Texas A&M University-Corpus Christi

Syllabus Fall 2020

ENGL 1301.201 Composition 1 Tues.-Thurs. 3:30-4:45 CCH 210

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Course Texts and Materials: Naming What We Know, Adler-Kassner and Wardle; additional online free and open resources; selected writings; BACK UP ALL WORK on file saving device-USB flash drive 1302 will also require these other materials:

- Access to University Network, an active islander email account, and Blackboard.
- Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus. The best option is a USB flash drive.
- Bring work saving device and textbook to class. You are responsible for checking Blackboard Calendar, Mail, and Discussion Forums for course-related information.

Course Description: Catalog Course Description: ENGL 1301-Composition I; 3 sem. Hrs. Principles, techniques, and processes of written composition, textual analysis, and critical thinking. TCCNS: ENGL 1301. Satisfies the university core curriculum requirement in composition.

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
- 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.

**Student Learning Goals and Digital Portfolio for ENGL 1301: Writing and Rhetoric**

The *learning goals* describe your knowledge about yourself as a writer, the act of writing, and your abilities to use writing.

The *digital portfolio* is an ongoing collection of your work, regular reflections that connect your work to the learning goals and demonstrates how your learning is expanding.

**Learning Goals:** Students will be able to:

• Identify how their views of writing have changed as a result of the work they have done in the course
• Demonstrate an ability to analyze different rhetorical situations (academic, workplace, civic)
• Demonstrate an ability to use analyses of rhetorical situations to identify options and make appropriate choices using writing to achieve specific purposes
• Demonstrate information literacy proficiency (locate, read, evaluate, and effectively integrate (use) information from appropriate sources with original ideas
• Demonstrate control of situation-appropriate conventions of writing (e.g., MLA, APA, etc.)
• Explain personal evolution beginning as a novice writer encountering new writing situations and illustrating how experiences such as failure might contribute to a willingness to accept new challenges.
• Demonstrate an ability to collaborate effectively as members of diverse teams/groups of writers
• Evaluate personal growth as a more reflective (mindful, self-aware, thoughtful) writer

**Habits of Mind** English 1301 will continue the development of the eight habits of mind that are essential to students’ success in college writing (The Framework for Success in Postsecondary Writing):

• Curiosity – the desire to know more about the world.
• Openness – the willingness to consider new ways of being and thinking in the world.
• Engagement – a sense of investment and involvement in learning.
• Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
• Persistence – the ability to sustain interest in and attention to short- and long-term projects.
Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.

Flexibility – the ability to adapt to situations, expectations, or demands.

Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.

**English 1301** will be a de-centered class in which I will ask you to actively participate by sharing your ideas, participating in class discussions, and making presentations. We will use **MLA documentation style for writing**. **All work in English 1301-Composition 1, must be computer-generated, edited, and revised - - handwritten work will not be accepted.**

**COURSE REQUIREMENTS**

- Participate in online class assignments
- Complete course assignments
- Produce complete portfolio assignments

**GRADES:** To receive credit for this class, you **must complete all assignments.** There is no extra credit. Distribution of your final grade is as follows:

Midterm Portfolio: **40%**-includes:

- information literacy, source reviews
- project one (final version)
- extensive reflective overview
- evidence (connects to reflective overview and course outcomes)
- engagement and learning, participation

Final Portfolio: **60%**-includes:

- extensive reflective overview
- project two (final version)
- integrative LC assignment (linked classes)
- Multi-media project
- Evidence of learning—connects to reflective overview and course goals (outcomes)
- engagement and learning
- Assignments must be completed within the posted time on the Bb syllabus or calendar

**PORTFOLIOS** - - You will assemble two online portfolios, (midterm and final), that provide evidence of different types of learning and reflection. Items in the portfolios will demonstrate your participation in class assignments. **Instructions will be posted on Blackboard for each portfolio; contents are subject to change.**

**Portfolio 1 (Midterm):** Annotated Bibliography-Sources; reflection, daily grades;
Portfolio 2 (Final): Extensive Reflective Overview, Research project, final version; Multi-media project and reflection.

Evaluation: Your final grade in English 1301 will be based on the quality of your participation, research, critical thinking, revision, assessment, reflection, and your ability to evaluate evidence and write from an informed position. Any concerns about your grade should be addressed to me first. If your concerns are not satisfactorily resolved you may take them to the Director of the Writing Program.

POLICIES

Late Work/Extensions: Late work will not be accepted unless you have conferenced with me about your reasons, and if valid, have negotiated another due date. Grades will be lowered at the discretion of the instructor for late work. If there is a crisis that prevents you from meeting a deadline or attending class, you can request an extension to turn the work in late. The approval of an extension is entirely at my discretion and will depend on the reason and your record of completion of work. All extensions must be confirmed by email.

DO NOT TALK when the instructor is talking or when another student is contributing to the class. This is disruptive and prevents other students from hearing what is being said. In other than discussions, raise your hand to contribute to the conversation or ask a question. Do not use your time in English 1301 to work on assignments for other classes. KEEP FOOD OR DRINKS away from computer lab equipment.

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. Such a breach will seriously affect your participation grade.

Statement of Civility Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Starfish
Starfish is a software communication program used to connect you to your “Success Network” of instructors, advisors, and other academic support programs on campus. If you receive an email from starfish@tamucc.edu, this means I have initiated one or more Starfish “communication” items that we think will contribute to your success. Starfish “communication” items include:

- Flags: Early Alerts regarding Course Effort/Progress
- Kudos: Commendation for Course Effort/Progress
- Referrals: Recommended uses of services: tutoring, mentoring, coaching, advising, etc.
- To-dos: Assigned tasks, such as “Meet with me”

Acting on these messages in a timely manner is vital to your success as a student at TAMUCC. The purpose of Starfish is to help instructors communicate information with their students and connect students with campus resources available to them. For Starfish assistance, please call 361-825-3653 or email Starfish@tamucc.edu

**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.

**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, 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**

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. **Thursday, Nov. 5, 2020** is the last day to drop a class with an automatic grade of “W”.

**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**

**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”)

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 and the Writing Center at CASA will review rules of academic citation. Information on academic citation is available at the Purdue University’s OWL, https://owl.purdue.edu/ and/or from our local Writing Center at CASA.

In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of F.

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 SEMESTER CALENDAR—This semester calendar and schedule of activities is subject to change and will be updated as needed on the Blackboard Calendar. Final presentations begin Week 14 (week of Dec. 2).

Wk. 1—Aug. 17 (Classes begin Aug. 19)

Course introduction: textbook, classroom policies; class intros, Bb, Glossary, review Syllabus and post confirmation statement. Reflect on prior knowledge—Meta concept, pp. 15-16; Writing His.

Wk. 2—Aug. 24
Reflect on prior knowledge—read Meta concept, pp. 15-16 in textbook; Writing History

Explore threshold concepts. What tools do you use in writing? How have they changed since you began writing? Read pp. 32-34, Concept 1.0 (pp. 17-19); 1.1, 1.2, pp. 19-21, 1.9, Writing is a Technology, pp. 32-35, Post on Discussion forum: Writing History.

Wk. 3—Aug. 31

Research proposal due (LCs); brainstorm topics. Brainstorm topics. Reading: Concept 1.0, pp. 17-19. Writing is a Social and Rhetorical Activity—Beaufort’s 5 domains: rhetorical situation, audience, purpose, context, discourse communities. See Glossary on Bb menu. Read pp. 35-37, Concept 2.0, Writing Speaks to Situations through Recognizable Forms, e.g. genre.

Review reading: what’s a genre? Review concept 2.0, p. 36; Discourse Communities—see Bb Glossary—what discourse communities do you belong to? What’s unique about different discourse communities? Post on Discussion forum: Discourse Communities.

Wk. 4—Sept. 7 (Labor Day holiday)

Proposal revisions, Research Journals, work on source reviews—record of research sources, revisions. Work on research topic proposal (LCs); Work on midterm portfolio; reflection. (Freestanding). Review Sample Topics link on Course Content, library resources, news orgs; conduct preliminary research. Topic should have multiple perspectives, arguable. Introduce Source Reviews—see instructions on Course Content. Source reviews are a part of Portfolio 1-Annotated Bibliography; connect to Threshold Concept 1: Writing is a Social and Rhetorical Activity—writing to learn and understand, writing to different audiences. Post topic ideas on the Discussion board in the Topics Forum. Brainstorm topic ideas and—reflection posting/response—why you chose certain topics what drove your choices—e.g., interest, media coverage, prior or personal experience with topic.

Wk. 5—Sept. 14

(Freestanding and LCs) Source Reviews; Work on research and source reviews and reflection. Use library databases or credible websites—demonstrate critical thinking and reflection in your reviews—what drove your selection of sources, how you understand the concepts and ideas in your research and how the source contributes to the body of information you are collecting. Use Purdue link on Bb menu; review assignment and samples for source reviews on Course Content.

Work on midterm portfolio

Wk. 7—Sept. 28
Work on Midterm Portfolio

Work on Midterm Portfolio

**Wk. 8—Oct. 5**

**Midterm Portfolio DUE** by the end of class. Submit at Portfolio Journals link, Bb left menu, Midterm Portfolio

Review the assigned Concept 3 readings to help with this posting: How does your history with writing define you and your ideologies? Consider past writing experiences, (negative or positive) that have included things like standardized testing, loss of creative stimulus as a result from the arts being stripped from curriculums. **Post in Discussion Forum: Writing History and Ideologies.**

**Wk. 9—Oct. 12**

Introduce Research Writing--using research, critical thinking, and reflection. Posting: In two paragraphs, define the argument-counterargument (pro/con) of your topic. Each paragraph should be 150 words. Reflect on why you chose the type of research sources you collected in portfolio 1 for your project—metacognition—thinking about your thinking—what drove those choices. **Post in “Argument-Counterargument Forum.”** Critique 2 posts for their effectiveness, contrasting points, and reflection. Reading assignment-Threshold Concept 3: Writing Enacts and Creates Identities and Ideologies [human interaction]-3.0, 3.1, 3.3, pp. 48-52, 54-55.

Read Threshold Concept 2: Writing Speaks to Situations through Recognizable Forms: 2.1, 2.2, and 2.3, pp. 37-41. Research writing-recognizable genre in college context, follows required writing conventions such as format, and stating a clear, strong thesis. **Post: Thesis ID/Analysis activity-post on Discussion Forum: Thesis ID/Analysis**

**Wk. 10—Oct. 19**

Review Introductions-experiment with 3 different introduction strategies (see Introductions on Course Content)—post intros with thesis in Discussion Forum: “Portfolio 2-Intro”

Draft workshop—revision--; **Read Concept 2.3, pp. 40-41**-Writing is a Way of Enacting Disciplinarity; review MLA sample document at MLA links on Bb left menu; MLA in-text citations; submit Plagiarism statement—send email confirmation on Discussion forum: Plagiarism Statement. Draft due next class.

**Wk. 11—Oct. 26**
**Revision**—Concept 4.4-Revision Is Central to Developing Writing—pp. 66-67; peer and self-assessment of rough drafts; recognize new writing situations and novice standing; examine the rhetorical situation and possibly have to reconsider purpose/audience and adjust tone, jargon, terminology, etc. and revise to fit the rhetorical situation. Exchange drafts with a classmate for **Peer Review**. Go to the Discussion board forum: **Peer Review: Research Writing Drafts**. Choose a draft to read, offer feedback, and post review in the forum.

**Wk. 12—Nov. 2 (Thurs. Nov. 5—last day to drop a class)**

**Revision**—revise drafts; research writing due next class.

**Collect Research Writing**—no exceptions; submit at **Portfolio Journals** link on Bb left menu. This goes in the **Final Portfolio**.

**Wk. 13—Nov. 9**

Read Threshold **Concept 2.4: All Writing is Multimodal, pp. 42-43**. Introduce **Multimodal** project. Go to Multimodal Project link on Course Content for instructions.

Multimodal Workshop

**Wk. 14—Nov. 16**

Multimodal Workshop

Multimodal Project **DUE**, submit on the Discussion forum: Multimodal Project and at **Portfolio Journals link, Bb left menu, “Final Portfolio”**

**Wk. 16—Nov. 30, Reading Day—No classes**

Final exams begin Dec. 1

Final Exam Day: Check Bb Calendar for date and assignment
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](https://www.tamucc.edu/fall-2020/face-coverings-faq/) (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](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf) and [Frequently Asked Questions (FAQ)](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf) available on the [Provost website](https://provost.tamu.edu/).
- **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](https://www.tamucc.edu/policy-and-procedure/student-conduct/) 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/](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](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf)