



English 1302: Written Argument and Research
COURSE SYLLABUS: SPRING 2018

INSTRUCTOR INFORMATION

Instructor: Ms. Anne Phifer

University Email Address: anne.phifer@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 hours on weekdays; 48 hours on weekends

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Writing Inquiry. Eds. Shannon Carter, Donna Dunbar-Odom, Tabettha 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

Online sections meet exclusively in the learning management system.

Student Responsibilities or Tips for Success in the Course

Check your university e-mail account **daily**

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%
Writing Assignment #2- Research Ethics in Community of Practice (Code of	10%

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Ethics, Informed Consent, and Reflection)	
Group Poster Presentation and Reflection: Analysis of Literacy Ethnographies	10%
Writing Assignment #3- Research Proposal	10%
Writing Assignment #4- Insider Perspective/Verbal Portrait	10%
Online Portfolio	15%
Final Project: Ethnographic Essay	20%
Discussions	15%

Assessments

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

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 handed in as .doc or .docx files)

ACCESS AND NAVIGATION

Please contact you instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: anne.phifer@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

The syllabus/schedule are subject to change.

Course Specific Procedures/Policies

Grading and Late Work:

You are encouraged to revise your essays before turning them in as a part of your final portfolio. When I grade your assignments, I will provide suggestions for revision. The Writing Center and your peers can also be excellent resources for such information. Please don't wait until the end of the semester to begin your revisions—you will not have much time to work on them while you are completing your ethnography.

All assignments are due on their respective due dates by 11:59pm in the dropbox that has been assigned to them. All assignments must be turned in as **.doc or .docx files**, unless otherwise stated. **Late work is not accepted in this course unless you have contacted the instructor and worked out other arrangements.**

Attendance Policy:

This is an online course, so there is no real “attendance.” Either you do the work, or you don't. **If you do not complete any of the work for any single unit, it will result in an automatic failure of the course.** If you have a family emergency, contact me as soon as possible in order to make arrangements.

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, by telephone, 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

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

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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)
<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>

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

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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.

COURSE OUTLINE / CALENDAR

This calendar is likely to change in order to accommodate learning needs.

Introduction: Getting Started	Introduction to the Course. This week we will: Introduce yourself in Getting Started discussion board , familiarize yourself with the book and the layout of eCollege. Go over the syllabus. Any questions will need to be directed to me immediately.
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<p>1/16 - 1/22</p>	<p>Required Reading: Introductory Lecture Notes</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Discussion Board Post • Syllabus Quiz • Plagiarism Contract
<p>Unit One: Defining Literacy</p> <p>1/23 - 2/5</p>	<p>Required Readings (Read All): Introduction to Chapter 1; Hawisher and Selfe (36 pages); Barton (21 pages); Barton and Hamilton (7 pages)</p> <p>Required Viewing: Lecture Notes</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Two (2) Progress Blog Posts • Discussion Board Posts • Peer Review One • Writing Assignment One
<p>Unit Two: Research Ethics</p> <p>2/6 - 2/19</p>	<p>Required Reading (Read All): Introduction to Chapter 2 (3 pages); Carter “Communities of Practice” (5 pages); Kahn (16 pages); Adkins (9 pages); CCCC Statement on Ethical Conduct for Research in Composition Studies;</p> <p>Required Viewing: Lecture Notes</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Two (2) Progress Blog Posts • Discussion Board Posts • Peer Review Two • Writing Assignment Two
<p>Unit Three: Analyzing Literacy Narratives</p> <p>2/20 – 3/5</p>	<p>Required Reading (Read All): Intro to Chapter 3; Literacy ethnography article reading due for each group; Pleasant (9 pages);</p> <p>Required Viewing: Lecture Notes</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Group Presentation • Individual Reflection
<p>Unit Four: Designing Your Research Plan</p> <p>3/6 -</p>	<p>Required Reading (Read All): Introduction to Chapter 4</p> <p>Required Viewing: Lecture Notes</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Two (2) Progress Blog Posts • Discussion Board Posts

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3/26	<ul style="list-style-type: none"> • Peer Review Three • Writing Assignment Three
Unit Five: Data Collection and Analysis	<p>Required Reading (Read All): Chapter 5 introduction;</p> <p>Required Viewing: Lecture Notes</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Two (2) Progress Blog Posts • Field Notes • Discussion Board Posts • Peer Review Four • Writing Assignment Four
3/27 - 4/16	
Final Unit 4/17 - 5/7	<p>Required Reading (Read All): Introduction, Chapter 6</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Final Ethnographic Portfolio <ul style="list-style-type: none"> ○ Ethnographic Essay ○ Progress Blog ○ Survey Results ○ Field Notes and Artifacts

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