Course Information: ENGL 1302.203/.P01          CCH 206          TR 9:30-10:45 AM

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.

Core Outcomes: As part of the University Core Curriculum, the First-Year Writing Program helps students achieve these Core Curriculum Outcomes

1. CT 3: Analyze, evaluate, and synthesize information.
2. CS 1: Develop, interpret, and express ideas through written communication.
3. TW 1: Integrate different viewpoints as a member of a team.
4. 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 diverse 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

Required

- Access Islander account, Blackboard, and Google Drive.
Suggested (all free, open source)

- Additional readings as provided by the instructor...

### GRADE BREAKDOWN

<table>
<thead>
<tr>
<th>Midterm Portfolio (40% of Class Average)</th>
<th>Final Portfolio (60% of Class Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due Date:</strong> Friday, July 5th</td>
<td><strong>Due Date:</strong> Tuesday, August 6th</td>
</tr>
<tr>
<td>The Midterm Portfolio Consists of:</td>
<td>The Final Portfolio Consists of:</td>
</tr>
<tr>
<td>- Reflective Overview (20 pts)</td>
<td>- Reflective Overview (20 pts)</td>
</tr>
<tr>
<td>- Reading + Responding (20 pts)</td>
<td>- Intersections (40 pts)</td>
</tr>
<tr>
<td>Ongoing…</td>
<td>- Final Genres</td>
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<tr>
<td>- Researching to Learn (20 pts)</td>
<td>- Justifications</td>
</tr>
<tr>
<td>Ongoing…</td>
<td>- Reading + Responding (10 pts)</td>
</tr>
<tr>
<td>- Research Proposal (15 pts)</td>
<td>- Researching to Learn (10 pts)</td>
</tr>
<tr>
<td>- Evidence of Engagement and Learning (25 pts)</td>
<td>- Evidence of Engagement and Learning (20 pts)</td>
</tr>
</tbody>
</table>

### CLASS POLICIES & OTHER INFORMATION

**Attendance:** Everything we do in our class is important to your overall success in the course; therefore, attendance is critical. You are allotted 2 absences regardless of reasoning. Use them carefully. Any missed class counts as an absence unless excused by TAMUCC policies. *Additional absences beyond these two will negatively impact your overall grade.*

You are responsible for contacting a classmate to obtain any missed materials or class notes. I also strongly encourage you to review the class plans for any absence to keep up with the rest of the group. If you miss more than two classes back-to-back, please reach out to your faculty as soon as possible.

Additionally, if you are a student enrolled in the Pathway program, an attendance rate of 80% must be maintained according to the Study Group Student Handbook. If at any point, your attendance drops below this percentage, you will be referred to the Center Director.

**Soft and Hard Deadlines:** Because this course emphasizes process over product, many of the deadlines you will be provided should be considered as flexible or soft deadlines. Soft deadlines are my recommended deadlines for submitting your work for feedback and review; however, submission after the deadline is acceptable, though you may need to seek me out for feedback outside of the classroom. My hope is that you will use this feedback to create more complex and polished work for eventual submission and assessment in your Portfolios. Hard deadlines exist primarily for the submission of the Midterm and Final Portfolios. Work assessed in these Portfolios will be considered complete and will no longer be revised within the context of the course.

**Extensions** I will NOT accept late Portfolio submissions. If an extension is necessary, please email me at least 48 hours before the Portfolio due date to request an extension. You will need to propose a new due date and documentation that proves an extension was granted. However, if you do not meet your own deadline, you will receive a zero. This is especially important for the Final Portfolio, as the submission deadline is quite close to the date that grades are due to the university.

**Email Communication** Please consider e-mail as official correspondence. Efforts will be made to address your e-mail within 24 hours.

- E-mail communications should be about class business. E-mail is not the place for summaries of lectures, discussions, or readings. You will need to avail yourself to scheduled office hours or make an appointment to discuss these.
Please use the subject line in a way that indicates the content of the message. Please use professional language and include your full name and a complete inquiry in the body of the message.

**Current Academic Standing**

Because this course is not assessed in the same way as many traditional university classes, you might be uncertain about your current “grade” in the course. If you have questions regarding your academic status, the quality of your work, or your understanding of the class material and expectations, please contact me so that I can help answer any questions you might have. Additionally, I am happy to explain feedback and review materials in-person, so please reach out if you need assistance.

**Office Hours** Attending office hours is a key to success in higher education. I expect that you 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, I cannot discuss grades in the classroom; this must be done during office hours.

**Graded Events** If you feel that you were graded unfairly & disagree with a grade that you earned, please follow these steps: 1.) Read the rubric or assignment description… did you follow all of the guidelines? 2.) Look on your paper for my specific comments…do these shed any light? 3.) Next, come see me during office hours or schedule an appointment to see me to discuss your concerns. If you are disappointed in your performance, and believe that the assignment you turned in is not representative of your best work, please come and see me as well. I am open to discussing ways to help you improve the grade you earned. You must observe a 24-hour waiting period and meet with me personally to discuss these options.

**Technology Use** Out of respect for your peers and me, please turn off your cell phones or turn them to silent, and put them away, before class begins. Laptops and other electronic devices will be permitted for particular activities as deemed appropriate by the instructor. Classroom discussion may not be recorded on any device without the prior and explicit written permission of the course instructor. If recording is being requested for disability accommodation as requested by TAMU-CC Disability Services, the instructor's consent will be given in compliance to reasonably accommodate students. Presentations that are made by classmates or guest lecturers cannot be recorded without the prior and explicit written permission of each of the presenters. Students creating unauthorized recordings violate an instructor’s (or classmate's or guest') intellectual property rights.

**Starfish** Starfish is a software communication program used to connect you 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 initiated one or more Starfish “communication” items that we think will contribute to your success. Starfish “communication” items include:

- Flags: Early Alerts regarding Course Effort/Progress
- Kudos: Commendation for Course Effort/Progress
- Referrals: Recommended uses 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

**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.

**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.

**Academic Honesty/Plagiarism:** The University will not tolerate plagiarism or any other form of intellectual or academic dishonesty. Violations of academic honesty will be processed under the Procedure for Academic Misconduct Cases (see http://judicialaffairs.tamucc.edu/academicmisconduct.html and the Student Code of Conduct http://judicialaffairs.tamucc.edu/assets/2013-2014StudentHandbook.pdf). All cases of academic misconduct are recorded in the student’s file. Consequences are determined by the faculty member and/or the Academic Integrity Hearing Panel.

**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:

- 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
- 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”)

It is sometimes difficult to understand what plagiarism actually is. Students sometimes 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, or
- turning in a researched paper without citing sources in an appropriate documentation style.

Be aware that there are many ways to plagiarize. English 1301 and 1302 courses and the Writing Center at CASA will review rules of academic citation. Information academic citation is available at the Purdue University’s OWL, https://owl.purdue.edu/ and/or from our local Writing Center at CASA.

**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.

**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.

**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.

**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.
I reserve the right to alter or amend this syllabus at any point in the semester.