Portfolio draft due. 
| Peer review: Capstone Portfolio. |
| Week 7 | Feb. 26 | Feb. 28 | Writing Workshop: Revision project 
| Portfolio Preparation | Capstone Portfolio due. |
| Week 8 | Mar. 5 | Mar. 6 | Writing Workshop: Revision project |
| Bring global revisions of project to class. 
| Reflection #3 due. |
| Spring Break (March 11-15) |
| Week 9 | Mar. 19 | Mar. 21 | Career Document models 
| Career speaker | Bring draft of CV/resume to class. 
| Workshop: Career Documents |
| Week 10 | Mar. 26 | Mar. 27 | Career documents drafting. 
| Peer Review: CV/Resume | Peer Review: Career Documents |
| "Structures of Care" symposium (Mar. 27-28) |
| Week 11 | Apr. 3 | Apr. 5 | Writing Workshop: Revision project 
| Bring global revisions of project to class. 
| Reflection #4 due. |
| Week 12 | Apr. 10 | Apr. 12 | Career documents due |
| Writing Workshop: Revision project 
| Bring reflections/discuss writer's portfolio. |
| Week 13 | Apr. 17 | Apr. 19 | Writer’s Portfolio brainstorming/preparation of evidence. 
| Writer’s Portfolio Workshop |
| Week 14 | Apr. 24 | Apr. 26 | Peer review: Revision Project 
| Final draft of presentation. | Bring final revised project /presentation. |
| Week 15 | May 1 | | Presentations (Invite guests) |
| Final Exam | Thursday | May 9, 11-1:30 PM |
| Final reflection in class.  
Revised Project for Publication due  
Writer's Portfolio due. |