

ENGL 1301 - English Composition I

Fall 2024 Syllabus, Section 185, CRN 15246

Instructor Information

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English Adjunct Instructor
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Office: Online
Office Hours:
Office Hours: Thursdays 6:00pm - 6:45pm or by appointment.

Times and Location

Does Not Meet Face-to-Face

Course Description

The goal of this course is to develop students' expository and analytical writing skills by guiding them through the multiple stages of the writing process and by creating an awareness of authorial voice, audience, purpose, and occasion. Students will also employ critical thinking and reading skills in the evaluation of selected readings designed to further emphasize the writing process. This course will provide an introduction to writing the documented essay, to acquiring information literacy skills, and to evaluating both printed and electronic sources. To earn credit, this course must be completed with a "C" or better. Prerequisite: Completion of Texas Success Initiative (TSI) Writing requirements, English 1301 or appropriate level developmental course sequence.

Humanities Department, College of Arts & Sciences

Additional Course Information

Additional Information will be posted on Blackboard.

Program Learning Outcomes

Program Learning Outcomes: As one class in the First-Year Writing Program, students' successful completion of this course will contribute to their overall ability to:

1. Critically *analyze* and *evaluate* the audience, purpose, and genre of a writing situation or written piece.
2. *Recognize* and *apply* the writing elements of format, structure, and grammar in a written piece.
3. *Demonstrate* an effective writing process that includes drafting, revising, editing, and respectful and ethical collaboration.
4. *Apply* reflective writing practices across different writing tasks and genres.
5. *Develop* writing-related technological skills that allow them to *locate*, *engage*, and *evaluate* writing activities and artifacts in various genres and across media formats.

Student Learning Outcomes

Student Learning Outcomes: Upon successful completion of this course, students will be able to do the following relative to the First-Year Writing Program's Program Learning Outcomes (PLOs):



1. *Respond* appropriately to the needs of various audiences and writing situations through the use of various genres, context, and content. (PLO 1)
2. *Recognize, critique, and defend* the rhetorical choices in writing situations. (PLO 1)
3. *Apply* conventions of Standard American Academic English including word choice, formality, grammar and mechanics, MLA formatting, and essay format. (PLO 2)
4. Effectively *apply* a process of writing from invention, drafting, revising, editing, and proofreading. (PLO 3)
5. Ethically *collaborate* in the writing process with peers through peer-review, constructive self-critique, and teamwork. (PLO 3)
6. *Compose* written work that reflects on the writing process, *articulates* how writing skills transfer across contexts, and *identifies* the writer's strengths and weaknesses. (PLO 4)
7. *Engage* a variety of technologies in order to *locate* sources and write across various media for specific audiences and purposes. (PLO 5)

Important Dates

Visit the Academic Calendar (tamiu.edu) (<https://www.tamiu.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Everyone's an Author. 4th edition.	Lunsford, Andrea, et al.	ISBN: 978-1-324-04510-6

Other Course Materials

Any other additional readings will be available on Blackboard.

Grading Criteria

GRADE	PERCENTAGE
A	91-100
B	80-90.9
C	70-79.9
D	60-69.9
F	Below 60

Open Boilerplate

ASSIGNMENT	VALUE
Homework	20%
Essay 1	10%
Essay 2	10%
Essay 3	10%
Reflection 1	5%
Reflection 2	5%
Reflection 3	5%
Final Portfolio	35%

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/26	Introduction and Activities on Course Page	Lundsford Introduction and Chapter 1	September 2, 2024
9/2	Genre Analysis Worksheets and Reading Rhetorically	Lundsford Chapter 6	Sept 6, 2024

9/9	How to Craft Powerful Sentences	Lundsford Chapter 34 reading and quizzes	Sept. 13, 2024
9/16	Process of Drafting Genre Analysis	Essay 1 Draft 1	Sept. 16, 2024
9/23	Process of Writing: Proofreading Collaborative aspect of Writing: Peer Review	Chapter 35 and Chapter 10 Reading and Quizzes Peer Review Essay 1 Final Draft Reflection Essay for Essay 1	Ch 35 Sept. 20, 2024 Ch 10 Sept 23, 2024 Peer Review Sept. 24, 2024 Final Draft Sept. 26, 2024 Reflection Sept. 29, 2024
9/30	Analyzing Images for Visual Text Analysis	Chapter 9 and Chapter 15 Readings and Quizzes Visual Analysis Worksheet	Ch 9 & Ch 15 Oct. 5, 2024 Visual Analysis Wks Oct. 7, 2024
10/7	Process of Writing and Mimic Writing Strategies	Essay 2 Draft 1 Ch 7	Draft 1 Oct. 13, 2024 Ch 7 Oct. 9, 2024
10/14	Process of Writing: Proofreading Peer Review	Essay 2 Peer Review Essay 2 Final Draft Reflection Essay for Essay 2	Oct. 15, 2024 Oct. 17, 2024 Oct. 20, 2024
10/21	Unit 3: Rhetorical Analysis	Chapter 15 and 29 Readings and Quizzes	Oct. 23, 2-24
10/28	Rhetorical Analysis	Chapter 15 and 28 Readings and Quizzes	Oct. 28, 2024
11/4	Rhetorical Analysis	Essay 3 Draft 1 Peer Review	Nov. 4, 2024 Nov. 6, 2024
11/11	Rhetorical Analysis	Essay 3 Final Draft Reflection Essay for Essay 3	Nov. 13, 2024 Nov. 15, 2024
11/18	Portfolio and Website Design	Portfolio Instructions Portfolio Revision Worksheet	Nov. 20, 2024
11/25	Portfolio and Website Design	Chapter 39 Reading and Quiz Revised Essay for either Essay 1, 2 OR 3	Nov. 25, 2024 Nov. 27, 2024
12/2	Portfolio and Website Design Final Exam Period Begins Dec. 4, 2024	Final Reflection for Portfolio Upload Final Portfolio	Dec. 4, 2024 Final Portfolio - Friday Dec. 6, 2024
12/9	Final Exam Period Ends		

Core Curriculum Learning Outcomes

Core-Curriculum Learning Outcomes:

1. **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Empirical and Quantitative Skills (EQS)** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork (TW)** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
6. **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMIU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to

give freshmen and sophomore students a “zero” for the assignment and to allow them to revise the assignment up to a grade of “F” (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.

- **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that “it was only a draft” will not be accepted.
- **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
 - **Caution:** Chat groups that start off as “study groups” can easily devolve into “cheating groups.” Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student’s responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from

making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml/>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiau.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.

Distance Education Courses

What Is Netiquette?

By definition, *etiquette* is "the customary code of polite behavior in society or among members of a particular profession or group." In the online environment, *netiquette*, or Internet etiquette, is a way of defining professionalism through network communication (Mintu-Wimsatt, Kernek & Lozada 2010). Netiquette refers to a set of core rules that delineates what should and should not be done with regards to online communication in order to maintain common courtesy (Shea 1994).

Netiquette Tips

Regardless of the type of communication used, you should always keep in mind the following:

- **Be respectful:** Treat others the way you want to be treated. Use polite language and avoid using offensive words or phrases that could be hurtful to others.
- **Use proper grammar and spelling:** Avoid using excessive abbreviations or slang, and use proper punctuation and spelling to ensure clear communication.
- **Be mindful of tone:** Online communication can be misinterpreted easily, so make sure your tone is clear and appropriate. Avoid using all caps, which can come across as shouting.
- **Keep it professional:** Remember that online communication is still a form of professional communication, especially when communicating with professors, instructors, and administrators.
- **Use appropriate channels:** Use the appropriate communication channels for the situation. For example, use email for longer, more formal messages, and instant messaging or texting for quick, informal messages.
- **Use appropriate subject lines:** Use clear and specific subject lines in your emails, so that the recipient knows what the message is about.
- **Avoid spamming:** Avoid sending unsolicited messages or spamming others with unnecessary messages.
- **Don't overshare personal information:** Be mindful of the information you share online, as it can be accessible to anyone. Avoid sharing sensitive or personal information in public online spaces.
- **Respect others' time:** Be considerate of others' time and avoid sending messages outside of regular business hours, unless it's urgent.

- Remember, good netiquette is about being respectful, professional, and considerate in your online communication. By following these guidelines, you can build positive relationships with your peers and professors while avoiding misunderstandings and conflicts. **(As per the Texas A&M International University Netiquette: Etiquette Guidelines for Distance Learning Webpage).**

Course Requirements

Writing Projects (70% of course grade): The projects for this course will require you to work in certain genres, but they also allow you to choose your own topics and positions. I will provide you with details on the assignments throughout the semester. In addition, you will be asked to respond carefully and thoughtfully to the work of your peers in revision workshops, conferences, small group exercises, and online discussions. The major projects include:

- **Essay 1: Genre Analysis. 5% of course grade.**
- In this first essay, you will choose a written genre that is used by a specific community and describe, illustrate, and expose your interpretations of how and why the members of this community use the written genre as they do. You will use the genre itself as evidence for your interpretations of this genre's use. (750-900 words)
- **Essay 2: Visual Analysis. 5% of course grade.** In this second essay, you will choose one visual text and analyze the meaning the text creates. You will use the visual text as evidence for your interpretations. (850-1,000 words)
- **Essay 3: Rhetorical Analysis. 5% of course grade.** In this third and final essay, you will choose a research article from a peer-reviewed journal and evaluate its rhetorical appeal to the community for which the argument is presented. You will use the peer-reviewed article as your evidence for your analysis. (1,000-1,200 words)
- **Final Project: Portfolio. 55% of course grade**
- For your final project in this course, you will create a website that showcases the writing you completed in this course. As a whole, your portfolio will walk your instructor through your learning process in ENGL 1301.

Reflective Writing Assignments (15% of course grade).

This course is designed to encourage you to reflect continually on your writing processes and to revise your projects in light of your reflections. Your instructor will assess these reflective assignments and will assign each one a grade. Reflections should be taken as a serious component of the course and should not be done in the minutes before it is due. You will write three reflective essays this semester—one for each unit essay.

Homework and Participation (10% of course grade).

On a nearly daily basis, you will have something due at the start of class. For each unit essay, your rough drafts and participation in conferences, workshops, and peer review will factor into your homework grade. Unfortunately, I have seen "A" students become "D" students because they failed to engage in this requirement of the course. Hence, take heed in this section and refer to it as often as needed. The course asks you to participate in several specific ways:

- Complete all the reading and homework assignments on time and come to class prepared to discuss them with your peers and instructor. These discussions may occur in whole-class settings, in small groups, and/or via Blackboard. This is your class: you will be in charge of the discussions that take place. If you do not read and/or complete your homework, your discussions will be lacking and your learning will be stilted.
- Engage with in-class activities and lessons fully and thoughtfully. They are designed to help you with your final unit essays.
- Most daily reading and writing assignments will be due at the **start of class**. All daily homework assignments are listed on the daily schedule and are due on the day they appear.
- Homework is an easy way for you to not only earn points toward your final course grade but is also a great way to stay engaged with this course and help you work toward ideas and a draft of the final unit essay.

Regular and Substantive Interaction:

- *Students will have the opportunity to interact with the instructor during weekly office hours or by appointment.*
- *Students will also be able to communicate with the instructor through email if need be.*
- *Students will be given multiple opportunities to interact with each other through introductions and peer feedback related to written essay.*
- *Video explanation will be available as each unit is introduced.*

Online Courses and On-Campus Meetings

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.

- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

Announcements about important information and assignments will be posted through ANNOUNCEMENTS. Weekly online meetings will be on Thursdays from 6:00pm to 6:45pm unless otherwise communicated. Email will be available to communicate if any questions or concerns arise.

Assignments and Assessments

Assignments will be posted for the week shown on the schedule section of the syllabus. Deadlines must be met so timely feedback can be given. For essay drafts and final essays grades and feedback will be within 72 hours. Homework and Quizzes will also be within the same time frame, unless unforeseen circumstances arise, in which an announcement will be posted.

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

Computer/Technology Requirements

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

Additional Hardware. Recently purchased laptops may have built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

TAMU Students may access online versions of Microsoft Office software through their Dusty Office 365 account at <https://dusty.tamui.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at elarning@tamui.edu.

Minimum Technical Skills Expected

Knowledge of Microsoft Word documents, the internet, basic typing skills, knowledge on how to upload and attach documents. If using an Apple computer and Pages, make sure to change format to Word before attaching your document. This is also for those using Google.

Technical Issues / Difficulties

I understand that, at times, you may have difficulties with Blackboard, Turnitin, email, or other programs that are required for you to use the course. However, it is your responsibility to visit, call, or otherwise contact OIT if you are having these difficulties. Please note that **I am not tech support**, so asking me about troubleshooting will simply get you referred to OIT. OIT can be contacted by phone at (956) 326-2310, in person at Dr. Billy F. Cowart Hall, room 105, or via email at helpdesk@tamui.edu.

If these difficulties arise close to a due date or assignment deadline, it is *your* responsibility to let me know **before the deadline passes**, and more importantly, to document everything – screenshots of error messages, time stamps of submission, etc. You are made aware of all deadlines at the beginning of the semester, so make sure you complete and submit your work with enough time to address any such difficulties. Leaving your work until the last minute is a choice that you make, and, unless there are extenuating circumstances, you should not expect me to accommodate your decision not to work ahead.

Instructional Technology and Distance Education Services' webpage.

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Web Conferences/Synchronous sessions

We will be using **Class Collaborate** located on the left hand side of the course page. I will make announcements when I will be online during office hours. I will also have meetings with those who may need further explanation related to the given assignment through this same meeting format.

Rubrics

Rubrics for assignments will be posted under the Week for that particular essay. This will be located under the Folder for said Week covered.

Late Work Policy

Late work is not accepted in this course, for homework assignments, essays (including reflection essays), or the Portfolio.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Turnitin Policy Or Other Types of Assignments in Other Systems

Turnitin & Similarity Scores

You will hand in all your drafts of the unit essays and reflection essays via TurnItIn on Blackboard. Only essays with a similarity index of less than 20% (i.e., $SI \leq 20\%$) on a Turn-It In drop box will be accepted and graded.

Turnitin and Assistive Technologies

In keeping with the TAMU Honor Code, I will be using Turnitin (available via Blackboard) to evaluate the originality of all written student work. This is to ensure the integrity of your work and to forestall any attempts at plagiarism or cheating. If your paper has been submitted *successfully*, you should be able to return to the assignment drop box and view your submission. Be sure to double check that your files have uploaded; **failure to ensure that your work has been successfully submitted is not an acceptable excuse for late or missed assignments**.

Furthermore, **all essays and assignments submitted should be your original work (i.e., written by you), produced without the aid of assistive technologies**. This includes Grammarly and other online resources that either produce text or make substantial, substantive changes to text that you have written. Turnitin provides faculty with an AI percentage that highlights the portions of assignments that have been written using these assistive technologies. Use of such technologies will be treated as cheating and penalties will be applied in accordance with the TAMU policies listed below.

Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

In this class, we will utilize: Class Collaborate, Peer Feedback Threads, Email, Turnitin, Email.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.