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: Write 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


Suggested - Available free online

- Access Islander account, Blackboard, and One Drive/Google Drive

Learning Community E

Learning Community E (LC-E) has been designed to provide you with an integrated learning experience. This means that you will be learning about history, writing, and the business of being a college freshman in all of your LC-E courses.

Major Writing Assignments and Projects

The assignments in bold (see Table below) are designated as "shared assignments" within our Learning Community E. The grades for each of these assignments will count in Composition, Seminar, and History. However, each course may weigh the grades for these assignments differently. See individual course syllabi for specifics. Also, keep in mind that all of the writing assignments support your work for your History class. Everything’s connected.

Though each of the major assignments is focused on one particular piece of writing, it is also important to remember that each writing project will necessarily entail many different attempts and kinds of writing and composing. In sum, we will be focusing on these processes, not just the finished product itself. Also, each writing project will entail a substantial amount of reflection about course materials and the choices you make as a writer and learner. Given this, it will be critically important that you archive all writing, including multiple versions of drafts, so that you’ll have PROOF of the writing processes you used when you assemble your final Triad E portfolio (see more below).

It will be helpful to remember that, at rock bottom, we are trying to understand, experience, and explore how writing works both in the classroom and in the world at large. The assignment descriptions provided below offer a thumbnail sketch of the assignment. For complete details, please click on:

- https://falcon.tamucc.edu/wiki/JenniferBray/GradeDistribution1301EFall2020
Major Course Requirements (Grade Distribution: dates, nature of assignments, assignment weight)

Bolded items count in all three of your Triad C classes. Please remember that all work must be formatted in MLA manuscript style and sources must be cited in MLA citation style, unless otherwise noted.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of course grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC Participation, Daily Writing, Homework, Reading Quizzes</td>
<td>20</td>
<td>Variable</td>
</tr>
<tr>
<td>WP 1: Create a Wikipedia Page</td>
<td>15</td>
<td>Sep. 27</td>
</tr>
<tr>
<td>WP 2: Research Journal</td>
<td>20</td>
<td>Oct. 25</td>
</tr>
<tr>
<td>WP 3/Exam 3: In-depth Historical Presentation</td>
<td>25</td>
<td>Nov. 23</td>
</tr>
<tr>
<td>Learning Community E Comprehensive Portfolio/Reflection</td>
<td>20</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Daily Writing, Active Participation and Homework

Active participation is strongly encouraged will be measured through your daily writing and other activities such as peer editing, and writing workshops. You will be responsible for saving all of your daily writing, class activities and homework assignments for possible inclusion in your Portfolio; your portfolio should represent a broad range of in-class, daily writing and research activities related to your participation in LC E. To facilitate this, we will be creating Google Drive folders for your LC work. You will post your Daily Writing in your Google Drive folder. If you do miss class, you are still encouraged to complete the daily writing, as these assignments are designed to help you draft or revise major writing projects, or to refine your thoughts regarding class topics.

Homework assignments will vary but will be explicitly scheduled and explained on the online class plans on my wiki page. Finally, you will be assigned periodic quizzes based on the preparatory readings for English and/or History.

Writing Project 1: Create a Wikipedia Article

This writing project is designed to give you practice with reading historical texts, working with composing processes, and learning how genre shapes a writer’s choices. You will be able to choose a topic based on any material covered in History up to the first exam. Your writing will “go out into the world” as a Wikipedia article, and is designed to be consumed by interested history scholars.

Writing Project 2: Research Journal

For this project, you will be required to choose a historical event or issue from the later half of the history course to research. You will then use this research as the “building blocks” of your Triad E Integrative Assignment in which you will create an informative presentation. You will be required to keep a log of your sources, to write 3 Source Reviews, and to compose a reflective piece that describes your research processes. This research will form the basis for the rest of the work you do in the course this semester.

Writing Project 3/Exam 3: Informative History Presentation
As part of your learning community experience, you will create a presentation based on the research you conducted. You may choose the genre in which you wish to present. You are encouraged to choose a genre in which your peers would be interested in consuming. For example, you may wish to create a narrated power-point, a narrated video, or a web page.

**Triad E Comprehensive Portfolio**

For this final Learning Community E assignment, you will submit an electronic portfolio that contains a collection of the work you did in LC E. Finally, you will include an extensive reflective overview, which is a piece of writing that presents the portfolio contents to readers / evaluators and that explains why particular contents were chosen and what they are meant to show. This project is due during finals week. This project is designed to give you practice and experience with the following:

- explaining what you have learned from being a novice in new writing situations, and describing how these experiences, which might include failure, contributed to your willingness to accept new challenges as a writer; and
- evaluating the ways in which you have become a more reflective (mindful, self-aware, thoughtful) writer.

**Digital Communication and Netiquette Guide**

- **General Guidelines:** As members of our learning community, you are expected to treat your instructors and all other students enrolled in the course with courtesy and respect. It is the instructor’s goal to promote an atmosphere of mutual respect in the classroom and it should be the goal of every student to contribute to a positive, productive classroom environment.

- **Communication with Peers:** Collaborating with peers for group tasks and discussions, your comments to others should be factual, constructive, and should not seek to harass the individual to whom the comments are directed. You are encouraged to enter a constructive dialogue with other students, but commentary that emerges from such dialogues need to be based upon facts and documentation (rather than prejudices and personalities).

- **Video Conferencing**
  - We will be using WebEx to host some class conferences. You may also schedule one on one WebEx conferences with me anytime during my scheduled office hours, or by appointment outside of office hours. Please arrive on time for all scheduled video conference.
  - Utilize the chat feature of the App for on-topic and relevant discussion that contributes to the purpose of the overall meeting.

- **Email Etiquette**
  - Please consider e-mail as official correspondence. Efforts will be made to address your e-mail within 24 hours.
  - E-mail communications should be about class business. E-mail is not the place for summaries of lectures, discussions, or readings. I would prefer to chat with you via WebEx for these more complex discussions.
  - Please use the subject line in a way that indicates the content of the message. Please use professional language and include your full name and a complete inquiry in the body of the message. **Emails are not text messages, therefore, an immediate response should not be expected. If you do not receive a response to your query in 24 hours, please send a follow up email.**

**Attendance**
Like anything else, writing improves with practice. That’s why it’s essential that you keep up with the daily writing and homework assignments. The class is designed so that you can earn a good grade even if you aren’t an Ernest Hemingway or Toni Morrison, but you do have to show up and do the work.

Extensions
Extensions on major writing assignments will be considered by the instructor if the student has requested an extension in writing via email 48 hours before the due date. The approval of an extension is entirely at the discretion of your Learning Community instructors. In your email, you MUST specify the new TIME and DUE DATE you will be submitting your work. If the assignment is counted in multiple classes, you must request and receive permission from both your comp and seminar instructors. It is the student’s responsibility to provide documentation of the granted extension (i.e. the printed emails) and include these with the late submission. Work that is submitted late without documented proof of an extension will not be accepted, even if you received an extension. No extensions will be granted for the Learning Community Portfolio due to time constraints with grading at the end of the semester.

Scholarly Documentation
We will all use the 8th Edition of the MLA academic documentation system.

Student Success
If there is a unique situation that arises that prevents you from turning in a major assignment or that causes you to miss a great deal of class, please email me to set up a conference so I can be aware of your situation and possibly help you find resources you might need. Additionally, I am willing to adjust the weight (percentage) of major assignments based on your situation. These arrangements will vary, and you must meet with me one on one to pursue this option.

Blackboard
Like all tools, BlackBoard has advantages and limitations. Our University’s version of Bb has some definite limitations, in my opinion. We will use Bb for some daily writing activities, and for some homework assignments. I know you are worried about your grades. I will do my best to update grades that are submitted via Bb, and to post major assignments in the grade book. Please understand that grades in Bb are not reflective of your course averages! If you have a concern about grades, please visit with me.

Other Technology
Because of the aforementioned limitations with Blackboard, we will be utilizing other technology in the classroom. This includes wiki, where you will find detailed class plans and course information for both this class and Seminar. Additionally, we will use Google Drive to store writing assignments and complete daily writing.

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/

- 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 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. The last day to drop a class in the fall semester is Nov. 5.

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

Week 1: Introduction to Composition Theory/Writing Processes
Week 2: Writers Use Writing to Achieve Different Purposes
Week 3: Drafting/The Writing Processes
Week 4: Intro to Peer Response/Revise WP 1
Week 5: Final Editing stage of WP 1/History Exam 1
Week 6: Writing Project 1 Due/Explore Research Topics
Week 7: Choose research topics/Topic Proposals due/Library Visit
Week 8: Analyze Sources
Week 9: Reflect on your Research Process/Exam 2
Week 10: Research Journal Due
Week 11: Explore Genres for WP 3
Week 12: Draft WP 3
Week 13: Peer Review
Week 14: Revise WP 3
Week 15: Writing Project 3/Exam 3 Due
Finals Week: Triad E Cumulative Portfolio Due
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)](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/](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)