



**ENG 1302:10 College Reading and Writing
COURSE SYLLABUS: SPRING 2020**

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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 2nd Edition. Eds. Jessica Pauszek, Shannon Carter, Donna Dunbar-Odom, and Tabetha Adkins. Fountainhead Press, 2019.

Course Description:

ENG 1302 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:

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.

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 Presentation	15%
Writing Assignment #3: Research Proposal	15%
Writing Assignment #4: Insider Perspective	15%
Writing Assignment #5: Final Ethnographic Portfolio	20%
Quizzes/Participation	10%
In-class writing/Reading Responses/Homework	10%

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 his address is: John.Gibbons@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 our program “promotes practices that result in higher student academic achievement; a 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

Attendance is important. Each class will produce some short writing that will be collected to serve as both attendance points and some portion of participation. Repeated absences will impact both the attendance and participation grades for the course. Furthermore, announced changes to the syllabus will be made in advance and posted on your course webpage.

Excused absences (documented illness or emergency, University events, military requirements) carry no penalty.

On Phones

Unless strictly stated, cell phones are not used in class. If you have a situation that requires you to leave your phone on during class (children, family emergency, etc.) that must be

cleared with me beforehand. Otherwise, the assumption is that your phone is off and you're not on it. Phone use in class is subject to a forfeiture of attendance and participation for the day.

Late Work

Papers are accepted via D2L (not email, not Google doc links) on the day they are listed due on the syllabus. Late papers are subject to a 12 point per day penalty unless an extension has been granted. Extensions must be asked for prior to any due dates. Any revisions/rewrites do not recover points lost due to late submissions.

Rewrites and Revisions

Paper feedback will indicate areas of potential improvement. If time permits, you may submit a revision of the paper integrating the feedback for an increased grade *up to one week* after the initial paper is returned. This is applicable to all assignments except the final project.

Academic Honesty/ Plagiarism

The official departmental policy. “Instructors and Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonestly. 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 support²to 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&MCommerce 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/rulesProcedure s/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

COURSE OUTLINE / CALENDER

Weekly Schedule:

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

The readings or work indicated are **DUE in class** on the day listed.

Week 1: Writing Inquiry Part III

January 13: Introduction to course

January 15: Carter (p.274)

January 17: Interview Protocol p. 286; Begin Hawisher and Selfe p.292

Week 2: Chapter 1: What is Literacy?

January 20: **MLK Jr. Day ± Campus Closed**

January 22: Hawisher and Selfe S.292 (CONT'D) In-Class Activity, **Writing Up Interviews** p. 330

January 24: Barton p. 331

Week 3: Chapter 1: What is Literacy?

January 27: Barton (cont)

January 29: Barton and Hamilton p. 348

January 31: Barton and Hamilton (cont) **Introduce WA 1**

Week 4: Chapter 2: Analyzing Literacy Ethnographies

February 3: **In-Class Activity: Analyzing Artifacts** p. 355)

February 5: Chapter 2 Introduction p. 357

February 7: Pleasant p. 359 **WA 1 Due**

Week 5: Chapter 2: Analyzing Literacy Ethnographies

February 10: Pleasant (cont) **WA 2** Introduction/Group selection

February 12: In-Class work on WA 2 **Student Conferences**

February 14: In-Class work on WA 2 **Student Conferences**

Week 6: Chapter 2: Analyzing Literacy Ethnographies

February 17: Catch Up/Check in; Introduce Chapter 3

February 19: **TBA**

February 21: **TBA**

Week 7: Midterm Projects

February 24: **WA 2 Due: Presentations**

February 27: **WA 2 Due: Presentations**

February 29: Carter p. 380

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

March 2: Carter (cont); Kahn p. 384

March 4: Kahn (cont)/ Adkins p. 397

March 6: CCCC Guidelines p. 402

*****Spring Break*****

Week 9: Chapter 3: Establishing Ethics and Building a Research Proposal

March 16: Code of Ethics examples and In-Class Activity **Ethics and Reflection** p. 416

March 18: **Designing a Research Plan** p.417; Research Tools

March 20: **In-Class Activity** Identifying your Research Question/Developing a Research Plan
p. 426

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

Week 10: Designing a Research Plan

March 23: **WA 3: Research Proposal** introduction/discussion

March 25: Introduction p. 431;

March 27: **In-Class Exercise:** Fieldnotes p. 437

Week 11: Chapter 4: Entering the Field

March 30: Code Books p. 442 and Kynard p. 445

April 1: **WA 4** Introduction / Jones p. 450

April 3: **FIELD RESEARCH DAY**

Week 12: Chapter 4: Entering the Field

April 6: **WA 3 Due**; Introduction to Chapter 5 p. 453;

April 8: Introduce **WA 5** p. 455

April 10: **FIELD RESEARCH DAY / WA 4 Due**

Week 13: Chapter 5: Writing It Up

April 13: **In-Class Activity** Beginning the Ethnographic Portfolio p. 456

April 15: **In-Class Activity** Creating a Zero Draft p. 457

April 17: **FIELD RESEARCH DAY**

Week 14: Chapter 5: Writing It Up

April 20: In-Class Activity Putting Together and Ethnographic Portfolio p. 458

April 22: Work on final project (WA 5)

April 24: Work on final project (WA 5)

Week 15: Wrapping Up

April 27: Work on Final Project (WA 5)

April 29: **Peer Review Final Project** p. 461

May 1: **WA 5 Due** [Last day of Class]

Celebration of Student Writing TBA