ENGL 1301.351 Writing and Rhetoric Fall 2020

Writing and Rhetoric: Tetrach FC

Mr. Tom Murphy, Professional Assistant Professor
Course Information 11:00-11:50 MWF RM 208 Corpus Christi Hall (CCH number 17 on online map)

Contact Information
Office: Room 270 B Faculty Center (FC number 25 on online map).
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Office Hours: MW 3:30-4:30 T 10:30-11:30, or by appointment
Web: http://bb9.tamucc.edu

Catalog Course Description: 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.

Core Outcomes: As part of the University Core Curriculum, the First-Year Writing Program helps students achieve these Core Curriculum Outcomes
- CT 3: Analyze, evaluate, and synthesize information.
- CS 1: Develop, interpret, and express ideas through written communication.
- TW 1: Integrate different viewpoints as a member of a team.
- PR 1: Evaluate choices and actions, and relate consequences to decision making.

ENGL 1301 Outcomes: The eight learning goals listed below describe the specific kinds of learning that ENGL 1301 faculty members expect you to achieve during the semester. This learning includes knowledge about yourself as a writer, your knowledge about the act of writing, and your abilities to use writing. For each of the goals, we expect you to expand your learning, building on what you know and know how to do at the beginning of the semester.
Students’ portfolios will demonstrate the extent to which they have achieved the following outcomes:
1. Identify how their views of writing have changed as a result of the work they have done in the course,
2. Demonstrate their ability to analyze different rhetorical situations (in academic, workplace, or civic contexts),
3. Demonstrate their ability to use their analyses of rhetorical situations to identify options and to make appropriate choices that will enable them to use writing to achieve specific purposes,
4. Demonstrate their ability to locate, read, evaluate, select and use (integrate) effectively information from appropriate sources with their own ideas
5. Demonstrate control of situation-appropriate conventions of writing,
6. Explain what they have learned from being a novice in new writing situations, and describe how these experiences, which might include failure, contribute to their willingness to accept new challenges as a writer,
7. Demonstrate their ability to collaborate effectively as members of diverse teams / groups of writers,
8. Evaluate the ways in which they have become a more reflective (mindful, self-aware, thoughtful) writer.
Key Terms

- Rhetorical Situation:
  - audience, purpose, context, exigency
- Discourse Communities and / or Activity Systems
- Genre and genre conventions
- Research as Learning / Information Literacy
- Composing Processes:
  - planning, researching, drafting, sharing and responding, revising, editing, publishing, reflecting
- Reflection, metacognition, transfer/expansion

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.

Required


Suggested - Available free online

- Ball & Loewe, eds. (2017). Bad Ideas about Writing (read online or download PDF) [https://textbooks.lib.wvu.edu/badideas/index.html](https://textbooks.lib.wvu.edu/badideas/index.html), WVU Libraries.
- Access Islander account, Blackboard, and One Drive/Google Drive

Course Meeting (MWF)

We will be meeting once a week face to face in the classroom. Half the students will come on Mondays, while the other half will come on Wednesday assuming that we have a full class of 20 students. However, required work will be due on Mondays, Wednesdays, and Fridays and it will be your responsibility to know which days you are to be face to face in the class and when assignments are due for each Monday, Wednesday and Friday. The classroom is large enough for social distancing with this arrangement.
## Grade Distribution

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Contents</th>
<th>Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.9.20</td>
<td>Portfolio One</td>
<td>Extensive Reflection Overview (RO)</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Version(s): Research Proposal, Video Rhetorical Analysis &amp; Research Journals Evidence (connects to RO and course outcomes) Engagement and Learning (participation, attendance, etc.)</td>
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</tr>
<tr>
<td>12.2.20</td>
<td>Portfolio Two</td>
<td>Extensive Reflection Overview (RO)</td>
<td>60%</td>
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<tr>
<td></td>
<td></td>
<td>Final Version(s): Report on Research, Genre Proposal, Multimodal Presentation, plus two Genres documents Evidence (connects to RO and course outcomes) Engagement and Learning (participation, attendance, etc.)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100%</td>
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If you have any questions about your grade see me MW 3:30-4:30 T 10:30-11:30, or by appointment

### Portfolios and Major Writing Assignments

You will conduct research on a topic related to writing, language, literacy, or rhetoric that is interesting to you in order to solve a problem or answer a question. You will explore that topic, conduct research on it, and write about it in three different genres for various audiences and purposes.

#### Portfolio One

**Research Proposal (1-2 pages, single spaced)**
A short essay that begins to explore a topic or question in which you’re interested that you will pursue for the whole semester.

**Video Rhetorical Analysis (2 pages, double spaced)**
A short analysis of a 6-minute video or less that discusses the rhetorical situation using terms from the Film and Culture text *Engaging Cinema*.

**Research Journal (5+ double spaced pages)**
This will be written summaries & reflections on the sources you’re using for your research.

**Reflective Overview (3-5 double spaced pages)**
*A cognitive understanding of writing processes, including drafting, researching and understanding rhetorical situations.*

#### Portfolio Two

**Report on Research (4-6 pages, double spaced)**
You are conducting research on a topic related to writing, language, literacy, or rhetoric that is interesting to you in order to solve a problem or answer a question. You will explore that topic, conduct research on it, and write about it in three different genres for various audiences and purposes.

**Genre Proposal (1-2 pages, single spaced)**
You will investigate different genres to use and write a report on which ones you think would be effective and why for your purpose and audience.
Multimodal Presentation (PowerPoint or Prezi recommended)
You will convert your extended research essay into a multimodal project—poster, PowerPoint, video, website, etc., that presents your argument in the context of the conversation surrounding your issue.

Two Genres (depends on specific genres)
You will create two other genres to follow your Genre Proposal to fulfill exigency.

Reflective Overview (3-5 double spaced pages)
A cognitive understanding of writing processes, including drafting, researching and understanding rhetorical situations.

Course Policies

Make-up Work
All make up work must be previously arranged or it will not be accepted.

Assistance
Office hours are intended to make this course less forbidding. Feel free to come by and talk with me about your work, or about literature in general, during the office hours listed. If you cannot make these times, ask me for an appointment.

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. 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.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with 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. November 5th is the last day to drop a class with an automatic grade of “W” this term.

Acceptance of Diversity
We are the most diverse campus, in terms of self-declared ethnicity, in the Texas A&M system. This means that we are all meeting and working with people who are different from ourselves in terms of their identities: whether that be defined by their race, ethnicity, gender, sexual orientation, and/or religion. Respecting and accepting difference are vital to your success in this class, on this campus, and in the global community.

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.

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 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.

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 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.
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.

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.

If you have any questions about your grade see me MW 3:30-4:30 T 10:30-11:30, or by appointment
<table>
<thead>
<tr>
<th>Tentative Dates</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Research Proposal</td>
<td>Friday, September 11th</td>
</tr>
<tr>
<td>Video Rhetorical Analysis</td>
<td>Friday, September 18th</td>
</tr>
<tr>
<td>Research Journal</td>
<td>Friday, September 25th</td>
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<tr>
<td>Reflective Overview</td>
<td>Friday, October 11th</td>
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<tr>
<td>Portfolio 1</td>
<td>Friday, October 9th</td>
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<tr>
<td>Report on Research</td>
<td>Friday, October 23rd</td>
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<tr>
<td>Genre Proposal</td>
<td>Friday, October 30th</td>
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<tr>
<td>Genre 1</td>
<td>Friday, November 6th</td>
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<tr>
<td>Multimodal Presentation</td>
<td>Friday, November 13th</td>
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<tr>
<td>Genre 2</td>
<td>Monday, November 23rd</td>
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<tr>
<td>Reflective Overview</td>
<td>Wednesday, December 4th</td>
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<tr>
<td>Portfolio 2</td>
<td>Wednesday, December 4th</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](https://www.tamucc.edu/fall-2020/face-coverings-faq/) 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](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf)