



**ENG 1302.06E Written Argument and Research  
COURSE SYLLABUS Spring 2020**

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**PLEASE NOTE:** This is a common syllabus used by graduate assistants and adjuncts teaching sections of this course.

## **COURSE INFORMATION**

### **Materials – Textbooks, Readings, Supplementary Readings:**

Textbook(s) Required:

*Writing Inquiry 2<sup>nd</sup> Edition.* Eds. Jessica Pauszek, Shannon Carter, Donna Dunbar-Odom, and Tabetha Adkins. Fountainhead Press, 2019.

### **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.

### **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

### 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: Exploring Communities	15%
Writing Assignment #2: Group Presentations	15%
Writing Assignment #3: Research Proposal	15%
Writing Assignment #4: Visual Portrait Essay	15%
Writing Assignment #5: Final Reflective Project	10%
Celebration of Student Writing Presentation	10%
Quizzes/Participation	10%
In-class writing/Reading Responses/Homework	10%

### 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 10-15 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**

All participation grades will be taken from discussions and daily assignments that are held during class time or due at the beginning of class.

## **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 [Marilyn.Lewis@tamuc.edu](mailto:Marilyn.Lewis@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 emailing her. Before an appointment is scheduled the student must provide clearly documented and explained issues as to why the meeting is being requested. **The student must also state when they discussed the issue in person or via phone (not email!) with their instructor already.**

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. Karen Roggenkamp, 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*

Most class periods will begin with either a short in-class writing assignment or reading exam that will be based on the reading due that day. These exams and writing assignments will be used to count toward your class participation grade. There will be times that you will not be able to attend. Class participation grades will help you during the semester instead of count against you so please take advantage of arriving on-time each day. These cannot be made up since they are to enhance your learning experience in class as well as your peers in your class. Always come to class prepared with readings read before class and assignments completed. Remember to bring your book and writing tools (paper, notebook, pen or pencil). This is each student’s responsibility.

#### *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. 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.

### *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](mailto:StudentDisabilityServices@tamuc.edu)

# COURSE OUTLINE / CALENDAR

## **Weekly Schedule:**

The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs, unexpected weather, etc.

Please note that the readings are to be completed before you attend the class as listed in the schedule or announced date. For example: January 15th Hawisher and Selfe should be read BEFORE you come to class on the 15th. You should expect to either have a reading exam or an in-class writing assignment involving that reading. Reading Exams or Writing Assignments will be a portion of your class participation grade and should be a help to you during the semester.

### **Week 1: Writing Inquiry Part III**

January 13: What is Literacy; Interview Protocol  
January 15: p. 292 Hawisher and Selfe; read the syllabus  
January 17: p 381 Barton

### **Week 2: Chapter 1: What is Literacy?**

January 20: Holiday University is closed and no classes – Martin Luther King Celebration  
January 22: p 347 Barton and Hamilton  
January 24: Analyzing Artifact Activity & **Discuss WA1**

### **Week 3: Chapter 2: Analyzing Literacy Ethnography**

January 27: p 359 Pleasant  
January 29: WA 1 peer workshop  
January 31: **WA 1 DUE**; discuss WA2 Group Presentation

### **Week 4: Chapter 2: Analyzing Literacy Ethnography**

February 3: work in class on group presentations  
February 5: Group Presentations  
February 7: Group Presentations & Reflections DUE

### **Week 5: Chapter 3: Establishing Ethics and Building a Research Proposal**

February 10: p 380 Carter  
February 12: p 384 Kahn  
February 14: p 397 Adkins

### **Week 6: Chapter 3: Establishing Ethics and Building a Research Proposal**

February 17: p 402 CCCC  
February 19: p 413-415 Examples of Code of Ethics and Consent Forms  
February 21: p 416 Ethics and Reflection Activity

### **Week 7: Chapter 3: Establishing Ethics and Building a Research Proposal**

February 24: Discuss WA 3 Research Proposal  
February 26: Phase 1-3  
February 28: Phase 4-6

**Week 8: Chapter 3: Establishing Ethics and Building a Research Proposal**

March 2: Research Question & Plan

March 4: In class writing day

March 6: In class writing day; **WA 3 DUE**

**Spring Break: March 9-13**

**Week 9: Chapter 4: Entering the Field**

March 16: Data Collection and Analysis

March 18: p 450 Jones

March 20: Discuss WA4

**\*\*\* Midterm Grades Due \*\*\* Be on the lookout for exact date coming soon**

**Week 10: Chapter 4: Entering the Field**

March 23: **WA 4 Peer Review (bring in a draft)**, looking at examples together

March 25: Student Conferences

March 27: Student Conferences

**Week 11: Chapter 5: Writing It Up**

March 30: catch up day, **WA 4 DUE**

April 1: Interpretive Memo

April 3: Discuss Final Project WA5

**Week 12: Chapter 3: Dominant, Vernacular, and Marginalized Literacies**

April 6: Beginning the Ethnographic Portfolio

April 8: Creating a “Zero Draft”

April 10: Research Day

**Week 13: Chapter 4: Reflecting on Literacy in Our Lives**

April 13: Project Status check in class

April 15: Research Day

April 17: Research Day

**Week 14: Chapter 4: Reflecting on Literacy in Our Lives**

April 20: PEER REVIEW ON FINAL PROJECT

April 22: to be announced

April 24: to be announced

**Week 15: Wrapping Up**

April 27: Portfolio Check & Peer Review

April 29: Work on Final Project

May 1: Work on Final Project

**Finals week (May 4-8): Final Exam Schedule is here:**

**<https://www.tamuc.edu/admissions/registrar/academicCalendars/final-exam-schedule.aspx>**

**Celebration of Student Writing on Wednesday, May 6 from 3-5pm** in the Rayburn Student Center Conference Rooms and the Innovations Rooms A&B. All ENG 1302 students will present at this!