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.

Course Theme: Writing about Gender
Gender not only helps define us, but also informs how we construct the identity of others. It is a lens through which we see the world, so the more we understand our own gender identity, the more we can see how our identity fits into society. Therefore, the reading and writing we will do this semester will explore the theoretical concepts of gender, as well as how these concepts are apparent in our daily lives and lived experiences. In order to do so, we will pay particular attention to representations of gender in popular culture and the media: television, film, music videos, magazines, social media, magazines, sports, and so on. Popular culture and the media are powerful socializing agents that have perhaps the most pervasive influence on the way we see the world; therefore, vast amounts of knowledge can be gained from studying its influence.

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.

Required Text:
- Additional texts will be made available via Blackboard.

1302 will also require these other materials:
- Access to University Network, an active islander email account, and Blackboard.
- Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus. The best option is a USB flash drive.
- A Sanddollar card with money on it for printing in the classrooms/computer labs.
- Microsoft Word (If you do not have Microsoft Word or Office Suite, TAMUCC now provides free access to all students. For more information about Office 365, go here: [http://it.tamucc.edu/Office365/Office365.html](http://it.tamucc.edu/Office365/Office365.html))
- A spiral notebook/journal.
Grade Distribution:

<table>
<thead>
<tr>
<th>Midterm Portfolio (40%)</th>
<th>Final Portfolio (60%)</th>
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<tbody>
<tr>
<td>The Mid-term Portfolio Consists of:</td>
<td>The Final Portfolio Consists of:</td>
</tr>
<tr>
<td>• Reflective Overview (30%)</td>
<td>• Reflective Overview (20%)</td>
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<tr>
<td>• Research Logs (20%)</td>
<td>• Multi-Genre Project (40%)</td>
</tr>
<tr>
<td>• Evidence of Engagement and Learning (40%):</td>
<td>• Research Logs (20%)</td>
</tr>
<tr>
<td>o Reading Responses</td>
<td>o Evidence of Engagement and Learning (20%):</td>
</tr>
<tr>
<td>o Writing Reflections</td>
<td>o Reading Responses</td>
</tr>
<tr>
<td>o Other Informal Assignments</td>
<td>o Writing Reflections</td>
</tr>
<tr>
<td>• Multi-Genre Project Proposal (10%)</td>
<td>o Other Informal Assignments</td>
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A = 90-100%  B= 80-89%  C= 70-79%  D=60-69%  F=59% or below

Course Requirements and Policies:

Grading: In order to succeed in this class you must do all of the assigned work; this includes reading assigned texts, actively participating in the discussion forum, completing all informal writing assignments (missing just one or two can lower your grade substantially), and collaborating with your peers on analysis, interpretation, and the writing process. Therefore, if you fall behind or miss an online meeting, contact the instructor and/or a classmate immediately. Please also note the absence policy explained in this syllabus. In addition, please note the following:

• Your assignments will be submitted via Blackboard; emailed copies of these assignments will not be accepted unless directed otherwise.
• In most cases, assignments are due just prior to our class meeting time on the due date provided.
• All writing, whether informal or formal, should be prepared per MLA style, so typed and double-spaced with one-inch margins. You should also use a Times New Roman 12-point font.
• You will not receive individualized feedback on all informal writing assignments, including drafts, via Blackboard. If you would like individualized feedback on any assignment, please make an appointment to meet with me.

Homework, Informal Writing, and Quizzes: All homework assignments are connected to course readings or major projects and should be completed to engage fully with the course material. The assignments are designed to make connections between your personal experiences and the material you are encountering in this course. These assignments will also prepare you to engage and participate as an active member within class discussions. This includes guided writing, freewriting, response journal writing, explications, comparisons/contrasts, reviews or any combination of these.
Quizzes will be given randomly throughout the semester, and will include questions based on previous discussions as well as questions based on the assignment due on the day the quiz is given. You must be in class to take the quiz; no make-up quizzes will be given.

Homework will be assigned in Blackboard. As these are informal assignments, it is not necessary to worry about grammatical or style conventions (except when specified; for example, you must use basic MLA formatting for informal assignments, but this is limited to margins, font (Times New Roman) size, and double-spacing).

**Participation:** Your participation in class and your input during class discussions (in the discussion forum), activities, and assignments are valuable and necessary for your own success as well as the success of this course. Participation in class will be observed through discussions, informal writing assignments, group work, peer review, and quizzes.

**Attendance:** Because the formal work you do in the course depends on your participation, collaboration with your classmates, and discussion, your grade will be significantly lower if you miss more than a class or two. Therefore, please consider the following:
- Excessive absences may result in a point deduction from your in-class participation grade.
- If you must miss a class, you are responsible for what you missed; you will be expected to be prepared for the next class that you attend and will not get an extension on any homework that is due. (I recommend that you exchange contact information with a peer so that you can get notes on that day’s discussion, etc., as I will not provide these.)
- If you participate in a sport or some other university sanctioned event or activity that requires you to miss class, appropriate documentation must be provided.
- Lastly, I am not unsympathetic to tragedy and understand that extenuating circumstances occur at incredibly inconvenient times. However, examples of this (such as a death in the family or major illness) have become the most overused and abused excuses given for missing classes and/or major assignments. Therefore, I require that you provide documentation of your circumstance to the Office of Student Engagement and Success if you are to continue in my class after a lengthy absence.

**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.
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.

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.

Academic Integrity/Plagiarism
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 possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a “0” or “F” on that assignment.

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. Plagiarism is a violation academic expectations, 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.
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.

Grade Appeals
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.

**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](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/](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.

**Tentative Schedule (See Daily Schedule/Assignments on Blackboard for regular updates):**

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<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>Monday, July 6:</td>
<td>Introduction to Threshold Concepts</td>
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<tr>
<td>Tuesday, July 7:</td>
<td>Writing and Identity (<em>NWWK</em>, 3.0, 3.1, &amp; 3.5)</td>
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<tr>
<td>Wednesday, July 8:</td>
<td>Gender and Identity; The Rhetorical Situation (<em>NWWK</em>, 1.0, 1.1, 1.2, &amp; 2.1)</td>
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<tr>
<td>Thursday, July 9:</td>
<td>Genre (<em>NWWK</em> 1.3, 2.2, 2.4, &amp; 2.6); Introduction to Midterm Portfolio and Multi-Genre Project</td>
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<tr>
<th>Week 2</th>
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<tr>
<td>Monday, July 13:</td>
<td>Genre, cont’d.</td>
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<tr>
<td>Tuesday, July 14:</td>
<td>Web-based research; genre, cont’d.</td>
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<tr>
<td>Wednesday, July 14:</td>
<td>The Reflective Overview</td>
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<td>Thursday, July 15:</td>
<td>Mid-Process Draft of RO due</td>
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<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td>Monday, July 20:</td>
<td>Complete draft of RO due; peer Review</td>
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<tr>
<td>Tuesday, July 21:</td>
<td>Library-based research &amp; using databases; genre, cont’d.</td>
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<tr>
<td>Wednesday, July 22:</td>
<td>The I-Create Lab</td>
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<tr>
<td>Thursday, July 23:</td>
<td>Midterm Portfolio due</td>
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<th>Week 4</th>
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<tbody>
<tr>
<td>Monday, July 27:</td>
<td>In-class work on Genre #1</td>
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<tr>
<td>Tuesday, July 28:</td>
<td>Genre #1, cont’d.</td>
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</table>
Wednesday, July 29: In-class work on Genre #2
Thursday, July 30: Genre #2, cont’d; introduction to Final Reflection

Week 5
Monday, August 3: Genre #1 draft due; peer review
Tuesday, August 4: Genre #2 draft due; Peer review
Wednesday, August 5: Mid-process draft of Final Reflection due
Thursday, August 6: In-class work on Final Reflection; Revision

FINAL EXAM: Friday, August 7, 12:00-1:55 p.m.: Final Portfolio due