Course Information:

ENGL 1302.021  TR 3:30-4:45PM     CCH 210

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

English 1302 Textbook and Materials
ACRL. (2015) Framework for Information Literacy for Higher Education. (Suggested, Supplemental, Free Download)
Access to Islander account, Blackboard, and One Drive.

MAJOR COURSE REQUIREMENTS

PARTICIPATION AND ATTENDANCE – 20%
It is vital that you attend each and every class. There is nothing that we will do in here that is not important to your success in this course and your overall college career. Your participation will be evaluated on a daily basis in regard to active engagement, discussion, punctuality, and collaboration. It is possible to earn more credit on any given class day than you’ll need at the end of the semester; however, it is also possible to be present and not earn complete credit on any given day. This method is based on my awareness that not everyone will have great days every day, but that you should be putting forth continued effort as part of your community and for your own benefit. Your participation grade will be recorded through assessment of your freewriting in Blackboard, but reflects more than just the writing you do there.
CRITICAL ANALYSIS PORTFOLIO - 30% (due by end of week 7)
For this portfolio, you will compose several short pieces based on your analysis of primary sources. The final collection of your work on these assignments, along with artifacts of your writing process and a reflective overview of your work is due during week 7 of the semester. This project is designed to give you practice and experience with the following:
Reading college-level texts; working with composing processes; analyzing primary and secondary source material; learning and using rhetorical principles in reading and writing; and to hone your academic documentation skills.

MULTIMODAL PORTFOLIO – 40% (due at final exam)
You will submit a portfolio that contains a collection of your work that has been purposefully selected and intentionally assembled by you to showcase your learning development, with its success and struggles, throughout the semester. You are free to select artifacts from any part of your writing experience, but you must include the genre elements that are required as part of your final research project, including a group-made webpage and a demonstration of academic writing. The piece of writing that your portfolio will be most directly evaluated from is an extensive reflective overview, which is a piece of writing that presents the portfolio contents to readers/evaluators and that explains why particular contents were chosen and what they are meant to show. This project is due during your Final Exam. This project is designed to give you practice and experience with the following:
Explain what you have learned from being a novice in new writing situations, and describing how these experiences, which might include failure, contributed to your willingness to accept new challenges as a writer; and  
Evaluating the ways in which you have become a more reflective (mindful, self-aware, thoughtful) writer in specific genres and for specific audiences.

PRESENTATIONS – 10% (due during weeks 14 and 15, in class)
For this project, you will work with three or four students for our class whose research connects to your own, based on key ideas about Computer Science. Together, you will create and design a webpage that demonstrates scholarly academic insight into your chosen topic and presents it to a formal, academic audience. 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. Given that this presentation is based on academic research, you will not be allowed to present unless you have submitted evidence of your research. You will need to make many composing decisions about content and format in collaboration with your group members. Additionally, your group will have the opportunity to present as a panel at the First Year Research Conference. 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 APA citation and style; and  
Working and writing in collaborative settings.

Online Schedule
A detailed schedule for this course can be found at:  http://www.tamucc.edu/wiki/SeanBritt/SP20Rhetoric

Submiting Work
Any major assignment will be accepted late, at a penalty of one letter grade per day. Please contact me if there are extenuating circumstances that will cause you to miss a due date. There will be no make-ups for missed daily grades. Absolutely no graded work will be accepted via email. All assignments must be turned in physically or via Blackboard, as per assignment descriptions.

Electronic Device Policy
Please refrain from the use of personal electronic devices during class, as it is distracting to not only you, but also to your instructor and peers. Laptops are permitted in lieu of lab computers.

Academic Honesty
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possessions of examinations or examination materials, forgery, or plagiarism.
Disabilities Accommodations
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 at (361) 825-5816.

Grade Appeals
As stated in University Procedure 13.02.99.C0.03, 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.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

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.

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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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.

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.

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.