



English 1302.06E (20421): Written Argument and Research
COURSE SYLLABUS: SPRING 2018
David Talbot Hall 201
MWF 11:00-11:50

INSTRUCTOR INFORMATION

Instructor: Shigehito Menjo
Office Location: Rm106 David Talbot Hall
Office Hours: 12:00 – 1:30 p.m. on Mondays and Wednesdays
University Email Address: shigehito.menjo@tamuc.edu
Preferred Form of Communication: email: shigehito.menjo@tamuc.edu
Communication Response Time: within approx. 24 hours – 48 hours during the week

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Writing Inquiry. Eds. Shannon Carter, Donna Dunbar-Odom, Tabetha Adkins, and Jessica Pauszek. Fountainhead Press, 2017.

Software Required

Word processing, presentation software

Course Description

ENG 1302 - GLB/US-Written Argument/Research

Hours: 3

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. Prerequisites: Grade of C or better in English 1301 or advanced placement or CLEP.

The syllabus/schedule are subject to change.

Student Learning Outcomes

(critical thinking, communication, teamwork, and personal responsibility)

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
3. Students will be able to work together toward a shared purpose relevant to the course or discipline with a sense of shared responsibility for meeting that purpose.
4. Students will understand and practice academic honesty.
5. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint and/or Prezi

Instructional Methods

All sections except those labeled W in the section number are face-to-face classes that meet during each meeting time. Students may submit coursework on line in learning management system but all class meetings will be face-to-face as scheduled.

Online sections (those labeled W in the section number) meet exclusively in the learning management system.

Student Responsibilities or Tips for Success in the Course

Check your university eCollege daily

Announcement including schedule changes will be made on eCollege.

Check your university email account frequently

Urgent messages will be sent out to your school email account.

Read the syllabus carefully

Read the syllabus first before asking questions about the assignments and the course.

Learn to be autonomous and responsible for what you have to do

University is not high school. No spoon fed education is expected.

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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assignment	Weight of Grade:
Writing Assignment #1- Defining Literacy	10%
Group Poster Presentation and Reflection: Analysis of Literacy Ethnographies	10%
Writing Assignment #2- Research Proposal	10%
Writing Assignment #3- Research Ethics in Community of Practice (Code of Ethics, Informed Consent, and Reflection)	10%
Writing Assignment #4- Insider Perspective/Verbal Portrait	10%
Celebration of Student Writing Presentation	15%
Final Project: Ethnographic Portfolio	20%
Quizzes/ Participation	15%

Assessments

See *Writing Inquiry (Part III)* for specific information about Writing Assignments (WAs)

Celebration of Student Writing (4/30/2018)

Date and location to be announced. The Celebration of Student Writing is an event held every semester where students enrolled in ENG 1302 demonstrate and show-off what they learned in their research projects. All sections of ENG 1302 are required to participate. You must create some kind of display with artifacts, visual elements, and information about what you learned in your research. The “celebration” will look like a science fair with rows of tables and projects displayed. Your participation in this event is mandatory. Plan to arrive approximately 20 minutes early to set up.

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This assignment measures students' critical thinking skills (Student Learning Outcome 1) and will be assessed for Core Curriculum Assessment for the University College every four years. The analysis of this assessment will not impact your grade.

This assignment also measures students' oral and visual communication (Student Learning Outcome 2) and will be assessed for Core Curriculum Assessment for the University College every four years.

Quizzes/ In-class participation

Participation encompasses all parts of engaging with in-class work. Participation includes activities such as quizzes, In-Class Writings, online discussion, group work, short presentations, class discussion, etc. Participation is also calculated based on not limited to your readiness to engage in class discussions, your attendance and on-time arrival to class, and your attitude during class time.

TECHNOLOGY REQUIREMENTS

- Flash drive or other means (dropbox.com account, for example) of storing digital versions of the essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A valid, working email address that you check often (everyday)
- Regular internet access (additional readings available online)
- Access to a computer with a word processing program and a printer (assignments must be typed and printed)
- Word and PowerPoint or software equivalent them.

ACCESS AND NAVIGATION

Read the syllabus before asking me questions. If answers to your questions are stated in the syllabus, don't expect my prompt reply.

Your instructor's communication preference is e-mail, and his address is: shigehito.menjo@tamuc.edu. I will endeavor to reply within approximately 24 hours on weekdays (Mon – Fri) and 48 hours on weekends (Sat – Sun). However, please remember that I am a person and circumstances may keep me away from my email for extended periods of time, so be patient.

When emailing me, **you MUST follow the genre conventions of a formal letter**. They must include a subject title, a greeting (“Hi, Mr. Menjo,” for example), specific details and explanation in the body of your email, and a closing (“Thank you, *Your Name*” for example).

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Emails must be properly proofread and be relatively free of grammar and spelling errors. I have received too many emails that are nearly incomprehensible because the sender has not taken the time to proofread. Sending your emails from your cell phone is not an excuse for poor formatting and spelling/grammar.

Each time you send me a new email with a new topic, please compose a new email; do not reply to some old email threads unless we discuss the same issue. It can be very confusing and makes it difficult to reply to your emails. Create a new email with a new subject line such as “Question About Paper,” or “Missing Class on Friday.”

Finally, in a case when you submit your assignments through email, **do not just send me a blank email with files attached.** Follow the genre conventions of a letter. Failed to follow these guidelines, your email will be deleted and not replied.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Submission Policy

Your writing assignments have to be saved as Word files. If you use some other word processing software such as Pages, LibreOffice, Google Doc, make sure that you save your file in Microsoft Word format. The extension should be .doc or .docx. If you don't know how to convert your documents to Word format, learn it. Google it. There are a plenty of websites that show how to do it.

DO NOT use the PDF format or any other format. If you submit writing assignments as PDF or any other formats, 10% of your grade on the assignment will be deducted.

Dropbox on eCollege is the main tool for you to submit any assignment unless the instructor tells the class an alternative way. If you submit your work through email, you are responsible for keeping your track.

Submit your assignments at latest 15 minutes before the deadline because it may take several minutes for your submission to arrive to Dropbox. Moreover, unexpected technical problems on your computer may happen. Make it a habit to submit 30 minutes before the deadline.

Absences/Tardiness

You are expected to attend every class and come to class on time. However, I understand that life happens to all of us; we all get sick, may have car troubles, family emergencies, etc. Thus, you are given 6 absences for no penalties. Use those free passes wisely. More than 7 absences will result in the loss of 10 points (a full letter grade) from your final grade.

Email the instructor in advance when you know that you will not be in class. Although your absence may still be counted, your participation, attitude in class, professional and business manner will be taken into consideration.

Three tardiness can be penalized as an absence, and the decision is entirely at the instructor's discretion.

If you miss classes, it is your responsibility for obtaining information in those classes from your classmates. I will not repeat the contents of those classes for you. Get along with your classmates and exchange contact information such as phone numbers, Facebook accounts, or email addresses.

The university has no policy for "excused absences" except for university sanctioned events. If you have to miss a class due to illness or university sanctioned events, you are required to bring the written proof from a doctor, or an event organizer(s) to be excused. You also contact me (preferably before class) to obtain assignment information.

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Late Work/Extensions

You are given a 24-hours grace period to submit your work after the deadline. It means that after the deadline, you still have 24 more hours to submit your assignment without penalties. After that period, 10 points (a full letter grade) will be deducted from your grade for each day. If you submit your work the next day after the grace period, 10 points will be deducted; 20 points will be deducted two days after the grace period, and so on.

If there is a crisis that prevents you from meeting a deadline, you can request an extension to turn the work in late without a penalty. The approval of an extension is entirely at the instructor's discretion and will depend on the reason for your absence, your record of completion of work, and attendance. All extensions must be confirmed by email 24 hours before the assignment is originally due unless a crisis is emergency.

Plagiarism

Plagiarism WILL NOT be tolerated in this class. Plagiarism of any kind (non-attribution, patch-writing, deliberate copying, etc.) is not only dishonest but is also illegal if it violates the copyright of any cited material. All cited material must properly follow the MLA or APA standards, unless otherwise specified. Any plagiarized work submitted will result in an automatic 0.

Missed Exams and Quizzes and Extra Credit

There are no traditional exams in this class. There are no chapter exams, midterm exams or the final exam. All quizzes will be administered at the beginning of class and counted for your participation grade. Thus, if you miss them, it means you miss them.

If you submit **ALL** the assignments in the appropriate file format and the appropriate means by the due dates, extra 5 points will be added to your final points.

Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, or by another communication medium, should then schedule an appointment with the Director of First-Year Writing.

Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Collection of Data for Measuring Institutional Effectiveness

The syllabus/schedule are subject to change.

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

University Specific Procedures

Student Conduct

Tenets of Common Behavior statement: All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook);

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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ADA Statement

Students with Disabilities

Students with Disabilities information: 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:

Student Disability Resources & Services
Texas A&M University-Commerce Gee Library, Room 162
Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Nondiscrimination Notice

A&M–Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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Course Schedule

Note: Readings/Assignments listed on a particular day should be done that day. For instance, on January 17 (Wed, Week 1), students should come to class having read Hawisher and Selfe

Week 1 (Start on 1/17/2018): Introductions

1/17 (W): Syllabus Day; Introductions; In-Class Writing 1

1/19 (F): Introduction to *Writing Inquiry*, 1-22; Interview Classmate using Hawisher and Selfe questions

Week 2 (Start on 1/22): What is Literacy?

1/22 (M): Hawisher and Selfe, "Becoming Literate in the Information Age," 245-281; Assign WA 1

1/24 (W): Barton, "Talking about Literacy," 282-298. ; Barton and Hamilton, "A Social Theory of Literacy Practices and Events," 299-305.

1/26 (F): WA1 – In-Class Draft Day (you must bring an already started draft to class)

Week 3 (Start on 1/29): What is Literacy? Communities of Practice

1/29 (M): Introduction to Chapter 2, 307-309; Carter, "What is a Community of Practice?" 310-314.

1/31 (W): WA 1 Due: Introduction to Chapter 3, 349; Assign group poster presentation and articles

2/02 (F): Literacy ethnography article reading due for each group; "Analyze the Field Research Design" Class Activity

Week 4 (Start on 2/05): Analyzing Literacy Ethnographies

2/05 (M): Kahn, "Putting Ethnographic Writing in Context," 315-327;

2/07 (W): Adkins, "Ethnographic Ethics and Amish Values," 328-332.

2/09 (F): CCCC Statement on Ethical Conduct for Research in Composition Studies; Code of Ethics example, 333-346: assign WA3

Week 5 (Start on 2/11): Presenting your Work

2/12 (M): Group Presentations 1

2/14 (W): Group Presentations 2

2/16 (F): Introduction to Chapter 4, 371; Thinking about Research Tools Class Activity

Week 6 (Start on 2/18): Designing Your Research Plan

2/19 (M): Writing Workshop: Research Proposal

2/21 (W): Thinking about Research Tools Class Activity; The first draft of WA3 due

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2/23 (F): WA 3 In-Class Draft Day (you must bring an already started draft to class); the second draft of WA3 due via Dropbox by *midnight Sunday*; sign up for conferences

Research Proposal (WA3) due to instructor before midnight on Sunday so instructor will have time to review before conferences. Also, students should look at the FIELD NOTES information in the following chapter to begin their thinking on this work.

Week 7 (Start on 2/04): Designing Your Research Plan

2/26 (M): conference

2/28 (W): conference

3/02 (F): conference

Week 8 (Start on 10/16): Entering the Field: Data Collection and Analysis

3/05 (M): Look through Field Notes information in Chapter 5; Introduction to Chapter 5, 385-387; Assign WA 4

3/07 (W): Field Notes Activity in Class

3/09 (F): Field Notes Activity 2 in Class

Week 9 (Start on 3/12): Spring Break

3/12 (M):

3/14 (W):

3/16 (F):

*** Midterm Grades: March 16***

Week 10 (Start on 3/19): Entering the Field: Data Collection and Analysis

3/19 (M): Data Analysis: From Fieldnotes to Conceptual Memo to Interpretive Memo,” 388-408.

3/21 (W): Develop “Interpretive Memo” based on two Conceptual memos

3/23 (F): Data collection day

NOTE: Before next week, you should collect at least two sets of Field Notes.

Week 11 (Start on 3/26): Data Collection and Analysis

3/26 (M): Two Sets of Field Notes Due

3/28 (W): WA 4 In-Class Draft Day (you must bring an already started draft to class)

3/30 (F): WA 4 Due, Introduction to Chapter 6, 409-410. Zero Draft Activity from Chapter 6, assign Ethnographic Essay and Portfolio; sign-up for conference

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NOTE: Before next week, you should collect at least two additional sets of Field Notes and compose new Conceptual Memo based on these Expanded Field Notes.

Week 12 (Start on 4/02): Writing It Up

4/02 (M): conference

4/04 (W): conference

4/06 (F): conference

Week 13 (Start on 4/09): Writing It Up

4/09 (M): Curating work for your Ethnographic Portfolio (see Chapter 6: Ethnographic Portfolio-in-progress)

4/11 (W): Writing Workshop: Method

4/13 (F): Writing Workshop: Method

Week 14 (Start on 4/16): Writing It Up

4/16 (M): Ethnographic Essay In-Class Draft Day (you must bring an already started draft to class)

4/18 (W): Reflections for Ethnographic Portfolio (see Chapter 6); assign Celebration of Student Writing

4/20 (F): In-Class Peer Review for Ethnographic Essay

Week 15 (Start on 4/23): Workshopping your Ethnography and Celebration of Student Writing

4/23 (M): Poster Presentations

4/25 (W): In-Class Workday for Celebration of Student Writing (you must bring an already started draft to class)

4/27 (F): Practice CSW presentation in class (dry run)

Week 16 (Start on 4/30): Celebration of Student Writing

4/30 (M): Celebration of Student Writing: 10:00 -11:30 a.m.

5/02 (W): In-Class Writing: a letter for future students in EGN1302.

5/06 (Sun): Final Project (Ethnographic Portfolio) due

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