



English 1302-19E (CRN 21543): Written Argument and Research
COURSE SYLLABUS: Spring 2018

INSTRUCTOR INFORMATION

Instructor: Mr. Kevin Janak

Office Location: Talbot Hall of Literature and Languages HL126

Office Hours: 1-4pm Tuesdays and Thursdays

Office Phone: (903) 468.8725

Office Fax: (903) 886.5980

University Email Address: kjanak@leomail.tamuc.edu

Meets: TR 9:30-10:45 am Room HL305

Preferred Form of Communication: email

Communication Response Time: 24 hours

PLEASE NOTE: **This is a common syllabus used by graduate assistants teaching sections of this course.**

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

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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.

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 account daily.

GRADING

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

A = 90%-100%

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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 Ethics, Informed Consent, and Reflection)	10%
Group Poster Presentation and Reflection: Analysis of Literacy Ethnographies	10%
Writing Assignment #3- Research Proposal	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

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.

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.

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In-class participation

Participation encompasses all parts of engaging with in-class work. Participation includes activities such as: In-Class Writings, free writes, group work, short presentations, class discussion, quizzes, etc.; but is also calculated based on your readiness to engage in class discussions, your attendance and on-time arrival to class, and your attitude during our 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)

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course may be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

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If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/)
<http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- • Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- • Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](#) provides academic resources to help you achieve academic success.

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<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/LearningStudio> Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. <https://leo.tamuc.edu>

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button. .

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

If you have any trouble with any assignments or readings, please be sure to reach out to me by email (kjanak@leomail.tamuc.edu) or speak to me after class. Email is my preferred method of communication. I will endeavor to reply within several hours during the day and by morning if you email me overnight. I will endeavor to reply within 24 hours over the weekend. 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!

Cellphones and other electronic devices are permitted during class time for class purposes ONLY, such as accessing eCollege, reading course documents, or photographing slides and other documents as part of your note-taking process. Do not use your time in English 1301 to work on assignments for other classes; doing so will result in your being counted as absent for the day. I reserve the right to revoke this privilege if it is abused; if you are observed using your cellphone or other electronic device for any other purpose, you will be asked to turn it off and keep it in your bag or pocket for the rest of the semester. Though you may have your phone out, headphones are only permitted if explicit permission is given to wear them.

Your emails to me MUST follow the genre conventions of a formal letter. They must include a greeting ("Dear Mr. Janak,"), several sentences that comprise the body of the letter (give details, be specific and explanatory. Further, these sentences should not make any demands—so if you're absent, don't say "can you just tell me what I missed?" The answer is: no. That's why we have class, if I could "just tell you" I wouldn't have to come to campus at all), and a closing

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("Thanks, Your Name"). 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 an email, please create a new email do not reply to some old email thread, this can be very confusing and makes it difficult to reply to your emails. If you want to email me, create a new email with a new subject line that briefly explains your situation ("Question About Paper," "Missing Class on Friday"). Finally, if you have received permission to email me your paper do not just send me a blank email with the file attached, explain what you are sending me and why—follow the genre conventions of a letter. Failure to follow these guidelines will result in your email being deleted without reply.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Attendance Policy

You will be allowed 5 absences this semester. I understand that life happens to all of us; we all get sick, have car trouble, family emergencies, etc. Please email me when you know that you will not be in class. Once you have exceeded 3 absences, you will begin to lose points. More than 5 absences will result in the loss of 5 points from your final grade per day absent. Because this is a Tues/Thurs course, we have a lot to cover in a little time, so you will be expected to be there every class period and to meet with a classmate or make an appointment with me if you miss a day. You will also be expected to come to class on time every day, repeated tardiness will result in a lowered participation grade.

Late Work/Extensions

Ten points (a full letter grade) will be deducted from your grade for every 24 hours that it is late. After 48 hours, late work will not be accepted unless an extension has been given. If there is a crisis that prevents you from meeting a deadline or attending class, you can request an extension to turn the work in late without a penalty. The approval of an extension is entirely at my 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 48 hours before the assignment is originally due.

Extra Credit

Extra credit opportunities will be offered throughout the semester. These extra credit opportunities may ask you to write something else for class or get involved on campus or the community. Keep in mind, however, that your grade cannot be entirely comprised of extra credit opportunities and I will determine the value of extra credit upon your grade at the end of the semester.

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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 work must meet MLA standards, unless otherwise specified. Any plagiarized work submitted will result in an automatic 0.

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 Writing, Dr. Jessica Pauszek, by completing a student grievance form available on the program website:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>.

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

Departmental Chain of Command for ENG 100/1301/1302 courses: Instructor -> Dr. Jessica Pauszek, Director of Writing -> Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

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 CALENDAR

Note: Readings/Assignments listed on a particular day should be done that day. For instance, on August 31, students should come to class having read Hawisher and Selfe

Week 1:

Jan 16: Introduction to *Writing Inquiry*; interview classmate using Hawisher and Selfe questions

Jan 18: Hawisher and Selfe (36 pages) ; ACTIVITY IN CLASS: Berry, Hawisher, and Selfe

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reading and discussion; Go over WA 1

Week 2: What is Literacy?

Jan 23: Barton (21 pages); Barton and Hamilton (7 pages)

Jan 25: WA 1 draft – peer review

Week 3: What is Literacy?

Jan 30: Go over WA 1 draft questions; Hamilton (optional!)

Feb 1: WA 1 due at end of day; Introduction to Chapter 2 (3 pages); Carter “Communities of Practice” (5 pages)

Week 4: Research Ethics and Communities of Practice

Feb 6: introduce WA2, Kahn (16 pages)

Feb 8: Adkins (9 pages); CCCC Statement on Ethical Conduct for Research in Composition Studies; Code of Ethics example

Week 5: Analyzing Literacy Ethnographies

Feb 13: WA 2 workshop (Students work on Informed Consent and Code of Ethics)

Feb 15: WA2 due for instructor review; Intro to Chapter 3 and poster presentations assignment; introduce poster presentations; begin group work for poster presentations (choose groups, article, tasks, deadlines, etc)

Week 6: Analyzing Literacy Ethnographies

Feb 20: Literacy ethnography article reading due for each group; Pleasant (9 pages); Do “Analyze the Field Research Design” activity **in class**

Feb 22: Group work on upcoming presentations (groups should discuss progress with instructor in class)

Week 7: Presenting your Work

Feb 27: workshop poster presentations

March 1: Group presentations; submit reflections.

Week 8: Designing Your Research Plan

March 6: Read Introduction to Chapter 4; Go over Research Proposal (WA3); Determine a research question; **in class EXERCISE: *Thinking About Research Tools***

March 8: Activity: Identifying your Research Question and Developing your Research Plan; sign up for conferences with instructor (one-on-one, to begin next week)

Week 9: Designing Your Research Plan

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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.

March 13: Spring Break

March 15: Spring Break

Week 10: Entering the Field: Data Collection and Analysis

March 20: Chapter 5 introduction; go over Writing Assignment 4 (Verbal Portrait); Exercise: Revisiting Pleasant; Data Collection (field note exercises)

March 22: Additional FN exercises, including developing FNs from your own ethnographic project

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

Week 11: Data Collection and Analysis

March 27: Due, at least two sets of Expanded Fieldnotes; develop Conceptual Memo in class; discuss example Verbal Portraits (WA4) and how to move from Conceptual Memo to Verbal Portrait

March 29: WA4 due for Peer Review

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

Week 12: Writing It Up

April 3: WA4 due; Introduction, Chapter 6; develop “Interpretive Memo” based on two Conceptual memos;

April 5: in-class writing exercise (ZERO DRAFT ACTIVITY) from Chapter 6

Week 13: Writing It Up

April 10: Curating work for your Ethnographic Portfolio (see Chapter 6: Ethnographic Portfolio-in-progress)

April 12: No class (Thanksgiving Break)

Week 14: Writing It Up

April 17: workshop for ethnographic essay; discuss reflections for Ethnographic Portfolio (Chapter 6)

April 19: complete Final Project (Ethnographic Portfolio) due for peer review

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Week 15: Workshopping your Ethnography and Celebration of Student Writing

April 24: workshop for Celebration of Student Writing, developing poster presentation based on final project

April 26: Final Project (Ethnographic Portfolio) due; practice CSW presentation in class (dry run).

DATE TBA: Celebration of Student Writing (Tentative May 1)

Finals week: in class writing: write a letter to future ENG 1302 students