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Contact Information:

Instructor: Dr. Frances Ćurčija Johnson
Email: frances.johnson@tamucc.edu
Office: No on-campus office
Phone: 210-201-6117

Course Platform: Course is delivered via TAMUCC Blackboard

Office Hours / Contact Information:

Virtual Office Hours
- Click URL:
  - https://tamuccwebex.com/meet/fjohnson
  - How to join a Personal Room Meeting
- M-W 11-1

Email

- I email everyone to his or her Islander.tamucc.edu email account, from Blackboard. You can forward your Islander email to any account you wish. YOU are responsible for checking email. Missing an email is not an excuse.
  - To email me, your name, section number, and reason for email in the subject line
    - Customary practice is 24 hours for an email answer, but I generally answer within 2-3 hours between 8am-8pm, M-T.
    - Fridays, weekends, and after 8 pm will take longer.

Introduction
Welcome to the online version on ENGL 1302, Writing and Rhetoric. This course has the same expectations as a face-to-face course, with the same amount of “work.” Please do not think that because the course is online, that it will be any less rigorous than a face-to-face course. In fact, the course may seem more intense as you are responsible for engaging with the material without the prodding the occurs when you come to a physical class. We engage in twice weekly assignments where you are asked to post original work and response to your classmates’ work (an overview response). We do this because we do not meet face-to-face in a classroom, so these interactions serve as the discussions you would have sitting in a classroom twice a week. A way to get to know your classmates. Keeping up with the activities or working ahead will make the course seem less daunting.

Course Description
The Science Learning Communities are leading the way in helping students. These linked ENGL 1302, Writing and Rhetoric courses are specifically constructed for those students who are declared science majors.

The course is based on my knowledge of scientific communication and ties directly in with the projects of the learning community. The aim of the course is to provide you with the insights of how scientists think and write among each other as they create new knowledge.
Student learning goals and ePortfolio
The learning goals listed below describe the specific kinds of learning that ENGL 1302 faculty members expect you to achieve during the semester. Taken together, the goals describe your 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.

During the semester, you should maintain a folder, collecting all the work you are doing, including regular reflections that connect the work you are doing with the learning goals for the course, to track/explore how your learning is expanding.

The digital portfolio will include ample and appropriate evidence and an extensive reflective overview. With your portfolio (Process, Reflection, Proof), you will show and tell how you have expanded your learning during the semester and the extent to which you have achieved the following learning goals for ENGL 1302.

**Students will be able to**
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 and how they have learned from being a novice in new writing situations, and illustrate 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.

Technical requirements for course

*Course delivery*
- The course is delivered entirely within the TAMUCC Blackboard system.
- All work is submitted via Blackboard
  - Emailed work is not accepted
- Check submission criteria carefully. Work submitted to wrong place will not be evaluated.

*Computer requirements*
It is up to each student to visit the TAMUCC IT Department’s Blackboard Technical Requirement’s webpage (https://iol.tamucc.edu/techreq.html) to determine the computer requirements for using Blackboard. As an FYI, the browser that works best with Blackboard is Chrome, so even if you are using a Mac, it would be a good idea to install Chrome on your computer. It is your responsibility to make sure your system is compatible with Blackboard.
Delivery of instructor feedback
Instructor response to online requests usually occurs within a 24-hour period, but you can expect a response within 3 days. Check the “Contact Information” for more on when I am online and when you can expect email feedback. You will find feedback on activities and assignments in the “Feedback to Learner” textbox in Blackboard. For more on Grades and instructor feedback, go to: https://help.blackboard.com/Learn/Student/Grades

Student login expectations
Students will be required to login a minimum of once per day throughout the regular school week for updates presented via the Announcement feature in Blackboard. These are also sent via email, so if you have your Islander Email forwarded to a personal account, you should be able to get notifications on your smartphone.

Specific login instructions
Blackboard Login https://bb9.tamucc.edu/webapps/login/

Faculty availability to support students
Instructor maintains a consistent web presence and is available to meet either via WebEx, email, or Facetime. The instructor for this course does not have physical, face-to-face office hours, nor a physical presence on campus. Appointments must be made for Facetime meetings.

Types of interactions
Discussion Forum (Graded)
- Review the discussion threads thoroughly before entering the discussion
- Try to maintain threads by using the “Reply” button rather than starting a new topic
- Do not make insulting or inflammatory statements to other members of the discussion group
- Be patient and read the comments of other members thoroughly before adding your remarks
- Be thoughtful. These discussions are like discussions we would have in the classroom
- Be positive and constructive in group discussions
- Respond in a thoughtful and timely manner
- FMI: See Activities Criteria on Blackboard

Class Chat Forum (Extra Credit)
This is the area where we can discuss questions, problems, or anything that you might talk with your classmates in a brick n mortar setting. Just like you cannot go back and chat with people after a class is gone, chats cannot be given credit after 11:59 pm on Friday. You can earn 10 points per week. This is approximately an additional 5.00% Extra Credit.
- Introduce yourself to your classmates,
- Post any questions that you have, especially ones that you believe might be helpful to others,
- Use this space to set up study groups,
- Use this space to keep us informed as to what is going on in your life
Graded Activities

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Each</th>
<th>Number of occurrences</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Summaries, Activities, Discussions,</td>
<td>37.50</td>
<td>28</td>
<td>1050</td>
<td>35.00%</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td>300.00</td>
<td>1</td>
<td>300</td>
<td>10.00%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>750.00</td>
<td>1</td>
<td>750</td>
<td>25.00%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>300.00</td>
<td>1</td>
<td>300</td>
<td>10.00%</td>
</tr>
</tbody>
</table>

Learning community Activities

<table>
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<tr>
<th>Assignments</th>
<th>Points Each</th>
<th>Number of occurrences</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Contract</td>
<td>150.00</td>
<td>1</td>
<td>150</td>
<td>5.00%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>150.00</td>
<td>1</td>
<td>150</td>
<td>5.00%</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>300.00</td>
<td>1</td>
<td>300</td>
<td>10.00%</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td>3000</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

*Complete descriptions, requirements, evaluation criteria, and rubrics are available on Blackboard.

Texts and Materials

- **Textbooks**
    - ISBN-10: 0190852194

- **Materials**
  - Office 360 is available without cost to students. FMI: [http://it.tamucc.edu/Office365/Office365.html](http://it.tamucc.edu/Office365/Office365.html)
  - NoodleTools Account
    - This is provided free to you by Dr. Johnson
  - WebEx account/set up
    - WebEx is an online conferencing system provided by TAMUCC
      - [https://iol.tamucc.edu/webex.html](https://iol.tamucc.edu/webex.html)
      - WebEx is the media used for office hours
  - ePortfolio Hosting Sites
    - I have compiled a list of possible ePortfolio hosting sites. If you already have a blog, wiki, or other online presence, feel free to make an ENGL_1302 space and use it. If you need help with any of these sites, before panicking, check the website’s help link/page, do a Google search for help, search for a YouTube help video, and/or all of the above. The follow are hyperlinks to some of the sources I have found.
      - ePortfolios with Google Apps
      - Weebly
      - FolioSpaces
      - WordPress
    - The above is just a suggestion for you to start. If you have another site that you have used, please tell us about it in the Classroom Chat. I would suggest working
with these, picking one, and begin working on the set up of your ePortfolio by Week Three at the latest.

**Course Conduct:**
Students will practice respect and responsibility as a part of this learning community. Here are some things you can do to exhibit an attitude of respect and responsibility:

- Post assignments on time. Early is even better.
- Work extra hard to get to know other classmates.
- Reach out through email or Blackboard posts (especially Classroom Chat) to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
- Respect other classmates by watching what you say.
- Add your opinions to/participate in the discussions.
- Check the assignments every week. Don’t wait until the last minute.
- *Don't get behind. If you get behind in an online course, it is harder to get back on track than it is in a traditional course.*
- Keep up with your assignments and your grades. It is not the teacher’s responsibility to tell you what you have or haven’t turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.

**Academic Honesty/Plagiarism**

*Definition:* In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on [MLA documentation rules](http://owl.english.purdue.edu/) and [APA documentation rules](http://owl.english.purdue.edu/) 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.

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 1) evaluation of zero for the assignment with option to resubmit work, 2)
evaluation of zero for the assignment with no option to resubmit work, 3) petition to university to be remove from course with a grade of F.

Late work

Deadlines (Late Work)
The nature of learning within the University system requires that at certain points in the semester you are provided with feedback, and an overall assessment of your performance in the class (a grade). In order to complete this process, I have set up a timeline for coursework projects. Any work submitted late without extension will lose 50%.

- No late work can be posted after the Last Day to Submit Late Work or Resubmissions
- Email me when you submit any late work.

Extension Policy

If for some reason you are unable to make the deadline on a major assignment it is your responsibility to contact me and make other arrangements, before the due date. The extension policy does not cover any activity that is required on a daily basis (daily work), that other students must rely on to complete their work, or any type of quiz or test. If you have questions, email me in advance and ask. We will discuss an alternative completion date. In order to extend a deadline, you must:

1. Contact me via email as soon as you know about your completion problems; I do not want to know why, just that you need more time.
2. Save your email—you will need it later.
3. Save my response to your email.
4. We will agree on an alternative date;
5. Send me an exact day, date and time that you will be submitting the work.
6. After the initial due date, it’s up to you to work on the project!
7. No additional class time will be taken on the project
8. My involvement will be on your initiative;
9. Your submission will have copies of all our correspondence included-on the top of the project; this means you must show the time line of the requests, submission without a timeline, will be evaluated as late.

When work with an extension is submitted an email must be sent to Dr. Johnson with the following:

1. Extension submission notification in the subject line
2. Your name, section number, and assignment name in the body of the email
3. I will not review work until I have this email

Resubmissions

Most major work, other than drafts, are eligible for resubmission; HOWEVER, you must submit a work originally to be able to re-submit. Daily work is not eligible for resubmissions.

- You must email me of your intention to do so; both this email and my response must be placed in the resubmission.
- The work is submitted to the original submissions link.
- A piece of writing dealing with what has changed in the resubmission and why / how this makes the piece of writing stronger must be included in the resubmission. This is a detailed piece of writing clearly defining / outlining what was changed in the piece of writing. It provides
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statements for what was changed and how this makes the piece of writing stronger, supporting all statements with specific examples of what changes were made and why.

- **The consequences of not following the above procedure: the work will be returned un-evaluated.**
- All resubmission must be in by date of final TBA each semester.

When resubmissions are submitted an email must be sent to Dr. Johnson with the following:

1. Resubmission notification in the subject line
2. Your name, section number, and assignment name in the body of the email
3. I will not review work until I have this email

Required Statements (The “fine print”)

- **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, 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:** Please check with your Academic Advisor with any questions on your degree plan. 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, November 8, 2019 is the last day to drop a class with an automatic grade of “W” this term.**

- **Grade Appeal Process:** As stated in University Procedure 13.02.99.C2.01, 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.C2.01, 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 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](http://cla.tamucc.edu/about/student-resources.html).
• **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 Course Schedule**
Detailed information available on Blackboard. All work due on Tuesdays / Fridays, see Bb for specific days and times.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Major Project *</th>
<th>Assignments</th>
<th>SLOs</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 26-Aug 30</td>
<td></td>
<td>Introductory Discussion, Google Search Tutorial.</td>
<td>1,2,3</td>
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<tr>
<td>2</td>
<td>Sept 2-6</td>
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<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
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<tr>
<td></td>
<td>Labor Day 9/2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 9-13</td>
<td></td>
<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
</tr>
<tr>
<td>4</td>
<td>Sept 16-20</td>
<td>TEAM Contract**</td>
<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
</tr>
<tr>
<td>5</td>
<td>Sept 23-27</td>
<td></td>
<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
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<tr>
<td>6</td>
<td>Sept 30-Oct 4</td>
<td>Synthesis</td>
<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
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<tr>
<td>7</td>
<td>Oct 7-11</td>
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<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
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<tr>
<td>8</td>
<td>Oct 14-18</td>
<td></td>
<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
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<tr>
<td>9</td>
<td>Oct 21-25</td>
<td>TEAM Annotated Bib**</td>
<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
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<tr>
<td>10</td>
<td>Oct 28-Nov 1</td>
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<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
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<tr>
<td>11</td>
<td>Nov 4-8</td>
<td></td>
<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
</tr>
<tr>
<td>12</td>
<td>Nov 11-15</td>
<td>Literature Review</td>
<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
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<tr>
<td>13</td>
<td>Nov 18-22</td>
<td></td>
<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
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<tr>
<td>14</td>
<td>Nov 25-29,</td>
<td>Interdisciplinary Poster Presentation**</td>
<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
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<td></td>
<td>Nov 27-Reading Day-No Class</td>
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<td>Nov 28-9 Thanksgiving</td>
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<td>15</td>
<td>Dec 3</td>
<td>ePortfolio Tuesday, December 3</td>
<td>Activities, discussions, drafting</td>
<td>1,2,3</td>
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<td>FINAL</td>
<td>December 10</td>
<td>Final-Resubmission if necessary</td>
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*All due dates are tentative. **Depending upon Seminar due date