

Revised: 1.9.19



ENG 1302 09E: Written Argument and Research
COURSE SYLLABUS: Spring 2019
MWF 12-12:50 PM; Talbot Hall of Languages rm 208

Instructor: Christopher Wydler

Office Location: Talbot Hall of Languages rm 126

Office Hours: Monday & Wednesday 1:00- 3:00 pm

Office Phone: (903) 468.8725 (email is best method of contact)

Office Fax: (903) 886.5980

University Email Address: Christopher.Wydler@tamuc.edu

Communication Response Time: I respond by email within hours in most cases throughout the week. I check my email in the afternoons on the weekends.

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 (3 Credit Hours)- 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.

Student Learning Outcomes

(Critical Thinking, Communication, Teamwork, and Personal Responsibility)

The syllabus/schedule are subject to change.

Revised: 1.9.19

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 if one is set up for the course 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%
- F = 59% or Below

Assignment	Weight of Grade:
Writing Assignment #1- Defining Literacy	10%
Group Poster Presentation and Reflection: Analysis of Literacy Ethnographies	10%

The syllabus/schedule are subject to change.

Revised: 1.9.19

Writing Assignment #2- Research Ethics in Community of Practice (Code of Ethics, Informed Consent, 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%

Assessments

See *Writing Inquiry (Part III)* for specific information about Writing Assignments (WAs) as well as the designated prompts handed out for each WA.

Celebration of Student Writing

The Celebration of Student Writing for Spring 2018 will take place *TBA*. Students enrolled in MWF class will be required to attend and present their ethnographies from 10-11:30 am that day where TTH students 11:30- 1pm. 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.

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)

The syllabus/schedule are subject to change.

ACCESS AND NAVIGATION

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and their address is: Christopher.Wydler@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. Your instructor's office hours are listed on the first page of the syllabus.

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

With the exception of extenuating circumstances at your instructor's approval, late work will not be accepted.

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").

Cellphone and Laptop Policy

Cellphones and other electronic devices are permitted during class time for class purposes ONLY, like 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 1302 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.

The syllabus/schedule are subject to change.

Revised: 1.9.19

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.

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.

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 classes that meet twice a week, students may miss up to five times without penalty. After the fifth absence, the student's final grade may drop by one letter grade. After the seventh absence, the student may not be able to pass the course. For classes that meet three-times a week, students may miss up to six times without penalty. After the seventh absence, the student's final grade may drop by one letter grade. After the ninth

The syllabus/schedule are subject to change.

Revised: 1.9.19

absence, the student may not be able to pass the course. Please note, there will be assignments given throughout the course of the semester that cannot be made up do to an absence unless approved by the instructor.

There is no such thing as “partial attendance”—students are either present for the entire course or they are absent. Excessive tardiness can be penalized as an absence. The university has no policy for “excused absences” except for university-sanctioned events, so please save your absences for illness, court appearances, childcare arrangements, and other situations when you must miss class.

Perfect Attendance Clause

If a student has perfect attendance for the required class meetings, an award will be granted to the student. As an award, I will match your lowest WA grade with your highest WA grade. For example, if your lowest WA grade is a 71% and your highest is WA grade is a 92%, at the end of the semester I will change the 71% to a 92%. Please see instructor for any clarification.

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

The syllabus/schedule are subject to change.

Revised: 1.9.19

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.

The syllabus/schedule are subject to change.

COURSE CALENDAR

Note: Readings/Assignments listed on a particular day should be done that day. For instance, on Jan 24, students should come to class having read, "What is Literacy?"

Week 1: Course Introduction

Jan 14: Go over syllabi; Icebreaker

Jan 16: Introduction to *Writing Inquiry*

Jan 18: Continue Course introduction; How to email instructor lesson; Read article "Alfred Hitchcock and the Art of Research"

Week 2: Literacies in Context

Jan 21: Holliday-No Class

Jan 23: Read "What is Literacy?" pg 237; Activity in Class- "Interview Protocol" pg 238

Jan 25: Read "Becoming Literate in the Information Age" pg 245; Go over WA 1 draft questions

Week 3: Literacies in Context

Jan 28: Read "Talking About Literacy" pg 282

Jan 30: Read "Literacy Practices" pg 299

Feb 1: Work on WA1 in class

Week 4: Analyzing Literacy Ethnographies

Feb 4: **WA 1 Due in D2L before class;** Read "Literacy Sponsors and Learning" pg 352

Feb 6: Assign Group Presentations; Reading TBA

Feb 8: No class; Exploration Day to find three potential discourse communities

Week 5: Analyzing Literacy Ethnographies

Feb 11: Group work Poster Presentations

Feb 13: Group Work Poster Presentations

Feb 15: **Poster Presentations**

Week 6: Research Ethics and Communities of Practice

Feb 18: Read "What is a Community of Practice" pg 310; Assign WA 2

Feb 20: Read "CCCC Guidelines for the Ethical Conduct of Research in Composition Studies" pg 333

Feb 22: Read "Ethnographic Research Ethics and Amish Values" pg 328; "Examine Example Code of Ethics" and "Example Consent Form" in class

Week 7: Research Ethics and Communities of Practice

Feb 25: Read "Putting Ethnographic Writing into Context" pg 315

Feb 27: Read "CCCC Guidelines for the Ethical Conduct of Research in Composition Studies" pg 333

March 1: **WA 2 Due in D2L; No Class**

Revised: 1.9.19

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: Read “Phase 1-6” pg 372-380

March 8: **WA 3 Due in D2L**; Catch up

Week 9: Conferences

March 11: Conferences

March 13: Conferences

March 15: No Class

Week 10: Spring Break

March 19: Spring Break

March 21: Spring Break

March 23: Spring Break

Week 11: Entering the Field: Data Collection and Analysis

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

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

March 27: Additional FN exercises, including developing FNs from your own ethnographic project

March 29: FN Day (No Class)

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

Week 12: 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:

April 5: FN Day (No Class)

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: Data Collection and Analysis

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

April 10: in-class writing exercise (ZERO DRAFT ACTIVITY) from Chapter 6

April 12: FN Day (No Class)

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

The syllabus/schedule are subject to change.

Revised: 1.9.19

Week 14: Data Collection and Analysis

April 15: WA 4 due in D2L; Read “Student Example” pg 404; Curating work for your Ethnographic Portfolio (see Chapter 6: Ethnographic Portfolio-in-progress)

April 17: Draft Interview Questions and in-class activity

April 19: FN Day/Interviews (No Class)

NOTE: Before next week, you should complete interviews.

Week 15: Writing It Up

April 22: Interview notes due in class; workshop for ethnographic essay; discuss reflections for Ethnographic Portfolio (Chapter 6)

April 24: complete Final Project (Ethnographic Portfolio) due for peer review

April 25: Workshop

Week 16: 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: Celebration Practice

May 3: Celebration Practice

Week 17: Celebration of Student Writing and Course Wrap Up

TBA: Celebration of Student Writing

May 8: Final Ethnography Due; in class writing: write a letter to future ENG 1302 students

The syllabus/schedule are subject to change.