



English 1302: Written Argument and Research
COURSE SYLLABUS: Spring 2020

INSTRUCTOR INFORMATION

Instructor: Mr. Ian Radzinski

Office Location: Talbot Hall of Languages 215

Office Hours: TBA

University Email Address: iradzinski@leomail.tamuc.edu

Preferred Form of Communication: Email

Classes Taught:

- ENG-1302-17E – T/TH – 8:00-9:15am – DTH 201
- ENG-1302-18E – T/TH – 9:30-10:45am – DTH 208

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.

The syllabus/schedule are subject to change.

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%

F = 59% or Below

Assignment	Weight of Grade:
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%

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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.

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 your instructor with any questions you may have. Your instructor’s communication preference is e-mail, and his/her address is: iradzinski@leomail.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.

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COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The instructor will respond to student emails within a 24 hour period. Essays will be graded and handed back to students within a two week window.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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](http://www.albion.com/netiquette/corerules.html)

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Course Specific Procedures:

Attendance Policy

Any student who fails to attend **(6)** or more classes fails this course.

A major component of one's college education is not only turning in work on time, but also being present during class lectures/discussions. The college learning environment is one which must be experienced to offer significant academic and personal growth. Therefore, only miss class in the event of an emergency. If you are more than **5 minutes** late to class, you will be marked as **absent**. Do not make it a habit of coming late to class. It is a distraction to the class and should be avoided. If you are habitually late, I will deduct points from your participation grade in the class for every subsequent tardy. Additionally, missing a **conference** with me will count as **two** absences.

I understand that unforeseen circumstances (children, natural disasters, funerals, other events etc.) may affect classroom attendance. So, please schedule time to talk with me if you have any questions and/or concerns regarding this policy. I retain the right to excuse an "unexcused absence" based on the individual circumstances of the event in question. If you feel that this may apply to you during a certain situation, please contact me as soon as possible.

If you are a part of an **approved** university activity (ex. athlete competing in a sporting event) that allows you to miss class, you may make up work **without** penalty. However, you **must** supply the proper documentation from the university-sanctioned organization, coach, and/or supervisor to me via email or hard copy **beforehand**. This **doesn't** mean you are granted additional absences for my class. It only means you may make up work that you missed during class that day without penalty. Your essays/projects will still be due at the designated class due date. So, plan accordingly to finish your work on time. Attending a school-sponsored event on your own time does **not** constitute an excused absence.

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, military reserve training, and/or for any other situations when you must miss class. Please do **not** send me a doctor's note. When in doubt, please talk to me.

Any exceptions or alterations to the above rules/policy **will** be made under the instructor's careful consideration.

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 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])

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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.

Participation Policy

A major part of your grade in this course is dependent upon your level of participation. This means that in order to successfully obtain all possible participation points available for the course, you must 1.) read all the assigned texts and 2.) respond to these texts via periodic in-class writing assignments and/or daily discussion. You must be ready to discuss each and every reading assigned to you in this course. I would highly suggest you prepare by taking notes while reading the assigned texts (annotations in the textbook, in a separate journal, on your computer, etc.). I also reserve the right to call on students during class discussions to ascertain whether they have read the assigned texts and, most importantly, to hear their thoughts about the reading(s). Remember that each one of your opinions is valued in this course. Therefore, it is expected that you regularly contribute your opinion to class discussion(s).

Conference Policy

In lieu of a formal class meeting, you will meet with me in my office periodically this semester to discuss your progress in this course and with your writing assignments. These conferences will typically last around **10-15 minutes**. You will bring a hard copy of your assignment with you to these meetings. As mentioned above, missing a **conference** with me will count as **two** absences.

General Formatting Policy

Your writing assignments will be formatted according to **MLA guidelines** (either 7th or 8th edition). I will explain the extent of these formatting guidelines as they become relevant.

Below are some general formatting instructions to follow when writing essays in this class:

- Font formatted in Times New Roman/12 point font/1 inch margins
- Double-spaced text with individual paragraphs indented
- Page numbers in the top right-hand corner of each page with your last name (except for the first page)
(Example: Smith 2)
- You may use contractions (sparingly) in your papers.
- Be very aware of using the correct tense.
- Avoid comma splices and run-on sentences. An abundance of these mistakes will negatively impact your grade.

Late Work Policy

I realize that unforeseen circumstances can weigh upon even the most prepared student(s). However, the bar is set quite a bit higher in a college course. Therefore, every **day** that an assignment (including essays, projects, etc.) is late, a penalty of **one letter grade** will be **deducted** from the total credit possible for that

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assignment. I will only make exceptions under the **rarest** of circumstances. If you feel that you have good cause to turn in an assignment late, please be conscientious and contact me as **early** as possible about the issue.

Electronic Devices Policy

On specific occasions, I will allow **computers** in the classroom. I will announce these dates ahead of time. Unless I have verbally or through a written email/announcement have stated that computers/tablets are allowed in the classroom on a certain day, you are **not** permitted to use them in class. You are **not** allowed to use any other electronics in the classroom unless expressly given permission by me. This includes any and all cell phone use. If I notice you using any electronics (including texting on your phone) during class **without** my permission, you will be given a **single** verbal warning. If it occurs again you will be dismissed from my class for the day and that dismissal will count as one absence. Please do **not** text during class. You can wait!

Grading and Submission Policy

When an essay is due, you must turn it in to me in **two forms**: electronically to D2L **and** through a hard copy. On the day that an essay is due, you must bring and turn in a stapled, single-sided hard copy of the essay to class. In addition, you must turn in an electronic copy of the document in Microsoft Word form to D2L. Any essays submitted through Google Docs, Apple Pages, and/or as PDFs will **not** be accepted. You must turn in **both** an electronic and hard copy of your essay to receive credit. If you **fail** to turn in your work through both channels, you will receive a grade of **zero** for the assignment.

In addition, failure to meet the **minimum** page or word count will result in a grade of “C” or lower depending on the quality of the rest of the paper.

Name the file attachment:

Smith.Alex.ENG.1302.04E.Assignment.Name

Note: Your word processor will likely attach .docx to the end of the file name when you save/send it to me.

Email Policy

Please remember your audience when sending an email to any professor and/or class instructor. Be formal and address your teacher as Mr., Ms., Mrs., Dr., Instructor, or in the manner that the individual prefers. If you are unsure of what they prefer, ask them. Do **not** address your teacher by their first name unless they explicitly ask you. When sending an email to a faculty member, include your name, class number and section number, and purpose for the correspondence in the subject line of the email. (ex. Smith, John/ENG-1302-15E/Question about WA2)

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](#)

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<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

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.

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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

Week 1:

Jan. 14: Introduction to *Writing Inquiry*; interview classmate using Hawisher and Selfe questions

Jan. 16: Hawisher and Selfe (36 pages) ; **ACTIVITY IN CLASS:** Berry, Hawisher, and Selfe reading and discussion; Go over WA 1

Week 2: What is Literacy?

Jan. 21: Barton (21 pages); Barton and Hamilton (7 pages)

Jan. 23: WA 1 draft – peer review

Week 3: What is Literacy?

Jan. 28: Go over WA 1 draft questions; Hamilton (optional!)

Jan. 30: WA 1 due at end of day; Introduction to Chapter 2 (3 pages); Carter “Communities of Practice” (5 pages)

Week 4: Research Ethics and Communities of Practice

Feb. 4: introduce WA2, Kahn (16 pages)

Feb. 6: Adkins (9 pages); CCCC Statement on Ethical Conduct for Research in Composition Studies; Code of Ethics example

Week 5: Analyzing Literacy Ethnographies

Feb. 11: WA 2 workshop (Students work on Informed Consent and Code of Ethics)

Feb. 13: 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)

Week 6: Analyzing Literacy Ethnographies

Feb. 18: Literacy ethnography article reading due for each group; Pleasant (9 pages); Do “Analyze the Field Research Design” activity **in class**

Feb. 20: Group work on upcoming presentations (groups should discuss progress with instructor in class)

Week 7: Presenting your Work

Feb. 25: workshop poster presentations

Feb. 27: Group presentations; submit reflections.

Week 8: Designing Your Research Plan

Mar. 3: Read Introduction to Chapter 4; Go over Research Proposal (WA3); Determine a research question; **in class EXERCISE: *Thinking About Research Tools***

Mar. 5: Activity: Identifying your Research Question and Developing your Research Plan; sign up for conferences with instructor (one-on-one, to begin next week)

Mar. 10: Spring Break

Mar. 12: Spring Break

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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.

Mar. 17: Conferences

Mar. 19: Conferences

Week 10: Entering the Field: Data Collection and Analysis

Mar. 24: Chapter 5 introduction; go over Writing Assignment 4 (Verbal Portrait); Exercise: Revisiting Pleasant; Data Collection (field note exercises)

Mar. 26: Additional FN exercises, including developing FNs from your own ethnographic project

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

Week 11: Data Collection and Analysis

Mar. 31: 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

Apr. 2: 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.

Week 12: Writing It Up

Apr. 7: WA4 due; Introduction, Chapter 6; develop “Interpretive Memo” based on two Conceptual memos;

Apr. 9: in-class writing exercise (ZERO DRAFT ACTIVITY) from Chapter 6

Week 13: Writing It Up

Apr. 14: Curating work for your Ethnographic Portfolio (see Chapter 6: Ethnographic Portfolio-in-progress)

Apr. 16: No class (Thanksgiving Break)

Week 14: Writing It Up

Apr. 21: workshop for ethnographic essay; discuss reflections for Ethnographic Portfolio (Chapter 6)

Apr. 23: complete Final Project (Ethnographic Portfolio) due for peer review

Week 15: Workshopping your Ethnography and Celebration of Student Writing

Apr. 28: workshop for Celebration of Student Writing, developing poster presentation based on final project

Apr. 30: 1-3pm Celebration of Student Writing in the Rayburn Student Center

Finals week (May 5-7): in class writing: write a letter to future ENG 1302 students

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