



English 1302 Sections 08E & 11E: Written Argument and Research
COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Dylan Hevron

Office Location: HL 215

Office Hours: MWF 10:00-11:00 & 12:00-1:00 or by appointment.

Office Phone: N/A

Office Fax: N/A

University Email Address: dhevron@leomail.tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 24-48 hours

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

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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 online 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%

B = 80%-89%

C = 70%-79%

D = 60%-69%

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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). All major Writing Assignments will be due at 11:59 PM on their due dates on D2L. Please **Do Not** email me your assignments or share them with me on google drive. I also do not want paper copies (exceptions can be made depending on circumstances but you must ask me first). If you are having issues submitting your assignment on D2L, let me know **before** the deadline, and I may attempt to help you with your issue. However, please keep in mind if your problem is more complicated you will need to ask IT as I am not a tech support person.

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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Quizzes/ In-class participation

At the start of most classes we will either have a quiz or an in-class writing. Please make sure you make it to class on time as these cannot be made up though exceptions can be made based on the nature of your absence (see attendance policy for more details). Participation can also be affected by your attentiveness in class and how you **participate** during discussions and in-class activities.

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

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and his address is: **dhevron@leomail.tamuc.edu**. Also, each instructor in the department of literature and languages is required to keep at least three office hours per course per week.

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

Course Specific Procedures/Policies

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Attendance

Attendance is required, if you are not in class you will receive a 0 for that day's participation grade, this will directly impact your overall grade in the course. If you miss only one or two days it won't be a big deal, but missing more days will lower your overall grade. Being tardy can also affect your grade as you may end up missing the quiz/in class writing at the start of class so please make sure you are here on time, with only 50 minutes per class period, arriving more than 20 minutes late is unacceptable.

Absences may be excused at the instructor's discretion. If you know you will miss class ahead of time, please let me know **BEFORE** you miss class and we may be able to work something out. Being absent due to a university sponsored event (sports, band, etc...) will always be excused, but again, you must let me know before you are absent, and I will need to receive an email from your coach, director, etc... Absences that may also be excused depending on the circumstances are things like, family emergencies, extended hospital stays, etc... But you will need to discuss this with me before I can consider the absence excused. Missing class because you were sick for one or two days, or because you simply overslept however, will not be excused. If you miss class, please ask your fellow classmates about what was covered so you do not fall behind. **You will still be expected to turn all work in on time regardless if your absence is excused or unexcused.**

Cell Phones

You may have your cell phones out in order to check the time but they must be on **SILENT**. If you are expecting an important call, let me know and you may have your phone on vibrate. You **MAY NOT** use your phones to call, text, use social media, listen to music, or watch videos during class. This also means no headphones or earbuds, put them away or at the very least take them out of your ears. If I catch you using your phone during class, I will ask you to put it away **once**. If you are caught a second time during the same class period you will be asked to leave which will affect your participation grade for that day. The same policy will be used for laptops and tablets as well. Please use your technology responsibly! If we have too many issues with students using cell phones in class then I will disallow them from being out at all during class. Please do not abuse this policy. I was an undergraduate student once too so I know what it looks like when you try and hide your phone behind your books or under your desk.

Late Work

Late work may be accepted at a grade penalty depending on how late the assignment is. Please turn in your work on time. Not only does turning in late work affect your grade, it also makes it harder for me to finish grading everyone else's assignments in a timely manner.

Revising Assignments

If you are unsatisfied with the grade you receive on any major writing assignment, you may revise and resubmit them at any time in order to improve your grade. You cannot resubmit your final paper however as there will not be enough time to regrade it. Also keep in mind that I will always prioritize grading current assignments over revisions (for example: if I am in the middle of grading WA 2, and you resubmit WA 1, I will finish grading all WA 2s before looking at your revised WA 1). You may only resubmit any assignment once. The grade you receive will be the highest of the two.

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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, Dr. Jessica Pauszek.

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 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>

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<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 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

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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.

Week 1: Introduction to Course

January 14: Introduction to course/syllabus

January 16: Interview classmates using Hawisher and Selfe questions

January 18: Hawisher and Selfe (36 pages); ACTIVITY IN CLASS: Berry, Hawisher, and Selfe reading and discussion; Go over WA 1

Week 2: What is Literacy?

January 21: Martin Luther King Jr. Day (no class)

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

January 25: WA 1 draft – peer review

Week 3: What is Literacy?

January 28: Class activitiy

January 30: Go over WA 1 draft questions; Hamilton

February 1: WA 1 due at 11:59 PM; Introduction to Chapter 2 (3 pages); Carter “Communities of Practice” (5 pages)

Week 4: Research Ethics and Communities of Practice

February 4: Introduce WA2

February 6: Kahn (16 pages)

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

Week 5: Analyzing Literacy Ethnographies

February 11: WA 2 workshop (Students work on Informed Consent and Code of Ethics)

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February 13: WA2 due at 11:59 PM; Intro to Chapter 3/poster presentations assignment; introduce poster presentations; begin group work for poster presentations (choose groups, article, tasks, deadlines, etc)

February 15: Initial Research/Site Visit Day

Week 6: Analyzing Literacy Ethnographies

February 18: Notes from Initial Site Visit; Literacy ethnography article reading due for each group; Pleasant (9 pages)

February 20: Do “Analyze the Field Research Design” activity **in class**

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

Week 7: Presenting your Work

February 25: Workshop poster presentations

February 27: Group presentations; submit reflections

March 1: Group presentations; submit reflections.

Week 8: Designing Your Research Plan

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

March 6: Activity: Identifying your Research Question and Developing your Research Plan; sign up for conferences with instructor (one-on-one, to begin next week)

March 8: Research/Site Visit Day

Week 9: Designing Your Research Plan

Research Proposal (WA3) due to instructor via D2L before 11:59 PM 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 11: Conferences and Research/Site Visit Day (no formal class)

March 13: Conferences and Research/Site Visit Day (no formal class)

March 15: Conferences and Research/Site Visit Day (no formal class)

Spring Break 3/18-3/22

Week 10: Entering the Field: Data Collection and Analysis

March 25: Chapter 5 introduction; go over Writing Assignment 4 (Verbal Portrait)

March 27: Exercise: Revisiting Pleasant; Data Collection (field note exercises)

March 29: 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

April 1: 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

April 3: WA4 due for Peer Review

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April 5: Research/Site Visit Day

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 8: Introduction, Chapter 6; develop “Interpretive Memo” based on two Conceptual memos

April 10: WA4 due; 2 sets of FN due; explanation of portfolios

April 12: in-class writing exercise (ZERO DRAFT ACTIVITY) from Chapter 6

Week 13: Writing It Up

April 15: Curating work for your Ethnographic Portfolio (see Chapter 6: Ethnographic Portfolio-in-progress)

April 17: Curating work for your Ethnographic Portfolio (see Chapter 6: Ethnographic Portfolio-in-progress)

April 19: Curating work for your Ethnographic Portfolio (see Chapter 6: Ethnographic Portfolio-in-progress)

Week 14: Writing It Up

April 22: workshop for ethnographic essay; discuss reflections for Ethnographic Portfolio (Chapter 6)

April 24: Class activity

April 26: Complete Final Project (Ethnographic Portfolio) due for peer review

Week 15: Workshopping your Ethnography and Celebration of Student Writing

April 29: Workshop for Celebration of Student Writing, developing poster presentation based on final project

May 1: Workshop for Celebration of Student Writing, developing poster presentation based on final project

May 3: Workshop for Celebration of Student Writing, developing poster presentation based on final project

TBD: Celebration of Student Writing in the Rayburn Student Center