ENGL 1302.207: Writing and Rhetoric
11 – 11:50 am TTh
CCH 206
Spring 2020

Instructor Name: Chuck Etheridge
Office: Faculty Center 288
Telephone: (361) 825-5755
Email: charles.etheridge@tamucc.edu
Home Page: http://faculty.tamucc.edu/cetheridge/
Wiki page: http://falcon.tamucc.edu/wiki/CEtheridge/Home
Office Hours: 9:30-10:45 M-Th; 6:30 pm to 7 pm Th

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.

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

- 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.

English 1302 Textbook and Materials

- Access Islander account, Blackboard, and One Drive.

Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Letters</td>
<td>10%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Portfolio One</td>
<td>30%</td>
<td>February 20</td>
</tr>
<tr>
<td>Portfolio Two</td>
<td>30%</td>
<td>April 2</td>
</tr>
<tr>
<td>Portfolio Three</td>
<td>30%</td>
<td>May 14</td>
</tr>
</tbody>
</table>

90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
Below 60 = F

Course Policies

The Daily Agenda
I put everything we are going to do in class on my class Wiki page in a section called “the daily agenda.” It is the most up-to-date, accurate information. If you click on the daily agenda every day, you will know what is due, what to read, and you won’t have to click multiple links to get where you need to go.

It is located at: http://falcon.tamucc.edu/wiki/CEtheridge/English1302WritingAndRhetoricSpring2020

This is where you will find your homework, specific class assignments, and will be notified if anything has changed.

**Communicating With Me**

I need to know if you are doing well, if you are having trouble, and if you have questions. I also like to kibitz (engage in small talk face to face). I can be reached in the following ways:

**In Person/F2F:** My office is Faculty Center 288. I am in my office during my office hours, and, quite frankly, many more hours than my office hours. If you need to see me outside of office hours, give me a quick holler, just to make sure I’m “in.” If so, come on by.

**Email.** Professionals ups use e-mail. I will communicate with the whole class regularly via e-mail. Checking one’s e-mail is a regular expectation in most professional jobs, so “I don’t check my e-mail” isn’t a good reason for missing something important.

My e-mail is charles.etheridge@tamucc.edu. I am faithful about returning e-mails, and will return every e-mail within 24 hours. On the other hand, I am not glued to my computer and phone 24/7, so don’t email me with a question at 3:30 in the morning and expect an immediate reply. *Weekend Exception.* If you e-mail me late Friday afternoon or on Saturday or Sunday, you might not receive a reply until Monday morning.

**Telephone.** My phone number is 825-5755 (or 361-825-5755 if you are calling from outside of Corpus or have a non-Corpus cell phone number). Call me if you need me. Leave a message if I don’t answer. This is a generational thing, I know— I have noticed many younger students (including my own children) hang up if someone does;’t answer the phone. If you call and I don’t pick up, leave your name and a message including the number at which I can call you back.
Facebook: The class will have a Facebook group. You can find it at https://www.facebook.com/groups/2645302362232878/ or by typing “Dr. E’s English 1302” into the Facebook search bar. You can use this to ask questions of each other, share interesting ideas, post clips of protest lit you have found, and to otherwise communicate with your classmates and me. You are not required to join this group; but it might enhance your learning experience if you do. All materials and announcements will be made by regular e-mails.

Although Facebook is a way to communicate with me, I do not “friend” current students on Facebook. If you send me a request, please do not be insulted if I do not respond. I maintain both a personal and professional presence on the social media, as should you. Do you really want me to see your pictures of what you did last weekend, esp. if we have a test and you might have studied more?

Skype. My Skype ID is TechWriteDrE. I only have my Skype turned on during office hours.

Texting. Nope. I prefer not.

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.

In-class Conduct

In general, treat each other and the instructor with respect and follow standards of common courtesy. Here are a few specifics:

- Please turn off all cell phones or other electronic communication devices and place them out of sight (in a bag, purse, pocket) while in class.
- Do not use your time in English 1302 to work on assignments for other classes.
- **WARNING:** If you are off task (i.e., Facebooking, tweeting, shopping online, texting, snapchatting, etc.) **I will mark you absent, no questions asked** and you will lose points for the day. In order to succeed in this class, you need to be mentally and physically present.

In-Class Participation

To be present 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 may result in being marked absent. However, everyone is allowed two absences, no questions asked. Any absence beyond that will affect your grade in this course.

**Attendance and Tardy Policy**

You need to be here. This class is also project driven, and will function very much like a job. We will be doing things in class. Make every reasonable effort to be here. If, for some reason, circumstances conspire, such as illness, family emergency, or commuting woes, I will treat each on a case by case basis. Please contact me as soon as possible and explain your absence.

**NOTE:** If you accumulate three or absences that are unexcused or unexplained, I reserve the right to penalize your grade up to and including failure of the course. If you miss five or more classes without reasonable explanation, you run the risk of failing.

**Tardies:** This is a mid-morning class. What are you going to do--oversleep? Don't be late. If you come after class starts, you will be considered tardy. Two tardies count as an unexcused absence.

**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 [http://casa.tamucc.edu/wc.php](http://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.

**Late Work/Extensions**
I will NOT accept late daily work or homework assignments in my course because those assignments are, in essence, part of your attendance and participation grade. There will be no make-ups for missed daily grades. For any major assignment, please email the appropriate learning community faculty at least 48 hours before the due date if there are extenuating circumstances that will cause you to miss an assignment deadline. In the email, you will need to propose a new due date/time that does not exceed SEVEN days (one week) past the original due date. Upon submission of the final product, documentation that proves an extension was granted must be provided. This policy includes weekends. **NO ASSIGNMENTS RELATED TO LEARNING COMMUNITY E COURSES WILL BE ACCEPTED OVER EMAIL. NO EXCEPTIONS.**

**Office Hours**
While I would like you all to ask me questions in class, I am available to help you outside of class as well. My office hours this semester are at the top of the syllabus, but please let me know if these times do not work for you, and we will figure something out. Attending office hours is a key to success in higher education, especially in writing intensive courses. Please use office hours for one on one feedback on your writing, and to be able to address your learning needs on an individualized basis.

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.

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”)

Plagiarism is a serious violation of departmental and University policies, 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/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

Notice to Students with Disabilities

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. You can also visit their website at [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/) and contact them via e-mail at disability.services@tamucc.edu. 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.

**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. **April 8th** is the last day to drop a class with an automatic grade of “W” this term.

**Grade Appeals Process**
As stated in University Procedure 13.02.99.C2.01, 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.C2.01, Student Grade Appeal Procedures (available at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf)). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website: [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**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](http://www.tamucc.edu/academics/academic_advising.html).

**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. 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/

• If you feel comfortable doing so, please talk with me and/or your other professors. We may be able to assist.

**Student Mental Health and Wellbeing**

As a student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you are experiencing emotional distress or mental health issues, please visit the Counseling Center located in the Driftwood Building during walk-in hours or call (361)825-2703. Counselors are available by phone 24/7 to assist students who are in crisis. Services are free and confidential. For access to self-help resources and anonymous mental health screenings, visit the Counseling Center website at https://counseling.tamucc.edu. In an emergency, call 911 or University Police at (361)825-4444.

**Major Assignments**

**Portfolios (90% of grade)**

You will have 3 portfolios, each of which is worth 30% of your grade, for a total of 90%.

Each of the three portfolios will consist of 4 major parts:

- **Reflection** 15%
- **Process** 10%
- **Readings** 25%
- **Major Document** 25%

The **reflection**, written at the end, will discuss the project as a whole, explore what you learned from doing it, and explore what you learned from doing it. The **process** is doing the steps that lead up to your major work; if you do small things in a timely manner, you will do well in this area (and will avoid a big rush at the end). The **readings** designed to support your writing; you will have a number of readings assigned while you work on your projects, and will write periodic responses to what you have read. The **major document** is just that—the final product that your work has been leading up to.

**Note:** Full assignments for each portfolio is available on Blackboard.
**Portfolio I** is a Literacy, Learning and Technology Project; you will explore your growth in reading, learning, and writing, and the role technology played in it.

**Portfolio II** is a research project in which you explore a topic of interest to you (preferably in your major).

**Portfolio II** is where you take what you learned in the research project and present it in at least three other modes or media (pamphlets, infographics, videos, podcasts, social media campaigns, etc.).

**Class Letters**

This will probably become your favorite part of the course; it certainly is mine. Every week, I'll write you a letter, and on the first class day of the next week, you'll bring me one. I'll write about whatever's on my mind, and you can either reply to me, or you can write about whatever's on your mind. Please don't give me a simple recap of your weekend along the lines of "Yeah, well me and Bubba Biff, went out and, like, tossed some cows," but if something interesting happens to you or you have something you really want to "talk" about, chances are it'll make a good subject for a letter. This will be a chance for you to be able to write about anything and to be read solely for what you are saying. You don't have to worry about a grade unless you don't do the assignment. The only way to mess this up is not to attempt it.
Schedule of Due Dates

NOTE: You should check the Daily Agenda each class period. In class activities, reading assignments, and homework will be specified on those dates.

Below is a schedule of due dates:

January 28       Letter due
February 4       Letter due
February 11      Letter due
February 18      Letter due  Review Literacy, Learning and Technology Project
February 20      Portfolio One (Learning and Technology Project) due
February 25      Letter due
March 3          Letter due
March 9-13       Spring Break
March 17         Letter due
March 24         Letter due
March 31         Letter due  Review Research Project
April 2          Portfolio Two (Research Project) due
April 7          Letter due
April 14         Letter due
April 21         Letter due
May 5            Letter due (Peer Review Multimodal Project)
May 14           Multimodal Project due