Course Description: English 1302 introduces students to academic writing and research (information literacy). Based on current best practices in second language writing studies, this course helps students develop proficiencies in a wide range of threshold concepts. The course is centered around source-based writing and builds to progressively more advanced writing tasks. 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 learning goals listed below describe the specific kinds of learning that are expected 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 over the course of the semester.

Students' performance in this course 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 rhetorical situations in academic 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. Evaluate the ways in which they have become a more reflective (mindful, self-aware, thoughtful) writer.

Assignments

- **Reading:** During the semester we will read a variety of texts. You, as an individual, will also research and read sources to support various research papers. Reading assignments may involve various response activities--for instance, reading guides, summaries, syntheses, critiques, self-evaluations, quizzes, reaction writing about specific questions, and so on.

- **Writing:** During the semester expect to write both in and out of class.

  * **In-Class Writing** may range from brief paragraphs (e.g. freewrites, summaries, and syntheses) to complete essay drafts of two to three pages each.

  * **Reading/Summary/Synthesis Portfolio:** Involves a compilation of your evidence of reading, reading critically, and integrating source material into writing.  
    90 Points

- **Class Work/Homework:** reading guides, reflection papers, participation in class discussions and group activities. See “Class procedures” (below) for more details about grading for these assignments.  
  200 Points

- **Peer Editing:** The comments that you provide your classmates (both in and out of class) are a vital part of this class:  
  60 Points

  * **Out-of-Class Writing** will involve drafting and revision to produce the following:

    * **Writing Project #1:** a short, polished essay that shows your skill in synthesizing two writer’s arguments on the same topic (approximately five to seven typed, double-spaced pages each). You also will reflect on your writing following this project.  
      150 Points

    * **Writing Project #2:** a more developed, polished essay that shows your skill in using library and web-based research to write an informative essay about a specific topic. (approximately six to eight typed, double-spaced pages each). You also will reflect on your writing following this project.  
      200 Points

    * **Writing Project #3:** a more developed essay that shows your skill in finding and synthesizing a range of source material and analyzing the target topic (seven to nine typed, double-spaced pages). You also will reflect on your writing following this project.  
      300 Points
The first version of each essay will be discussed in small group workshops and commented on by your instructor. You then will revise this essay into a final draft, through rounds of revision, using the suggestions you received as a starting point for the final version. Remember: writing is never "done" the first time; (re)vision means (re)seeing . . . (re)cognizing . . . Your instructor may also request a “revision table” to accompany your final draft, explaining the more substantive changes made from the first to final draft.

Figure 1. The steps of the writing process in this class (all graded).

![Writing Process Diagram]

Text


Technology Related
I will use your e-mail address on file with the university if I need to contact you between course meetings. You are responsible for checking your email regularly. “I didn’t get your e-mail” is not a valid excuse for missing out on something. Please use my university e-mail address. Also related to technology use, there should be no audio and/or video recordings of class proceedings without expressed written consent (an email) from the instructor.

For this course we will be using Islander Online Learning (IOL) or Blackboard. The Blackboard site contains a copy of the syllabus, homework assignments, handouts, relevant links, and supplemental materials. You are required to submit all assignments through Blackboard unless otherwise specified, and will receive your grades and my feedback through Blackboard as well. An easy way to access Blackboard is to

1. Go directly to https://bb9.tamucc.edu/ and log in.
2. If you are using your own computer, you need to make sure you have the most recent versions of the necessary software.
3. Once you have logged in, you will see a list of all of your courses that have Blackboard shells. Click on the “Writing and Rhetoric” link.

No texting or surfing the web during class. While technology is a tremendous resource, it can also be a tremendous distraction. Texting and surfing the web (e.g., Facebook) during class is
distracting (to me and others); therefore, disciplinary action affecting your grade will be taken for such behavior.

Grading
Each final writing project will be graded according to the number of points the writing project contributes toward your final grade. Writing projects will lose points for being late or under the page limit. Drafts that are under the page limit will not be accepted. You must turn in an acceptable draft in order for your final paper to be graded. Rubrics with point values for defined components (e.g., organization, development, source integration) will be used for all out of class assignments.

Figure your final grade based on a 1000 point scale:
900-1000 is an A, 800-899 is a B, 700-799 is a C, 600-699 is a D, 599 and lower is an F.

Group work
Unless I specifically state that you are allowed to work on an assignment as a group, assignments are expected to be completed independently. Using each other for proof-reading and providing suggestions for writing improvement is acceptable, and even encouraged; however, group work on assignments (unless otherwise specified), is not permitted.

Attendance
English 1302 heavily depends on classroom activities—workshops, discussions and brainstorming sessions, impromptu writing, group preparation for writing assignments — so your attendance is very important. When you miss class, you not only miss information important to your success, but you jeopardize the collaborations among students that this course depends on: part of the class goes missing with you. Therefore, if you miss too many class sessions, your grade will be lowered.

Your instructor will allow you three absences without penalty: save those for the unexpected or unavoidable. Each absence beyond those three will cost you 25 points off of your overall course average. While 25 points doesn’t seem like much, missing only four extra class days over the semester drops you a full 100 points – a whole letter grade. Excused absences must be documented in writing from an outside source acceptable to both your instructor and the Director of the Writing Program and must be presented to your instructor before the absence occurs.

If you are more than 15 minutes late to class, your instructor will count you absent for this class session. If you are less than 15 minutes late to class, your instructor will count this as being tardy. Being tardy three times will count as an absence.

Always, and this holds true for all of your classes, if you know that you’ll be absent, contact your teacher and ask about making-up any missed work and assignments. Please note that contacting the teacher before class does NOT constitute an excused absence.
Office Hours/Conferences
My office is located at Classroom East 213B. Please make use of office hours. You do not need to be having difficulties with the material to come to office hours. Feel free to come in and discuss issues that interest you, get feedback on a draft of your assignments, talk about how the course is going, or share any suggestions you have.

Late Work
Do not submit work late, unless you negotiate with me before the due date—never on the same day that work is due. I reserve the right to not accept late work, and if work is accepted late, you should expect it to be marked down substantially. The best way to avoid these potentially harsh penalties is to submit your work on time.

If I Am Absent
If I need to cancel class because my car broke down, or if I am ill, etc., I will try to get someone to post a sign. I also will try to email you all, before class. However, if you come to class and I am not here by the time 15 minutes has elapsed (from when class is to start), please assume that class is cancelled.

To accommodate students who participate in university-sanctioned activities, we offer sections of this course at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or whatever—please see me after class today.

Manuscript Preparation
Please consider every piece of writing you do for this class to be "public property." We will discuss your writing in both large and small groups. Once your work is posted to Blackboard, it is “published” and may be used for classroom purposes. All versions of all assignments, unless otherwise specified, must be typed, double-spaced. Please carefully follow the guidelines posted in Blackboard under “handouts” using the “Formatting” document. Finally, all assignments must be turned in by the specified due date on Blackboard under “Assignments.” I may (or may not) also ask for you to bring a paper copy to class, but always turn the assignment in to Blackboard. This way the assignment is automatically recorded as either on time, late, or missing.

The Public Nature of Class Writing and Discussions
Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a writing community. Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. In particular, please do not write about any criminal activity that you have knowledge of—as a witness, as a victim or as a perpetrator. This may seem like an odd thing to
caution you about, but if you were to write about such activity, I may be legally required to report it to the authorities.

Class Procedures
For almost every class period, there will be reading assignments. We will discuss and/or write about these texts in detail, so be sure to read them and annotate carefully, and please remember to bring your textbook (and course readings due that day) to each class. There will be reading guides posted for many reading assignment to help you do the reading. Some of the reading guides will be required. Others will not. I will make it clear which reading guides are required and which are optional as the course progresses.

Your classwork/homework grade will be assessed based on your engagement during in-class activities and classwork/homework assignments that are turned in. Please discuss with me openly and in advance any problems with class preparation you encounter during the semester and we will try to find a solution. Additionally, disrupting the class environment excessively (e.g., texting, chatting, sleeping in class, surfing internet) will result in loss of participation points and being marked absent for a given class session.

There will be many short in-class and homework assignments of a practical nature. These will involve tasks such as reading responses, reading guides, summaries/critiques, reading quizzes, and discussion questions. These worksheets and assignments will be graded as follows:

- 10 = Meets expectations (credit)
- 5 = Below expectations (half credit)
- 0 = No submission or very far below expectations (no credit)

For full classwork/homework credit you need a (10) on all assignments.

Please also keep a copy of any Writing Project you turn in, for your own files. Please also note: when you turn in the final version of any Writing Project, you may be asked to also turn in all earlier versions, including notes, peer review comments, outlines, etc.

Plagiarism
Plagiarism is a form of theft. It is grounds for failing the course. Plagiarism occurs when a writer uses someone else’s phrasing, sentences, or distinctive insights without giving proper credit. Be sure to acknowledge your sources! Also, if you do not know what “patchwriting” is, please look it up. “Patchwriting” is the most common type of plagiarism that I find and it is to be avoided in university level writing. In this age of downloadable papers, remember that turning in work that, in whole or in part, is not your own is also plagiarism. When in doubt about quotation, citation, or acknowledgment of sources, see your instructor.

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.

**Other notes:**
Please feel free to say anything (within reason) you wish in class. At the same time, I will respect you as adults and will expect you to treat the others in the class the same way. This might seem a minor point, but we will be doing a lot of commenting on each others’ Writing Projects, and it is important to always be considerate as well as honest. I call on everyone equally, whether you raise your hand or not, so know in advance that you will be expected to talk in class.

**University/College Resources, Policies, and Required Statements**

***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.

****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.

*****GRADE APPEALS PROCESS –** As stated in University Procedure 13.02.99.C0.03, 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.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

******THE CENTER FOR ACADEMIC STUDENT ACHIEVMENT (CASA) –** The Writing Center of CASA provides free writing instruction to any student interested in improving his/her writing
abilities. Tutors will assist you with all aspects of writing. The Writing Center’s purpose is not to correct or proofread your drafts but to help you learn strategies that good writers use during the processes of writing. You may visit the Center for assistance with a writing project for any of your classes. It is located in the Glasscock Building (825-5933).

*******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 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 disciplinary action ranging from a warning to failure in the course depending on the severity and intentionality of the offense.
Course Schedule (Subject to Change)

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<th>Date</th>
<th>Topics/Course Work</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>Wednesday 1/22</td>
<td>In depth introduction to course</td>
<td>Read syllabus</td>
<td>Print syllabus</td>
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<td>Week 2</td>
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<td>Monday 1/27</td>
<td>In class writing</td>
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<td>Syllabus quiz due</td>
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<td>Wednesday 1/29</td>
<td>Strategies for Critical Reading</td>
<td>pp. 4-5</td>
<td>Reading guide Due</td>
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<td>Previewing readings</td>
<td>pp. 37-40</td>
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<td>pp. 175-178</td>
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<td>Week 3</td>
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<tr>
<td>Monday 2/3</td>
<td>Reading Strategies</td>
<td>pp. 6-13</td>
<td>Complete All Exercises</td>
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<td>Paraphrasing</td>
<td>pp. 179-180</td>
<td>on pp. 6-13</td>
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<tr>
<td>Wednesday 2/5</td>
<td>Summary writing</td>
<td>pp. 19-25</td>
<td>Summary 1</td>
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<td>pp. 180-184</td>
<td>Reading guides TBD</td>
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<td>Week 4</td>
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<td>Monday 2/10</td>
<td>Defining WP1</td>
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<td>Summary 2</td>
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<td>Summary Writing</td>
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<td>Reading guides TBD</td>
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<td>Wednesday 2/12</td>
<td>Summary Writing</td>
<td>SW, pp. 67-70, pp. 185-190</td>
<td>Summary 3</td>
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<td>Week 5</td>
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<td>Monday 2/17</td>
<td>Synthesis</td>
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<td>WP1 Outline</td>
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<td>Wednesday 2/19</td>
<td>Synthesis</td>
<td>Read “Doolan Revision</td>
<td>Synthesis 1</td>
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<td>Week 6</td>
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<td>Monday 2/24</td>
<td>Writing workshop</td>
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<td>WP1v1</td>
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<td>Formatting Checklist</td>
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<td>Wednesday 2/26</td>
<td>Writing workshop</td>
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<td>Peer Review</td>
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<td>Week 7</td>
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<td>Monday 3/2</td>
<td>Thesis statements</td>
<td>SW, pp. 46-66</td>
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<td>Wednesday 3/5</td>
<td>Defining WP2; Library Day, CRAAP test</td>
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<td>WP1v2</td>
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<td>Week 8</td>
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<td>Mon-Fri 3/9-3/13</td>
<td>Spring Break!</td>
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<td>Week 9</td>
<td>Monday 3/16</td>
<td>Readability</td>
<td>Juergensmeyer (2014)</td>
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<td>Wednesday 3/18</td>
<td>Plagiarism &amp; Book</td>
<td>SW, pp. 73-87</td>
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<td>Week 10 Monday 3/23</td>
<td>Building a working reference list</td>
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<td>Reading/Summary/Synthesis Portfolio</td>
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<td>Wednesday 3/25</td>
<td>Finding and evaluating sources</td>
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<td>WP2 Outline</td>
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<td>Week 11 Monday 3/30</td>
<td>Writing Workshop</td>
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<td>Wednesday 4/1</td>
<td>Writing Workshop</td>
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<td>Revision</td>
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<td>Wednesday 4/8</td>
<td>Defining WP3; Prewriting (outline)</td>
<td>TBA</td>
<td>WP2v2 Due</td>
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<td>Week 13 Monday 4/13</td>
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<td>Graphic Organizer for WP3 WP2 Reflection</td>
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<td>Wednesday 4/15</td>
<td>Reading Strategies (identifying and selecting information for your writing)</td>
<td>TBA</td>
<td>Outline for WP3</td>
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<td>Week 14 Monday 4/20</td>
<td>Quoting/In text Citations</td>
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<td>Wednesday 4/22</td>
<td>Writing Workshop</td>
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<td>WP3v1</td>
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<td>Week 15 Monday 4/27</td>
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<td>Wednesday 4/29</td>
<td>In Class Writing</td>
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<td>Week 16 Monday 5/4</td>
<td>TBA</td>
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<td>Wednesday 5/6</td>
<td>Course conclusion, Semester Reflection</td>
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<td>WP3v2 Due</td>
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<td>Week 17</td>
<td>Final exam: Date and time to be determined</td>
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<td>Course Reflection WP3 Reflection</td>
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