Syllabus
English 2303.201, Spring 2020
Introduction to Writing Studies

TR 12:30-1:45 (CCH 207)

Instructor: Dr. Catherine Quick
Location: FC 286
Phone: 825-3025
Email: catherine.quick@tamucc.edu
Online Meeting: https://tamucc.webex.com/meet/cquick

Office Hours (Dr. Quick is available for student consultations in FC 286 or online at the web address above): M 1-4; T 5-6; Th 2-3, and other times by appointment.

Catalog Course Description
This course will review current scholarship on writing studies, including threshold concepts, activity theory, and genre studies. It will consider various perspectives on the uses of writing to provide students with an intellectual and practical understanding of writing. This course provides a starting point for the more specific studies of writing that occur in other writing studies courses.

Course Description
This course is an introduction to the study of writing as an academic discipline. We’ll explore questions such as: how do people write (and why)? How do we learn to write? What is the role of writing in the digital age? Is the “pen” really “mightier than the sword”—what is the relation of writing, and the ability to write, to power? We’ll study important concepts in the field, such as activity theory, discourse communities, genre, and transfer, by examining studies on the actual activities of writers. Students will conduct their own studies of writing, examining their own practices as well as those of others, and apply their learning to setting and achieving their own writing goals.

Student Learning Outcomes
• Upon successful completion of the course, students will be able to:
• Demonstrate historical and theoretical knowledge of writing studies scholarship and research
• Apply knowledge of key concepts of writing studies: “threshold concepts.”
• Apply information literacy practices within the writing projects of the course.
• Select and use strategic writing processes (invention, planning, drafting, revising, editing, repurposing) for specific rhetorical situations.
• Demonstrate linguistic, rhetorical, genre, and editorial awareness and competence with language choices
• Apply a theoretical framework to a research question.

Texts and Materials
- Ball, Cheryl. E & Drew M. Loewe, eds. Bad Ideas about Writing. Open access resource: https://textbooks.lib.wvu.edu/badideas/
- Numerous online readings, available on Blackboard.
- Google Drive account (To store your work, so it’s always available in class. We will also use Google drive to share documents for revision/editing)

Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Grade %</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>In-class participation/daily work</td>
<td>10%</td>
<td>Daily</td>
</tr>
<tr>
<td>Bi-weekly writings &amp; reflections</td>
<td>40%</td>
<td>TBA</td>
</tr>
<tr>
<td>Online final portfolio</td>
<td>40%</td>
<td>Last day of class (Dec. 3)</td>
</tr>
<tr>
<td>Presentation of final portfolio</td>
<td>10%</td>
<td>Final Exam time (Thursday, Dec 12)</td>
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Here is a basic overview of the assignments:
Further instructions will be provided on Blackboard and in class.

Daily work will include in-class activities, homework, draft workshops, peer review, and other writing process and research activities.

Writings and reflections. You will be asked to choose one from among the writings we do in class every three weeks. You’ll revise it, then write a brief reflection discussing your revision and how the writing illustrates your understanding of relevant course concepts.

Portfolio. For the final portfolio, you will create an online presence as a writer. While you do not have to make it public at this time, the portfolio should be developed with eventual public presentation in mind. You’ll have a lot of freedom to choose what writings to include in the portfolio. Parameters will be discussed in class. The portfolio will also include a presentation component.

Submitting assignments: All assignments, unless otherwise specified, are submitted through Blackboard. This course will require you to set up a portfolio using Google drive that is shared with the instructor. But the link to your portfolio will be posted to the instructor via Blackboard when it is due. (The purpose for this is to facilitate grading, and signal to the instructor that your portfolio is complete.)

Course Policies

Attendance
You have four “sick leave” days, meaning a maximum of four absences without penalty. No documentation or explanation is needed—or wanted. It’s not my place to judge the validity of your reasons—that decision is yours. Just know that: 1) there are consequences to missing class because of missed content, participation credit, and in-class work; and 2) that if you use up your sick leave, your final grade may be lowered by half a letter grade for each day over four missed. There is no such thing as "excused" or "unexcused" absences; these policies will apply no matter what the reason.
Here are the details:

• You may take a maximum of four (4) absences, no questions asked and no penalty other than missed in-class work and participation credit. You may not make up missed in-class work.

• Extra credit may be available to help you make up for the occasional missed assignment. However, it will only apply to in-class work, not portfolios. Extra credit won't happen often—it will help if you miss one or two days, but don't rely on it to make up for a significant amount of missed work.

• To be considered present, you must be on time, participate in all class activities, and remain in class for the entire period. Leaving early, coming in significantly late, or refusing to participate in in-class work may result in an absence and zero credit for any in-class work that day.

• Please keep the contact information for another student to find out what you missed. You will also find helpful information on Blackboard if you miss a class—if an assignment link is still available, it’s likely you may still turn it in (see late work, below).

Late Work
If the assignment is still open and available on Blackboard, you may turn it in late, no questions asked! Late work may be subject to a grade penalty. Be aware, however, that most assignments will not have a long grace period, especially in-class assignments. “Closing time” is usually specified in the assignment link. If you miss class, check Blackboard as soon as you possibly can. If the assignment is not still available, you may not turn it.

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

• Smartphones are useful learning tools, so it is fine to have them in class. In fact, we will occasionally use them! However, please do not abuse this generous policy. Do not text, play games, do social media, shop, or constantly check the phone—use them only for class purposes and pay attention. If there is no class-related reason to have your phone out, please put it away.

• Likewise, computers are to be used for English 2303 work only. No shopping, no Facebook, etc.

• Do not use your time or the computers in English 2303 to work on assignments for other classes.

• Do not talk or make excessive noise while the instructor or another student is speaking to the class. (This includes typing on the keyboard, clicking the mouse, or tapping on a screen.)

• If group work is assigned in class, you must work in a group, not as an individual. During group work time, please stay on task and work cooperatively with other group members.

Department/College/University Policies

Reminder to English Majors
As part of the English undergraduate capstone course (ENGL 4351 for Literary Studies; ENGL 4352 for Writing Studies), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

Disabilities Accommodations
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.

**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.

If your major is in another college (i.e., Education), please go to [https://ucoll.tamucc.edu/academic_advising.html](https://ucoll.tamucc.edu/academic_advising.html) for more information about how to contact your advisor.

**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](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](http://cla.tamucc.edu/about/student-resources.html).

**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 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 and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

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.

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 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. April 10 is the last day to drop a class with an automatic grade of “W” this term.

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.

Questions?
If you have any questions or concerns regarding this syllabus, please speak with me as soon as possible. You are responsible for understanding and adhering to the policies of this course and the University.

Tentative Schedule
This schedule is a draft—it is subject to change! Please consult the schedule on Blackboard at the beginning of the semester for updates and more details.

Week 1-3
Who am I as a writer?
Online readings and readings from Bad Ideas
First writing & reflection due at the end of Week 3.

Week 4-7
What is Writing Studies as an academic discipline?
Readings from *Naming What We Know*
Second writing and reflection due at the end of Week 5
Third writing and reflection due at the end of Week 7.

**Week 8-11**
**Writing Studies and the Professional World**
Online readings and readings from *Bad Ideas*.
Fourth writing and reflection due at the end of Week 9
Fifth writing and reflection due at the end of Week 11

**Week 12-15**
**Bringing it all together: Creating a public writing persona**
Online Readings
Portfolio due at the end of Week 15
Presentations of portfolio at the final exam time.