



ENG 1302.01H—Written Argument and Research (Honors)

Fall 2013
TR—11:00 am-12:15 pm
Room: HL 306

Instructor: (Christopher Gonzalez, PhD – Assistant Professor)

Office Location: Hall of Languages (HL) 225

Office Hours: MF 11:00 am-12:30 pm and by appointment

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NOTE: I reserve the right to revise the contents of this syllabus as I deem necessary.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

Understanding Rhetoric: A Graphic Guide by Elizabeth Losh, et al. ISBN: 031264096x

They Say, I Say by Gerald Graff et al. ISBN: 039393361x

A Pocket Style Manual, 6th edition by Diane Hacker ISBN: 0312542542

(ENG 1302 catalogue description): This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences. Students will write weekly, including such texts as journals, reading response logs, summaries of argumentative texts, argumentative papers, and longer papers integrating secondary research activities include close reading of sample texts, both student and professional. Some sections will emphasize special topics in both reading and writing. Prerequisite: English 1301 or advanced placement or CLEP.

Course Description

In ENG 1302.01H, you will develop your capacity for undertaking academic research and analysis through a variety of writing assignments as well as a presentation of the results of a group effort to an audience of your peers. You will identify an area of interest within the course and will find materials to analyze, develop analytical research questions, explore secondary texts, and make claims that are

connected to the evidence you have discovered. In addition, this section of ENG 1302 will focus on critical readings of popular culture, examining the various ways film, television, music, advertisements, comics, and other aspects of popular culture impact us daily. Through these familiar forms of rhetoric embedded within our culture, you will hone your rhetorical, analytical, and critical research skills as you improve strengths as a critical thinker and writer. Ultimately, the aim of this course is to further your development as an effective writer of nonfictional prose in the academic and public communities. You will improve your ability to write for a variety of purposes and audiences; understand further the mechanism for writing effectively; become a better critic of other people's writing; and take the strategies learned in this class to the rest of your academic career and beyond.

The selected readings serve as guides for improving your writing skill set and to provide you with more tools for writing. You should make every effort to attend every class and read all assigned readings. You should also prepare for a heightened level of writing, as this is a course that focuses on your ability to write. Remember, this course emphasizes the nature of writing as a process, not just as a product of an interesting thought or even critical thinking. In order to facilitate this recursive nature of writing, the core of this class is the Final Portfolio, which will include several writing assignments and is a collection of many essays that you will write and revise throughout the semester. This component of the course is not something you can complete suddenly during the final few days of the course. Thus, to successfully complete this course, you should plan to engage regularly and productively in discussions; demonstrate knowledge and mastery of materials via class participation, reading responses, various writing assignments, a collaborative project, and successful completion of the portfolio at semester's end.

Course Objectives:

- Students will become familiar with the tools for effective rhetorical composition and critical writing.
- Students will demonstrate the skill of crafting an effective thesis.
- Students will demonstrate the skill of collaborating with peers to complete a group presentation.

Student Learning Outcomes:

- Students will demonstrate their mastery of effective rhetorical composition and critical writing as measured by a portfolio project.
- Students will demonstrate the skill of crafting an effective thesis as measured by the composition of an analytical essay.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes and objectives of this course and instructional units/modules. By the end of this course the class will read and discuss two novels, one novella, one play, and multiple short stories and poems. It is your responsibility to read closely and carefully the selections, and to prepare to engage with the material in the form of class discussion for every class meeting.

During the semester you will complete several major assignments designed to complement each other intellectually and conceptually. These assignments are:

Participation	10%
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You are expected to participate in class on a regular basis. This portion of your grade is holistic, meaning that you must appear to be an engaged member of class throughout the semester. You can demonstrate engagement to the professor by asking relevant questions and productively commenting on any given day's topics/readings. Absences, distracting behavior, and other forms of disengagement will lead to a reduction in this aspect of your course grade.

Journal of Reflective Writing **10%**

At the end of every week, you will respond to a minimum of two topics for that week (500 words). Responses should be quasi-formal and should strive to be both reflective and analytical. You are required to compose and submit your responses in the eCollege site for the course under the "Journal" tab. Your response must be submitted for grading before the beginning of the new week (8:00 am on Monday) in order to receive credit. Think of the Journal as being a risk-free space to "think on the page" regarding certain topics of the week *that relate to your own development as a writer*.

Collaborative Project **30%**

You will be assigned to small groups for peer reviews and for a group presentation. For this project, each group will develop an original presentation that involves an approved text and that allows group members to apply their respective skill set. The superior project will be informative, analytical, persuasive, and indicative of the group's creativity. After your group presents its project, each student will submit a brief report that describes how each member participated and contributed to the project. Each member of a group will receive the same grade unless something goes horribly wrong, in which case your instructor will intervene.

Final Portfolio **50%**

Your Final Portfolio is a collection of all of your writing for this class, from informal writings to final drafts of essays. In addition to your drafts, your portfolio must include a clean copy of each of the following:

- **Writing Introduction**—A brief, informal essay (3-5 pages) written at the beginning of the semester identifying your background and experiences in writing, discussing strengths and weaknesses you feel you have as a writer.
- **Textual Summary**—As the title suggests, this assignment (3-4 pages) is a detailed summary of a short text. The goal is to remove all reflection and analysis and engage in pure identification of "what's going on" in a text.
- **Textual Analysis**—Here, rather than summary, you will write an analysis of a given text (ideally the same text you summarized earlier). You will emphasize analysis of the text rather than reflection, opinion, or summary. (3-4 pages)
- **Synthesis Essay**—In this essay you will take what you have done in the Textual Summary and Textual Analysis and bring the two together into an integrated essay. (6-7 pages)
- **Research Essay**—This essay should be 8-10 pages and should integrate secondary source material.
- **Persuasive Essay**—This essay should be 12-15 pages and should build on the Research Essay. The goal here is to further refine the essay's argument and solidify the overarching claims. Think of this as the final, longer, polished version of the shorter essays you've been drafting all along.
- **Self-Assessment**—A final reflection essay of 2-3 pages that allows you to reflect on your writing development over the course of the semester. It provides the portfolio reader a sense of your personal journey through writing during the course.
- **Annotated Bibliography**—This project demonstrates your ability to document and succinctly annotate the sources you've worked with through the course of the semester.

- **Presentation Overview**—A brief narrative of 2-3 pages that describes your group project and the process of bringing the project to fruition.

Grading

Students' assignment and course grades will be determined by the following:

Participation	10%
Journal of Reflective Writing	10%
Collaborative Project	30%
Final Portfolio	50%
	Total: 100%

Scale used to compute final letter grades:

Percentage

A: 100-90
 B: 89-80
 C: 79-70
 D: 69-60
 F: 59-0

Technology

This course meets face to face (f2f). However, certain aspects of the course (e.g., grades, dropbox, doc sharing) are accessed via eCollege, the Learning Management System used by TAMUC. The majority of your assignments will be submitted through eCollege, so it is essential to your success that you be able to access eCollege in a relatively convenient manner. Because the university provides students access to computers and other technologies, please make use of these items if you do not have a computer of your own. If you have technical questions, please contact Technology Services at 902-468-6000 or at helpdesk@tamuc.edu. Do not allow a technological problem or question keep you from a successful outcome in this course. Technology is designed to facilitate your learning experience in this class, not to hinder it.

There may be the opportunity for extra credit. As a rule, I do not accept late work.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce and the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally-accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Instructors uphold and support the highest

academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b[1, 2, 3]). Cheating, including plagiarizing papers in whole or part, **will result in a grade of zero (0) on the assignment AND no credit for course participation** for the first offense and failure of the course for any subsequent offenses.

Attendance Policy

Attendance in this class equates to participation in the discussions and is important to the success of this class and to your development as a writer. Therefore, it is of utmost importance that you notify me of potential conflicts with course expectations. The expectation is that you will do more than simply show up for class. Your active participation, in the form of discussion questions and comments, is vital for success in this course. Deadline extensions and other allowances can often be accommodated before they are required, but this requires advance notice. Related to this, SEE ASSIGNMENT POLICY

Assignment Policy

Student work must be completed and submitted on time. All assignments should be turned in during the class period when they are due. Students who know they will miss class when an assignment is due must contact the instructor as soon as possible in advance of class to arrange for submission of the assignment.

All papers should conform to the MLA style guidelines.

Late Work

I will not accept any assignment after its due date. Assignments submitted after the due date may receive a score of zero (0).

Drop a Course

A student may drop a course by logging into his/her myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLeo section of the Web page.

Incompletes

Incompletes (grade of “X”) are granted only under rare and extraordinary circumstances.

Administrative Withdrawal

I reserve the right to drop a student from the course administratively for excessive absences or violations of student conduct codes.

University Specific Procedures:

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132**

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. It is next to impossible to explore ideas in a classroom setting if students and instructors do not feel safe or otherwise supported. I will not tolerate discrimination in all its forms. Likewise, rudeness has no place in any classroom, and I will ensure that my classroom remains a rudeness-free environment. (See *Code of Student Conduct from Student Guide Handbook*).

Responsibility

You are responsible for understanding all of the material contained in this syllabus, as well as any announced changes to this syllabus. You are also responsible for understanding instructions and directives related to assignments, exams, and grades. This means visiting your professor during office hours if instructions and/or directives remain unclear. Unless you state otherwise, I will assume that you have understood what is expected of you in this class.

COURSE OUTLINE / CALENDAR

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course. Any changes to the course schedule will be announced on the course website in advance of the week in which the change will occur.

Fall 2013

Date	Agenda
Week 1	8/27 <ul style="list-style-type: none">• Introductions and syllabus overview
	8/29 <ul style="list-style-type: none">• <i>Understanding Rhetoric</i>, “Introduction: Spaces for Writing,” “Issue 1: Why Rhetoric?”
Week 2	9/3 <ul style="list-style-type: none">• <i>Understanding Rhetoric</i>, “Issue 2: Strategic Reading,” “Issue 3: Writing Identities”• Due: Writing Introduction
	9/5 <ul style="list-style-type: none">• <i>Understanding Rhetoric</i>, “Issue 4: Argument Beyond Pro and Con,” “Issue 5: Research: More Than Detective Work”
Week 3	9/10 <ul style="list-style-type: none">• <i>Understanding Rhetoric</i>, “Issue 6: Rethinking Revision,” “Issue 7: Going Public”
	9/12 <ul style="list-style-type: none">• <i>They Say, I Say</i>, “Introduction: Entering the Conversation,” “Ch. 1”• Due: Textual Summary

Week 4	9/17	<ul style="list-style-type: none"> • <i>They Say, I Say</i>, “Chapter 2: Her Point Is: The Art of Summarizing,” “Chapter 3: As He Himself Puts It: The Art of Quoting”
	9/19	<ul style="list-style-type: none"> • <i>They Say, I Say</i>, “Chapter 4: Yes/No/Okay, But: Three Ways to Respond,” “Chapter 5: And Yet: Distinguishing What You Say from What They Say” <p>• Due: Textual Analysis</p>
Week 5	9/24	<ul style="list-style-type: none"> • <i>They Say, I Say</i>, “Chapter 6: Skeptics May Object: Planting a Naysayer in Your Text,” “Chapter 7: So What? Who Cares?: Saying Why It Matters”
	9/26	<ul style="list-style-type: none"> • <i>They Say, I Say</i>, “Chapter 8: As A Result: Connecting the Parts,” “Chapter 9: Ain’t So/ Is Not: Academic Writing Doesn’t Mean Setting Aside Your Own Voice” <p>• Due: Journal Check #1</p>
Week 6	10/1	<ul style="list-style-type: none"> • <i>They Say, I Say</i>, “Chapter 10: In Other Words: The Art of Metacommentary” <p>• Due: Synthesis Essay</p>
	10/3	<ul style="list-style-type: none"> • Hacker, “Clarity”
Week 7	10/8	<ul style="list-style-type: none"> • Hacker, “Grammar”
	10/10	<ul style="list-style-type: none"> • Hacker, “Research”
Week 8	10/15	<ul style="list-style-type: none"> • Hacker, “Supporting a Thesis”
	10/17	<ul style="list-style-type: none"> • Hacker, “Avoiding Plagiarism”
Week 9	10/22	<ul style="list-style-type: none"> • Hacker, “Integrating Sources”
	10/24	<ul style="list-style-type: none"> • Hacker, “Integrating Literary Quotes” <p>• Due: Research Essay</p>
Week 10	10/29	<ul style="list-style-type: none"> • Hacker, “Documentation Style”
	10/31	<ul style="list-style-type: none"> • Hacker, “MLA Manuscript Format” <p>• Due: Journal Check #2</p>
Week 11	11/5	<ul style="list-style-type: none"> • Hacker, “Analysis of Video Media”
	11/7	<ul style="list-style-type: none"> • Hacker, “Analysis of Literary Text”
Week 12	11/12	<ul style="list-style-type: none"> • Hacker, “Analysis of Pop Culture” <p>• Due: Persuasive Essay</p>
	11/14	<ul style="list-style-type: none"> • Group Collaboration Workshop
Week 13	11/19	<ul style="list-style-type: none"> • Group Collaboration Workshop
	11/21	<p>• Due: Group Presentations</p> <hr/>

Week 14	11/26	• Nuts and Bolts Workshop (Thesis, titles, introductions, and closings)
	11/28	• Thanksgiving Holiday (No Class)
Week 15	12/3	• Course Wrap Up
	12/5	• Due: Final Portfolio • Due: Journal Check #3

THERE IS NO FINAL EXAM FOR THIS COURSE.