Catalog Course Description

*English 1302* is designed to teach students how to initiate inquiry, engage in meaningful research, and produce effective researched arguments. To do this, students will get experience with primary and secondary research methods, engage in a variety of writing projects, and create at least one major research project. (Credit for this course may be obtained by qualified students through advanced placement or advanced standing examinations.)

Prerequisites: A grade of 'C' or better in ENGL 1301 or ENGL 1387.

Translingual Ethnographic Studies

Welcome to English 1302! The official course description states: “This course affords the opportunity for students to develop their ability to communicate effectively and responsibly through written discourse. Emphasis upon mechanical proficiency and organization skills in writing expository essays, analysis of style, tone, and point of view of expository prose.” The course is designed to help you become rhetorical users of language in a variety of contexts; particularly, the course focuses on studying the literacy and language practices of diverse communities through ethnographic research. The following questions, aligned to Student Learning Outcomes, will guide our reading, thinking, and writing:

- What language and literacy practices do we use in diverse communities (personal, educational, professional, recreational, etc.)?
- How do we adjust our language and literacy practices based on goals, values, and resources of diverse communities?
- What is the role of translingual literacies in diverse communities?

These questions will guide our discussions throughout the semester. My goal is to collaborate with you, as you become critical writers and writing scholars. My role in class is that of a collaborator and facilitator; I want to think of our relationship as one focused on discovering new knowledge, ideas, and possibilities about writing, reading, revising, and thinking. In order to engage in collaborative learning, I expect you to remain committed to course readings, discussions, and projects throughout the semester. Collaborative thinking entails critical listening; therefore, I also expect that each one of you will attentively and respectfully listen to other’s perspectives. The course readings
will, at times, be challenging and complex. I have high expectations of your abilities and performance. Feel free to ask questions openly as I am more than willing to work with you, especially when I see an equal commitment to learning, writing, and thinking on your part.

**Course Projects**

Learning Expectations

The ability to read and write has the power to create change and inspire new knowledge. I see all of you as critical writers and thinkers, and I look forward to learning from your composing activities as you ask questions, make claims, inspire, and connect via course readings and writing projects.

I designed the course in a way that will help us engage with the questions about writing I identified on the first page. Because my goal is to help you become critical readers, scholars, and writers, the following is what I hope you gain by the end of the semester aligned to SLOs:

- Knowledge of and ability to interpret, analyze, and evaluate texts in a variety of mediums.
- Strategies to write in a variety of academic and non-academic contexts.
- Engagement with scholarly texts and conducting original research based on gaps in previous scholarship and your research question.
- Experience designing a writing portfolio where you display your knowledge about writing and language diversity.

In order to achieve the above-mentioned expectations, you will engage with diverse in and out of class activities, responses, and projects.

**Rhetorical Responses, Daily Activities 40%**

This section encompasses in and out of class activities, rhetorical responses, collaborative assignments, and reflections. Throughout the semester, we will read a variety of academic articles and educational policies and statements on writing and the teaching of writing (see Readings). You will be expected to write approximately four rhetorical responses based on assigned readings. In each rhetorical response (three double spaced pages), you will answer questions based on course readings, your research, and your experiences. Please ensure you answer all questions. Because there are only four RRs, this means that each RR is worth 10% of your grade. Please complete ALL RRs as these RRs will function as the basis for the major projects in class. Please remember that your grade in each RR also depends on your collaborative participation in class and in groups when we discuss course readings during class and online.

**Ethnographic Writing Portfolio 60%**

The Ethnographic Writing Portfolio consists of several major writing projects (and drafts) and a final self-assessment, reflective letter. Throughout the semester, you will receive feedback from your peers and me, and you will be provided with the opportunity to revise your projects in order to submit a final, revised version for each project at the end of the semester in your Rhetorical Researched Portfolio. Please see the assessment section for details on how your work on the portfolio will be assessed. The following consists of a brief description writing projects you will work on this semester (please see Blackboard for a detailed assignment sheet for each project).

The Ethnographic Writing Portfolio consists of one major researched project. The research project consists of a research question you are interested in investigating related to language and literacy in a specific community. The research question you choose to investigate can be connected to your experience learning to read and write and/or learning English or languages other than English. You can choose to investigate questions related to writing and reading in your future profession and/or community, learning English as a second language, reading and writing in a
specific discourse community, etc. This is your opportunity to research about language and literacy from any perspective that intrigues you. The ultimate objective is for you and others to benefit from your research findings and proposal. While you will only work on one project throughout the semester, you will submit multiple components and assignments as you complete this project. Therefore, in order for you to succeed in this project (60% of your grade), you must submit and complete all work on time.

The following include the multiple components of your Ethnographic Research Portfolio:

- **Autoethnographic Reflection:** You will conduct an autoethnographic analysis of your own literacy and language practices in diverse communities for different purposes and goals. You will choose one of those communities to analyze what drives your literacy and language choices in that community, the effect these choices have on members of the community and/or intended audience and purpose, and to what extent your literacy and language choices achieve the goals/objectives of the larger communities.

- **Ethnographic Study Proposal:** You will describe the discourse community you plan to study (preferably a community you are not a part of and perhaps you wish to join), what specific research questions are you interested in investigating (this might emerge from your autoethnography work), how you will conduct your research (methodology of primary and secondary research), how does this methodology help you answer your question, and what theoretical lens (lenses) you will use to analyze your findings.

- **Ethnographic Theoretical Analysis:** You will conduct primary and secondary research and you will analyze your findings through a theoretical lens of your choice. You will submit process work before submitting your theoretical analysis for peer response feedback.

- **Public Document:** Based on your research findings and analysis, you will determine the meaning and significance of your work, who would benefit from knowing about your findings and why, what changes do you envision developing in the community you investigated, and how you may want to achieve this by reaching a particular audience to convey your intended message and purpose. You will design a “document” appropriate for your audience and purpose.

- **Final Course Reflection:** You will engage in a self-reflection/self-assessment on your progress throughout the semester, particularly what you learned about language, literacy, writing, feedback, and revision.

You will submit drafts of these components and others throughout the semester. Your peers and teachers will provide you with feedback on your work in order to revise, rethink, and strengthen your work. Peer response is an essential component of this class and it is a part of your Ethnographic Writing Portfolio grade. Academic scholars read and provide feedback to each other to strengthen arguments and knowledge in the field. You will be expected to provide detailed, critical, and constructive feedback to your classmates. At times, the feedback you provide will be under “blind review” (i.e., you or your peers will not know who wrote the piece or who provided feedback). Peer response is an opportunity to learn from each other and strengthen theories, practices, and research about writing and teaching writing.

**Course Readings**

We will not utilize a textbook for this course. Rather, we will read both established and recent articles in Composition studies from diverse flagship journals in the field. The main goal of these readings is to help you become acquainted with major conversations in the field of writing studies. The readings in this course are challenging. However, I know you will engage with these readings by questioning, challenging, and joining the conversation about writing. When I read challenging texts, I usually have a pen or pencil, highlighters, and a dictionary immediately available.
The following are a few tips to help you engage with course readings in a meaningful way:

- **As you read**, write on the margins of the text whether you are reading a hardcopy or an electronic version. Often, in iAnnotate (an app) or other PDF files, you can make notes on the margin.
- **Make connections** to your own personal experiences as a writer or other readings.
- **Ask questions** to the authors as if you could engage in conversation with them. Often, these questions are ideal for class discussion.
- **Write notes** when we “frame the reading” in class. In preparation for course readings, I will provide you with a brief overview of the readings and will pose questions to help guide your reading experience.
- **Read the discussion questions and activities** on Blackboard for each course reading; these can help you read the text with a specific focus in mind.
- **Discuss your thoughts on the readings** with your peers, family, friends and, of course, me. Verbalizing your thoughts, questions, or concerns often leads to a better understanding of arguments within a text.

On the next page, you will find a list of course readings. All readings are free and located on Blackboard. Please print these readings in advance or have them as electronic versions with your annotations the day we are scheduled to discuss them in class (see course tentative calendar for readings due dates).

### Course Readings

#### Writing, Reading, Revising, Thinking, Challenging Literacy Discourse Communities

- “The Concept of Discourse Community” John Swales
- “The Ethnography of Literacy” John Szwed
- “Literacy, Discourse, and Linguistics: Introduction” James Paul Gee

#### Ethnographic Research

- “Putting Ethnographic Writing in Context” by Seth Kahn
- “Introduction to Primary Research: Observations, Interviews, and Surveys” by Dana Lynn Driscoll

#### Theoretical Lenses to Analyze Literacy and Language Practices

- “Activity Theory: An Introduction for the Writing Classroom” Donna Kain and Elizabeth Wardle
- “Negotiating Translingual Literacy: An Enactment” A. Suresh Canagarajah
- “Translingual Oral and Written Practices: Rhetorical Resources in Multilingual Writers’ Discourses” Alyssa G. Cavazos

#### Ethnographic Research Literacy Communities

- “Protean Shapes in Literacy Events: Ever-shifting Oral and Literate Traditions” Shirley Brice Heath
- “En Los Dos Idiomas: Literacy Practices Among Chicago Mexicanos” Marcia Farr
- “Learning to Serve: The Language and Literacy of Food Service Workers” Tony Mirabelli

*All readings are located on Blackboard. Additional readings and/or links will be provided.*
Self-Assessment | Criteria on Assessment

Course Grades & Performance

The evaluation of your performance is based on: rhetorical Responses/Reflections 40% and the Writing Portfolio 60%; each consists of a variety of assignments and thoughtful self-reflections. In order to earn the grade you deserve, you must submit all required components. On Blackboard, I will post an Excel Sheet with the above-mentioned percentages, so you can also keep track of your grades; I do not use the Blackboard Grade section. In addition to this “formal” Sheet, below you will find specific criteria for specific grades. We will engage in constant self-assessment & reflection in relation to your performance in class.

A note on grades: Simply fulfilling the course requirements warrants an average grade, as in “C,” not an “A.” Coming to class every day and doing assignments is not something that earns “extra credit” or an automatic A; it is expected by you enrolling in the course. A higher grade will be based on the distinctive quality, development, and reflective nature of your work as well as your ability to guide a piece of writing through the various stages of revision and your willingness to peer review and explore new readings, genres, and techniques. Keep in mind that although grades might seem like an important aspect of your college career, you want to consider that more than grades, the value and importance of this class lies in your own desire and willingness to think critically, engage with reading and writing, and learn how to analyze a variety of texts as well as your own performance in meeting course outcomes.

A Outstanding Performance: The work student produces is outstanding as it demonstrates rhetorical and critical awareness that extends beyond intellectual expectations by offering insightful contributions, thoughtful revision and self-reflection. The student is always prepared for class (i.e., completes and annotates readings and brings materials). The student participates frequently and thoughtfully in discussions (orally/electronically), making comments/asking questions that lead to deeper understanding or multiple perspectives. The student makes detailed, insightful, clear, and accurate contributions to peer response activities (written & oral). The student uses class time wisely and productively—working with partners, writing or revising, consulting with the professor.

B Advanced Performance The work student produces is advanced as it demonstrates rhetorical and critical awareness of intellectual expectations; at times, further elaboration/clarification is needed through revision and self-reflections are often thoughtful. Student is always prepared for class (i.e., completes and annotates course readings and brings materials). The student participates frequently in class, orally/electronically, making comments or asking questions that lead to deeper understanding or new topics. If the student participates infrequently, he/she makes valuable contributions. The student makes generous, detailed, and clear contributions to peer response activities; the student makes insightful comments but lacks clarity and detail. The student uses unstructured time productively in most cases, but he/she may benefit from further guidance/practice.

C Expected Performance The work student produces is expected as it demonstrates a general rhetorical and critical awareness of intellectual expectations; often times, further elaboration, clarification, explanation, and revision is necessary. Self-reflection is general rather than specific and often requires further details on their learning, thinking, writing, and reading processes. The student is prepared for class (i.e., completes and annotates readings and brings materials). The student seldom takes part in discussion, though attentively follow discussions and react to what others said. The student performs peer response work willingly; often, he/she does not offer commentary that is generous, detailed, and insightful. The student uses unstructured time adequately, although they do not fully demonstrate initiative and fail to ask questions for further guidance.

D Weak Performance The work student produces is weak in quality as it fails to demonstrate rhetorical and critical awareness of the intellectual expectations. Regularly, the student fails to explain, elaborate, clarify, revise, and/or complete all activities, assignments, and requirements. Self-reflections are vague, lack specificity and depth, or are missing. The student is sometimes unprepared for class (i.e., does not complete and annotate the readings and does not bring materials). The student is inattentive (not following the discussion or taking part in it), disinterested, and/or disrespectful (reading the paper, texting, chronically absent, offering little if any commentary on peers’ work). The student rarely uses unstructured time in a productive fashion.

F Unacceptable Performance The work student produces is unacceptable as it may severely contain “D-Weak Performance” qualities OR is not submitted on time or at all. Lack of preparation, lack of engagement, or disruption in class is severe.
COURSE POLICIES

Multilingual/Translingual Statement

Our ability to speak, read, and write in more than one language and/or dialect is a strength both in our personal and professional lives. As we are a part of a University that aims to become bilingual, bicultural, and biliterate, I encourage you to engage in conversation, conduct research, and write in any language and/or dialect that fit your goals and expectations. As rhetorical users of language, we also want to ensure we are mindful and aware of who is our intended and our intended purpose as we make language and rhetorical choices. Drawing on multiple languages and/o dialects as we conduct research, engage in conversation, and write not only increases our access to existing knowledge but also increases our ability to make new knowledge. I look forward to learning from you and your use of diverse languages/dialects.

Classroom Atmosphere

I envision our classroom as a place where all of us can share our ideas, thoughts, and questions without fear of being made fun of or embarrassed. We all have different beliefs and perspectives and we do not need to agree with each other on everything we discuss in class; we do, however, have to respect each other at all times, provide constructive feedback, and believe we can all learn from one another. I envision peaceful and learning enriching discussions for all. Our classroom interaction will be based on respect for all of the writers and readers we encounter this semester. Because our writing classroom will be a community of writers and readers, you are expected to help your peers succeed in all course writing projects and in the process you will also succeed. Below you can find additional policies that will help us construct a positive learning environment.

Attendance & Drop by Instructor Policy

Students are expected to attend all scheduled classes. Failure to attend classes may result in failing the course. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. I do understand that unexpected issues may develop during the semester. If you are absent more than two times, you should make an appointment with me as soon as possible so we may discuss whether dropping the course is a better option for you or continuing with the course is a possibility in order to enable you to earn the best possible grade. Please do not hesitate to contact me. Keep in mind that chronic absences adversely affect your grade.

I will not drop you from the course if you simply stop coming to class. It is your responsibility to make an appointment with me to discuss your absences, dropping the course, or discuss any personal issues that may prevent your full engagement. I am open to discuss specific issues with you, and I am willing to work with you as much as possible to help you gain as much as possible from the course. Please be aware of the following: According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Punctuality

As per UTRGV policy, you are expected to be on time to each class meeting. Walking in late to class is a distraction to me and your peers and it impedes the
learning atmosphere. Most importantly, if you come in late to class, you will miss important course information that I usually cover within the first few minutes of class, and I will not repeat myself to each student who walks in late. I consider lack of punctuality an absence. Also, in your future professional career you will be expected to be on time; please practice this skill in all your college classes. Finally, please discuss with me any issues I might need to be aware of regarding your punctuality to class.

**Late Work**

Work is due at the beginning or before class, it will be considered late thereafter, and will NOT be accepted late. If you know you will miss a class, you need to submit the assignment ahead of time. Rhetorical Responses are due at the beginning or before class if they are submitted on Blackboard. I do not accept them late. Also, the Research Project and the Professional Portfolio will require you to complete activities and assignments throughout the duration of these major projects; therefore, it is imperative for you to submit each component of each major course project by the due date in order to receive feedback from your peers and teacher. If you do not submit these components on time, your grade on the major project will be severely affected. Most importantly, I will NOT read or comment on drafts or other components for major projects if they are submitted late unless a) the student has an official university absence and contacted me well in advance and b) the instructor has agreed to late submission in advance of the due date. If you know you will miss class, you need to submit the assignment ahead of time or come meet with me well in advance of the due date for us to discuss the issue. **Note:** This course relies heavily on technology, so you will need to have reliable access to the internet, which is always available in several places (including the library) on campus. Problems with technology (i.e., computer crash, printer malfunction, internet connectivity issues, etc.) are not acceptable excuses for late work. Plan ahead to avoid last minute crises related to submittal of your assignments. Also, often, assignments will be due on Blackboard, and you are expected to post the assignment by the time and due date specified. If you are absent and you DID NOT inform me of your absence or made contact with me in the case of an emergency, you will not be allowed to make up in-class activities and assignments. Missing in class activities and assignments can severely affect your performance on other projects, such as the major research project and professional portfolio.

**Phones, Computers, and Electronic Devices**

Because this is an institution of learning, ipods and cell phone use is **not permitted** in the classroom unless for specific educational purposes related to our course. If you need to take a call, please excuse yourself from class. Text messaging during class is not permitted. When you walk into class, your cell phone should be completely OFF (not on silent or vibrate). **Please respect your professor and peers.** Additionally, you are encouraged to bring your laptop to class, especially during peer workshop and research days. Your use of laptops is a privilege in class, and they can prove to be a learning-enriching instrument; however, you want to limit use of your computer to our classroom activities and assignments **only.** If you use your computer to complete homework for other courses, check your e-mail, facebook, or text message (not related to course learning), you will kindly be asked to leave class and will receive an absence for the day; we might also need to discuss if you are fully committed to this course. As soon as you arrive to class, you should login to our Blackboard website.

**Materials in Class**

You are expected to bring course readings and assignments to class. You may choose to print course readings or you may choose to have them as
electronic versions on an electronic device (such as, an iPad or Computer; this excludes cell phones). Most importantly, your course readings MUST be annotated on the margins whether you choose to print them or annotate digitally. Additionally, please print course assignments in advance and bring them to class regularly in order to address questions or concerns.

*Academic Integrity Statement*

Academic misconduct is a serious offense as it violates the academic integrity of the institution. As per the HOP, the following is unacceptable conduct by students: “Committing an act of academic or scholastic dishonesty. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (HOP 5.5.2). See the following webpage: [http://www.utpa.edu/hop/policies/?5.5.2](http://www.utpa.edu/hop/policies/?5.5.2).

Academic dishonesty, such as plagiarism (utilizing words or author’s ideas without acknowledging or citing the source) or collusion (asking others to write parts or your entire paper), may result in an “F” on the assignment in question or the course. This action may even lead to an academic misconduct meeting conducted through the office of the Dean of Students, which could result in suspension or expulsion from the university. If you have any questions about how to properly cite sources or any concerns about giving credit to other’s ideas, please do not hesitate to ask me. I assume that you are familiar with a variety of citation styles, such as MLA (Modern Language Association) and APA (American Psychological Association), and I assume you know how to provide parenthetical citation for all quoted or paraphrased work and how to create a Works Cited page; however, if you are NOT familiar with documenting sources accurately, please ask me and I am happy to help you.

*Sexual Harassment, Discrimination, and Violence*

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

*COURSE RESOURCES*

*Blackboard*

We use Blackboard as our course website for various activities throughout the course: discussion threads, sharing resources and links, accessing handouts or assignments for the course, assigned readings, discussion questions, activities, and submitting course assignments. You can access Blackboard via [www.my.utrgv.edu](http://www.my.utrgv.edu). Please make sure you have regular access to Blackboard or if you do not have access to the Internet at home, please plan in advance in order to complete readings and submit assignments on time while you are on campus or have Internet access. If you experience any technical difficulties with Blackboard, you should contact COLT² Helpdesk:

- Education Complex-(EDCC) 2.202 (2nd Floor)
- 1201 W University Dr.
- Edinburg TX, 78401
- email: COLTTHelp@utrgv.edu
- P: 956.665.2979 F: 956.665.5276
A technical difficulty with Blackboard, unless officially approved by COLT² staff as a campus wide issue, is not considered an excuse for not completing readings or assignments on time.

**Peer Assistance**

Please find fellow classmates who can provide you with assistance throughout the duration of the semester. These peers can remind you of something I said in class; they can also help you find information in Blackboard. As the instructor, I am here to help you think through readings, respond to your writing, and assistant in the content of the course. I cannot recount what you missed if you fail to come to class or explain what homework is due as this information is located on the course calendar on Blackboard. However, your peers can provide you with help in this area should you be absent or unable to locate a file on Blackboard. You may also use the Blackboard Discussion Board for questions about finding assignments or due dates; this is a place where you and your peers can help each other with technical and other issues.

**A word of caution:** Your peer will NEVER supplement your presence and participation in class. Your peer is not expected to answer their phones or email and should NEVER be used as an excuse for your failure to complete assignments. I also do not expect your peers to share class notes and/or report in for you.

**E-mail**

University policy states that all communication should occur via UTRGV e-mail addresses. I will not respond to e-mails sent from e-mail addresses other than the e-mail address provided to you by the university. My e-mail address is alyssa.cavazos@utrgv.edu. I usually check my e-mail early mornings and late afternoons during weekdays. You can expect a response from me within 24 hours from the time you send an e-mail, except on weekends and holidays. If you have a question or concern about a homework assignment or reading, DO NOT wait until the night before to ask me a question. You need to e-mail me well in advance if you have any questions or concerns regarding course objectives, readings, or assignments.

**Office Hours**

During the office hours posted on the first page of the syllabus, I will be in my office and available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours—that time is YOURS. If the stated office hours do not work with your schedule, e-mail me or ask me in person to make an appointment. Keep in mind that the stated office hours are dedicated to you; I may be in my office during other times, but I might not be able to help you outside of my office hours given my other responsibilities as a university faculty member, such as research, meetings, and committees. Please plan in advance.

**Course Calendar**

The course calendar is a tentative schedule or a plan for course readings, discussions, assignments, and deadlines. This means that the tentative course schedule may change at any time; it is imperative that you remain current with the most updated course calendar on Blackboard as this is where I will update the schedule of assignments, readings, and deadlines.

**Online Readings & Assignment Submission**

I understand that you may or may not have reliable access to the Internet at home. For this reason, I expect you to plan in advance in order for you to print the required course readings by the time we meet for class. Additionally, please plan ahead when an assignment must be submitted online by a certain time. Lack of access to the Internet is not an access in your failure to complete and annotate course readings or your failure to submit assignments on Blackboard.

**The Writing Center**

The University Writing Center is an excellent resource at any level in your college career. Please consider
visiting the Writing Center in order to receive feedback on your projects. The Writing Center is located in the Student Academic Center building (STAC) 3.119.

**Accomodating Students with Disabilities**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus**: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus**: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

**Additional Course Resources**

Additional course resources can be found on Blackboard. Please check Blackboard regularly.

**Course Evaluations**: Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:
- Oct 5 – Oct 12 for Module 1 courses
- Dec 1 – Dec 7 for Module 2 courses
- Nov 18 – Dec 8 for full fall semester courses

**Calendar of Activities**

The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login. Some important dates for Fall 2016 include:

- Aug 29: Fall classes begin
- Sep 01: Last day to add or register for Fall classes
- Sep 02: Last day to withdraw (drop all classes) for a 80% refund
- Sep 05: Labor Day Holiday, **no classes**
- Sep 14: Census day (last day to drop without it appearing on the transcript)
- Nov 17: Last day to drop (DR grade) a class or withdraw (grade of W)
- Nov 18-Dec 08: Online course evaluations available
- Nov 24-25: Thanksgiving Holiday, **no classes**
- Dec 08: Study Day, **no classes**
- Dec 09-15: Final Exams

**Background**

To ensure consistency in instructional approaches throughout Texas public institutions, the Texas Higher Education Coordinating Board devised in 1998 exemplary objectives for all courses required in universities’ core curricula. Institutions throughout the state, including UTPA, have used the THECB exemplary objectives to define objectives for required core curriculum courses. In addition, all UTPA major programs of study now have Student Learning Outcomes (SLOs) which promote consistency and accountability in preparation of majors. Finally, within each program, individual courses have objectives that reflect accepted theories, content, and practice in that discipline. This section of your syllabus also demonstrates how these various sets of goals are implemented in your specific English 1301 course through your instructor’s course objectives.
Texas Higher Education Coordinating Board
Exemplary Objectives for Communication

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

Student Learning Outcomes for the Writing Program

The following statements describe what we want our students to know, think/value, and do when they finish the First-Year Writing Program and successfully complete 1302 with a "C" or better.

1. Students use the writing process to compose with purpose, creating multimodal texts for various audiences. (corresponds with THECB Communication Objectives #1, 2, 3)
2. Students productively interact with their peers, often in small groups, in the reiterative processes of feedback, revision, and editing. (corresponds with THECB Communication Objectives #1, 4)
3. Students think critically about their position in the context of a larger ongoing conversation about the issues they are investigating. (corresponds with THECB Communication Objectives #4 and 5)
4. Students find, evaluate, meaningfully integrate, and correctly document appropriate sources for research. (corresponds with THECB Communication Objectives #5 and 6)

5. Students are aware of the choices writers make and gain confidence in their ability to employ that awareness for a variety of future writing tasks. (corresponds with THECB Communication Objectives #1-6)

English 1302/1388 Course Goals for the Writing Program

In addition to building on the goals of English 1301, English 1302 is designed specifically to help students:

1. see research as a process of sustained inquiry into a question that matters to them (THECB 2, 6; WPSLO 1, 3, 4)
2. develop a research question from a broader topic or issue (THECB 1, 5, 6; WPSLO 3, 4)
3. learn a process for doing research that can be adapted from discipline to discipline and adapted as information technologies change over time (THECB 1, 3, 5-6; WPSLO 3-5)
4. learn how to find, analyze, evaluate, and use appropriate sources for their research, including primary and secondary sources (THECB 1, 3, 5-6; WPSLO 4)
5. learn strategies for reading scholarly texts (THECB 5-6; WPSLO 1-4)
6. learn how to summarize complex arguments (THECB 1, 6; WPSLO 1, 3, 4)
7. think critically about their positions in the context of a larger ongoing conversation about the issues they are investigating (THECB 5-6; WPSLO 3)
8. understand the complexities of arguments (THECB 5; WPSLO 2-4)
9. learn how to make a claim based on their research and their own ideas and support that claim with evidence (THECB 1-3, 5, 6; WPSLO 2-4)
10. learn how to integrate and document information from sources into their own work meaningfully and correctly and to recognize that different disciplines have different conventions in this regard (THECB 1, 5-6; WPSLO 4, 5)

My Course Goals
Directly related to these goals, your work in this class should help you:

1. develop a meta-awareness of your reading, writing, and thinking as personal and public arts;
2. develop and build confidence in your abilities to read, evaluate, and create compelling texts in all types of media;
3. develop habits for thoughtful and effective questioning;
4. creatively take risks when reading, writing, and educating/presenting;
5. participate constructively and rigorously in a range of peer review and feedback media and activities; and
6. become familiar with appropriate forms, public expectations, and style guidelines for class projects.