



**ENG 1302:20E College Reading and Writing
COURSE SYLLABUS: Spring 2019**

Instructor: Ana Emilia Saenz

Office Location: HL 211 (beside the elevator)

Office Hours: Tues 2-4; Thurs 2-4 PM (or by appointment)

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required:

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

Course Description:

English 1302 - (formerly ENG 101) - Introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument and means to approaching multiple audiences. In 1301 students will write weekly, and will work on essay organization and development. The course will emphasize close reading, summarizing, and analysis of expository texts, including student writing.

Student Learning Outcomes:

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.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Major Writing Assignments (WAs): See *Writing Inquiry* for full descriptions of WAs

GRADING

90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F

Assignment Name	Percentage 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 Presentation and Reflection	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%

TECHNOLOGY REQUIREMENTS

You will need:

- 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)
- Ability to print 30-50 pages throughout the semester (funds, ink, paper, etc.)
- Many teachers require students to access an eCollege course shell for supplemental course information

COMMUNICATION AND SUPPORT

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: **asaenz1@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.

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

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy

Each student will complete a daily journal/quiz as attendance markers. Quiz grades/participation are worth 15% of your final grade; however, if students decide to miss class it is imperative that they gather lecture information from peers or information placed on the course D2L homepage. This course will adhere to “quizzes” as attendance call (subject will be explained in class).

Late Work Policy

Late work will only be accepted under special circumstance. If extension is needed for any assignments including midterm and/or final projects, students are expected to communicate with instructor to create a plan. If an assignment is turned in with proper communication and planning the assignment grade may not suffer/have a slight grade change for tardiness; if an assignment is turned in *without* proper communication, the assignment will have 10 points deducted for each day it is late.

Revision Policy

Revisions in this class are highly encouraged for students with assignments receiving grade of B or lower; however, revisions will only be accepted if the assignment was turned in on time, there is communication with the instructor covering subject matter and course of action, and is turned in on the new revision date. Dates will be discussed accordingly.

Academic Honesty/ Plagiarism

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructor 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])

If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

On University-Sanctioned Activities

To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program offers sections of this course at various times of the day and week. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day.

University Specific Procedures:

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);

Campus Concealed Carry statement: Campus Concealed Carry - 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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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.

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.

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

COURSE OUTLINE / CALENDAR

Weekly Schedule:

Please note schedule is subject to change due to bad weather, unexpected events, class structure, etc. If schedule changes, students will be provided a new calendar.

Week 1: Introduction

January 15: Introduction to Writing Inquiry;

Interview classmate using Hawisher and Selfe questions

January 17: 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 22: Barton (21 pages); Barton and Hamilton (7 pages)

January 24: WA 1 draft – peer review

Week 3: What is Literacy?

January 29: Go over WA 1 draft questions; Hamilton (optional!)

January 31: 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 Practice

February 5: Introduce WA2, Kahn (16 pages)

February 7: Adkins (9 pages); CCCC Statement on Ethical Conduct for Research in Composition Studies; Code of Ethics example

Week 5: Analyzing Literacy Ethnographies

February 12: WA 2 workshop (Students work on Informed Consent and Code of Ethics)

February 14: 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

February 3: Literacy ethnography article reading due for each group; Pleasant (9 pages); Do “Analyze the Field Research Design” activity in class

February 5: Group work on upcoming presentations (groups should discuss progress with instructor in class)

Week 7: Presenting Your Work

February 26: workshop poster presentations

February 28: Group presentations; submit reflections.

Week 8: Designing Your Research Plan

March 5: Read Introduction to Chapter 4; Go over Research Proposal (WA 3);

Determine a research question; in class EXERCISE: Thinking About Research Tools

March 7: 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

March 12: Conferences (no formal class)

March 14: Conferences (no formal class)

Research Proposal (WA 3) 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 10: SPRING BREAK (No Class)

Homework: Survive the Break.

Week 11: Entering the Field: Data Collection and Analysis

March 26: Chapter 5 introduction; go over Writing Assignment 4 (Verbal Portrait); Exercise: Revisiting Pleasant; Data Collection (field note exercises)

March 28: 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 12: Data Collection and Analysis

April 2: Due, at least two sets of Expanded Field notes; develop Conceptual Memo in class; discuss example Verbal Portraits (WA 4) and how to move from Conceptual Memo to Verbal Portrait

April 4: WA 4 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 13: Writing It Up

April 9: WA 4 due; Introduction, Chapter 6; develop “Interpretive Memo” based on two Conceptual memos;

April 11: in-class writing exercise (ZERO DRAFT ACTIVITY) from Chapter 6

Week 14: Writing It Up

April 16: Curating work for your Ethnographic Portfolio
(See Chapter 6: Ethnographic Portfolio- in-progress)

April 23: TBA !

Week 15:

April 23: Workshop for ethnographic essay;
Discuss reflections for Ethnographic Portfolio (Chapter 6)

April 25: Complete Final Project (Ethnographic Portfolio) due for peer review

Week 16: Workshopping Ethnography/Celebration of Student Writing

April 30 - May 3: TBA on Class Homepage