



**English 1302: Written Argument and Research**  
**COURSE SYLLABUS: SEMESTER**

**INSTRUCTOR INFORMATION**

**Instructor:** (Name & Title)

**Office Location:**

**Office Hours:**

**Office Phone:**

**Office Fax:**

**University Email Address:**

**Preferred Form of Communication:**

**Communication Response Time:**

**COURSE INFORMATION**

*Materials – Textbooks, Readings, Supplementary Readings*

*Textbook(s) Required*

*Writing Inquiry.* Eds. Shannon Carter, Donna Dunbar-Odom, Tabettha 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 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%

B = 80%-89%

C = 70%-79%

D = 60%-69%

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F = 59% or Below

<b>Assignment</b>	<b>Weight of Grade:</b>
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.

### **Quizzes/ In-class participation**

Specific directions about how you want to see this done.

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## 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 you instructor with any questions you may have. Your instructor's communication preference is e-mail, and his/her address is: TBA. 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*

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

### **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").

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## **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***

**Instructors, please include information about your attendance policy here. I want to encourage you to use daily quizzes or writing at the beginning of class encouraging students to show up (and on time) instead of taking attendance and using it against students.**

**Do not use absolutes: "if you miss 6 classes, you will fail." "No make up work accepted." These policies do not leave room for things that happen each semester, as well as for student growth and progress rather than punishment. We want to foster a culture of student agency and development, not of automatic punishment. So, let's think about how we can help students learn while also developing their agency as learners and classmates.**

**Be mindful that it is permissible for students to miss class for University sanctioned events and military events/requirements.**

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**The important thing is that your attendance policy is clear.**

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 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](mailto: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

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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.

### **SAMPLE 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

**Instructors: You should adjust this calendar according to how you want to operate each class day, but with the expectation (by myself, the department, and University College) that our courses are standardized.**

**Also, please be mindful when scheduling student conferences. You should not go two weeks without classes. Think about using your required office hours AND conducting conferences while students are in class writing/revising so that they still meet with you face to face often.**

#### **Week 1:**

**August 29:** Introduction to *Writing Inquiry*; interview classmate using Hawisher and Selfe questions

**August 31:** Hawisher and Selfe (36 pages) ; **ACTIVITY IN CLASS:** Berry, Hawisher, and Selfe reading and discussion; Go over WA 1

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#### **Week 2: What is Literacy?**

**September 5:** Barton (21 pages); Barton and Hamilton (7 pages)

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**September 7:** WA 1 draft – peer review

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**Week 3: What is Literacy?**

**September 12:** Go over WA 1 draft questions; Hamilton (optional!)

**September 14: WA 1 due at end of day;** Introduction to Chapter 2 (3 pages); Carter “Communities of Practice” (5 pages)

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**Week 4: Research Ethics and Communities of Practice**

**September 19:** introduce WA2, Kahn (16 pages)

**September 21:** Adkins (9 pages); CCCC Statement on Ethical Conduct for Research in Composition Studies; Code of Ethics example

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**Week 5: Analyzing Literacy Ethnographies**

**September 26 WA 2 workshop (Students work on Informed Consent and Code of Ethics)**

**September 28: 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)

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**Week 6: Analyzing Literacy Ethnographies**

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

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

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**Week 7: Presenting your Work**

**October 10:** workshop poster presentations

**October 12: Group presentations; submit reflections.**

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**Week 8: Designing Your Research Plan**

**October 17:** Read Introduction to Chapter 4; Go over Research Proposal (WA3); Determine a research question; **in class EXERCISE: *Thinking About Research Tools***

**October 19:** Activity: Identifying your Research Question and Developing your Research Plan; sign up for conferences with instructor (one-on-one, to begin next week)

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**Week 9: Designing Your Research Plan**

**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.

**October 24:** Conferences (no formal class)

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**October 26:** Conferences (no formal class)

\*\*\* Midterm Grades: October 27\*\*\*

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**Week 10: Entering the Field: Data Collection and Analysis**

**October 31:** Chapter 5 introduction; go over Writing Assignment 4 (Verbal Portrait); Exercise: Revisiting Pleasant; Data Collection (field note exercises)

**November 2:** Additional FN exercises, including developing FNs from your own ethnographic project

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

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**Week 11: Data Collection and Analysis**

**November 7:** 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

**November 9: 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.*

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**Week 12: Writing It Up**

**November 14: WA4 due;** Introduction, Chapter 6; develop “Interpretive Memo” based on two Conceptual memos;

**November 16:** in-class writing exercise (ZERO DRAFT ACTIVITY) from Chapter 6

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**Week 13: Writing It Up**

**November 21:** Curating work for your Ethnographic Portfolio (see Chapter 6: Ethnographic Portfolio-in-progress)

**November 23:** No class (Thanksgiving Break)

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**Week 14: Writing It Up**

**November 28:** workshop for ethnographic essay; discuss reflections for Ethnographic Portfolio (Chapter 6)

**November 30:** complete Final Project (Ethnographic Portfolio) due for peer review

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**Week 15: Workshopping your Ethnography and Celebration of Student Writing**

**December 4:** workshop for Celebration of Student Writing, developing poster presentation based on final project

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**DECEMBER 5: 1-3pm** Celebration of Student Writing in the Rayburn Student Center

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

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