ENGL 1301.206: Composition I

Instructor: Manuel Piña
Office Location: Faculty Center 115B
Office Hours: T-R 12:15 pm-2 pm, & by appt

Instructor website

Fall 2020

Class Time: TR 3:30-4:45
Classroom Location: O'Connor 241
Email: manuel.pina@tamucc.edu
Phone: (512) 550-7212

Detailed course calendar

COURSE DESCRIPTION

Official Catalog Description: Principles, techniques, and processes of written composition, textual analysis, and critical thinking.

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.

COURSE OBJECTIVES

Student Learning Objectives (SLOs) are one way that the university and instructors measure what you should know, do, and value at the end of a given course.

Upon completion of this course, when writing, students will be able to:

➔ Write reflectively: Reflectively practice and develop flexible strategies for writing, including: developing ideas, drafting, reviewing, collaborating, peer reviewing, revising, rewriting, rereading, editing, and publishing.

➔ 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).

➔ Analyze: Identify how writers use writing rhetorically for audience, purpose, genre, situation, and language (among other factors).

➔ Use information: Locate, read, analyze, evaluate, select, integrate and synthesize information and evidence from credible sources.

➔ Collaborate: Complete activities and/or projects as a member of a team.

➔ Evaluate: Evaluate choices and actions, and relate consequences to that decision making.

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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 an explanation of how "**Key Terms**" and "**Habits of Mind**" relate to ENGL 1301 Outcomes.

REQUIRED TEXTBOOKS & MATERIALS

Required Reading


Suggested Reading—available free online

➔ ACRL. (2015) "**Framework for Information Literacy for Higher Education.**"
➔ CWPA, NCTE, NWP. (2011). "**Framework for Success in Postsecondary Writing.**"
➔ Ball & Loewe, eds. (2017). *Bad Ideas about Writing* (read online or download PDF)

Required Materials

➔ A computer with reliable Internet access and a reliable office software suite. TAMUCC offers students free access to Office 365; visit [it.tamucc.edu/Office365/Office365.html](it.tamucc.edu/Office365/Office365.html)
➔ Access to Blackboard, TAMUCC’s Learning Management System (LMS), [bb9.tamucc.edu/webapps/login/](bb9.tamucc.edu/webapps/login/). Visit [iol.tamucc.edu/techreq.html](iol.tamucc.edu/techreq.html) to determine computer requirements for using Blackboard
➔ Access to Cisco WebEx through TAMUCC, visit [https://iol.tamucc.edu/webex.html](https://iol.tamucc.edu/webex.html).

WRITING ASSIGNMENTS

| Writing project 1: Preliminary theory of writing | 200 pts |
| Writing project 2: Autoethnography of literacy practices | 300 pts |
| Writing project 3: Theory of writing | 350 pts |
| Reflection-in-action log | 100 pts |
Daily work (includes 3 peer responses & 2 mini-presentations)  |  50 pts  
--- | ---
Total Possible Points for Semester | 1000 pts

**IMPORTANT COURSE DATES**

The following are a list of major due dates for assignments in this course. Please note: these are only a list of due dates for major writing assignments. For a more detailed description of the course sequence please see the [Detailed Course Calendar](#) (also linked above in the syllabus front matter).

- **Writing project 1**: due 09.10.2020@11:59 pm
- **Writing project 2**: due 10.22.2020@11:59 pm
- **Writing project 3**: due 11.19.2020@11:59 pm
- **Reflection-in-action log**: due 11.24.2020@11:59 pm
- **Final portfolio & SOGC**: due 11.24.2020@11:59 pm

**GRADING SCALE**

Final letter grades will be determined using the scale below, which shows the relationship between number grades and letter grades. To ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. For example, a B will be inclusive of all scores of 80.000 through 89.999.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90.00-99.99</td>
</tr>
<tr>
<td>B</td>
<td>80.00-89.99</td>
</tr>
<tr>
<td>C</td>
<td>70.00-79.99</td>
</tr>
<tr>
<td>D</td>
<td>65.00-69.99</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 64.99</td>
</tr>
</tbody>
</table>

**GRADING STANDARDS**

Below are grading standards you should use when evaluating your performance in class and on major writing assignments in this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>The student is always prepared for class, having done the readings and brought the appropriate materials. The student participates frequently and thoughtfully in discussions, both orally and</td>
</tr>
</tbody>
</table>

1 Adapted from Doug Hesse's *Language and Composition I Course Guide.*
2 As the instructional methodology is predicated on class discussion, "participation" from students is vital. Since "participation" is subjective and difficult to quantify, it is not a part of a student's grade per se. However, as outlined in the "Grading Standards," a student's participation in class
electronically, making the kinds of comments or asking the kinds of questions that lead to deeper understanding or that open appropriate new roads for exploration. The student makes detailed, insightful, clear, and accurate contributions to peer response activities, both written and oral. The student uses class time wisely and productively—working with partners, writing or revising documents, consulting with the professor.

To earn an A, a writing project must demonstrate all of the following qualities:

- Outstanding job of meeting assignment guidelines.
- Thoughtful and innovative adaptation of text to audience needs, to the purpose for the document, and the context for the document.
- Information well tailored to the targeted audience’s needs.
- Style consistently well suited to audience, purpose, and context.
- Subject usefully organized at every level for reader comprehension.
- Format and graphics well suited to audience, purpose, and context.
- Writing almost entirely free both from all errors in standard English usage, syntax, and conventions and from all errors attributed to careless proofing.

B
The student is always prepared for class, having done the readings and brought the appropriate materials. The student participates frequently in class, both orally and electronically, making the kinds of comments or asking the kinds of questions that lead to deeper understanding or that open important new topics. Or, if the student participates relatively infrequently, he/she makes contributions that are especially valuable. The student makes generous, detailed, and clear contributions to peer response activities, though these may be less insightful than those made by A students. Or the student may make insightful comments that are sketchy, rather than generous and detailed. The student uses unstructured time productively in most cases. However, he/she may be less clearly a self starter than the student who earns an A for participation.

To earn a B, a writing project must demonstrate all of the following qualities:

- Very good job of meeting assignment guidelines.
- Text well adapted to the audience, purpose, and context for the document.
- Information appropriate to the needs of the audience.
- Style consistently appropriate to audience, purpose, and context.
- Organization of information appropriate to audience, purpose, and context.
- Format and graphics suit the audience, purpose, and context.
- Writing free from mechanical and stylistic errors: perhaps one or two careless proofreading errors.

C
The student is prepared for class, having done the readings and brought the appropriate materials. They may be fairly passive in class, seldom taking part in discussion, though they do attentively follow discussions and react to what others in the class have said. C students perform discussions does directly contribute to their ability to successfully complete graded writing assignments. See the section labeled participation for a more in-depth discussion about this aspect of the course.
peer response work willingly, but often does not offer commentary that is generous, detailed, and insightful. Students put unstructured time to adequate use, although they don’t fully demonstrate the same level of initiative as other students.

To earn a C, a writing project must demonstrate all of the following qualities:

- Adequate job of meeting assignment guidelines.
- Text generally adapted to the audience, purpose, and context for the document.
- Information generally appropriate to the needs of the audience.
- Style consistently appropriate to audience, purpose, and context.
- Organization of information generally appropriate to audience, purpose, and context.
- Format and graphics generally suit the audience, purpose, and context.
- General mastery of standard written English conventions evident.

D
The student is sometimes unprepared for class, not having done the readings or brought the appropriate materials. The student is inattentive (not following the discussion or taking part in it), disinterested, and/or disrespectful (reading the paper, texting, offering little if any commentary on peers’ work). The student rarely uses unstructured time in a productive fashion.

A writing project will earn a D or lower if any of the following characteristics are evident:

- Inadequate job of meeting assignment guidelines.
- Text poorly suited to the audience, purpose, and context.
- Information inappropriate to the needs of the audience.
- Parts of the discussion missing or out of order.
- Format or graphics poorly suited to audience and/or purpose and/or context.
- Poor style relative to audience and/or purpose and/or context.
- Unsatisfactory mastery of standard written English conventions evident.

F
The student’s participation is described by the criteria listed above for D. However, several of the criteria apply rather than a few, or the degree of the student’s lack of preparation, lack of engagement, or disruption may be so great as to warrant an F rather than a D.

COURSE POLICIES

ATTENDANCE

My experiences (both as an instructor and a student) have time and again shown me the reciprocal and direct relationship between presence and success. Meaning, the more that I am present—physically, emotionally, intellectually, etc.—the greater the likelihood that I will be successful in whatever task I am trying to accomplish.

Under “normal” circumstances, I would outline an attendance policy that outlines a set number of absences that students can accrue before being subjected to a grade deduction. These are not, however,
normal circumstances. Therefore, rather than penalizing students for excessive absences, I instead will underscore the importance of presence to success. If, over the course of the semester, you find yourself compiling more and more absences, just be mindful that you are likewise missing more and more amounts of important instruction and information. The more course instruction you miss, the greater the chances are that you will struggle to complete assignments and course material successfully.

A word on attendance & public health safety. The health and safety of all my students are my top priorities. **If you have a fever, a persistent cough, or if you have no symptoms but have been exposed to someone who has tested positive for COVID-19, please do not show up to our in person class meeting.** If you are ill, contact me via email. Excepting those with extenuating circumstances, I will ask that you attend class digitally instead of in person if you are feeling ill.

My best and most important piece of advice for students regarding attendance is this: **be in constant and continuous contact with me.** I will always work with you in order to ensure that you are as up to date with course material as possible.

**FACE MASK POLICY**

Face masks are required while we are on campus and physically in the classroom together. If a student comes to an in-person class meeting without a face mask then I will issue a verbal request to please put on a mask. If the student refuses to wear a mask while they are in the classroom, I will ask that student to exit the classroom. If the student then refuses to leave the classroom, I will call UPD to have the student removed from the classroom.

If you have a medical condition that prevents you from wearing a mask during class meetings, please contact me via email and provide me with appropriate documentation from your physician.

**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.**

**ACADEMIC INTEGRITY & 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,
» \textit{manuel.pina@tamucc.edu} • 512.550.7212 • WebEx Meeting ID: mpina3 «

- 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 \textbf{MLA documentation} rules and \textbf{APA documentation} rules is available at \textit{Purdue University’s OWL} and from our local Writing Center at \textit{CASA}.

\section*{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.

\section*{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.

\section*{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.

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. \textbf{These documents} are accessible through the \textit{University Rules Website}.

» \textbf{bolded and blue} text is hyperlinked «
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.

COMPUTERS & TECHNOLOGY

As a writer and instructor, I am a heavy believer in and user of digital technology. I try to maintain as “green” a classroom as possible, which means that I almost always incorporate some digital technology into each lesson. If you have a laptop or portable device, I recommend having it with you every class. I do understand that some of you may not have access to a laptop, therefore it is not requisite for this course, only recommended. I can, if asked, provide a limited number of hard copies of the readings. However, as I provide instructor responses via Google docs’ or Microsoft Word’s comment feature, all writing assignment submissions will be required to be turned in electronically.

Yes, I do consider smartphones to be an acceptable technology for you to use during class. HOWEVER, your continued use of your smartphone as a digital learning device is predicated on the ways in which you use it. Meaning, if I believe that you are using your phone to check social media, texting, or any other non-learning related activity I will discontinue its use during class time. Please use your smartphones responsibly.

EXTRA-CREDIT VS. REVISION

As a general rule, I do not assign extra credit opportunities. However, since all writing is essentially unfinished, your assigned grades on your writing assignments are likewise unfinished. That is to say, as your writing can always be improved so too can your grade. If you are not satisfied with your grade even after one or two or even three revisions, you can work to improve your grade as long as your writing itself improves. As long as you are in contact and contract with me about any given piece of writing, and that piece of text continues to improve, so will your grade. This does not mean that you can look back on your grade a week before the semester ends and then decide to go back and revise assignment 1 for a higher grade.Revision needs to be a continual, timely, on-going process; not a last minute ditch effort to save your grade. Any request to continue to revise a piece of writing for a higher grade must be initiated within a reasonable time frame (1-2 weeks) upon receiving the initial grade. The focus of this course, and my main concern, is your improvement as writers, not grades.

LATE WORK

Deadlines are deadlines; therefore, late work will not be accepted except in extenuating circumstances. What exactly constitutes an extenuating circumstance is situation-dependent and will be dealt with on a case-by-case basis between the instructor (me) and the individual student. Your family pet eating your computer’s power cord is not an acceptable reason for missing a deadline. My best advice: communicate with me (and your other professors)! If you have trouble or lack experience with self advocacy, please let me know and I will work with you to help you. If you have trouble or lack experience with self advocacy, please let me know and I will work with you to help you.
PARTICIPATION

As you will hopefully (re)discover, writing is an inherently collaborative and process-oriented endeavor. Therefore, your active participation and even your very presence in class and any online discussion forums is vital to the success of everyone in the class. Participation is the foundation of what we will be doing before, during and after class times. That being said, trying to assign a value (or even solid definition) to in-class participation is too fluid and subjective, so I will not attempt to grade you on your in-class participation…though I will expect you to actively participate. Practically speaking, students’ level of active participation in class has historically exhibited a direct correlation to their performances on writing projects. What this means is, while there are no guarantees, the more a student participates the happier she will usually be with her performance.

Part and parcel of actively participating entails maintaining an air of professionalism, civility, and respect during classroom discussion. This does not mean that we will all agree on everything, much the opposite. Quite often conflict and disagreement is what allows a conversation to progress. However, when we disagree we must agree not to disparage each other or engage in unproductive disagreement. Part of professional communication is understanding how to navigate a work environment where disagreement is a simple fact of life.

PEER RESPONSES TO WRITING

Since “good” writing never occurs in a vacuum, peer responses to writing necessarily plays a large role in the improvement of both individual texts and writers themselves. Part of what we hope to accomplish in this course will therefore rely on our ability to provide constructive, growth-oriented responses to each other’s writing. This is a skill that we will discuss and practice at length throughout the duration of the semester. Before final grading, each writing assignment will receive responses from me, the instructor, and your peers. As a peer responder, you are responsible, at least in part, for providing writers with a means through which to improve. Our focus on peer response should help to highlight, among other things, the social aspect of writing (another course goal). Many of these peer responses will be completed in class; some may be assigned outside of class time. Whatever the case, each piece of writing you submit is required to have peer responses attached.

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.
➔ 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.
➔ If you feel comfortable doing so, please talk with me and/or your other professors. We may be able to assist.
A FEW WORDS ON SELF CARE

At the risk of sounding cliché, we find ourselves in an uncharted territory—trying to navigate our new social, academic, and personal lives (which would, in and of itself, already be enough). On top of the extremely busy lives that we all live, we are collectively burdened with the weight, anxiety, and stress that COVID-19 brings. Juggling everything simultaneously is no easy undertaking...for any of us.

I therefore want to remind you that it is imperative that you (1) extend yourself patience and grace during this time of uncertainty and upheaval and (2) take time to practice self care in whatever form that takes for you. No one—myself included—can do their best work if they are not right within themselves. For some, this might look like exercising. For others, it might mean taking time to decompress with a sitcom; or FaceTiming with a friend. Whatever you do, make sure that you take time for yourself.

Most importantly, it is easy to quickly become overwhelmed. If you are struggling, if you feel in over your head, if you need help whatsoever...please reach out for help. I am not a certified counselor or mental health professional, but I can listen and I can put you in contact with people within the university who are professionals in these areas.

You are valued and essential members of our community. Never forget to recognize your worth and ask for help when needed.
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://www.tamucc.edu/fall-2020/face-coverings-faq/) available on the [Provost website](https://www.tamucc.edu/fall-2020/face-coverings-faq/).

- **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/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/

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