



English 1302: Written Argument/Research

COURSE SYLLABUS: Fall 2019

INSTRUCTOR INFORMATION

Instructor: Dr. Nancy Christine Foreman

Office Hours: Monday and Wednesday 9am-10:30am

University Email Address: Christy.Foreman@tamuc.edu

Preferred Form of Communication and Communication Response Time: If you have a question, you can email me anytime. I normally respond within 24 hours. If you have a pressing concern or question, you may contact me by phone or text at 903-249-2574. If you call and I do not answer, please leave a detailed voicemail. I may be on the phone with another student when you call. Please do not call or text before 8 am or after 6 pm. If I do not text you back immediately, I am likely in a meeting or in another place that prevents me from texting. I will, however, text you back as soon as I am able.

COURSE INFORMATION

Course Texts: All links to required course readings are located within each competency and are in pdf format.

Course Description

This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences.

QEP Global Course: This course has been selected as a Global Course – tied to the QEP. The university QEP seeks to prepare students for an interconnected world. In relation to the QEP, students completing this course will be able to (LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems), (LO2) apply knowledge of the interconnectedness of global dynamics, and/ or (LO3) view themselves as engaged citizens within an interconnected and diverse world. This course will provide information, activities, experiences, and opportunities to accomplish at least one of the QEP learning outcomes. The essay required in the post test will need to be saved as a word or PDF document, and then uploaded into your ePortfolio.

BAAS-OL Essay Prompt: Students should prepare an essay of at least 500 words to address: How did this course better prepare you, as an organizational leader, for an interconnected world? Initial constructive feedback should be provided to the student in the pretest of the course. The student should have an opportunity to improve the essay based on the feedback prior to submitting a final version in the posttest. Instructors will grade and

respond, offering additional feedback for improvements in the posttest submission. Students are expected to utilize the feedback and make final improvements, and then submit the final, polished essay to their ePortfolio as a demonstration of competency in the content area.

BAAS-OL Course Pretest: Students will be exposed to a prompt in the pretest of the course as practice and preparation for creating an essay that will be required in the posttest. The grade received on the pretest does not count toward the final course grade, however the test itself, and this question, helps the student and the instructor by providing an inventory of the student's current level of competency in the content area. It is highly recommended that students utilize the essay prompt in the pretest as a practice activity and that the instructor offer constructive feedback to assist the student in making improvements prior to completing the posttest.

BAAS-OL Course Posttest: Students will be exposed to the same essay prompt that was presented in the pretest as they attempt the posttest. The grade received on the posttest does count toward the final course grade, therefore it is important that the student be prepared and do their best work. Students should utilize the constructive feedback provided by instructors, as well as incorporate knowledge gained from the course content, in preparation of an essay demonstrating a high level of competency in the content area.

Student Learning Outcomes

1. Students will learn to identify appropriate argumentative discourse techniques and organizational methods used to structure an argumentative essay.
2. Students will learn how to compose an argumentative essay in a manner appropriate to audience and occasion, with an evident message and organizational structure
3. Students will learn how to respond critically to a variety of written texts
4. Students will learn how to conduct research and use it effectively in written works

State-Mandated Learning Outcomes for ENGL 1302

All five of the following learning outcomes should be taught and mastered for successful completion of this class. For credit in the course, students should be able to

1. *Demonstrate knowledge of individual and collaborative research processes.*
2. *Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.*
3. *Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.*
4. *Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.*
5. *Apply the conventions of style manuals for specific academic disciplines (MLA, APA, CMS).*

COURSE REQUIREMENTS

Instructional Methods

The course is divided into four competencies:

Competency 1: **Argumentative Discourse** covers the elements of argumentation, the elements of critical decision making, the concept of argumentation and being reasonable, and the bases of reason in argumentation. In this competency you learn to identify and

understanding the important elements in argument essays which can enable you to construct arguments that are more logical and to ultimately write more persuasively.

Competency 2: **Writing Arguments** you will review some of the rules of standard American edited English to help you to write more clearly. In particular, you will focus on adjusting sentences to avoid unnecessary wordiness, vary your word order, and preserve parallelism. Then, you will learn how to apply different organizational strategies to make effective written and verbal arguments. You will learn the structures for writing narration, description, illustration, and classification. Finally, you will see how to write in a style appropriate to the context of a communication, varying your diction and avoiding sexist or exclusive usage.

Competency 3: **Reading Academic Texts** teaches you efficient academic reading strategies. Academic reading is a specific category of reading. It's helpful to remember that academic reading is an act of performance. Rather than sitting back and passively receiving information we read in college, we will be asked to directly act upon that information in some way. We will be quizzed or tested. We will be asked to debate, analyze, or critique what we read. We will need to read closely, remember the text accurately, and compare it to other texts for style and content.

Competency 4: **Research** teaches you techniques for finding information using library resources, including search techniques to narrow your findings and further evaluation techniques for assessing research materials for informational value, quality, and reliability. You will also learn how to read scholarly writing for information and how to apply this information in your writing.

Within each competency there is a pretest, a list of course readings specific to that competency and a post-test. The course readings will provide you with the information you need to be successful on the post-test. While there are a few multiple choice questions on the tests, the majority of the questions on the pre-tests and post-tests are extended short answer (at least a paragraph length answer is expected) or essay (a fully developed multi-paragraph length answer is expected). Many of the questions on the post-tests specifically reference materials in the readings, so general knowledge will not be sufficient to answer those questions; reading the material is a must.

Student Responsibilities or Tips for Success in the Course

Because we are working in a 7-week term with 4 competencies, I suggest an approximate 2-week time frame for each competency. This will help you stay on track to complete all four competencies by the end of the term.

You should begin by taking the pre-test. The pretest is meant to be a baseline from which to begin studying the material in the course in preparation for the posttest. The pretest will give you several important pieces of information, what you already know, so you will know what to study (there is no point in studying things you are already knowledgeable about), as well as what you do not know (even if you assumed you did know).

Once you complete the pre-test, you should begin reading and studying for the post-test. All readings are listed in each competency and all are required, unless otherwise noted. When you feel ready, you can move on to the post-test.

You must score 80% or better on the post-test in order to pass. If you do not score at least 80% the first time you take the post-test, you will have to re-take the test.

In addition to the four competencies listed above, there is a final course essay that must be completed successfully in order to pass the course. You do not have to score 80% on the paper as you do on the post-tests. The grade you earn will be averaged into the other four competency grades.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

F = 79% and below

Grades

Your final grade in the course is based on the average of your scores on four post-tests and one final course essay (each post-test is worth 20% of your final grade and the final course essay is worth 20%).

Pretest and Posttest for Each Competency

The purpose of the competency pretests is to provide a baseline understanding of your knowledge in each competency and to give you a preview of the information you will be expected to know in order to pass the post-test. The pre-test grade is not calculated as part of your final grade.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required on the Posttest to demonstrate competency. If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required. Each post-test is worth 20% of your final grade

Final Course Essay

The final course essay is worth 20% of your final grade. You do not have to score 80% on the paper as you do on the post-tests. The grade you earn will be averaged into the other four competency grades.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778



click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

If you have a question, you can email me anytime. I normally respond within 24 hours. If you have a pressing concern or question, you may contact me by phone or text at 903-249-2574. If you call and I do not answer, please leave a detailed voicemail. I may be on the phone with another student when you call. Please do not call before 8 am or after 6 pm. You may text me any time. If I do not text you back immediately, I am likely in a meeting or in another place that prevents me from texting. I will, however, text you back as soon as I am able.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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>

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>

<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

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:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

COURSE OUTLINE / CALENDAR

Due to the nature of this competency-based course, time is tied to the dates of the current term. All coursework must be completed by 5:00 pm on the last day of the term. Failure to submit all coursework by the last day of the term may result in earning a non-passing grade.

The syllabus/schedule are subject to change.