



English 1302: Written Argument and Research

COURSE SYLLABUS: Spring 2019

1302.24E TTH 2:00-3:15, David Talbot Hall of Languages Room 208

INSTRUCTOR INFORMATION

Instructor: Ms. Tawnya Smith

Office Location: David Talbot Hall of Languages, Room 115

Office Hours: Tuesday/Thursday 1:00-2:00, 3:30-4:30, and by appointment

University Email Address: Tawnya.Smith@tamuc.edu (preferred form of communication)

Communication Response Time: within approx. 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 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

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 the learning management system but all class meetings will be face-to-face as scheduled.

Student Responsibilities or Tips for Success in the Course

Check your university email account daily, since announcement including schedule changes will be notified through your email.

Read the syllabus carefully first before asking questions about the deadlines of assignments and the course.

Learn to be autonomous and responsible for what you have to do.

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

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Assignment	Weight of Grade:
Writing Assignment #1- Defining Literacy	10%
Group Poster Presentation and Reflection: Analysis of Literacy Ethnographies	10%
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%
Ethnographic Project	20%
Portfolio and Reflection	10%
Quizzes/ Journals/ Participation	15%

Writing Assignments

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

Submission Policy

- Your writing assignments have to be submitted as **Word files only**.
- Assignments submitted in **PDF** format or any other format, such as **page** will not be accepted or graded.
- Submission folders in D2L are the main tool for you assignment submissions, with the exception of specific alternate instructions from your instructor. Any work submitted through work through email without instructor approval will not be accepted or graded.

Celebration of Student Writing

Day and time 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. If you have a schedule conflict that will result in a late arrival, let me know as soon as possible.

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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.

In-Class Participation

Participation encompasses all parts of engaging with in-class work. Participation includes activities like: in-class writings, journals, group work, short presentations, class discussion, online workshops, 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.

You will need:

- Flash drive or other means (Google docs or 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! BEFORE you turn it in!)
- A valid, working email address (myLeo email) that you check every day.
- Regular internet access (additional readings available online)
- Access to a computer with a word processing program and a printer (some assignments must be typed and printed)
- Ability to print 30-50 pages throughout the semester (funds, ink, paper, etc.)
- To have access to the D2L-Brightspace course shell for supplemental course information

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Email is my preferred method of communication. My email is tawnya.smith@tamuc.edu, and I will endeavor to reply within 24 hours. You can also reach me during my office hours, listed on the first page of the syllabus.

Your emails to me MUST follow the genre conventions of a formal email. If you are unsure of what these are read the blog post here (<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>) on "How to email a professor." Using these conventions in all your emails to me indicate that your

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communication is serious and should be taken earnestly. Emails sent from a non-university email account will be deleted as spam.

COURSE PROCEDURES/POLICIES

Cellphone and Laptop Policy

Cellphones and other electronic devices are permitted during class time for class purposes ONLY, like accessing D2L-Brightspace, reading course documents, or photographing slides and other documents as part of your note-taking process.

Absences/Tardiness

Attend and participate in every class for this course. Attending class is your primary means of learning and meriting participation points. If you do not attend class, you cannot learn through class activities and discussions; therefore, attendance influences your assignment scores and participation score for the course, and subsequently, affects your grade.

Excused absences include only religious holidays, military service, or University sanctioned activities (i.e., athletic team, choir, band, etc.). If a student represents a team for this university, the instructor must receive notification from the organization sponsor/director/coach within one week of the absence in order for the absence to be excused. It is the student's responsibility to request any advance work or extensions for classwork due during the absence period.

Any other absence than those listed above is unexcused. Quizzes and participation points for the missed class cannot be made up; however, the student can submit a written petition to the instructor for an extension on any writing activities required for the missed class period. (See *Late Work/Extensions* section below.)

Missing a required conference is equivalent to missing two classes and will be counted as such in regards to participation points. If you are unable to make a conference appointment, contact your instructor via email as soon as possible to reschedule during the conference week.

Students who come into class tardy must come see the instructor at the end of class to make sure they are counted as present as they have already been recorded absent at this point. Making sure that absence notation is corrected is the student's responsibility and should happen on the day of the tardy. If the late student does not check with the instructor at the end of class, the absence will stay as recorded.

For tardies or excused/unexcused absences:

It is 100% the student's responsibility to ask peers for any material, assignments, lectures, etc. missed and to check the course D2L-Brightspace site.

Note: Jail time, court appearances, scheduled doctor's appointments, illness, and flat tires are not considered excused absences.

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Late Work/Extensions

Ten points (a full letter grade) will be deducted from your grade for every day that an assignment is late. After 10 days, 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, by email, 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 requested and confirmed by email 48 hours before the assignment is originally due.

Extra Credit

There are no extra credit opportunities for this course.

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 material must properly follow the MLA standards, unless otherwise specified. Any plagiarized work submitted will result in an automatic 0.

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

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TENTATIVE COURSE CALENDAR

Week	Date	Class Topic	Assignment Due
Week 1	Tue. Jan. 15	<ul style="list-style-type: none"> Intro to Course Assign In-Class-Writing (ICW) 1 [PowerPoint] Partner Interview—Use questions (238-246) 	
	Thu. Jan. 17	<ul style="list-style-type: none"> Hawisher and Selfe “Becoming Literate in the Information Age” Assign WA1 (306) 	WI 245-281
Week 2	Tue. Jan. 22	What is Literacy? <ul style="list-style-type: none"> Barton “Talking about Literacy” 	WI 282-298
	Thu. Jan. 24	<ul style="list-style-type: none"> Barton & Hamilton “A Social theory of Literacy Practices and Events” Intro to Ch. 2, 307-309 Carter “What is a Community of practice?” 	WI 299-305 WI 310-314
Week 3	Tue. Jan. 29	What is Literacy? <ul style="list-style-type: none"> In-Class Draft Day/Peer Review (Have draft ready to post) MLA Formatting 	
	Thu. Jan. 31	<ul style="list-style-type: none"> Intro to Ch. 3 and poster presentations 349-351, 363 Group and Article Selection http://www.fountainheadpress.com/writinginquiry/additional-readings.html [“Becoming Literate” no longer accessible] 	WA 1 Due Sunday before midnight
Week 4	Tue. Feb. 5	Research Ethics & Communities of Practice <ul style="list-style-type: none"> Pleasant “Analyze the field Research Design” Class Activity 360-361 	WI 352-360
	Thu. Feb. 7	<ul style="list-style-type: none"> Introduce WA2-Code of Ethics and Informed Consent 	WI 315-327, 328-332
Week 5	Tue. Feb. 12	Analyzing Literacy Ethnographies <ul style="list-style-type: none"> CCCC Statement of Ethical Conduct for Research in Composition Studies Code of Ethics Example WA2 Workshop 	WI 333-344
	Thu. Feb. 14	<ul style="list-style-type: none"> Group Poster Presentation Workday—see D2L-Brightspace for details 	Group articles reading completed WA2 Due Sunday before midnight

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		<ul style="list-style-type: none"> No face-to-face class 	
Week 6	Tue. Feb. 19	Analyzing Literacy Ethnographies <ul style="list-style-type: none"> Intro Ch. 4 Thinking about Research Tools Class Activity 376 Intro and Assign WA3 Research Proposal 383-384 	WI 371-379
	Thu. Feb. 21	Group Presentations	Submit individual Reflection essay for Part 2 of Poster assignment due before midnight on Sunday
Week 7	Tue. Feb. 26	Initiating a Research Project <ul style="list-style-type: none"> Thinking about Research Tools Class Activity 377 Activity: Identifying your Research Question and Developing your Research Plan 380-382 Sign-up for Conferences 	
	Thu. Feb. 28	Designing Your Research Plan <ul style="list-style-type: none"> Intro Ch. 5 Exercise: Revisiting Pleasant 387-388 Fieldnotes Exercise 391 Assign WA4 (Verbal Portrait) 402 	WA3 due Sunday before midnight Review FIELD NOTES 385-395 information in preparation for conference and field work
Week 8	Tue. Mar. 5	CONFERENCES (no face-to-face class)	Have questions ready!
	Thu. Mar. 7	CONFERENCES (no face-to-face class)	Complete 2 Fieldnotes
Week 9	Tue. Mar. 12	Entering the Field: Data Collection and Analysis <ul style="list-style-type: none"> Data Collection—No face-to-face class 	
	Thu. Mar. 14	<ul style="list-style-type: none"> In-Class Writing: Conceptual Memo Draft 395-398 	2 Expanded Fieldnotes Due
	Tue. Mar. 19	<i>SPRING BREAK</i>	
	Thu. Mar. 21	<i>SPRING BREAK</i>	
Week 10	Tue. Mar. 26	Data Collection and Analysis <ul style="list-style-type: none"> WA4 due for Peer Review Intro Ch. 6 409 	WI 409-410
	Thu. Mar. 28	<ul style="list-style-type: none"> In-Class Writing: Conceptual Memo Draft In-Class Writing: Interpretive Memo Draft 409-410 	2 Expanded Fieldnotes Due WA4 due Sunday before midnight
Week 11	Tue. Apr. 2	Writing It Up <ul style="list-style-type: none"> In-Class Writing: Zero Draft Activity 412-417 	
	Thu. Apr. 4	<ul style="list-style-type: none"> In-Class Writing: Ethnographic Essay Draft 	
Week 12	Tue. Apr. 9	Workshopping your Ethnography <ul style="list-style-type: none"> Workshop Ethnographic Essay 	415-416

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		<ul style="list-style-type: none"> • Discuss Reflection assignment for Final Project 415-416 • Sign-up for Conferences 	
	Thu. Apr. 11	<ul style="list-style-type: none"> • Assign Celebration of Student Writing • Workshop for Celebration of Student Writing 	
Week 13	Tue. Apr. 16	Writing It Up CONFERENCES (no face-to-face class)	Submit Completed Final Project (Ethnographic Portfolio) in D2L-Brightspace for Peer Review
	Thu. Apr. 18	CONFERENCES (no face-to-face class)	
Week 14	Tue. Apr. 23	Workshopping Celebration of Student Writing <ul style="list-style-type: none"> • CSW Workday 	
	Thu. Apr. 25	<ul style="list-style-type: none"> • Mock CSW 	
Week 15	Tue. Apr. 30	Celebration of Student Writing Celebration of Student Writing Rayburn Student Center, Conf A, B, C	
	Thu. May. 2	Final Project (Ethnographic Portfolio) Due	Final Project (Ethnographic Portfolio) Due before midnight
FINALS			

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

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 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](#).

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<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 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

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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.