Recommended Texts and Materials (Not Required)

- A notebook (electronic notebook, laptop, iPad, or paper notebook for exercises and journaling)

Course Design and Objectives

This course is designed as an introduction to the discipline and art of creative writing in its evolving forms and fusions. You will practice an exciting range of techniques in writing prose and poetry, including the multi-genre, multi-lingual, culturally diverse, and blended forms. These include the visual, spoken, and multimodal from authors who are BIPOC, (Black, Indigenous, People of Color) women, nonbinary, and LGBTQ+. From James Baldwin, Adriana Brown, Marilyn Chin, Natalie Diaz, Louise Erdrich, Roxanne Gay, Joy Harjo, Rossy Lima, Willie Perdomo, Claudia Rankine, Raquel Salas Rivera, Tim Seibles, Ocean Vuong, and many more, we cover an exhilarating range and depth. You apply many of their techniques in daily practice and three major projects. You will discover your own voice and style, fusing traditional forms with dynamic, new blends. The course invites participation in the literary citizenship of our global world, which calls for innovative thinking from each writer in our own cultural era, from our personal and collective moment to make a difference in the unrepeatable world we inhabit. This is a core course for the Minor in Creative Writing.

The objectives of the course are

- to introduce you to the terminology and to give you practical experience in using as wide a range as possible of the creative writer's “tools”
- to expose you to a broad and eclectic selection of contemporary poetry and prose i.e., to the traditional and multi-genre fusions in what is being written in your own time
- to allow you to experiment, stretch, and take risks with your writing through a series of exercises not all of which will “work” or result in brilliant, finished pieces
- to encourage and enable you to produce at least two or three well-developed pieces in each genre and blended genres that surprise you during the semester
- to prepare you for entry into ENGL 4335: Creative Writing Studio: Development of Craft, or any other creative writing workshop

Student Learning Objectives

Upon successful completion of the course, students will be able to

- demonstrate knowledge of various literary techniques through written exercises that employ these techniques and through peer critique and analysis
- write original works of short fiction and poems, employing appropriate and varied techniques from the range available to the “creative” writer.
What is an Online Course?

At Texas A&M University-Corpus Christi, the term “online course” refers to a fully distance education course (85% or more of course content) offered via the Internet (while the term “hybrid course” refers to a course with more than 50% but less than 85% of course content offered via the Internet).

For 100% of our course, we are a fully distance education course meeting on-line through the Blackboard Portal and through WebX to work on assignments, participate in discussions, and interact with each other. In order to be successful in this course, you must be self-disciplined and possess a strong sense of self-initiative, independent thinking, and interpersonal communication skills. The course will have real deadlines and due dates. We will meet both synchronously and asynchronously online, described more fully in my course policies and procedures.  https://iol.tamucc.edu/def_of_courses.html

Course Requirements and Grade Distribution

Grades will be determined according to the following percentages for each component of the course requirements:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily &amp; Weekly</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>10%</td>
</tr>
<tr>
<td>Practice and Responses</td>
<td>30%</td>
</tr>
<tr>
<td>Reflections</td>
<td>15%</td>
</tr>
<tr>
<td>Projects</td>
<td></td>
</tr>
<tr>
<td>Midterm Portfolio</td>
<td>15%</td>
</tr>
<tr>
<td>Multimedia Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>15%</td>
</tr>
</tbody>
</table>

My Course Policies and Procedures

**Professionalism: (10%)**

Your attendance and active participation in our virtual course is an urgent part of what will help you and our community of writers in this course successful. In other words, you are one of the parts that make the whole. Your practice and contribution to our community requires your professionalism: **attendance, daily preparation, participation in the writing practice, and interaction.** This course sees professionalism as the ways you prepared, contributed to/engaged in the processes of reading, writing, responding, collaborative work and discussion, peer-responses, drafting, and revising. In other words, your online engaged presence in the course is working in concert with a community of your peers toward the three major projects.

**Our Online Course Procedure:** Each week we will meet Synchronously and Asynchronously:

- **Mondays:** Groups 1-3 will meet with me on my WebX, synchronously: we meet together from 12:00-12:50 to discuss the readings, techniques, and your daily practice. Groups 4-6 will post in Discussion Forum, asynchronously: posting reading response and your daily practice from 12:00-12:50. On peer review weeks, your groups will meet synchronous on your group leader’s WebX.

- **Wednesdays:** Groups 4-6 will meet with me on my WebX, synchronously: we meet together from 12:00-12:50 to discuss the readings and your daily practice. Groups 1-3 will post in Discussion Forum, asynchronously: posting reading response and your daily practice from 12:00-12:50. On peer review weeks, your groups will meet synchronously on your group leader’s WebX.

- **Fridays:** Reading and Peer Responses. Daily Practice. Reflective Writing.
Blackboard Policy
You are responsible for checking our course on Blackboard every week. Check the Announcements page for daily assignments and messages from me. We will be using Announcements, Course Content, Discussion Forums, and the Journal tool frequently. Download the BB app on your smartphone. Click notifications. You'll get notified. Otherwise check your Islander email daily (announcements automatically forward to your islander email).

Absence Policy: Typically, students earning an A exemplify outstanding attendance, community professionalism and self-initiative. I expect regular attendance each week when our class is scheduled to meet synchronously and asynchronously. You will have work to post online on most scheduled class days, and sometimes group peers will be relying on your posts and feedback. The regular online attendance will be important to moving forward with course goals. I understand that sometimes situations arise to preclude this. When this happens, the student will arrange to post their work in a manner that still benefits their group and meets course goals. Communication is key to keeping everyone in the loop and staying on track.

Late work Policy: In the case that a document is posted late with no prior arrangement with me, it usually has an impact on how quickly the group peers and I can return feedback. As much as is possible, let's dedicate ourselves to posting our work when we agree and on scheduled deadlines. Also, if certain situations arise such as job or family emergencies, the student can communicate a need to extend a due date. Communication is key.

Daily Practice and Reading Responses (30%):

Daily Practice: Each week, I will give you a writing prompt or two. You will post in the Discussion Forum, in your group. The prompts often ask you to apply one or more techniques from the assigned readings to your own practice of craft. I'll review some of these and offer feedback. You will use this practice as a place for your growth as a writer and development into your prose and poetry sets for your portfolios. As your portfolios and presentation will be partially graded on how much work you have put into the course, skimpily done exercises will inevitably count against you. I hope you will put as much into these as you can, not just for the grade, but for your own forward progress as a writer.

Reading Responses: Each week, I also assign a reading that will model some techniques I'd like you to work on. You will respond in a short paragraph to the reading, to prepare for class discussion on the virtual WebX. You will post these responses in your group’s Discussion Forum. You will also be reading and responding to your peers’ drafts and revisions in your group, for each major expressive piece (i.e. short portraits, memoir, and personal essay, and literary journalism).

Reflections: (15%): You will post your journal reflections in your private Journal page (only visible to me and you) on BB about twice a month, on a scheduled rotation: this is a process of metacognitive learning and arriving at a greater understanding of your themes and developing craft. For some reflections, I will give you a set of questions that ask you to describe what you’re learning and applying from the writer’s techniques and your peers to your own work, ideas, and vision. Some reflections you may want to share an excerpt from your personal ongoing journal.

Midterm Prose Portfolio (15%): Due Monday, October 12, 2020 (Indigenous People’s Day)
• a self-reflective letter that addresses the work you have done, techniques you have focused on and experimented with, and the progress you feel you have made in this first half of the course.
• a minimum of two advanced-draft prose pieces (you’ll need to scan the draft with my comments, and at least two of the most helpful peer reviews for each piece.
• Your best response on your peers’ writing and their most helpful responses.

A Virtual Creative Writing Symposium: A Multimedia Reading (15%): Nov. 16-22nd

6-minute presentation/performance from any original work or combination of work done in the course, focused on a theme(s). Must include Artist’s Statement:

1. *synopsis*—what do you explore, illustrate, meditate on, challenge, resist, delight in, invite the reader to explore?
2. *the background influences*—the writing exercise, musing, observation, event, person, thought, feeling that inspired the poem (I encourage you to include photos or images, excerpts from the work or figure of inspiration)
3. *the techniques*—specific poetic or prose devices and elements you focused on.
4. *medium*: A visual, artistic performance, recording, or digital presence: to include drawings, or collage, graphic illustration on advanced Powerpoint, Blog, TikTok, Instagram, YouTube, PDF, Etcetera.

Final Portfolio—Prose and Poetry: (15%): Final Exam, Due between Dec. 5-Dec. 7th

• a minimum of four poems (you’ll need to scan the draft with my comments, and at least two of the most helpful peer reviews) and any other poems you have written during this time.
• A revised short story
• a self-reflective letter that addresses the work you have done, techniques you have focused on and experimented with, and the progress you feel you have made in this first half of the course.

Cell Phone/Electronic Device Policy: Please keep cell phone quiet and also mute your microphone on WebX unless you are speaking to the class.

E-Communication Policy

☐ The best way to contact me is through my email address: robin.carstensen@tamucc.edu.
☐ Professional E-mail Etiquette: I will respond to professional emails that include your subject and class section in the Subject Heading, address me by my professional title, Dr. Carstensen, and provide your signature.
☐ Address your concern or question after you’ve thoroughly read an announcement on BB and the instructions. Be respectful, specific, and brief. Your professors receive hundreds of emails weekly regarding: 1. Teaching, course designs, assignments, feedback, assessment to student work, program work, department, etc. 2. Research and scholarly/creative activity and publications/conferences/events 3. committee work with the university, college, department, and the community; 4. Professional development
☐ Respect everyone’s time. If there’s a problem, offer a solution:
☐ (i.e. Dear Dr. Carstensen, “I cannot meet in our WebX class on Thursday, and unfortunately will miss discussion. However, I have read the chapter and typed out a page of notes—here is the attachment. I plan to use the author’s technique of dialogue in my travel narrative piece by integrating a conversation at the restaurant along the Thames.” (Problem, solution). If it’s a complex situation, make an appointment to see your professor. Need help or extra feedback on a draft of your
work? Make an appointment to meet during my office hours, and email me to confirm the date and time.

☐ Though I do respond to e-mails from students who have very specific questions, I never respond to tweets, instant-messages, badly misspelled, and vague, unprofessionally addressed e-mails or text-messages, such as “hey, slept thru alarm. what’d I miss?”

☐ If you need an appointment with me outside of my office hours, please email your request, and I will find time.

Extra Credit: I encourage you to attend any virtual literary events, performances, and guest-speaking engagements that are offered in the virtual communities in and outside of the university. These opportunities are often integral to what you are learning in the classrooms, through course curricula, and through your life experiences. Your peers, professors, and campus community work very hard to coordinate these events and bring these opportunities to you.

Because I appreciate how integral these events are to your college learning experience, I award extra credit for attending virtual literary, creative, and/or performance-based events, in full, and typing at least a one-page reflection for each one. I announce these events on Blackboard and in class, and welcome your own announcements of such events hosted by any student organizations and extracurricular groups in which you are active. Attending two events and writing reflections for each one may replace one class absence. Discuss with me in advance to make this arrangement. You may make up to two class absences with extra credits (a total of four extra credits).

Texas A&M University-Corpus Christi Policies

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.

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 is the last day to drop a class with an automatic grade of “W” this term.

**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. 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 or the office of the Provost. 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.

**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.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an F for the assignment.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane or global pandemic 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 [and WebX]. 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.

**Recommended for ENGL major undergraduates**

**Reminder to English Majors:** As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.
Student Resources

The Center for Academic Student Achievement (CASA): The Writing Center of CASA provides free writing instruction to any student interested in improving his/her writing abilities. Tutors will assist you with all aspects of writing. The Writing Center’s purpose is not to correct or proofread your drafts but to help you learn strategies that good writers use during the processes of writing. You may visit the Center for assistance with a writing project for any of your classes. It is located in the Glasscock Building (825-5933).

University Counseling Center

We all encounter stress, problems, and difficult decisions in our daily lives. Sometimes, these problems may seem overwhelming or it might be difficult to talk about certain issues with your friends or family. The University Counseling Center is available for all students enrolled at TAMUCC. Students seek counseling for a multitude of reasons and the University Counseling Center offers individual therapy, group counseling, psychiatric services, psychological testing, consultation, outreach services, alcohol and drug education and prevention programs, and personal skills training. If you are in need of counseling services or just someone to talk to, please call or visit the University Counseling center at (361) 825-2703 in the Driftwood Building. Visit: http://counseling.tamucc.edu for more information.

Provisional Schedule: See Blackboard Announcements for more specific readings and guidelines.

Week 1: Introductions to Creative Writing and Community

August 19 (Weds): Course Curriculum and Peer introductions. Daily Writing Practice. Bring your journal!
Homework: Journaling.
August 21 (Friday): Continue Introductions and In-Class Sharing of daily practice.
Fiction Reading: Craft Essay and a Story. Journaling.
(Reading Responses--20% of Course Grade. Attendance/Practice--25% of Course Grade)

Week 2-4: Flash Fiction Unit

Week 2: Writing Prompt Delivered Monday morning. Post your practice in your group’s discussion forum before your group WebX meeting.

August 24: WebX Synchronous, Groups 1-3: Discuss assigned craft essay and stories. Share your daily practice and techniques. (Groups 4-6 is in Daily Practice—Discussion Forums).
August 26: WebX Synchronous Groups 4-6: Discuss assigned craft essay and story. Share daily practice (Groups 1-3 in Daily Practice—Discussion Forums)
(Attendance/Practice: 20% | Reflections: 20% of Course Grade.

Week 3: Writing Prompt Delivered Monday Morning. Introducing Flash Fiction.

August 31: WebX Synchronous, Groups 1-3: Discuss assigned craft essay and story. Share daily practice and techniques. (Groups 4-6 is in Daily Practice—Discussion Forums).
Sep. 2: WebX Synchronous Groups 4-6: Discuss assigned craft essay and story. Share daily practice (Groups 1-3 in Daily Practice—Discussion Forums)
(Attendance/Practice: 20% | Reflections: 20% of Course Grade.

Week 4: Practice and Peer Response to Flash Fiction | First Group Peer Review
Sep. 7: Labor Day Holiday: Campus Closed. No Class Meeting or Work Due.
Sep. 9: WebX Synchronous, Groups 1-3: Discuss assigned craft essay and stories. Sharing drafts of flash stories. Peer Response. See Workshop Response Guidelines, Content Folder. Share daily practice and techniques. (Groups 4-6 is in Daily Practice—Discussion Forums).
Sep. 11: WebX Synchronous Groups 4-6: Discuss assigned craft essay and story. Sharing drafts of flash stories. Peer Response. See Workshop Response Guidelines, Content Folder. (Groups 1-3 in Daily Practice—Discussion Forums)
(Attendance/Practice: 20% | Group Peer Reviews: 20% of Course Grade.)

Week 5-8: Short Fiction Unit, 5-8 pages

Week 5: Writing Prompt Delivered Monday Morning. Introducing Short Short Fiction 5-8 pages.

Sep. 14: WebX Synchronous, Groups 1-3: Discuss assigned craft essay and story. Share daily practice and techniques. (Groups 4-6 is in Daily Practice—Discussion Forums).
Sep. 16: WebX Synchronous Groups 4-6: Discuss assigned craft essay and story. Share daily practice (Groups 1-3 in Daily Practice—Discussion Forums)
(Attendance/Practice: 20% | Reflections: 20% of Course Grade.)

Week 6: Develop the Short Short: 5-8 pages. Responding to Drafts-in-Progress

Sep. 23: WebX Synchronous Groups 4-6: Discuss assigned craft essay and story. Share draft-in-progress (Groups 1-3 in Daily Practice—Discussion Forums) Peer Response. See Workshop Response Guidelines, Content Folder.
(Attendance/Practice: 20% | Group Peer Reviews: 20% of Course Grade. | Reflections: 20% of Course Grade.)

Week 7: Develop the Longer Short: 8-12 pages. Continue the Short Short OR Write a New Short Short: Responding to Drafts. Introduce Midterm Folio.

Sep. 28: WebX Synchronous, Groups 1-3: Discuss assigned craft essay and story. Share draft-in-progress and techniques. (Groups 4-6 is in Daily Practice—Discussion Forums).
Sep. 30: WebX Synchronous Groups 4-6: Discuss assigned craft essay and story. Share draft-in-progress (Groups 1-3 in Daily Practice—Discussion Forums)
(Attendance/Practice: 20% | Group Peer Reviews: 20% of Course Grade |

Week 8: Group Fiction Peer Response on Advanced Drafts. Work on Midterm Folio.

Oct. 5: WebX Synchronous, Groups 1-3: Discuss assigned craft essay and story. Share draft in progress. (Groups 4-6 is in Daily Practice—Discussion Forums).
Oct. 7: WebX Synchronous Groups 4-6: Discuss assigned craft essay and story. Share draft-in-progress (Groups 1-3 in Daily Practice—Discussion Forums)


Attendance/Practice: 20% | Group Peer Reviews: 20% of Course Grade | Midterm: 20% of Course Grade.

**Week 9-13 Poetry Unit**

**Week 9: Midterm Folio Due by Oct. 12. Poetry Unit Begins.**

Oct. 12: WebX Synchronous, Groups 1-3: Discuss poems and techniques. Share daily practice and techniques. (Groups 4-6 is in Daily Practice—Discussion Forums).

Oct. 14: WebX Synchronous Groups 4-6: Discuss poems and techniques. Share daily practice (Groups 1-3 in Daily Practice—Discussion Forums)

Oct. 16: Reading Craft Essay on poetry and reading poems.

**Week 10: Poetry**

Oct. 19: WebX Synchronous, Groups 1-3: Discuss assigned craft essay and poems. Share daily practice and techniques. (Groups 4-6 is in Daily Practice—Discussion Forums).

Oct. 21: WebX Synchronous Groups 4-6: Discuss assigned craft essay and poems. Share daily practice (Groups 1-3 in Daily Practice—Discussion Forums)


**Week 11: Form and Found Poetry**

Oct. 26: WebX Synchronous, Groups 1-3: Discuss assigned craft essay and poems. Share daily practice and techniques. (Groups 4-6 is in Daily Practice—Discussion Forums).

Oct. 28: WebX Synchronous Groups 4-6: Discuss assigned craft essay and poems. Share daily practice (Groups 1-3 in Daily Practice—Discussion Forums)


**Week 12: Visual and Multimedia Poetry**

Nov. 2: WebX Synchronous, Groups 1-3: Discuss assigned craft essay and poems. Share daily practice and techniques. (Groups 4-6 is in Daily Practice—Discussion Forums).

Nov. 4: WebX Synchronous Groups 4-6: Discuss assigned craft essay and poems. Share daily practice (Groups 1-3 in Daily Practice—Discussion Forums)

Nov. 5: Last Day to Drop Classes

Nov. 6: Reading Craft Essay on poetry and reading poems. Begin Reflections.

**Week 13: Multimedia and Spoken Word Poetry**

Nov. 9: WebX Synchronous, Groups 1-3: Discuss assigned craft essay and poems. Share daily practice and techniques. (Groups 4-6 is in Daily Practice—Discussion Forums).

Nov. 11: WebX Synchronous Groups 4-6: Discuss assigned craft essay and poems. Share daily practice (Groups 1-3 in Daily Practice—Discussion Forums)

Nov. 13: Prepare Multimedia Presentations. See content folder for guidelines.
Week 14: Virtual Symposium: Multimedia Presentations

Nov. 16: WebX Synchronous, 7 students; 6 minutes each. Take notes for final exam: presentation reflection.
If not presenting: work on your presentation.
Nov. 18: WebX Synchronous, 7 students, 6 minutes each.
If not presenting: work on your presentation and final portfolio.
Nov. 20: WebX Synchronous, 7 students, 6 minutes each.
If not presenting: work on your presentation and final portfolio.
(Attendance/Practice: 20% |

Week 15: Virtual Symposium: Multimedia Presentations on Monday; then Break for Thanksgiving

Nov. 22: Last Class Meeting: WebX Synchronous, 7 students, 6 minutes each.
If not presenting: work on your presentation and final portfolio.
Nov. 24-26: Thanksgiving Break, No Classes Meeting or Work Due
(Attendance/Practice: 20% | Reflections: 20% of Course Grade.

Week 16: Exams Begin. Prepare your final portfolio.

Monday, Nov. 30: Reading Day (No Classes)

Monday, Dec. 7: Portfolio Due between 11:00-1:30 p.m (during our scheduled final exam).

Grading Standards

A (90%-100%): Outstanding work. An A document superbly addresses all components of the assignment. It clearly and logically expresses and develops an idea for a particular audience in an interesting way. A writing is highly polished and generally contains no errors in the use of English.

B (80%-89%): Very good work. A B document does a better than average job of addressing all components of the assignment. It expresses and develops an idea in a clear, logical way, and it is well adapted to the needs of its intended readers. B writing contains few or none of the common errors in the use of English. The professional appearance of B work is generally neat and polished.

C (70%-79%): Competent work. A C document manages to address most of the components of the assignment and develops an idea for its intended readers, but does little to create a positive or lasting impression on them. C writing avoids serious errors in the use of English. The professional appearance of C work is acceptable but unremarkable and needs revision, polish, or redesign.

D (60%-69%): Unsatisfactory work. A D document is flawed by one or more of the following: insufficient attention to the assigned task and its audience, poorly developed ideas, inaccurate information, errors in the use of English.

F (50%-59%): Unacceptable work. An F document is flawed by one or more of the following: failure to accomplish the assigned task and adapt to its audience, failure to develop an idea, serious errors in the use of English language.
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://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/fall-2020/face-coverings-faq/) 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