Learning Community E: Courage, Conviction, and Composition
ENGL 1302.246: Writing and Rhetoric
Fall 2019

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Office Hours: Monday 1:00 p.m. – 2:00 p.m., Tuesday & Thursday 11:00 a.m. – 2:00 p.m., Friday 1:00 p.m. – 2:00 p.m., and by appointment

Class Meeting Time/Location

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Days/Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1302.245</td>
<td>MWF 9-9:50</td>
<td>CCH 208</td>
</tr>
<tr>
<td>ENGL 1302.246</td>
<td>MWF 11-11:50</td>
<td>CCH 208</td>
</tr>
<tr>
<td>ENGL 1302.247</td>
<td>MWF 12-12:50</td>
<td>CCH 210</td>
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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>
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<tbody>
<tr>
<td>Attendance/In-Class Participation</td>
<td>100 pts</td>
<td>Weekly</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>100 pts</td>
<td>Weekly</td>
</tr>
<tr>
<td>Reflections</td>
<td>100 pts</td>
<td>Weekly</td>
</tr>
<tr>
<td>Connecting the Past and the Present</td>
<td>125 pts</td>
<td>October 7</td>
</tr>
<tr>
<td>Midterm Portfolio</td>
<td>125 pts</td>
<td>October 18</td>
</tr>
<tr>
<td>Research Log &amp; Source Reviews</td>
<td>100 pts</td>
<td>November 1</td>
</tr>
<tr>
<td>Blog &amp; Group Presentations</td>
<td>200 pts</td>
<td>November 11 &amp; November 22</td>
</tr>
<tr>
<td>Learning Community E Portfolio</td>
<td>150 pts</td>
<td>December 4</td>
</tr>
<tr>
<td>Total</td>
<td>1000 pts</td>
<td></td>
</tr>
</tbody>
</table>

1000-900 pts = A
899.4-800 pts = B
799.4- 700 pts = C
699.4- 600 pts = D
Below 600 pts= F
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 earn daily, in-class writing 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 may result in the loss of points. However, everyone is allowed two absences, no questions asked. Any absence beyond that will affect your grade in this course.

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. November 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). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office. 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.

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.

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/](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.

**Provisional Course Outline**
Readings should be completed prior to class meetings. This syllabus is subject to changes throughout the semester. The instructor will notify students of changes in schedule at least a week in advance.

<table>
<thead>
<tr>
<th>Week</th>
<th>Homework/Assignments due</th>
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| 1 8/26-8/30 | • Review course syllabus on Blackboard (BB) for Wednesday  
• Reflection 1: Habits of Mind – due Wednesday (8/28) on BB by 8 a.m.  
• Read Chapter 1 from *Naming What we Know (NWWK)* text (pgs. 17-34) for class on Friday and complete Reading Response 1 – Due Friday (8/30) by 8 a.m. on BB |
| 2 9/2-9/6 | • Read Chapter 2 from *NWWK* text (pgs. 35-46) and complete Reading Response 2 – Due Thursday (9/5) by 12 pm on BB.  
• Reflection 2: Shitty First Drafts – due Friday (9/6) by 10pm on BB |
| 3 9/9-9/13 | • Read Chapter 3 from *NWWK* text and complete Reading Response 3 - due Wednesday (9/11) by 8am on BB.  
• Reflection 3: ACRL Framework - due Friday (9/13) by 10pm on BB  
• Read Chapter 4 from *NWWK* text (pgs. 48-58) and complete Reading Response 4 – due Monday (9/16) by 8am on BB |
| 4 9/16-9/20 | • Reflection 4: ACRL Framework – due Friday (9/20) by 10pm on BB  
• Read Chapter 5 from *NWWK* text (pgs. 71-79) and complete Reading Response 5 – due Monday (9/23) by 8am on BB |
<p>| 5 9/23-9/27 | • Reflection 5: ACRL Framework – due Friday (9/27) by 10pm. |
| 6 9/30-10/4 | • Integrative Assignment workshop all week |
| 7 10/7-10/11 | • Connecting the Past and the Present assignment due on Wednesday (10/7) |
| 8 10/14-10/18 | • Midterm Portfolio due Friday (10/18) |
| 9 10/21-10/25 | • Library Visit |
| 10 10/28-11/1 | • Research Log &amp; Source Reviews due (11/1) |
| 11 11/4-11/8 | • Drop Date Friday (11/8) |
| 12 11/11-11/15 | • Blogs due Monday (11/11) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
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<tr>
<td>11/18-11/22</td>
<td>• First Year Symposium (11/22)</td>
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<tr>
<td>11/25-11/29</td>
<td>• Reading Day (11/27)</td>
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<tr>
<td></td>
<td>• Thanksgiving (11/28)</td>
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<tr>
<td>12/2-12/4</td>
<td>• Learning Community E Final Portfolio Wednesday (12/4)</td>
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