Students will practice-writing in situated context (such as their majors, careers, and/or other professional interests) and across genres to develop more advanced and reflective writing strategies. By studying theories of writing; engaging in writing as a craft; and drafting, revising and editing texts; student will refine and become more reflective in their writing processes.

In this class, you will advance your rhetorical training by creating written, visual, and multimodal and/or multi-genre compositions. You create such compositions through rhetorical actions – the deliberate shaping of content for an audience. Thus, you have an opportunity in this class to define rhetorical problems and to respond to specific kinds of rhetorical situations with arguments and other rhetorical tools. The kind of work you perform in this class will all lead toward you becoming rhetorical, meaning honing your ability to recognize, analyze, and respond appropriately to any situation that involves communication – whether verbal, visual, auditory, or more complex mix of all of these (a form of composition called multimodal and/or multi-genre).

1) Gain factual knowledge (terminology, classifications, techniques, trends) to distinguish among various strategies, genres, theories and approaches of writing;
2) Develop rhetorical skills in expressing oneself orally or in writing – compiling and exhibiting a multi-genre projects that studies and demonstrates the various strategies and genres advanced writers employ;
3) Practice in techniques and tactics of writing conventions that involve research, documentation, and rhetorical sophistication of multi-genre writing and stylish academic writing.
4) Learn to analyze, critically engage, and discuss rhetorical situations by evaluating ideas, arguments, perspectives and by revising, evaluating, and reflecting on both individual and peer course work.


Supplemental Readings (PDFs) provided and posted in Blackboard.

**Online Drive** for storing and sharing files.
NOTE: THIS COURSE IS DELIVERED ONLINE. You are invited to join my WebEx Room every Monday and Wednesday at 2 pm. Mondays are reserved for lecture (which shall be recorded and made available online on the following day) to go over content due for that week. Wednesdays are reserved for questions (if you have any) and working with you on your projects (if you need assistance). The URL link for my WebEx Room: https://tamucc.webex.com/meet/yhinojosa2

You are invited to join my WebEx room, but you are not required to do so.

ESSENTIAL QUESTIONS
What it means to become rhetorical?
What are the various tools for composing?
How to we analyze various modes of communication?
What is involved in rhetorical production?

COURSE GOALS
The goals of this course are to increase student awareness about strategies, tactics or moves that inform writers as they engage in making rhetorical decisions in a particular context. These “moves” writers make to create various genres for academic and non-academic settings. As advanced writers occupying diverse communities, students will be able to employ strategies to meet the needs of distinct audiences by producing textual artifacts of a particular genre or mixture of genres. In addition, upon successful completion of the course, students will be able to:

- To use writing process strategies (drafting, discussion, revision, editing, and distributing) in workshop settings to improve writing style (word choice, syntax, and sentence structure),
- To produce a variety of multi-genre polished pieces of writing in at least three situated contexts,
- To understand audiences and acts of writing for various audiences and contexts,
- To develop theories about writing in a particular cultural context,
- To generate meaningful and relevant questions tied to the writing process,
- To design and follow an effective plan of implementation for writing,
- To manage processes of composing,
- To demonstrate ability to analyze and evaluate rhetorical situations, and to apply rhetorical theories.
- To demonstrate ability to analyze and evaluate writing in a professional context: Identify the purpose for writing, the main concepts in a piece of writing, presentation a rhetorical analysis of such writing as evidence, and organize information for storytelling.

<table>
<thead>
<tr>
<th>Maya Angelou</th>
<th>Jay-Z</th>
<th>Gloria Anzaldúa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words mean more than what is set down on paper. It takes the human voice to infuse them with shades of deeper meaning.</td>
<td>I also make choices in technique and style to make sure that it can touch as many people as possible without losing its basic integrity.</td>
<td>Tu autohistoria is not carved in stone but drawn on sand and subject to shifting winds. Forced to rework your story, you invent new notions of yourself and reality...</td>
</tr>
</tbody>
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COURSE REQUIREMENTS – GRADE DISTRIBUTION
To receive credit for this course, students must complete these major assignments. Assignments are interconnected and are designed to build upon each other in a state of progression.

- **Miscellaneous Activities and/or Homework** --------------------------------------------- 20%
- **Three Multi-genre Writing Projects**
  - Writing about Self (Autohistoria-teoría) --------------------------------------------- 15%
  - Writing about Texts/Culture (Rhetorical Analysis) -------------------------------------- 20%
  - Writing in Communities (Multimedia & Academic argument) ----------------------------- 35%
- **End of Year Visualization & Presentation** --------------------------------------------- 10%

Aside from in-class activities/homework, due dates for assignments are subject to change with advance notice by the instructor.
MAJOR COURSE COMPONENTS

Miscellaneous Activities and/or Homework – Due Weekly

There is no attendance requirement for this course, but there are miscellaneous activities and/or homework that you must complete on a weekly timeline. So, this portion of your grade will reflect weekly participation, preparation, and engagement with our coursework. Weekly work includes engagement and/or small assignments (usually the various activities designed to support the readings or major projects), such as discussions, response to readings, small assignments, response to drafts, oral presentations or facilitations, and, on occasion, quizzes. Grades for any of these activities and/or homework are distributed on a scale of 0 to 100.

Three Multi-genre Writing Projects (These projects may be revised.)

Writing about Self – Autohistoria-teoría – due 9/28/2020 or sooner

For this assignment, students produce a multi-genre personal project – an autohistoria-teoría – that theorizes lived experiences based on some aspect of identity and/or epistemology (knowledge). An autohistoria is a “genre of writing about one’s personal and collective history using fictive elements, a short-fictionalized autobiography or memoir; an autohistoria-teoría is a personal essay that theorizes,” according to Gloria Anzaldúa. More details about this assignment may be found in the assignment description on Blackboard.

Writing about texts/culture – Rhetorical analysis – due 10/28/2020 or sooner

For this assignment, students produce a multi-genre rhetorical analysis that studies a particular group, community, or subculture. Building from the first project, students will serve now as a primary researcher, studying and writing about a part of their culture by looking at various texts that represent their culture. Writing about culture means that students will engage in methodologies to gather information, make observations, study as a means to come to some understanding. More details about this assignment may be found in the assignment description on Blackboard.

Writing in Communities – Multimedia and Academic Argument – due 11/24/2020

For this assignment, students produce a multi-genre academic project that makes an argument designed to address an audience in a specific disciplinary community. This assignment will require that you situate a topic of interest (drawn from your lived experiences and cultures) into a formal conversation. As part of joining that conversation, this assignment will require that you incorporate sources/material to construct your authority on the matter you intend to discuss. More details about this assignment may be found in the assignment description on Blackboard.

End of the Year Visualization and Presentation – Due 12-9-18

For this assignment, students produce 1.) creative artistic (re)presentations (via loteria cards) that translates rhetorically the multigenre work completed in this course. Each card should speak to one multi-genre project in some way. 2.) a critical, artist statement that offers readers and explanation on how each card represents the work completed. In your statement, synthesizes course content; demonstrate knowledge of subject matter, genre, rhetorical theory, and processes to show how each card reflects a deeper understanding of Self, culture(s), and communities. Students are encouraged to produce a “stylish” product that highlights their understanding of the work completed in the course. More details about this assignment may be found in the assignment description on Blackboard.
Late Work and Extensions

If there is a crisis that prevents you from meeting a deadline, you can request an extension to turn the work in late without a penalty. The approval of an extension is entirely at the discretion of the instructor and will depend on reasons, your record of completion of work, and engagement. All extensions must be confirmed by email. Please note, major assignments submitted late without any authorized extension are penalized one letter grade. Thus, all major work submitted late is penalized one letter grade.

Our Mission

Texas A&M University-Corpus Christi is an expanding, doctoral-granting institution committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and service. Our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience through residential, distance learning and international programs. The university’s federal designation as a Hispanic Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence.

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 a grade of zero/no credit.

Academic Honesty/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 academic expectation, 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,
- 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 MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

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 5, 2020 is the last day to drop a class with an automatic grade of “W” this term. November 23, 2020 is the last day to withdraw completely from the university.
WRITING CENTER
Writing Centers are resource locations for writing (and sometimes reading) that are popping up in high schools as well as colleges and universities. They practice the kind of conferring pedagogy that we’ll be practicing, so not only can they help you write, they can help you understand the value and methods of conferring with your students.

Where Is It?
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. Appointments are available online as well! 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.

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.

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.

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.

DISABILITY SERVICES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEALS PROCESS
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. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

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, websites, 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.

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.

QUESTIONS?

If you have any questions or concerns regarding this syllabus, please speak with me as soon as possible. You are responsible for understanding and adhering to the policies of this course and the University.

FINAL EXAM HOUR

December 7th @ 1:45 pm – 4:15 pm. NOTE: online submission; no face-to-face final.

COURSE SCHEDULE/CALENDAR

For a complete schedule, look in Blackboard. The schedule is subject to change. I would advise against printing it out and using it for your assignments without regularly checking Blackboard for updates. Readings must be completed before coming to class on the day listed.

Unless specified otherwise (see first day, for instance), all assignments should be completed before coming to class on the day listed. If changes to this schedule become necessary, they will be announced in class and a revised schedule will be posted on Blackboard.

Note that because we have so few class meetings, writing assignments will be due every week and some of the reading assignments will be rather lengthy. Please keep up and manage your time wisely!
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)](#) available on the [Provost website](#).
- 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](#) 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/rule_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf](https://academicaffairs.tamucc.edu/rule_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf)