Writing and Rhetoric Fall 2019

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Course Texts and Materials: Naming What We Know, Adler-Kassner and Wardle; additional online free and open resources; selected writings; BACK UP ALL WORK on file saving device-USB flash drive 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. ALWAYS BRING WORK SAVING DEVICE AND TEXTBOOK TO CLASS. You are responsible for checking Blackboard Calendar, Mail, and Discussion Forums for course-related information.

COURSE DESCRIPTION: 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.

Key Terms

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

Core Outcomes

- As part of the University Core Curriculum, the First-Year Writing Program helps students achieve these Core Curriculum Outcomes
- Critical Thinking: Analyze, evaluate, and synthesize information.
• Communication Skills: Develop, interpret, and express ideas through written communication.
• Teamwork: Integrate different viewpoints as a member of a team.
• Personal Responsibility: Evaluate choices and actions, and relate consequences to decision making.

**Student Learning Goals and Digital Portfolio for ENGL 1302: Writing and Rhetoric**

The **learning goals** describe your knowledge about: yourself as a writer, the act of writing, and your abilities to use writing.

The **digital portfolio** is an ongoing collection of your work, regular reflections that connect your work to the learning goals, and demonstrates how your learning is expanding.

**Learning Goals:** Students will be able to

• Identify how their views of writing have changed as a result of the work they have done in the course
• Demonstrate an ability to analyze different rhetorical situations (academic, workplace, civic)
• Demonstrate an ability to use analyses of rhetorical situations to identify options and make appropriate choices using writing to achieve specific purposes
• Demonstrate information literacy proficiency (locate, read, evaluate, and effectively integrate (use) information from appropriate sources with original ideas
• Demonstrate control of situation-appropriate conventions of writing (e.g., MLA, APA, etc.)
• Explain personal evolution beginning as a novice writer encountering new writing situations and illustrating how experiences such as failure might contribute to a willingness to accept new challenges.
• Demonstrate an ability to collaborate effectively as members of diverse teams/groups of writers
• Evaluate personal growth as a more reflective (mindful, self-aware, thoughtful) writer

**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** will be a de-centered class in which I will ask you to actively participate by sharing your ideas, leading class discussions, and making group presentations. **All work in English 1302-Writing and Rhetoric must be computer-generated, edited, and revised - - handwritten work will not be accepted.**

**COURSE REQUIREMENTS**

- Participate in online class assignments
- Participate in assigned group activities
- Produce complete portfolio assignments

**GRADES:** To receive credit for this class, you **must complete all assignments.** Distribution of your final grade is as follows:

Midterm Portfolio: **40%**-includes:

- information literacy, source reviews
- project one (final version)
- extensive reflective overview
- evidence (connects to reflective overview and course outcomes)
- engagement and learning (attendance, participation, daily grades*, group work)
- *Daily grades from in-class writings and activities **cannot** be made up. In-class writings **must be completed in class** on the assigned date.

Final Portfolio: **60%**-includes:

- extensive reflective overview
- project two (final version)
- integrative LC assignment (linked classes)
- Multi-media project
- Evidence of learning—connects to reflective overview and course goals (outcomes)
- engagement and learning (attendance, participation, daily grades*, group work)
- *Daily grades from in-class writings and activities **cannot** be made up and must be completed during class time on the assignment date
PORTFOLIOS - You will assemble two portfolios, (midterm and final), that provide evidence of different types of learning and reflection. Items in the portfolios will demonstrate your active participation in class activities and assignments. Instructions will be posted on Blackboard for each portfolio.

**Portfolio 1 (Midterm):** Annotated Bibliography-Sources; reflection, daily grades, group activities; **Portfolio 2 (Final):** Extensive Reflective Overview, Research project, final version; Multi-media project presentations.

**Evaluation:** Your final grade in English 1302 will be based on the quality of your active participation in group activities, research, critical thinking, revision, assessment, reflection, and your ability to evaluate evidence and write from an informed position. Any concerns about your grade should be addressed to me first. If your concerns are not satisfactorily resolved you may take them to the Director of the Writing Program, Dr. Glenn Blalock, FC 127, ext. 2640.

**POLICIES**

**Late Work/Extensions:** Late work will not be accepted unless you have conferenced with me about your reasons, and if valid, have negotiated another due date. Grades will be lowered at the discretion of the instructor for late work. If there is a crisis that prevents you from meeting a deadline or attending class, you can request an extension to 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 extensions must be confirmed by email.

**Attendance:** English 1302 uses a workshop model of instruction, which means that you must be present to participate in writing exercises, group discussions, computer-mediated activities, peer review, etc. Class attendance and participation are essential, as much of your time will be spent doing group work. Participation in these activities is part of your grade. After three absences, your final course grade will be lowered at the discretion of the instructor. **YOU ARE RESPONSIBLE FOR MAKING UP WORK THAT YOU MISS DUE TO AN ABSENCE.** An absence does not release a student from scheduled due dates for assigned work.

**In-Class Participation:** To earn daily, in-class points, you must be on time, come to class prepared, participate in all class activities, and remain in class for the entire period. Leaving early, coming in late, or refusing to participate in in-class work will result in the loss of points. Daily work cannot be made up if you miss class.

**DO NOT TALK** when the instructor is talking or when another student is contributing to the class. This is disruptive and prevents other students from hearing what is being said. In other than discussions, raise your hand.
to contribute to the conversation or ask a question. Do not use your time in English 1302 to work on assignments for other classes. **KEEP FOOD OR DRINKS** away from computer lab equipment.

**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. **Such a breach will seriously affect your participation grade.**

**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

**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.
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.

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. Friday, Nov. 8, 2019 is the last day to drop a class with an automatic grade of "W" this term.

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 Honesty/Plagiarism

**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”)

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 and the Writing Center at CASA will review rules of academic citation. Information on academic citation is available at the Purdue University’s OWL, https://owl.purdue.edu/ and/or from our local Writing Center at CASA.

In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of F.

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.

**TENTATIVE SEMESTER CALENDAR**—This semester calendar and schedule
of activities is subject to change and will be updated as needed on the
Blackboard Calendar. *Final presentations begin Week 14 (week of
Dec. 2).*

**Wk. 1—Aug. 26**

Course introduction: repeated reflection, prior knowledge, current learning—
what you know about writing now; studying how writing, rhetoric, literacy,
and language functions in human society; practicing strategies of using
various technologies and genres of writing and rhetoric to do things.
*Reading* for next class: *Metaconcept*-pp. 15-19; *Concept 1.9*, pp. 32-34.

Review readings. *Posting*: Describe your types of writing—how have they
changed over time? Can you write in cursive? Understand cursive? What
tools do you use in writing? How have they changed? Answer last question on
*Metaconcept* bulleted list, p. 15: “How writing is a technology, and how
writing technologies impact how writing happens and what can be done with
writing?” Post response on *Discussion Board: Writing is a Technology*

**Wk. 2—Sept. 2, Labor Day Holiday, Sept. 3**

*Concept 1: Writing is a Social and Rhetorical Activity*—Beaufort’s 5
domains: rhetorical situation, audience, purpose, context, discourse
communities. *Discourse communities*—in what discourse communities are
you a member? Discussion forum: *Discourse Communities*

Practice assignments in **4 different genres** for *TC (Threshold Concept) 1:*
*topic-local street conditions-potholes*—compose a short letter to the
local newspaper; post comments on local TV news org. website; write a short
address to a city council meeting; comments on social media—*post* on
Discussion forum: *TC1-Potholes*; include reflection on how your responses
differ in tone, language, content for your specific purpose and audience—
what means of persuasion are you using and why is it appropriate for that
audience? *Reading*: go to Course Content and read the **entire** Boyd article;
“Murder, Rhetorically Speaking”; pay attention to the different rhetorical
situations in each discourse community—read for next class.

**Wk. 3—Sept. 9**
**Workshop**-Boyd Activity: Form groups and select a discourse community (**Detectives, Coroners, Eulogizers, and Lawyers**); Reading assignment: **re-read the section of the Boyd article for your group and pay special attention to the specific requirements (tone, terminology, jargon, etc.) for that particular discourse community.** Groups work on presentations. Each group member should have a role. Begin working on presentations. Refer to the article in order to demonstrate use of the discourse community requirements. You will be expected to answer all of the questions in Part 1 of the assignment during your presentation, (see Course Content: Group Activity-Reading Response: Boyd); divide and assign work among group members. Groups work on presentations

Groups work on presentations

**Wk. 4—Sept. 16**

**Group presentations:** Boyd; Part 2, reflection; for next class: Read Concept 2 in textbook, pp. 35-37. **Reflective Overview (Rhetorical Situation) due:** Save a copy of the RO in your Midterm Digital Portfolio.

**Concept 2 Writing Speaks to Situations through Recognizable Forms; Review pp. 75-76.** If needed, use the Glossary link on Bb to help with terminology. Save a copy of the RO in your Midterm Digital Portfolio.

Review Sample Topics link, library resources, news orgs; conduct preliminary research. Topic should have multiple perspectives, arguable.

Introduce Source Reviews-part of Portfolio 1- Annotated Bibliography; connect to Threshold Concept 1: Writing is a Social and Rhetorical Activity—writing to learn and understand, writing to different audiences. **Post** topic ideas in Topics Forum. Brainstorm topic ideas and reflection posting/response-why you chose certain topics what drove your choices—e.g., interest, media coverage, prior or personal experience with topic.

**Wk. 5—Sept. 23**

MLA Works Cited Documentation exercise; see MLA Purdue link on Bb menu; review assignment and samples for source reviews on Course Content. **Finalize topics for Library Pres.**

**Library Presentation**—Source Reviews—find articles on your topic; cite and evaluate each source using guidelines on Source Reviews and Samples links on Course Content. Length—1 page each—MLA paper format—Use library databases or credible websites—demonstrate critical thinking and reflection in your reviews—what drove your selection of sources.

**Wk. 6—Sept. 30**
Source Reviews; Work on research and source reviews due at the beginning of next class. Use library databases or credible websites—demonstrate critical thinking and reflection in your reviews—what drove your selection of sources, how you understand the concepts and ideas in your research and how the source contributes to the body of information you are collecting.

Collect Source Reviews; Work on Reflective Overview (Information Literacy)—due next class—see Course Content for instructions. Save a copy of the RO in your Digital Portfolio 2. Review assigned reading: Threshold Concept 2: Writing Speaks to Situations through Recognizable Forms [textuality]: 2.1 and 2.3. Research writing—recognizable genre in college context, follows required writing conventions such as format documentation, involves metacognition and reflection, helps identify, expand, develop what we know and think. Review conventions of research paper—MLA Purdue Owl link on Bb, MLA in-text citation exercise; see Course Content.

Wk. 7—Oct. 7

Introduce Portfolio 2—using research, critical thinking and reflection. Posting: In two paragraphs, define the argument-counterargument (pro/con) of your topic. Each paragraph should be 150 words. Reflect on why you chose the type of research sources you collected in portfolio 1 for your project—metacognition—thinking about your thinking—what drove those choices. Post in “Argument-Counterargument Forum.” Critique 2 posts for their effectiveness, contrasting points, and reflection. Reading assignment—Threshold Concept 3: Writing Enacts and Creates Identities and Ideologies [human interaction]—3.0, 3.1, 3.3, pp. 48-52, 54-55.

Review the assigned Concept 3 readings to help with this posting: How does your history with writing define you and your ideologies? Consider past writing experiences, (negative or positive) that have included things like standardized testing, loss of creative stimulus as a result from the arts being stripped from curriculums. Post in Discussion Forum: Writing History and Ideologies.

Wk. 8—Oct. 14

Threshold Concept 2: Writing Speaks to Situations through Recognizable Forms [textuality]: 2.1, 2.2, and 2.3. Research writing—recognizable genre in college context, follows required writing conventions such as format—such as stating a clear, strong thesis. Posting: Thesis ID/Analysis activity—post on Discussion Forum: Thesis ID/Analysis

Threshold Concept 2: Writing Speaks to Situations through Recognizable Forms [textuality]: 2.0, 2.1, 2.2, and 2.3. Research writing is a recognizable genre in the college context, follows required writing
conventions such as an introduction that gets the attention of the audience and states a thesis. Review Introductions—experiment with 3 different introduction strategies (see Introductions on Course Content)—post intros with thesis in Discussion Forum: “Portfolio 2-Intro”

Wk. 9—Oct. 21

Draft workshop—in-class conferencing; Concept 2.3, pp. 40-41—Writing is a Way of Enacting Disciplinarity; review MLA sample document; MLA in-text citations; submit Plagiarism statement—send email confirmation on Bb Messages.

Peer review—Concept 4.4—Revision Is Central to Developing Writing—pp. 66-67; peer and self-assessment of rough drafts; recognize new writing situations and novice standing; examine the rhetorical situation and possibly have to reconsider purpose/audience and adjust tone, jargon, terminology, etc. and revise to fit the rhetorical situation. Portfolio 2 due next class.

Wk. 10—Oct. 28

Collect Portfolio 2—no exceptions; Threshold Concept 2.4: All Writing is Multimodal
Review Ad Presentations link on Course Content, form groups; read Carroll article “Backpacks vs. Briefcases” on Course Content; pay special attention to section on Implications of Rhetorical Analysis. Review points in Carroll Show ad samples. Sign-up for ad presentations; see Course Content—Ad Presentations

Read Carroll article; Ad workshop

Wk. 11—Nov. 4 (Friday, Nov. 8—last day to drop a class)

Ad workshop

Ad workshop

Wk. 12—Nov. 11

Introduce Multimodal project

Multimodal Workshop

Wk. 13—Nov. 18

Multimodal Workshop

Multimodal Workshop
Wk. 14—Nov. 25, 26; 27—Reading Day—no classes; T’giving Holidays 28, 29

Multimodal presentations

Wk. 15—Dec. 2; Dec. 4—Last day of classes, Dec. 5—Reading Day—No classes

Multimodal Presentations

Multimodal Presentations

Final exams Dec. 9-12

Final Exam Day: Check Bb Calendar for date and assignment