ENGL 1302.205 Writing and Rhetoric Fall 2019

Writing and Rhetoric

Mr. Tom Murphy, Professional Assistant Professor
Course Information 3:30-4:45 MW RM 208 Corpus Christi Hall (CCH number 17 on online map)

Contact Information
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Web: http://bb9.tamucc.edu &
http://englishwiki.tamucc.edu/wiki/Murphy/ENGL1302205F19

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
- 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.
Key Terms

- Rhetorical Situation:
  - audience, purpose, context, exigency
- Discourse Communities and / or Activity Systems
- Genre and genre conventions
- Research as Learning / Information Literacy
- Composing Processes:
  - planning, researching, drafting, sharing and responding, revising, editing, publishing, reflecting
- Reflection, metacognition, transfer/expansion

Habits of Mind

English 1302 will continue the development of the eight habits of mind that are essential to students’ success in college writing (The Framework for Success in Postsecondary Writing):

- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence – the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.

English 1302 Textbook and Materials

- ACRL. (2015) Framework for Information Literacy for Higher Education. (Free Download)
- Access Islander account, Blackboard, and One Drive.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Contents</th>
<th>Worth</th>
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<tbody>
<tr>
<td>10.18.19</td>
<td>Portfolio One</td>
<td>Extensive Reflection Overview (RO) Final Version(s): Rhetorical Analysis, Research Proposal &amp; Research Journals Evidence (connects to RO and course outcomes) Engagement and Learning (participation, attendance, etc.)</td>
<td>40%</td>
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<td>12.4.19</td>
<td>Portfolio Two</td>
<td>Extensive Reflection Overview (RO) Final Version(s): Report on Research, Genre Proposal, Multimodal Presentation, plus two Genres documents Evidence (connects to RO and course outcomes) Engagement and Learning (participation, attendance, etc.)</td>
<td>60%</td>
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<td>100%</td>
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Portfolios and Major Writing Assignments

You will conduct research on a topic related to writing, language, literacy, or rhetoric that is interesting to you in order to solve a problem or answer a question. You will explore that topic, conduct research on it, and write about it in three different genres for various audiences and purposes.

Portfolio One

Research Proposal (1-2 pages, single spaced)
A short essay that begins to explore a topic or question in which you’re interested that you will pursue for the whole semester.

Research Journal (10+ pages)
This will be written summaries & reflections on the sources you’re using for your research.

Reflective Overview (3-5 pages)
A cognitive understanding of writing processes, including drafting, researching and understanding rhetorical situations.

Portfolio Two

Report on Research (4-6 pages, double spaced)
You are conducting research on a topic related to writing, language, literacy, or rhetoric that is interesting to you in order to solve a problem or answer a question. You will explore that topic, conduct research on it, and write about it in three different genres for various audiences and purposes.

Genre Proposal (1-2 pages, single spaced)
You will investigate different genres to use and write a report on which ones you think would be effective and why for your purpose and audience.

Two Genres (depends on specific genres)
You will create two other genres to follow your Genre Proposal to fulfill exigency.

Multimodal Presentation (PowerPoint or Prezi recommended)
You will convert your extended research essay into a multimodal project—poster, PowerPoint, video, website, etc., that presents your argument in the context of the conversation surrounding your issue.

Reflective Overview (3-5 pages)
A cognitive understanding of writing processes, including drafting, researching and understanding rhetorical situations.

Course Policies

Make-up Work
All make-up work must be previously arranged or it will not be accepted.

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:
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 an F.

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 of 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.

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/, and from our local Writing Center at CASA.

Assistance
Office hours are intended to make this course less forbidding. Feel free to come by and talk with me about your work, or about literature in general, during the office hours listed. If you cannot make these times, ask me for an appointment.

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.

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. November 8th is the last day to drop a class with an automatic grade of “W” this term.
Acceptance of Diversity
We are the most diverse campus, in terms of self-declared ethnicity, in the Texas A&M system. This means that we are all meeting and working with people who are different from ourselves in terms of their identities: whether that be defined by their race, ethnicity, gender, sexual orientation, and/or religion. Respecting and accepting difference is vital to your success in this class, on this campus, and in the global community.

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.

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 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.

The Writing Center
The Writing Center of Texas A&M Corpus Christi provides free help for students at any stage in the writing process. Writing Center consultants are trained to work with writers one-on-one to help them find ideas, organize their thoughts, cite sources, and succeed at all aspects of the writing task. The Writing Center works closely with faculty across campus to understand the writing projects they assign and to help students meet the expectations of those assignments. The Writing Center is located in Glasscock Center (GSSC) 112, in the Center for Academic Student Achievement (CASA). Both drop-in and scheduled appointments are available. The Writing Center will be open soon. More information is available at: The Writing Center website.

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 you have any questions about your grade see me MW 2:30-3:30 T 10:30-11:30, or by appointment

Tentative Dates
Research Proposal
Research Journal
Reflective Overview
Portfolio I
Report on Research
Genre Proposal
Friday September 13th
Friday October 4th
Friday October 18th
Friday October 18th
Friday November 1st
Wednesday November 6th
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<tr>
<td>Genre 1</td>
<td>Monday November 11th</td>
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<tr>
<td>Genre 2</td>
<td>Friday November 15th</td>
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<tr>
<td>Multimodal Presentation</td>
<td>Wednesday November 20th</td>
</tr>
<tr>
<td>Reflective Overview</td>
<td>Wednesday December 4th</td>
</tr>
<tr>
<td>Portfolio 2</td>
<td>Wednesday December 4th</td>
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