



## **English 1302.04W & 05W Written Argument and Research Course Syllabus: Spring 2020**

### **INSTRUCTOR INFORMATION:**

**Instructor:** Marzieh Keshavarz

**Office Location:** Office Location: Talbot Hall, Room 214

**Office Hours:** Wednesdays 3-4

**University Email Address:**

[Marzieh.Keshavarzmosalmanshiraz@tamuc.edu](mailto:Marzieh.Keshavarzmosalmanshiraz@tamuc.edu)

**Preferred Form of Communication:** Email

**Communication Response Time:** 24 hours (weekday) & 48 hours (weekend)

### **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

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	10%
Writing Assignment #2: Group Presentations	10%
Writing Assignment #3: Research Proposal	10%
Writing Assignment #4: Insider Perspective	10%
Writing Assignment #5: Ethnographic Portfolio	15%
Celebration of Student Writing Presentation	10%
Participation and class activity	15%
Final Project # Presenting Your Ethnography	20%

## ***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.

### ***Late work policy***

- You are given a 24-hours grace period to submit your work after the deadline. It means that after the deadline, you still have 24 more hours to submit your assignment without penalties. After that period, 10 points (a full letter grade) will be deducted from your grade for each day. If you submit your work the next day after the grace period, 10 points will be deducted; 20 points will be deducted two days after the grace period, and so on.
- If there is a crisis that prevents you from meeting a deadline, you can request an extension to turn the work in late without a penalty before the deadline. The approval of an extension is entirely at the instructor’s discretion and will depend on the reason for your absence, your record of completion of work, and attendance. All extensions must be confirmed by email **24 hours before the assignment is originally due** unless a crisis is emergency.
- Late work will be accepted only with **the written approval** from the instructor. Please plan ahead and contact your instructor before the due date via email.
- If you experience any technique issue and fail to submit your work on time in your D2L, please send your papers in to [Marzieh.Keshavarzmosalmanshiraz@tamuc.edu](mailto:Marzieh.Keshavarzmosalmanshiraz@tamuc.edu) to avoid late works.

### ***Submission Policy***

- Your writing assignments have to be saved as **Word files**. If you use some other word processing software such as Pages, LibreOffice, Google Doc, make sure that you save your file in Microsoft Word format. The extension should be .doc or .docx. If you don’t know how to convert your documents to Word format, Google it. There are a plenty of websites that show

how to do it. DO NOT use the PDF format or any other format. If you submit writing assignments as PDF or any other formats, 10% of your grade on the assignment will be deducted.

- Dropbox on D2L is the main tool for you to submit any assignment unless the instructor tells the class an alternative way. Do not submit your work through email.
- Submit your assignments at least 15 minutes before the deadline because it may take several minutes for your submission to arrive to the drop box. Moreover, unexpected technical problems on your computer may happen. Make it a habit to submit 30 minutes before the deadline.
- If you are submitting any late work via hardcopy, drop it off at the main office with a time stamp on it. You are also responsible for sending me an email telling me that you have dropped off the assignments and keep track of your grades.

### **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 her address is:

[Marzieh.Keshavarzmosalmanshiraz@tamuc.edu](mailto:Marzieh.Keshavarzmosalmanshiraz@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.

### **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”).

### **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>

### ***TAMUC Attendance***

#### ***Attendance Policy***

- In case of absences for illness, court appearances, child care arrangements, and other situations when you must miss class, please email your instructor [Marzieh.Keshavarzmosalmanshiraz@tamuc.edu](mailto:Marzieh.Keshavarzmosalmanshiraz@tamuc.edu) acknowledge the instructor before the class starts and provide any related documentations as a proof later when you come back to the class. Failure to acknowledging your instructor about the reasons of your absences will be counted as absences and may have a huge impact on your final grades.
- Habitual tardiness is not acceptable. You are expected to come to class before its scheduled start. Your late arrivals will count as absences starting with the fourth time you are late.
- If you miss classes, it is your responsibility for obtaining information in those classes from your classmates.

Please arrive for our class on time. Coming in late not only means that you are missing important information/discussion and showing disrespect for your professor—it distracts your fellow students who have put in the necessary effort to arrive on time.

The university has no policy for “excused absences” except for university sanctioned events, so please save your absences for illness, court appearances, child care arrangements, and other situations when you must miss class. Absences that are not related to university sanctioned events will be excused on a case-by-case basis but must be **arranged in advance or as soon after the fact as reasonably possible**.

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 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.

## Calendar

Note: Readings/Assignments listed on a particular day should be done that day. For instance, on Aug 28, students should come to class having read Hawisher and Selfe

### COURSE OUTLINE / CALENDAR

	Date	Read Before Class	Class	Due Times
<b>Week 1</b>	<b>Jan 13 M</b>	“Introduction to English 1302”	Introductions; course syllabus	
	<b>Jan 15, W</b>	Introduction (274-284) Chapter 1 intro. (285-291)	Discuss reading	
	<b>Jan 17, F</b>	Hawisher and Selfe (pp.292-300)	Discuss reading	
<b>Week 2</b>	<b>Jan 20, M</b>	<b>No Class</b>	<b>Martin Luther King JR. Day</b>	
	<b>Jan 22, W</b>	Barton (pp. 331-347)	Discuss reading	Visualization
	<b>Jan 24, F</b>	Barton & Hamilton (pp. 347-354)	Discuss reading (pp. 304-5)	
<b>Week 3</b>	<b>Sep 27, M</b>	Homework	Discuss literacy events and literacy practices	examples of literacy events and practices
	<b>Jan 29, W</b>	<b>WA1 prompt (p. 356)</b>	Go over WA1 prompt	
	<b>Jan 31, F</b>		In-Class Draft Day (WA1)	WA1 draft



<b>Week 4</b>	<b>Feb 3, M</b>	Chapter 2 intro (pp. 357-358) Pleasant (pp. 359-369)	In-class activity (pp. 368-9)	<b>WA1 Due</b>
	<b>Feb 5, W</b>	<b>WA2 prompt (p. 370-376)</b>	Go over WA2 prompt Discuss group presentation prompt Choose groups, <u>article</u> , tasks	
	<b>Feb 7, F</b>		In-Class Draft Day (WA2)	
<b>Week 5</b>	<b>Feb 10, M</b>		In-Class Draft Day (WA2)	
	<b>Feb 12, W</b>		<b>In-Class group presentation</b>	<b>WA2 Due Presentation &amp; Reflections</b>
	<b>Feb 14, F</b>		<b>In-Class group presentation</b>	<b>WA2 Due Presentation &amp; Reflections</b>
<b>Week 6</b>	<b>Feb 17, M</b>	Chapter 3 intro (pp. 377-379)	In-class activity (watch videos <u>1</u> , <u>2</u> , & <u>3</u> )	
	<b>Feb 19, W</b>	Carter (pp. 380-384)	Discuss reading	
	<b>Feb 21, F</b>	Khan (pp.384-396)	Discuss reading	
<b>Week 7</b>	<b>Feb 24, M</b>	Adkins (pp.397-402)	Discuss reading	
	<b>Feb 26, W</b>	CCC Guidelines (pp.402-416)	Discuss reading	

	<b>Feb 28, F</b>	Research Question and Research Tools		
<b>Week 8</b>	<b>Mar 2, M</b>	Designing your research plan (pp. 417-423)	In-class activity (pp. 426-423)	
	<b>Mar 4, W</b>	Go over Activity (426-428) <b>WA3 prompt (p. 429-430)</b>	In-class activity (pp. 426-428) <b>Go over WA3 prompt (pp. 429-430)</b>	
	<b>Mar 6, F</b>	Chapter 4 (pp. 431-432)	Discuss reading In class activity (433-434)	
<b>NO CLASS --- Spring Break (March 9-13)</b>				
<b>Week 10</b>	<b>Mar 16, M</b>	Research portfolio (434-441)	Discuss reading	<b>WA3 Due</b>
	<b>Mar 18, W</b>	Interview Protocol (pp. 318-321)	Collecting data through interviews	
	<b>Mar 20, F</b>		<b>NO CLASS: FIELD WORK</b>	<b>FN1</b>
<b>Week 11</b>	<b>Mar 23, M</b>	Data Analysis and Code Book (441-443) <b>Bring FN1 to class</b>	In-class activity: Create a Code Book based on Research Question(s) & FN1	FN1-coded
	<b>Mar 25, W</b>	The conceptual Memo (443-445)	Discuss Reading	

	<b>Mar 27, F</b>		<b>NO CLASS: FIELD WORK</b>	<b>FN2</b>
<b>Week 12</b>	<b>Mar 30, M</b>	Bring FN1 & FN2 to class	In-class activity: Develop Conceptual Memo (CM) from FN1 & FN2	<b>CM1</b>
	<b>Apr 1, W</b>	“A Verbal Snapshot” (pp. 445-446);	Discuss questions (446-447)	
	<b>Apr 3, F</b>		<b>NO CLASS: FIELD WORK</b>	<b>FN3</b>
<b>Week 13</b>	<b>Apr 6, M</b>	WA4 prompt & example (pp. 448-449)	Go over WA4 prompt Discuss reading (pp. 450-452)	
	<b>Apr 8, W</b>		In-Class Draft Day (WA4)	WA4 draft; <b>WA4</b>
	<b>Apr 10, F</b>		<b>NO CLASS: FIELD WORK</b>	<b>FN4</b>
<b>Week 14</b>	<b>Apr 13, M</b>		In-class activity: Develop Conceptual Memo (CM) from FN3 & FN4 <b>Remember to Bring your CM1 and CM2 to class next session</b>	<b>CM2</b> <b>WA4 Due</b>
	<b>Apr 15, W</b>	Chapter 5 (453-454)	In-class activity: Develop Interpretive Memo based on two conceptual memos	<b>Interpretive Memo</b>
	<b>Apr 17, F</b>	WA5 prompt (455-456) Go over Final project	Go over Final ethnographic portfolio In-class activity: 455-462	

<b>Week 15</b>	<b>Apr 20, M</b>		In-Class Draft Day (WA5)	
	<b>Apr 22, W</b>		<b>Peer Review of WA5</b>	
	<b>Apr 24, F</b>	p. 462	In-class activity: Create your final project	<b>WA5 Due</b>
<b>Week 15</b>	<b>Apr 27, M</b>	p. 462	In-class activity: Create your final project	
	<b>Apr 29, W</b>		final project presentation	<b>Final Project</b>
	<b>May 1, F</b>		final project presentation	<b>Final Project</b>