

Instructor: Curt Meyer

2:00-3:15 TTR Madla 352

Virtual Office Zoom code: 333 609 2090 Office: Classroom Hall 316

Phone: 210-764-9705 [please text only, unless for a pre-arranged appointment or emergency]

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Student Hours: MWTTR noon-1:30PM

COVID-19 Statement

The safety of our campus community is paramount to our ability to provide our students, faculty, and staff with a productive and secure learning and working environment. While masks are not required, we do encourage everyone to wear a mask, particularly inside the buildings, in order to reduce the spread of covid-19. The university maintains a covid-19 web-site with current data, safety protocols, and reporting guidelines at <https://www.tamusa.edu/community-safety-together/index.html>.

Course Description

This course builds on the reading and writing skills developed in ENGL 1301 and invites students to enter into academic discourse through research wherein they will be asked to synthesize and respond to a variety of perspectives on a topic of their choosing. Students will also read and compose a variety of texts oral, written, and visual. Prerequisite: ENGL 1301.

First-Year Composition Mission, Goals and Commitments

Our Mission

The First-Year Composition (FYC) program at Texas A&M University-San Antonio supports students in their ongoing growth as writers. Instructors work to enact antiracist course designs and assessment practices. These pedagogies honor students' languages, cultures, and literacies, supporting their preparation to contribute as writers in academic, civic, and professional contexts.

Our Commitments

FYC faculty share a responsibility to

1. understand and build upon students' previous experiences with writing
2. draw from students' languages, cultures, and literacies as resources for writing
3. resist standard language ideology
4. foster antiracist classroom environments
5. honor students' rights to their own language

Section Description

This section of ENGL 1302 asks you to examine how rhetoric and writing function within the academic community you are entering. Specifically, the section asks you to consider how the members of your academic community use rhetoric and writing both to communicate and to create knowledge. The section also asks you to use rhetoric and writing to participate as a member of your academic community.

Section Goals

Course Requirements

Your development as a writer depends on your engagement in an ongoing process of reading, drafting, reflecting, and revising. I will ask you to engage in this process this semester by

- attending class regularly
- completing and submitting weekly assignments, including writing exercises and reflections
- completing major projects through initial brainstorming, drafting, peer-review, and revision
- composing a digital portfolio that presents your identity, knowledge, and abilities as a writer

Grading

Dear Class,

I'd like us to take a moment to consider three issues around the conventional grading of student writing¹. First, using conventional classroom grading can risk leading you to think more about acquiring grades than about your writing or learning, to worry more about pleasing me than about figuring out what you really want to learn or how you want to communicate an idea that matters to you. To put it another way, if learning is what we're here for, then conventional grading can sometimes get in the way since it presents you with goals and motivations that may differ from the goal of learning. How can we make sure that our goals this semester aren't about grades but about your learning and growth?

¹ When I use the term "conventional grading," I'm referring to grading that privileges Standard Academic English and that grades you on how closely your writing comes to reproducing it.

Second, conventional grading may cause you to be reluctant to take risks with your writing; it may not allow you to fail at writing. Sometimes conventional grading even leads to the feeling that you're working against, rather than with, your teacher, or that you cannot make a mistake, or that you have to hide some part of yourself from your teacher and peers. Rather than shy away from risk and failure, I believe we have to embrace both because they show us the places where we can learn and improve. In fact, risk and failure are primary ways in which we learn since they present opportunities to examine and grow from our practices and experiences. How can we make sure that you are free to take risks and to embrace failure as you complete work for our class this semester?

Third, conventional grading can risk harming students. For example, when conventional grading of essays sets Standard Academic English (SAE) as the only "correct" way to write, it risks punishing students who may be effective writers and communicators but whose literacies may not be privileged, or even accepted, within the university. Setting SAE as a standard against which your writing and communication are graded can, unintentionally or not, devalue your knowledge, experiences, and literacies; prevent me from engaging meaningfully with you as an individual learner; and create a classroom environment in which success is easier for some than others. How can we make sure that our class honors variations in skills and literacies and gives more of you the opportunity to be successful as students?

To be fair, there is value in conventional grading. Also, classrooms that use alternatives to conventional grading are not automatically freed from inflicting harm or enacting injustice, nor are they guaranteed to solve the issues I've described here. Although such alternatives are not cure-alls, I'd still like us to pursue a different approach than conventional grading, and I'd like us to do so because I want us to try our best this semester to foster an environment that encourages learning, embraces risk, and celebrates the differences each of us bring to the classroom. I believe that a labor-based grading contract can best help us build this environment.

In general, labor-based grading grades you on the quality of your labor rather than the quality of your writing. That is, I'll grade you this semester on the amount of work you complete and on the effort you put toward achieving course goals and improving your writing. Don't worry. You'll get lots of feedback on your writing and other work during the semester from your colleagues and me. I ask that you use these assessments to rethink ideas, to take risks, and to improve your writing practices. I also ask that you use these assessments to develop strategies for evaluating your own work. Please note that you will not always receive written individual feedback from your colleagues and me. Sometimes you'll receive feedback verbally in class or in conferences, and sometimes that feedback will be directed to the entire class. Also, the feedback you receive will almost always be formative, meaning it will engage with your ideas and will offer suggestions for additional revision.

I offer this contract as a first draft establishing the responsibilities we'll assume this semester. We'll review this contract over our first week together and negotiate any changes

we may feel are necessary. We'll then continue to review and revise the contract as needed over the course of the semester.

I treat writing as a recursive and exploratory process involving continual drafting, revision, and reflection. I am also committed to affirming linguistic diversity in student writing. For these reasons, I will use a labor-based approach to grading. Labor-based grading assesses you on the quality of your labor rather than the quality of your writing. That is, I will grade your writing this semester on the amount of work you complete, on your ability to meet deadlines and fulfill expectations, and on the time and effort you put toward achieving course goals. Yes, your colleagues and I will address the quality of your writing. We will also expect you to put forward the substantial time and effort it takes to improve upon the quality of your writing; that is, we will expect you to demonstrate significant growth and improvement in your writing over the course of the semester. But you will not be graded on quality.

In short, the more you work, the better your grade—and the better you'll position yourself to learn and grow.

By staying in this class, you agree to the following:

Complete vs. Incomplete Assignments

A complete assignment is defined in terms of the above grading contract as a submission that meets all of the designated requirements in the assignment description and is submitted on time and correctly.

All materials, unless otherwise noted, must be posted in Blackboard.

I will consider an assignment “late” if you submit it after the due date.

No late work may be submitted after the 14th week of the course.

If an assignment is more than two weeks late, I am not obligated to provide feedback on it.

I may consider a late assignment on time, if you clearly communicate the circumstances of the necessity of submitting the assignment, well in advance of the date in question via email, and I determine such consideration is warranted.

Please keep in mind that you are required to track your own absences and labor through the course.

I will be updating the Blackboard Gradebook periodically for my own records.

Blackboard Gradebook Numerical Designations of Labor

The following numbers **do not reflect numerical grades** in the Blackboard Gradebook. These are **symbolic designations** of the terms given in the grading contract as follows:

0 = ignored
2= late
3= incomplete
5= complete

The sums of these numbers should not be considered when calculating your grade; rather, as assessment of the total number of each designation of labor along with absences, determines the final grade.

Please keep the following concepts in mind when thinking about labor-based grading as it applies to this class:

1. Each Ignored assignment equals the reduction of a letter grade. In other words, each assignment you do not submit via Blackboard as specifically indicated on individual assignment sheets, you lose one letter grade.
2. A Late assignment is defined as material submitted to Blackboard after the due date. All assignments are due at 11:59PM on the indicated date, or in the case of the Reflective Essays, on the Saturday of the listed week.
3. Incomplete indicates that the submission does not meet the minimum parameters set for the assignment on the given assignment sheet.
4. You may accumulate up to a total of a combination of 4 Late or Incomplete assignments and maintain a letter grade.
5. The above described letter grade reductions are cumulative.

Videos and Readings

I will post video links and readings in each week's folder. If needed, I may also email you links to individualized videos addressing specific questions through secure platforms like Loom.

Communication:

*When communicating with me, you need to email me directly using the TAMUSA email address listed above, or text via the Google Voice number provided. In either case, you should identify yourself with your full name, course and section number. **I do not monitor email through Blackboard.***

Announcements

I will email you announcements through Blackboard as well, so make sure your Blackboard emails do not go to Junk or Clutter. Please check your TAMUSA email daily.

Conferencing

I will be available by appointment through Zoom. You are welcome to email me at any time. Please email me directly, rather than using Blackboard. I prefer that you text me using the Google Voice number above.

File formats

I **will** only accept .pdf or .docx. I **will not** accept .pages or google docs.

Assignment Submission

Please submit assignments on time using the specific assignment submission pages in each week's folder under Course Content. Do not submit assignments through email.

Major Projects

Annotated Bibliography

You are being asked to compile an annotated bibliography primarily of vetted researched, scholarly materials geared to a particular audience and rhetorical situation. You may work with other students as a research community to pool your sources.

Report

You are being asked to compose a researched report addressing a particular audience and a specific rhetorical situation.

Multimedia Argumentation Project

You are being asked to produce an argument addressing a particular audience and rhetorical situation. You will work with your research community to produce a collaborative project. You will draft a research-driven, documented, essay supporting your argument.

Digital Portfolio

You will curate your writing in a digital portfolio on the Digication platform, to demonstrate your development as a writer throughout your First Year Writing program experience. This folio will serve as your final exam for the course.

Other Important Course Concepts

General Guidelines for Weekly Reflection Essays

Rather than requiring reflections on each specific assignment, I'm asking for reflections at the close of weeks that you don't have drafts due., beginning week two of the term.

These reflections should be **full-fledged two to three-page double spaced essays** reflecting upon the various influences on the quality of the work you put into the course for that week.

Remember that reflection is characterized by specificity and meaning. Saying that a task was difficult, or that you liked it, is not reflection. Saying specifically why and how it was difficult, or why and how you liked it, is reflection.

The idea is that in these reflective essays, you're advocating for the quality of the effort you put into the course for that week, essentially answering the question why and how is your effort for that week exemplary, whether or not it's evident in the quality of specific assignment components you may have submitted; e.g. , maybe you submitted a draft that wasn't necessarily as fleshed out as you would have liked, or lacked an important element, but you also had to work extra shifts that week, or care for younger or older relatives unexpectedly, etc. Your challenge in this case would be to communicate the relationship between these events and the labor you put into the class. Maybe being exhausted or having a suppressed immune system made you work harder?

An important note: I will never require you to disclose personal information of a sensitive nature about which you are uncomfortable. I trust your discretion and assume your integrity.

I will include specific questions for reflection for each week on the specific submission page, but you aren't required to stick with these questions.

Some weekly reflections may ask for specific responses.

Please note that these reflections are essays, not numbered answers to questions.

Drafting

You will be asked to submit multiple drafts of each of the two extended writing projects.

Peer Editing

I will provide guided questions for each round of drafting to help you evaluate classmates' work.

First-Year Composition Program Policies

Attendance

Your success and development as a writer depends upon your active participation within a community of writers. Consistent attendance in your FYC classes is, therefore, crucial. Barring exceptional circumstances, students who are absent more than two weeks may not earn a passing grade. If you are struggling to attend class, we urge you to communicate both with your

Academic Success Coach and with your FYC instructor, who will work with you to negotiate a plan for attending and completing the class.

Attendance after the census date, January 31, will be assessed by timely submission of assignments, which is already an important part of assessment.

I will contact students in danger of failing during Week 12. Those who do not respond within a week will be dropped.

As a general policy I do not assign incomplete grades (I).

AI Technology

The FYC program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on "support." GAI programs have been shown to provide biased information, to circulate misinformation, and to generate writing that is, at best, mediocre. For these reasons, FYC discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, then we ask that you consult with your professor before doing so. If your professor approves your use, you should acknowledge the GAI program you have used, and you should identify which portions of the text you submit were produced by GAI. Using GAI content without your professor's permission and/or without proper attribution qualifies as plagiarism.

Community Agreement

The materials and activities in this class were developed based on the instructor's subject-matter expertise and align with norms and best-practices in the discipline you are learning. As the Student Handbook states, "students will be free to take reasoned exception to the data or views in any course of study and to withhold judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled."

As an instructor, I will respect the rights enumerated in the handbook: "These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with Texas A&M University-San Antonio, and conditions allowing them to make the best use of their time and talents toward the objectives which brought them to this University." I ask that you respect the rights of your classmates to learn and have a positive experience in this class.

As the handbook further explains, "students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education." I ask that you, accordingly, respect my intellectual property and not share materials from our class with those outside of the university community and that you respect academic freedom, which presumes that "teachers are entitled to freedom in the classroom in discussing their subject."

Should you have a problem with any of the materials in this course, please reach out to me for an explanation of why these materials are disciplinarily legitimate and to discuss strategies for completing the work in a manner that is acceptable to you and that meets course

objectives. I ask that you do so before or after class and not disrupt the learning experiences of others if you have any objections.

Academic Dishonesty Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of 'F' on the particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

Plagiarism

We recognize that what constitutes plagiarism depends upon context. As such, we work with you to learn how different genres, professions, and academic disciplines define plagiarism. In the context of your FYC classes, plagiarism is defined as the intentional use of another's "language, ideas, or original (not common-knowledge) material" without acknowledgement (["Defining and Avoiding Plagiarism"](#)). If you are found to have committed plagiarism as defined here, your instructor will report you for academic dishonesty, and you may be subject to failing the assignment or even failing the class.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a

diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling. In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text “HOME” to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center: The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community.

While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other’s opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-

punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA. Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities:

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation.

Student Services and Support

Being a college student is hard. You're taking a bunch of different classes that are asking you to complete a bunch of different work, often at the same time. You're trying to balance that work with other responsibilities you might have like a job (or two or three), like family. And you're doing all of that while you may be struggling with some real issues involving mental health, food insecurity, academic success, etc. It's not easy, I know. Thankfully, you don't have to handle all of that on your own. The university provides important services that can help you make it as a student. Please check out the list below, and *please* reach out to any that you might need. There's no shame in getting help.

Academic Learning Center

Assistant Director: Mercedes Torrez (mercedes.torrez@tamusa.edu)

Location: CAB 202

Hours:

- M-R: 8:00 a.m.-6:00 p.m.
- Friday: 8:00 a.m.-5:00 p.m.

Phone: 210-784-1332

Email: tutoring@tamusa.edu

Website: <https://www.tamusa.edu/student-resources/academic-success-center/tutoring-services/index.html>

Disability Support Services

Director: Kimele Carter (kimele.carter@tamusa.edu)
Assistant Director of Assistive Technology: Sherry Patrick
(sherry.patrick@tamusa.edu)

Location: CAB 210

Hours: 8:00 a.m.-5:00 p.m. M-F

Phone: 210-784-1335

Website: <https://www.tamusa.edu/disability-support-services/index.html>

General's Store

Location: Patriot's Casa, Room 110

Hours:

- Tuesday: 12:00-4:00 p.m.
- Wednesday: 10:00 a.m.-2:00 p.m.
- Thursday: 8:00 a.m.-12:00 p.m.
- By appointment (Call the Mays Center at 210-784-1356)

Email: foodpantry@tamusa.edu

Website: <https://www.tamusa.edu/mays/students/generals-store.html>

Office of Military Affairs

Location: Patriot's Casa, Room 202

Hours: 8:00 a.m.-5:00 p.m. M-F

Phone: 210-784-1397

Website: <https://www.tamusa.edu/student-resources/military-affairs/index.html>

Student Academic Success Center

Staff Information: <https://www.tamusa.edu/student-resources/academic-affairs/meet-your-team.html>

Website: <https://www.tamusa.edu/student-resources/academic-success-center/index.html>

Student Counseling Center

Location: Modular C, Room 166 (rear entrance)

Hours: 8:00 a.m.-5:00 p.m. M-F

Phone: 210-784-1331 (available 24 hrs.)

Email: stucounseling@tamusa.edu

Website: <https://www.tamusa.edu/student-resources/support/student-counseling-center/index.html>

Writing, Language, and Digital Composing Center (WLDCC)

The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Director: Dr. Katherine Bridgman (katherine.bridgman@tamusa.edu)

Assistant Director: Sam Garcia (samuel.garcia1@tamusa.edu)

First-Year Liaison: Sthefany Garcia (sgarcia1@tamusa.edu)

Locations: CAB 208 and CH 304

Email address: wldcc@tamusa.edu

Website: <https://www.tamusa.edu/WLDCCenter>

Important Dates:

January 16	First day of class
April 13	Last day to drop with an automatic “W”
April 20	Last day to drop a course or withdraw from the University
April 29	Last day of classes
April 30	Reading Days
May 1-7	Final exams

Final Note

As your instructor, I am committed to helping you achieve the course and program outcomes. As such, I encourage you to see me during office hours, to schedule appointments with me when needed, and to contact me via email with any questions or concerns you might have; I am approachable and easily reached. Remember that I am here to help you succeed.

English 1302 Course Schedule

Additional readings will be added throughout the term.

Week One: January 16-20

Syllabus Reconnaissance

Reflective Writing Introduction

Reading:

“Reflective Writing and the Revision Process: What Were You Thinking?”

Week Two: January 21-27

“Critical Thinking in College Writing: From the Personal to the Academic”

“The Sixth Paragraph Re-Envisioning the Essay”

Form Thematic Research Communities

Week Two Reflective Essay

Week Three: January 28- February 2

Annotated Bibliography Introduction

Week Three Reflective Essay

Week Four: February 3-9

Research

Week Four Reflective Essay

Week Five: February 10-17

Report Writing Introduced

Annotated Bibliography 1st draft due February 17

Week Six: February 18-24

One to One Conferencing – No formal class this week

Week Seven: February 25- March 2

Annotated Bibliography Final Draft due March 2

Week Eight: March 3-9

Report Writing 1st Draft due March 11

Week Nine: March 10-16

Spring Break

Week Ten: March 17-23

Peer Editing

Week Ten Reflective Essay

Week Eleven: March 24-30
Argumentation Project Introduced
Report Writing Final Draft due April 1

Week Twelve: March 31-April 6
Week Twelve Reflective Essay

Week Thirteen: April 7-13
Argument Essay First Draft due April 13

Week Fourteen: April 14-20
Peer Editing

Week Fifteen: April 21-27
One to One Conferencing – No formal class this week
Course Retrospective due April 27

Week Sixteen: April 28-29
May 8: Last Day of Scheduled Classes
May 9 and 10: Study Days
Argument Essay Final Draft due April 29

Finals Week: May 1-7
Digital Portfolio link due, submitted to Blackboard by May 3

Texas A&M University- San Antonio

Writing, Language, and Digital Composing Center

Writing Tutoring ~Spanish Tutoring

Digital Tutoring ~Speech Tutoring

How to make an appointment

- Sign in to JagWire
- Click the "Student Services" tab
- Look under "Academic Support"
- Click "Writing, Language, and Digital Composing Center"

Types of Sessions

- etutoring: Upload your work, and a tutor will return it with written feedback.
- online: Work in real-time with a tutor using voice, video, and chat.
- face-to-face: Work in-person with a tutor at one of our two locations on campus.

Contact us for more information



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Texas A&M University- San Antonio

Centro de Escritura , Lenguaje y Composición Digital

Tutoría de Escritura ~Tutoría de Español
Tutoría Digital ~ Tutoría de Discurso

Como hacer una cita

- Entra a JagWire
- Da click en "Student Services"
- Busqué en "Academic Support"
- Da click en "Writing, Language and Digital Composing Center"

Seleccione el tipo de cita

- etutoring: Suba su trabajo y un tutor lo devolverá con comentarios por escrito.
- En línea: Trabaje en tiempo real con un tutor usando voz, video y chat.
- Presencial : Trabaje en persona con un tutor en una de nuestras dos ubicaciones en el campus.

Por favor contáctenos para más información



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Writing, Language, and Digital Composing Center

First-Year Student Liaison

I can help you ...

- schedule an appointment with a tutor.
- set goals and talk about ways to reach those goals.
- connect you to a variety of Center resources such as group sessions and repeating one-on-one sessions.

A WLDC Center tutor is ...

- a knowledgeable practice audience who is not judging you!
- a support for students composing and revising in English or Spanish for written, oral, and digital projects in any class!
- a guide for understanding assignment sheets, syllabi, and labor-based grading contracts.

Locations:

Central Academic Building 208
and Classroom Hall 304

(210) 784-1222 | WLDCC@tamusa.edu

For more information about how to schedule an appointment and our hours, please visit our website:

www.tamusa.edu/WLDCCenter



Sthefany Garcia
First-Year Student Liaison
Email: Sgarcia1@tamusa.edu

Centro de Escritura , Lenguaje y Composición Digital

Enlace para Estudiantes de Primer Año

Puedo ayudar a ...

- agendar una cita con un tutor.
- establecer metas y hablar sobre las formas de alcanzar esas metas.
- sugerir una variedad de recursos como sesiones de grupo y sesiones uno a uno repetidas

Un tutor del centro WLDC es ...

- ¡una audiencia de práctica bien informada que no lo está juzgando!
- un apoyo para los estudiantes que componen y revisan en inglés o español para proyectos escritos, orales y digitales en cualquier clase.
- conectarte a una variedad de recursos del Centro, como sesiones de grupo y sesiones individuales repetidas.

Nuestras ubicaciones:

Central Academic Building
208 y Classroom Hall 304

**Para mas información sobre como
agendar una cita y nuestros
horarios favor de visitar pagina de
internet:**

(210) 784-1222 | WLDCC@tamusa.edu

www.tamusa.edu/WLDCCenter



Sthefany Garcia

Enlace para Estudiantes de Primer Año
Correo Electrónico: Sgarcia1@tamusa.edu

Digital Portfolio Assignment Sheet

Purpose: your digital portfolio is meant to be a curated space where you will showcase your development as a writer with intentionality.

Digital Portfolio Q&A with Curt

So why a digital portfolio?

A digital portfolio is basically a blank canvas. It allows you to present your work, really how you like, in terms of what sort of media you use, e.g., text, image, video, etc., in order to provide a behind-the-scenes story of the process of composing your writing.

Do I have to include everything?

No, nor probably should you. Just like a YouTube compilation of an artist's videos doesn't generally include everything they've done, because we just don't have the time to watch everything, you probably don't want to include everything you've written for similar reasons. The buzzword is intentional. You want the items in your portfolio to be representative of who you are becoming as a writer throughout the term, much like a best of compilation is ideally representative of the various expressions of an artist's work. Bottom line is that you are an artist in the context of your own development as a writer. The folio should showcase that.

What you mean by showcase?

You'll take various pieces you've written throughout the term that represent evidence of what you see as your strongest identity as a writer, or another way to look at it is as your breakthrough moments, or simply as your greatest degrees of effort.

So, who's going to see this, and how are they going to know that something represents some kind of breakthrough? Honestly this sounds kind of frustrating and somewhat pointless.

Stay with me for just a bit longer here. Ultimately, the primary audience for this folio is you. I want you to be able to reflect on your work and see your progress. Now, obviously you will be assessed on this, so you aren't the only audience. You'll also be presenting an in-process version for class. Don't worry this is going to be more like a workshop, to seek advice and feedback, than a stress laden stereotypical in class presentation. This folio will serve as your final exam for English 1301. It's also important to let you know up front that your folio theoretically will be visible to all A&M San Antonio students, so my advice is to avoid including any compromising or triggering material – specifically compromising or triggering to you. You can change particular details in your folio version of materials to avoid this, if you shared this kind of information in a previous version. As always, let me remind you that I will never ask you to share compromising or triggering information on any assignment in any context, nor with personal communication with me. I'm quite sure that your other instructors are on board with this as well.

You still haven't answered my question.

I'm glad you're paying attention. To let your audience know the significance, or meaning, of a particular piece of writing in terms of your development as a writer, you've got to give them insider information, like the director's commentary, if you will. So, for each piece that you include in the folio, you'll provide a short introduction in some form, be it image, video, sound, text, whatever. The point is that you'll explain why the piece is in the folio and your insight about it, what you feel the audience should know. These short introductions ideally should act as signposts, guiding the reader through your folio.

Okay, some not quite as freaked out about this as I was a few minutes ago, but what exactly are the requirements here?

Your portfolio should contain the following to be considered Complete:

1. a writer's statement – either a video or a short essay discussing how you see yourself as a writer.
2. A minimum of three pieces curated from this course and other courses that demonstrate your development as a writer – scholar – critical thinker.
3. Short meta-introductions to each of these pieces – either videos or short essays discussing why and how the pieces are important to you, represent connection, represent your identity as a writer – scholar – critical thinker, etc.
4. Intentional use of the digital space – you are highly encouraged to consider page colors, screenshots, photos, memes, soundbites, videos etc. that enhance your audience's reception of your work within the context of the folio.

You will receive specific instruction on folio building both in English 1301 and in First-Year Seminar.

At this point, and at every juncture where I reference the folio, I will remind you that **you need to add me as an admin to your folio**. I'll be going through this with you probably during week two of the term and reminded you each week thereafter.

Try not to worry too much. I've been doing these portfolios in one form or another for several years, and the system just gets easier to use.

ENGL 1302
Composition II
Rhetoric and Writing in Context

Annotated Bibliography

Task

For this project, I would like you to research a current issue or controversy specific to your academic community and to share your findings with an audience you select. Again, I ask you to think about your “academic community” in terms of your major(s), your minor(s), or a specific class you’re taking in your major(s) or minor(s).

Alternatively, you may research a topic about which you are simply curious drawn from other areas of interest, such as popular culture. This research must be peer reviewed.

Purpose and Stance

You will work with your colleagues and me to develop your purpose, or reason, for sharing your research. You will also work with your colleagues and me to develop the stance, or attitude, you hold toward your subject matter.

Audience

In addition to developing your purpose and stance with your colleagues and me, you will work with us to identify your primary audience.

Genre and Medium

I would like you to share the information you develop in the form of an annotated bibliography.

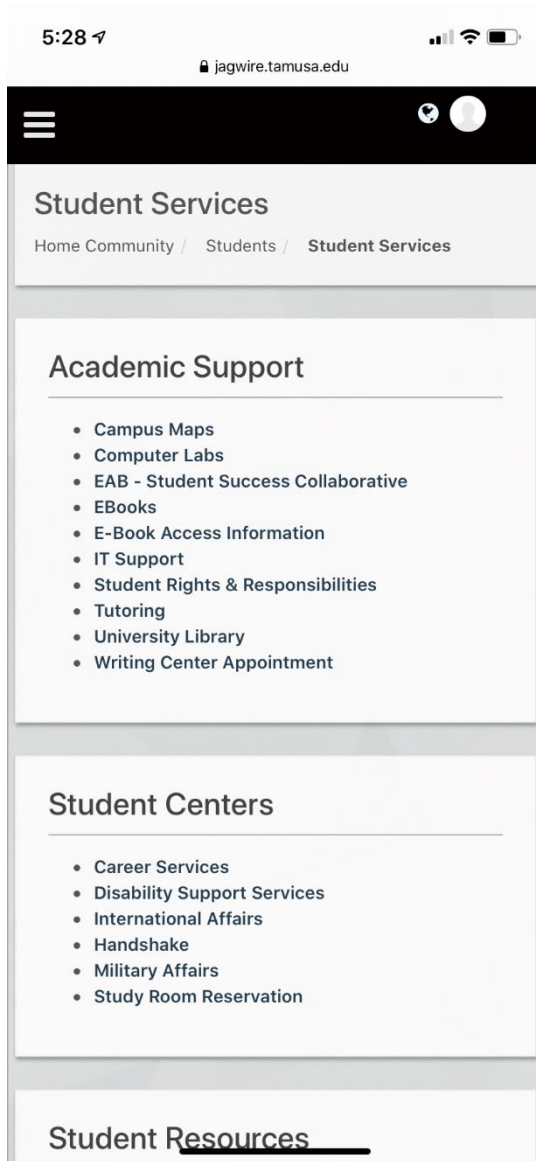
To be considered complete, your annotated bibliography should contain a minimum of 10 entries from peer reviewed, a.k.a. Scholarly, sources from the Library databases, reflecting your research question. Each entry should contain the structure below:

Complete bibliographic citation;

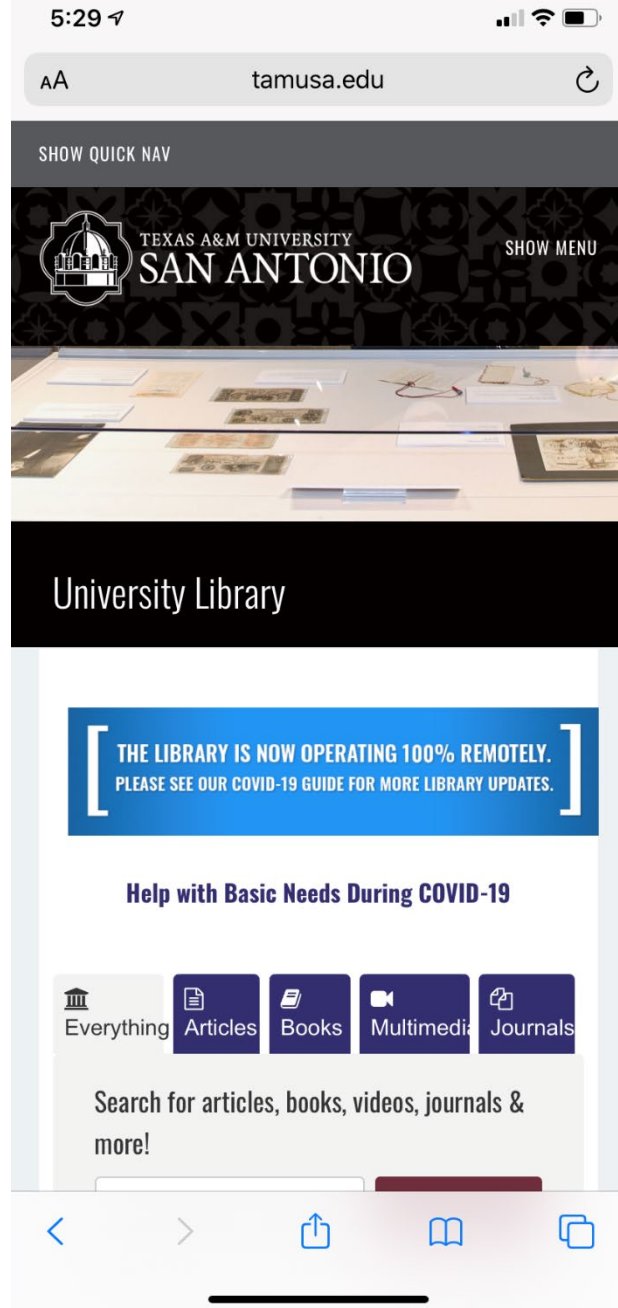
A brief paragraph summarizing the contents and quality of the source;

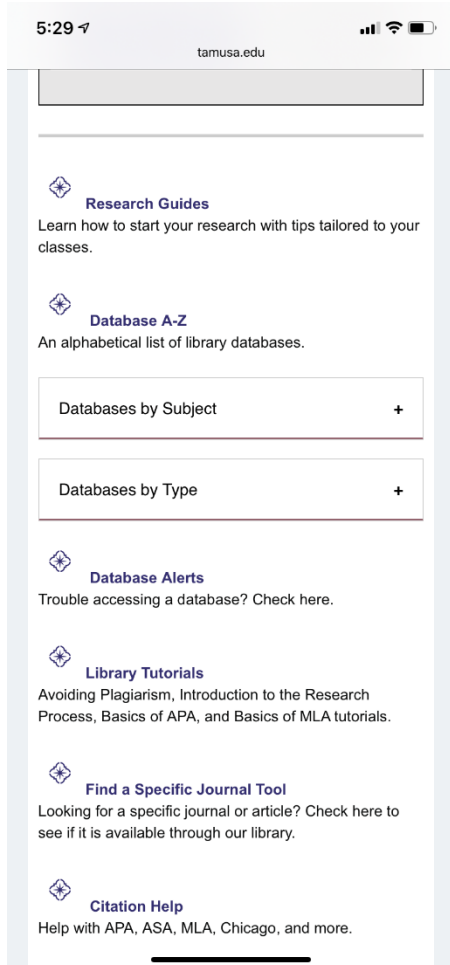
A more detailed paragraph discussing how the source applies to your research topic.

Steps for Accessing and Researching Using the TAMUSA Library Databases

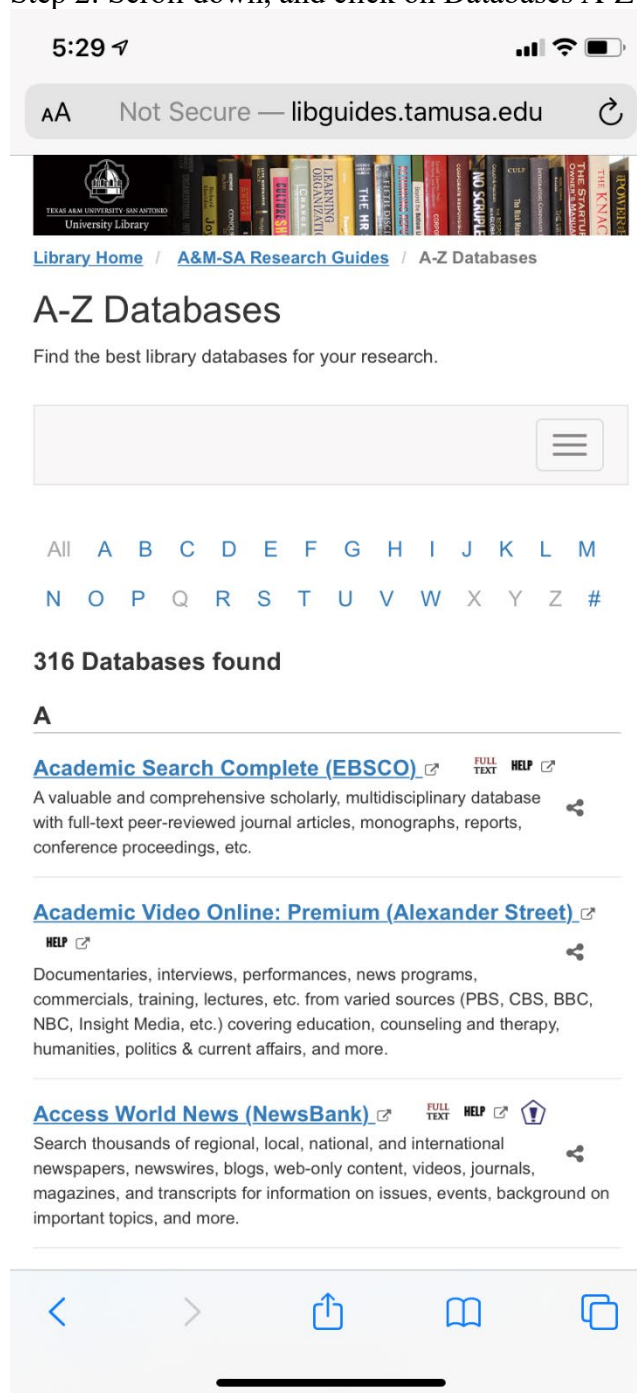


Step 1: Access Student Services through Jagwire, and click on University Library under Academic Support.











Step 2: Scroll down, and click on Databases A-Z



Step 3: Begin by clicking on a general database like Academic Search Complete (EBSCO).

5:30   

AA  tamusa.idm.oclc.org 



Username:

Students: Use your Jaguar Login. Your username is your K Number or a combination of your name (jsmith34).

Faculty/Staff: Your username is your Network ID.






Password:

Students: Your password is what you use to log in to the computers on-campus.




Faculty/Staff: Your password is your network password.


[Log in](#) **Students - Having trouble logging in?**


- New students, use the password that was mailed to you. If you have changed your password, log in using the new password you created.
- Returning students, use the last password associated with your Jaguar Login.
- If you are still unable to log in, please call the Help Desk at 784-HELP (4357).

Step 4: Sign into the database using your TAMUSA log-in, the same as you use for email and Blackboard.

5:32   

AA Not Secure — web.b.ebscohost.com.tam 





Searching: **Academic Search Complete**

Choose Databases

AND


AND

[Basic Search](#) [Advanced Search](#) [Search History](#)

Search Options






Search Modes and Expanders

Search modes 

- Boolean/Phrase
- Find all my search terms
- Find any of my search terms
- SmartText Searching [Hint](#)

Apply related words

Also search within the full text of the articles

Step 5: Enter you search terms based on your research question.

5:33 Not Secure — web.b.ebscohost.com.tamusa.idm.oclc.org

Limit your results

Full Text

References Available

Scholarly (Peer Reviewed) Journals

Published Date

Month: [v] Year: [] —
Month: [v] Year: []

Publication
[]

Publication Type
All []

Number of Pages
All [v] []

Image Quick View

Image Quick View Types

Black and White Photograph
 Chart
 Color Photograph
 Diagram
 Graph
 Illustration
 Map

Search

Step 6: Set limiters. Important: Always check Scholarly and Full Text. In most cases, you will want to limit the Publication Date within three years, depending on your subject. In this case, all publications regarding COVID-19 are from 2019 and 2020, so that limit is not necessary. Scholarly means that the source has been reviewed by a panel of experts before publication.

5:33 Not Secure — web.b.ebscohost.com.tamusa.idm.oclc.org

AND [] Select a ... [v]


Search

[Basic Search](#) [Advanced Search](#) [Search History](#)

» Relevance [v] Page Options [v] Share [v] «



Search Results: 1 - 10 of 62

1. [COVID-19 Quarantine and the way forward.](#)

By: Aggarwal, Sumit; Masthi, N. R. Ramesh; Rashmi, Anusha. Indian Journal of Community Health. 2020 Special issue, Vol. 32 Issue 2, p261-263. 3p. 

Quarantine is a tool that was used anciently and now used as a public health measure in a more strategic manner for containment of a disease. It requires a lot of planning for implementation depe...

Subjects: PREVENTION of communicable diseases; PREVENTION of infectious disease transmission; IMMUNIZATION; PUBLIC health; **QUARANTINE**; SOCIAL isolation; STATISTICAL models; **COVID-19**; Health and Welfare Funds

 [PDF Full Text](#)  [Save PDF to Cloud](#)
365KB)

2. [Impacto psicológico de la](#)

Step 7: Consider initial search results. The example above yields sixty-two results. At face value this is promising because you only need ten for your annotated bibliography; you need to investigate the quality of the sources; make sure they are all relevant and don't retread the same information. Note that Subjects lists various search terms under which this article is categorized. If you don't find enough sources on the initial search, don't give up. Experiment with different search terms, widen the search years, etc. Note also that the PDF of this source is available.

Abstract:

Quarantine is a tool that was used anciently and now used as a public health measure in a more strategic manner for containment of a disease. It requires a lot of planning for implementation depending upon the burden of disease, resources to carry out the same in a stringent manner. Benefits and outcomes need to be measured carefully while imposing **quarantine** especially of a larger scale. We have tried to put up the rationale behind the current **quarantine** measure carried out in the wake of COVID 19 and factors to keep in mind for the future. [ABSTRACT FROM AUTHOR]

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Author Affiliations: 1Scientist (Talent search

Subject Terms, if you need to do additional research.

Step 8: Click on the blue title of the source and read the Abstract. The Abstract is a summary of the source's contents. It allows you to determine if the source is going to be useful to you at a glance.

5:34
Not Secure — web.b.ebscohost.com.tamusa.idm.oclc.org

Result List Refine Search 1 of 62

COVID-19 Quarantine and the way forward.

Authors: Aggarwal, Sumit¹
Masthi, N. R. Ramesh²
Rashmi, Anusha³
anurash7@gmail.com

Source: Indian Journal of Community Health. 2020 Special issue, Vol. 32 Issue 2, p261-263. 3p.

Document Type: Article

Subject Terms: *PREVENTION of communicable diseases
*PREVENTION of infectious disease transmission
*IMMUNIZATION
*PUBLIC health
*QUARANTINE
*SOCIAL isolation
*STATISTICAL models
*COVID-19

Author-Supplied Keywords: Quarantine

NAICS/Industry Codes: 525120 Health and Welfare Funds

Abstract: **Quarantine** is a tool that was used anciently and now used as a public health measure in a more strategic manner for containment of a disease. It requires a lot of planning for implementation depending upon

Step 9: Take note of, or click on, some of the

5:34 Not Secure — web.b.ebscohost.com.tamusa.idm.oclc.org

Result List Refine Search 1 of 62

COVID-19 Quarantine and the way forward

Authors: Aggarwal, Sumit
Masthi, N. R. Ramesh
Rashmi, Anusha
anurash7@gmail.com

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Author-Supplied Keywords: Quarantine

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Abstract: Quarantine is a tool that was used anciently and now used as a public health measure in a more strategic manner for containment of a disease. It requires a lot of planning for implementation depending upon

Tools: Google Drive, Add to folder, Print, E-mail, Save, Cite, Export, Create Note, Permalink

Step 10: Clicking on the Tools arrow on the right will give you a variety of options for documenting and saving the source.

5:35 Not Secure — web.b.ebscohost.com.tamusa.idm.oclc.org

Result List Refine Search 1 of 62

Citation Format

NOTE: Review the instructions at [EBSCO Connect](#) and make any necessary corrections before using. **Pay special attention to personal names, capitalization, and dates.** Always consult your library resources for the exact formatting and punctuation guidelines.

APA
(American Psychological Assoc.)

References
Aggarwal, S., Masthi, N. R. R., & Rashmi, A. (2020). COVID-19 Quarantine and the way forward. *Indian Journal of Community Health, 32*(2), 261–263.

Export to Bibliographic Management Software
(EndNote, ProCite, Reference Manager, RefWorks, BibTeX, etc.) »

Step 11: If you click Cite under Tools, you can scroll to APA, MLA or whichever citation method you are using.

COVID-19 Quarantine and the way forward.

Authors: Aggarwal, Sumit¹
Masthi, N. R. Ramesh²
Rashmi, Anusha³
anurash7@gmail.com

Source: Indian Journal of Community Health. 2020 Special issue, Vol. 32 Issue 2, p261-263. 3p.

5:36 ↗
Not Secure — web.b.ebscohost.com.tamusa.idm.oclc.org

Comments:

Send in plain text format

PDF as separate attachment (when available)

Standard Field Format

Citation Format

Customized Field Format

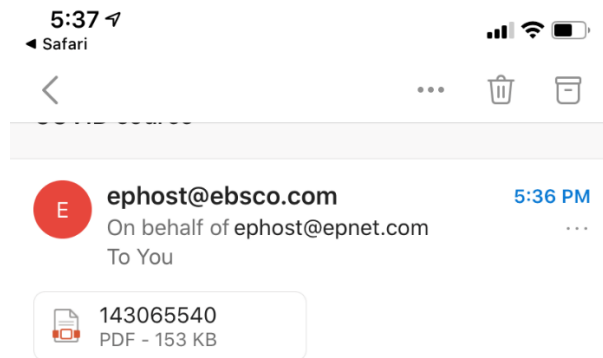
COVID-19 Quarantine and the way forward.

Authors: [Aggarwal, Sumit¹](#)
[Masthi, N. R. Ramesh²](#)
[Rashmi, Anusha³](#)
anurash7@gmail.com

Source: [Indian Journal of Community Health](#). 2020 Special issue, Vol 32 Issue 2, p261-263. 3p.

Document Type: Article

Step 11: Click E-Mail in the Tools menu and fill in your email address and an email subject. Make sure to select the appropriate citation format from the dropdown menu and PDF as a separate attachment.



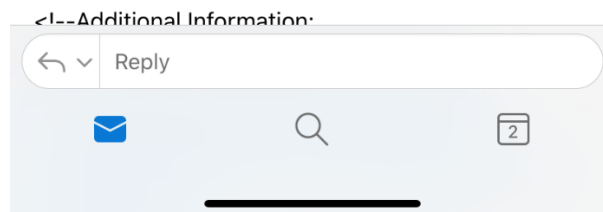
Texas A&M-San Antonio University Library

EBSCO Publishing Citation Format: APA (American Psychological Assoc.):

NOTE: Review the instructions at http://support.ebsco.com/help/?int=ehost&lang=en&feature_id=APA and make any necessary corrections before using. Pay special attention to personal names, capitalization, and dates. Always consult your library resources for the exact formatting and punctuation guidelines.

References

Aggarwal, S., Masthi, N. R. R., & Rashmi, A. (2020). COVID-19 Quarantine and the way forward. *Indian Journal of Community Health*, 32(2), 261-263.



Step 12: The email you receive will look similar to the example above. You can cut and paste the reference as the citation portion of an annotated bibliography or works cited entry, but make sure you maintain the hanging indent.

Step 13: Click on the PDF attachment in the email to read the article.

INDIAN JOURNAL OF COMMUNITY HEALTH / VOL 32 / NO 02 (SPECIAL ISSUE) / APRIL 2020 [Quarantine and the... | Aggarwal S et al

COMMENTARY

COVID-19 Quarantine and the way forward

Sumit Aggarwal¹, N R Ramesh Masthi², Anusha Rashmi³

¹Scientist (Talent search scheme), Program officer-HIV/AIDS and STIs, Co-program officer for Antimicrobial stewardship program, Division Of Epidemiology and Communicable Diseases, Indian Council of Medical Research, DHR, Ministry of Health and Family Welfare, Ansari Nagar, New Delhi -110029; ²Professor and HOD, Department of Community Medicine, KIMS, Bangalore; ³Assistant Professor, Department of Community Medicine, K S Hegde Medical Academy, NITTE University, Mangalore

[Abstract](#) [Introduction](#) [Methodology](#) [Results](#) [Conclusion](#) [References](#) [Citation](#) [Tables / Figures](#)

Corresponding Author
Dr Anusha Rashmi, Assistant Professor, Department of Community Medicine, K S Hegde Medical Academy, NITTE University, Mangalore
E Mail ID: anurash7@gmail.com

Citation
Aggarwal S, Masthi NRR, Rashmi A. COVID-19 Quarantine and the way forward. Indian J Comm Health. 2020;32(2-Special Issue):261-263.
Source of Funding: Nil **Conflict of Interest:** None declared

Article Cycle
Received: 07/04/2020; **Revision:** 15/04/2020; **Accepted:** 16/04/2020; **Published:** 20/04/2020
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Abstract
Quarantine is a tool that was used anciently and now used as a public health measure in a more strategic manner for containment of a disease. It requires a lot of planning for implementation depending upon the burden of disease, resources to carry out the same in a stringent manner. Benefits and outcomes need to be measured carefully while imposing quarantine especially of a larger scale. We have tried to put up the rationale behind the current quarantine measure carried out in the wake of COVID 19 and factors to keep in mind for the future.

Keywords
COVID-19; Quarantine

Quarantine refers to restriction of movement of individuals who are thought to have come in contact with the contagion. Quarantine as a practice dates back to 14th century when it was first used as a strategy to control the transmission of the very feared plague. Since then quarantine has been used in infectious diseases such as cholera, influenza and SARS. This century old strategy has now turned into a powerful public health tool for the emerging and re-emerging infections.(1)

Lessons from the SARS pandemic in 2003 have led to specific modern quarantine principles.(2)

1. Quarantine is required when the disease/organism is highly contagious and virulent.
2. Separation of exposed healthy individuals from those who are ill becomes essential
3. Protecting the rights of quarantined individual
4. Quarantined individuals should receive all essential services and care, along with regular monitoring of symptoms, referral and quick diagnosis in case of suspicion.
5. Maximum duration of quarantine would be one incubation period from the last known exposure, but can be shortened if effective prophylactic treatment or vaccination is available and is delivered on time.

Along with certain mathematical models it is also suggested that timely implementation of quarantine can help in containment of infection(3) Day T et al(4) from their study on probabilistic models for determining conditions where quarantine is useful concluded that it would be an effective measure in situations where the Ro is large, huge number of

261


INDIAN JOURNAL OF COMMUNITY HEALTH / VOL 32 / NO 02 (SPECIAL ISSUE) / APRIL 2020 [Quarantine and the... | Aggarwal S et al

Infections can be averted by quarantine and there is a good probability that the asymptomatic affected individual will be quarantined before he /she develops the symptoms.

It has also been said that an absolute quarantine may not always be essential.(2) A partial quarantine may also prove effective if the public are encouraged on voluntary social distancing measures. Such a partial quarantine may also prove to be better especially in our country owing to the huge population and work necessitating travel across cities for many for livelihood. Along with various quarantine measures already in place in the country it is also necessary to look into various social aspects as priority as this would also build of public trust among administrators and officials. This would include catering to needs of migrants during the quarantine, compensations and job security for quarantined

since early March. In our country currently quarantine is not just implemented amongst cases and contacts but restriction on movement of people in general is in place. This has bought us the time required to implement measures of surveillance, find out hot spots, contact tracing, strengthen the hospitals with equipment's and PPE etc and enable the system to gear up for the future turn out of cases. It has allowed time for keeping a workforce ready for action along with back up's in place. It has also allowed time for dissemination of information to people at large to allay fears.

On the flip side, quarantine of such large numbers is bound to cause a lot of disruption of trading, medium scale business have been hugely affected, daily wage earners being at a loss, share markets have gone down, all of which will invariably have a socio economic impact and may lead to economic recession.





The qualities of a viable research question:

1. The question needs to reflect your genuine interest and curiosity. Remember: you may well be spending considerable time with it, so you want your research to feed your enthusiasm, rather than squelch it.
2. Make sure that timely scholarly sources, with a variety of information on the topic, are readily available on the Library Databases. Variety of information is key because, although you may find a number large of sources, you don't want too many sources that repeat the same information, though a couple with redundant information are OK for corroboration, e.g. Scholar X and Scholar Y both find Conclusion Z when considering Topic A; therefore; Significance of Conclusion Z as it relates to Topic A.
3. Make sure you clearly understand the content of the research. You'll need ten sources for your annotated bibliography.
4. A research question should strike a balance between broad and specific and should be open-ended.
5. The question should not be skewed to a point of view, or side, of the issue.
6. A cautionary note: avoid any topic contingent on the interpretation of a sacred text, unless you are expressly writing for a specific religious interpretive community, e.g. if you envision ultimately using this research for the death penalty or against abortion on the basis that the Bible says so, this is problematic because, in general, sacred texts like the Bible, in general, don't make such explicit theological-sociological claims; rather, those claims are based on particular doctrinal interpretations of sacred texts. All that an audience would need to do to invalidate such an argument is to say that they don't value such interpretation. Again, if you're writing for a particular religious audience, a religious argument is appropriate; otherwise it's ineffective. That's not to say you shouldn't argue against abortion, for the death penalty, etc., quite the contrary if that's your conviction and if you have the scholarly sources to do it, but don't use an explicitly theological argument to do it when writing for a general audience.

Sample Annotated Bibliography Entry

Aggarwal, S., Masthi, N. R. R., & Rashmi, A. (2020). COVID-19 Quarantine and the way forward. *Indian Journal of Community Health*, 32(2), 261–263.

This article provides a snapshot the rationale of, and the approach to, COVID-19 quarantine in India. Though short, the article reads as authoritative and asserts that quarantine is only one method in a “toolbox” of approaches for addressing a pandemic. The article also gives background into past implementations of quarantine. This article may be useful when considering the global response to COVID-19.

Points to remember when composing annotated bibliography entries:

1. Each entry must begin with the source's complete, correctly formatted, **bibliographic citation**, as in the example above [note the **hanging indent**].
2. The annotation should follow immediately underneath the bibliographic citation, as in the example above.
3. Each entry should include a brief paraphrase of the **article's thesis** [Do not cut and paste from the abstract] ; a brief discussion of the **quality of the article**, e.g. how well the article accomplishes what it claims to do; a detailed discussion of how the article may be useful to **your specific research**.
4. Very Important: the more detailed you make these annotated bibliography entries, the easier your other projects will be to compose, provided you decide to draw from this research.
5. Remember that you want to use the Library Databases. When conducting searches, check Scholarly and Full Text and PDF.
6. Remember that the Annotated Bibliography Project asks for **ten sources**. These should be in **alphabetical order** according to the bibliographic citations. The entries should **not be numbered**.
7. The composition of an annotated bibliography is relatively straight forward; what isn't is the time and intellectual effort necessary to gather, read and evaluate the sources. The initial draft of this project typically takes 1302 students **four to five hours of dedicated time**. You may well be able to wait until the last minute to draft the project, but you won't be able to wait until then to conduct the research. My suggestion is: compose the entries as you research. Take the time to draft an entry as you finish each article.
8. I would go beyond that and create a separate document for notes, and I would copy and paste interesting, provocative, or potentially useful statements, followed by your interpretations of each, into that document as you research. Although it won't have too much tangible bearing on this project, it will help immensely going forward.
9. If you have a question as to the appropriateness of a source, please email me and ask: cmeyer@tamusa.edu

Transferable Abilities

Completing this project will help you develop the ability to

- develop a research plan,
- conduct primary and secondary research,
- evaluate the credibility of information,
- summarize information,
- synthesize information, and
- cite source material.

Criteria

All assignments associated with this project will affect your grade in our class, so please make sure that your assignments fulfill all stated requirements and that you submit your work on time.

If an assignment does not fulfill all requirements, and/or if you submit an assignment within 48-hours of its deadline, I will consider your work "late." Any assignment submitted after 48-hours will be considered "missed" (I do not respond to missed assignments). Any assignment not submitted within two weeks will be considered "ignored."

Please review the grading contract on our syllabus for more information on late, missed, and ignored assignments.

Reminders

Remember that I'm here to help you achieve success in this class, so please contact me with any questions you have at any point in your writing process. I'm happy to meet with you to brainstorm, to review drafts, and to offer feedback. I'm also happy to answer specific questions via email. Your classmates will also provide feedback and support during our peer-review workshops.

Lastly, please remember that the Writing Center is available to support you as you draft and revise your work.

ENGL 1302
Composition II
Rhetoric and Writing in Context

Reporting Information

Task

For this project, I would like you to research the ways your academic community uses rhetoric and writing and to share your findings with an audience you select. I ask you to think about your “academic community” in terms of your major(s), your minor(s), or a specific class you’re taking in your major(s) or minor(s).

Purpose and Stance

You will work with your colleagues and me to develop your purpose, or reason, for sharing your research. You will also work with your colleagues and me to develop the stance, or attitude, you hold toward your subject matter.

Audience

In addition to developing your purpose and stance with your colleagues and me, you will work with us to identify your primary audience.

Genre and Medium

I would like you to share the information you develop in the form of a report.

While I am asking you to compose a report, you may choose the medium through which you communicate your report to your primary audience. I will ask you to work with your colleagues and me to identify the most appropriate medium for your project.

Transferable Abilities

Completing this project will help you develop the ability to

- develop a research plan,
- conduct primary and secondary research,
- evaluate the credibility of information,
- analyze and integrate information,
- analyze informative genres of writing, and
- share credible information with minimal bias.

Criteria

All assignments associated with this project will affect your grade in our class, so please make sure that your assignments fulfill all stated requirements and that you submit your work on time.

If an assignment does not fulfill all requirements, and/or if you submit an assignment within 48-hours of its deadline, I will consider your work “late.” Any assignment submitted after 48-hours will be considered “missed” (I do not respond to missed assignments). Any assignment not submitted will be considered “ignored.”

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Report Writing Guidelines

Before composing your report, consider the following:

who is the primary audience for this report;

what type of language and rhetorical conventions would best hold their interest;

which key terms and concepts related to your research question need to be clearly defined for this audience?

Once you have considered your audience consider your own stance on the research question based on your research.

The primary goal of writing this report is to synthesize information addressing your research question and to give your assessment of that information based on your stance.

Based on your previous evaluation of evidence, determine which sources you are most likely to cite in the report and identify useful passages within those articles.

Keep in mind that your responsibility as the writer is to explain how the source material relates specifically to the subject of discussion, to connect the dots.

You may use the following as a basic outline, but you are not strictly tied to it:

1. State the research question.
2. Discuss why you have investigated it.
3. Discuss why and how the research question is important to your specific audience.
4. Define any unfamiliar terms or concepts unfamiliar to your audience.
5. Provide a synthesis of the information you’ve gathered in your research.
6. Clearly identify your stance on the research question.
7. Clearly discuss why and how you’ve arrived at your particular take on the reach question based on your search.

Additional guidelines for your essay’s structure:

You might consider using subject headings to guide your readers through the essay. Reader-friendly is a key buzzword.

Your Introduction section should consist of numbers 1 to 3 above, with around two paragraphs total. Remember that you are not arguing for a particular answer to your research question here.

Your Definition of Terms section should consist of number 4 above. The key here is not to use generic dictionary definitions. The goal of this section is to define terms relevant to your research that your audience may not understand by using terminology, metaphors, language with which they are familiar. Explain the unfamiliar using the familiar. This is an opportunity for you to demonstrate the expertise you've gained through research and your creativity.

Your Synthesis section, number 5 above, will take up the majority of the report. It should be multiple paragraphs and between two and a half and three pages. Here you present your research to your audience by breaking down and presenting the major arguments, or discussions relevant to, your research question. You'll want to paraphrase, summarize and quote directly from your sources. Remember that you need to use intext citation, even when not quoting directly. You want to use a minimum of four sources. You may want to use subsections to identify the various points of discussion.

The Opinion section should cover 6 and 7 above and consist of one or two paragraphs. Here you can overtly state your position on the research question.

The essay should conclude with a works cited page.

Integrating Sources Guidelines [redacted and revised 5-27-2020]

Applicable to Both the Report and Argument Projects

Important Note: Though the examples below involve integrating literary sources into an essay and make use of various versions of MLA intext citation, the techniques discussed are virtually universally applicable to any report, argument or other rhetorical genre in which you may be writing for this, or most other, undergraduate courses; though the particulars may vary, the principles of intext citation apply regardless of citation convention, i.e. APA, MLA, etc.

First Assumption: The Thesis Statement

The examples to follow are predicated on an explicit, argumentative thesis. You can generally craft a thesis like this by restating your research question as a declarative statement supporting a clear position. This is appropriate, arguably essential for the Argument Project. I am including this discussion here because a discussion of integrating sources flows fairly logically from it, and the thesis discussion also telegraphs expectations of the next Project.

But remember that as per the Report Writing Guidelines above, the Report's thesis is far more implicit because the purpose of the report is to synthesize information, rather than argue a position.

The Anatomy of a Thesis Statement

Understanding the difference between an observation and a thesis is essential to writing an effective essay. An observation simply denotes a detail. One doesn't have to delve very deeply into the plot of *The Secret Life of Bees* for instance to observe that the author uses a great deal of bee imagery; however, arguing that Mary is the "Queen bee" in the novel is quite a different matter. Here you have a stated theory that can be supported or argued against. This is a thesis.

Strategy:

If I were to argue the thesis above, I would need to develop a strategy for doing so, a structure for my essay. Every one of us in this class has had the five paragraph essay format drilled into us since time immemorial. As you've probably come to discover, this format is almost always

inappropriate for any sort of substantial writing that you'll produce on the college level and beyond, so don't think in terms of the five paragraph essay; think in terms of saying what you need to say to substantiate your thesis. For instance, if I were to address the "Queen bee" thesis, I would want to define exactly what the role of "Queen bee" entails in terms of the novel. I would want to address as many aspects of the metaphor as needed to define my terms such that any character embodying all of those terms or aspects would be qualified as the "Queen bee." I would then want to show how various characters embody certain aspects but not all of them and that those aspects are relative to the degree of realization of marry within themselves.

Quoting From Primary and Secondary Sources:

Most inexperienced writers have a tendency to want to quote large portions of text, but in essays as brief as the ones we are writing here, not only is this not practical, to a certain degree it's a copout. Quote only the specific language in the text the best supports your ideas. Conform the syntax of the quote to the syntax of your sentence. To do this, use ellipses "..." to indicate omitted text and use brackets "[]" to indicate text that you've added either for emphasis or to adjust the syntax. Consider the following example. Note that in the example, I both introduce the quote and explicate, or explain, the quote using the language of the quote itself:

Throughout most of the novel, Lily frames August as the Queen bee. When they visit Zack in jail, she comments, "It ["the fire" in August's eyes] was a hearth fire you could depend on, you could draw up to and get warm by if you were cold, or cook something on that would feed the emptiness in you.... all we had was the wet fire in August's eyes. But it was enough" (Kidd 181).

In terms of archetypes, the hearth is intrinsically related to motherhood. It is the locus of nurturing and safety. Lily equates this hearth fire with grounding because fire affects chemical change just as August is affecting change within Lily. August's eyes are mirrors through which Lily spies the Mary within August that has yet to awaken within herself.

Try to glean as much as you can from each quote. I cannot emphasize enough the importance of explicating the quote. Make sure you address specifically how the quote supports your argument. Quotes up to three lines at length may be integrated into a sentence as in the example above. Quotes of four or more lines should be set off from the parent sentence by skipping a line before and after the quote. These block quotes do not need quotation marks, and the parenthetical notation should follow the last period rather than be included in the last sentence before the period.

Summary

Summary involves restating general information from sources in broad strokes.

Paraphrase

Paraphrase is far more specific than summary but also restated.

Direct Quotation

As discussed above direct quotation should be used sparingly when the specific information quoted has direct bearing on the significance of the discussion.

More on Introducing Quotations

Signal Verbs

When you are quoting from sources for an academic paper, using "says" often just doesn't *say* enough. The English language sports a variety of words that can be substituted for "says," resulting in a more specific description of what the author was trying to accomplish by making the statement in the first place. For example,

“The man is a fascist pig and I’ll never read his column again,” says Jim Smith, curator of Davenport, Iowa’s Dinosaurs Among Us museum.

In this passage, “says” works. After all, it *is* a statement Smith makes. However, wouldn’t a signal verb like “complains” or “criticizes” more clearly explain *how* Smith is making the statement?

Here’s a handy list of signal verbs to assist you in integrating quotations from other sources so your quotations say what the author means and mean what the author says.

acknowledges	considers	inquires	reiterates
addresses	contrasts	insists	remarks
adds	criticizes	interprets	replies
admits	critiques	investigates	reports
advises	declares	iterates	responds
affirms	defines	lists	reveals
agrees	delineates	maintains	reviews
allows	demonstrates	makes the case	says
analyzes	describes	measures	sees
answers	determines	notes	shows
argues	disagrees	objects	speculates
ascertains	discovers	observes	states
asks	discusses	offers	stipulates
asserts	disproves	opposes	stresses
assesses	disputes	points out	submits
believes	emphasizes	posits	suggests
categorizes	envisions	postulates	summarizes
charges	evaluates	presents	supports
cites	examines	proposes	supposes
claims	explains	propounds	surveys
comments	explores	proves	synthesizes
compares	expounds	purports	theorizes
complains	expresses	qualifies	thinks
concedes	finds	questions	traces
concludes	furnishes	rationalizes	views
concur	identifies	refers to	warns
confirms	illustrates	refines	writes

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Running Acknowledgments

Running acknowledgments are introductory phrases that identify an author, and often their credentials, and often the title of a given source for the sake of clarity to evoke ethos and logos. Consider the following examples:

1) As Christopher Gray in his landmark *Cubist Aesthetic Theories* notes, “Matter had finally reached the point where there was very little to distinguish it from space” (94).

- 2) Lid asserts that this constituted a deliberate emulation of impressionist painting by Ford (and Conrad): “For the painter’s eye, they substituted memory, seeking to achieve a form that more nearly approached the psychological process of remembering [. . .]” (100-1).
- 3) Ford remarks in 1911 (apropos of his collected poems) that “Modern life is so extraordinary, so hazy, so tenuous, with still such definite and concrete spots in it, that I am forever on the look-out for some poet who shall render it with all its values” (142).
- 4) Kirschke contends that by viewing technique as paramount “the Impressionist painters perhaps most profoundly foreshadow Modernism in literature” (568).
- 5) In speaking of abstraction or analysis, Bergson states the following:
 To analyze, therefore, is to express a thing as a function of something other than itself. All analysis is thus a translation, a development into symbols, a representation taken from successive points of view from which we may note as many resemblances as possible between the new object which we are studying and others which we believe we know already. (Intro 24)
- 6) H.H. Arnason, in *Modern Art*, describes their goal:
 In the sense that the artists were attempting to represent specific aspects of the observed world more precisely than any artists before them, impressionism can be labeled as a kind of super realism, a specialized view of the world in terms of intense observation as well as of new discoveries in the science of optics. (29)
- 7) According to Arnason, Cezanne intuitively arrived at the scientific concepts of perception studied by Seurat (52).
- 8) In the last few years of his life, his paintings became even more concerned with the depiction of abstract forms, so much so, in fact, that the early cubists, Picasso and Braque, were to claim Cezanne as both inspiration and justification for their new aesthetic (Arnason 52).

Additional Notes on Intext Citation

For APA guidelines, please study the following webpages carefully:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html

For MLA guidelines:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_quotations.html

The choice between APA or MLA should largely depend on audience. Most of your fields of study, for instance, will use APA.

Whether using APA or MLA, intext citation is required any time you are referring to information or ideas not your own that are not common knowledge to your audience. In other words, you need to use intext citation when you summarize, paraphrase or quote directly.

I would pay particularly close attention to how to format intext citation for indirect quotations, i.e. a text that the author you’re reading has quoted.

Each text cited intext must appear on your works cited page.

Reminders

Remember that I'm here to help you achieve success in this class, so please contact me with any questions you have at any point in your writing process. I'm happy to meet with you to brainstorm, to review drafts, and to offer feedback. I'm also happy to answer specific questions via email. Your classmates will also provide feedback and support during our peer-review workshops.

Lastly, please remember that the Writing Center is available to support you as you draft and revise your work.

Argumentative Paper Format

*Please note that this is only a sample format. There are multiple ways to organize an argumentative paper

♣ INTRODUCTION

- 1-2 paragraphs tops
- PURPOSE: To set up and state one's claim
- OPTIONAL ELEMENTS

♣ Make your introductory paragraph interesting. How can you draw your readers in?

♣ What background information, if any, do we need to know in order to understand your claim? If you don't follow this paragraph with a background information paragraph, please insert that info here.

○ REQUIRED ELEMENTS

- ♣ If you're arguing about a literary work—state author + title
- ♣ If you're arguing about an issue or theory – provide brief explanation or your of issue/theory.
- ♣ If you're arguing about a film—state director, year + title
- ♣ STATE your claim at the end of your introductory paragraph

♣ BACKGROUND PARAGRAPH

○ 1-2 paragraphs tops; Optional (can omit for some papers). Also, sometimes this info is incorporated into the introduction paragraph (see above).

○ PURPOSE: Lays the foundation for proving your argument.

○ Will often include:

- ♣ Summary of works being discussed
- ♣ Definition of key terms
- ♣ Explanation of key theories

♣ SUPPORTING EVIDENCE PARAGRAPH #1

○ PURPOSE: To prove your argument. Usually is one paragraph but it can be longer.

○ Topic Sentence: What is one item, fact, detail, or example you can tell your readers that will help them better understand your claim/paper topic? Your answer should be the topic sentence for this paragraph.

○ Explain Topic Sentence: Do you need to explain your topic sentence? If so, do so here.

○ Introduce Evidence: Introduce your evidence either in a few words (As Dr. Brown states —...ll) or in a full sentence (—To understand this issue we first need to look at statistics).

- State Evidence: What supporting evidence (reasons, examples, facts, statistics, and/or quotations) can you include to prove/support/explain your topic sentence?
- Explain Evidence: How should we read or interpret the evidence you are providing us? How does this evidence prove the point you are trying to make in this paragraph? Can be opinion based and is often at least 1-3 sentences.
- Concluding Sentence: End your paragraph with a concluding sentence that reasserts how the topic sentence of this paragraph helps up better understand and/or prove your paper's overall claim.

♣ SUPPORTING EVIDENCE PARAGRAPH #2, 3, 4 etc.

- Repeat above

♣ COUNTERARGUMENT PARAGRAPH

- PURPOSE: To anticipate your reader's objections; make yourself sound more objective and reasonable.
- Optional; usually 1-2 paragraphs tops
- What possible argument might your reader pose against your argument and/or some aspect of your reasoning? Insert one or more of those arguments here and refute them.
- End paragraph with a concluding sentence that reasserts your paper's claim as a whole.

♣ CONCLUSION PART 1: SUM UP PARAGRAPH

- PURPOSE: Remind readers of your argument and supporting evidence
- Conclusion you were most likely taught to write in High School
- Restates your paper's overall claim and supporting evidence

♣ CONCLUSION PART 2: YOUR "SO WHAT" PARAGRAPH

- PURPOSE: To illustrate to your instructor that you have thought critically and analytically about this issue.
- Your conclusion should not simply restate your intro paragraph. If your conclusion says almost the exact same thing as your introduction, it may indicate that you have not done enough critical thinking during the course of your essay (since you ended up right where you started).
- Your conclusion should tell us why we should care about your paper. What is the significance of your claim? Why is it important to you as the writer or to me as the reader? What information should you or I take away from this?
- Your conclusion should create a sense of movement to a more complex understanding of the subject of your paper. By the end of your essay, you should have worked through your ideas enough so that your reader understands what you have argued and is ready to hear the larger point (i.e. the "so what") you want to make about your topic.
- Your conclusion should serve as the climax of your paper. So, save your strongest analytical points for the end of your essay, and use them to drive

your conclusion

- Vivid, concrete language is as important in a conclusion as it is elsewhere-- perhaps more essential, since the conclusion determines the reader's final impression of your essay. Do not leave them with the impression that your argument was vague or unsure.
- **WARNING:** It's fine to introduce new information or quotations in your conclusions, as long as the new points grow from your argument. New points might be more general, answering the "so what" question; they might be quite specific. Just avoid making new claims that need lots of additional support.