English 1301.110
Writing and Rhetoric I
FALL 2020

(COVID-19 Note: At this time, masks are required by the university. In order to help keep you, your peers, and myself safe and healthy, you will not be allowed access to the classroom without adequate mask protection. In addition, in order to ensure that we can socially distance from one another, classes will be divided into two groups, each of which will meet, during class time, only once a week.)

Instructor Name: Dr. David Wallace
Office: Faculty Center 137 (office hours will be held on-line).
Telephone: (361) 825-2994
Email: david.wallace@tamucc.edu
Course Wiki: dwallace.pbworks.com (The coursework for this class is primarily on-line, and can be accessed on this wiki page.)
Virtual Office Hours: MWF 8-9am, TTh 4-5pm (Office hours are online on WebEx.)
Class Meeting Time & Location: TTh 11-12:15, CCH 207 (Students will only attend class face-to-face one day a week. Each student will be assigned either a Tuesday or Thursday in-person class meeting prior to the beginning of classes.)

ENGL 1301 Course Description
Principles, techniques, and processes of written composition, textual analysis, and critical thinking.

ENGL 1301 Course Overview
English 1301 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 1301 Student Learning Outcomes
When writing, students will be able to:

1. WRITE REFLECTIVELY: Reflectively practice and develop flexible strategies for writing, including: developing ideas, drafting, reviewing, collaborating, peer reviewing, revising, rewriting, rereading, editing, and publishing.
2. TRANSFER: Succeed at new writing challenges by using prior experience and knowledge of writing studies’ threshold concepts to use writing rhetorically for audience, purpose, genre, and situation (among other factors).
3. ANALYZE: Identify how writers use writing rhetorically for audience, purpose, genre, situation, and language (among other factors).
4. USE INFORMATION: Locate, read, analyze, evaluate, select, integrate and synthesize information and evidence from credible sources.
5. COLLABORATE: Complete activities and/or projects as a member of a team.
6. EVALUATE: Evaluate choices and actions, and relate consequences to that decision making.

Core Outcomes: As part of the University Core Curriculum, the ENGL 1301 helps students achieve these Core Curriculum Outcomes:

- Critical Thinking: Analyze, evaluate, and synthesize information.
• Communication Skills: Develop, interpret, and express ideas through written communication.
• Teamwork: Integrate different viewpoints as a member of a team.
• Personal Responsibility: Evaluate choices and actions, and relate consequences to decision making.

See explanation of how "Key Terms" and "Habits of Mind" relate to ENGL 1301 Outcomes

English 1301 Textbook and Materials

Required
• Access Islander account, Blackboard, and One Drive/Google Drive

Suggested - Available free online
• CWPA, NCTE, NWP. (2011). "Framework for Success in Postsecondary Writing." Download PDF.

Grade Distribution

<table>
<thead>
<tr>
<th>Midterm Portfolio Due Week 7 (TBD)</th>
<th>Final Portfolio due at semester end</th>
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</thead>
<tbody>
<tr>
<td>40%: Midterm Portfolio includes:</td>
<td>60%: Final Portfolio includes:</td>
</tr>
<tr>
<td>• Extensive Reflective Overview</td>
<td>• Extensive Reflective Overview</td>
</tr>
<tr>
<td>• Final version(s) designated writings</td>
<td>• Final version(s) designated writings</td>
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<tr>
<td>• Evidence (connects to RO and course outcomes)</td>
<td>• Integrative LC Assignment (if different from FYS/FYIC or Portfolio)</td>
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<tr>
<td>• Engagement and Learning (participation, attendance, etc.)</td>
<td>• FYS / FYIC Multi-Media / Modal</td>
</tr>
<tr>
<td></td>
<td>• Evidence (connects to RO and course outcomes)</td>
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<tr>
<td></td>
<td>• Engagement and Learning (participation, attendance, etc.)</td>
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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.
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 1301 to work on assignments for other classes.

**Late Work/Extensions**
If there is a crisis that prevents you from meeting a deadline or attending class, you can request an extension to complete or turn the work in late. The approval of an extension is entirely at my discretion and will depend on the reason for your absence, your record of completion of work, and attendance. All extensions must be confirmed by email.

**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](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.

**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](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.
Academic Honesty/Plagiarism
The University will not tolerate plagiarism or any other form of intellectual or academic dishonesty. Violations of academic honesty will be processed under the Procedure for Academic Misconduct Cases 13.02.99.C3.01 (http://studentaffairs.tamucc.edu/Student%20Resources.html) and the Student Code of Conduct http://judicialaffairs.tamucc.edu/). All cases of academic misconduct are recorded in the student’s file. Consequences are determined by the faculty member and/or the Academic Integrity Hearing Panel.

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”)

It is sometimes difficult to understand what plagiarism actually is. Students sometimes 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,
- or
- turning in a researched paper without citing sources in an appropriate documentation style.

Be aware that there are many ways to plagiarize. English 1301 courses and the Writing Center at CASA will review rules of academic citation. Information academic citation is available at the Purdue University’s OWL: http://owl.english.purdue.edu/ and/or from our local Writing Center at CASA.

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.

Grade Appeals
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://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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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.

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.

Provisional Course Outline
Please see the course website for the most updated plans and deadlines.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignments/Topics</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course and wiki. Reflect on prior knowledge about writing and introduce threshold concepts.</td>
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<tr>
<td>Week 2</td>
<td>Explore threshold concepts.</td>
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<tr>
<td>Week 3</td>
<td>Problem Paper due.</td>
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<tr>
<td>Week 5</td>
<td>Research Narrative.</td>
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<tr>
<td>Week 6</td>
<td>Research Narrative due. Prepare Midterm Portfolio</td>
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<tr>
<td>Week 7</td>
<td><strong>Midterm Portfolio due Wednesday by midnight.</strong></td>
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<tr>
<td>Week 8</td>
<td>Stake your claim! Proposal drafting. FYI Conference Proposals due TBD - spring</td>
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<tr>
<td>Week 9</td>
<td>Genre proposal.</td>
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<tr>
<td>Week 10</td>
<td>Genre drafting.</td>
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<tr>
<td>Week 11</td>
<td>Genre drafting. <strong>Last Day to Drop November 5th.</strong></td>
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<tr>
<td>Week 12</td>
<td>Genre drafting.</td>
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<tr>
<td>Week 13</td>
<td>Genre drafting. TBD - First Year Symposium</td>
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<tr>
<td>Week 14</td>
<td>Final revisions, reflections. Final Portfolio due. <strong>Last day of class.</strong></td>
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Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**

- **Face Coverings**—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.

- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.

- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- **To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter).** If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

**TAMU-CC Face Coverings**
TAMUCC Face Coverings Policy and FAQs:
https://www.tamucc.edu/fall-2020/face-coverings-faq/

Rule and Procedure:
https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf