



**English 1302-19E: Written Argument and Research
COURSE SYLLABUS: Spring 2020**

Instructor: Masoumeh (Jade) Razzaghi

Office Location: THL, Room 214

Office Hours: Tuesdays & Thursdays 8:00-9:30

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Writing Inquiry. Eds. Shannon Carter, Donna Dunbar-Odom, Tabetha 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

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%
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.

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

- 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 me with any questions you may have. I prefer email and my email address is: Masoumeh.Razzaghi@tamuc.edu. You can also visit during my office hours which are Tuesdays and Thursdays form 8-9:30.

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 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: 1. Instructor, 2. Dr. Jessica Pauszek, Director of Writing, 3. Dr. Karen Roggenkamp, Assistant Department Head or Dr. Hunter Hayes, Department Head

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>

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 Masoumeh.Razzaghi@tamuc.edu to 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 affect your final grades.
- Habitual tardiness is unacceptable. 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. Get along with your classmates and exchange contact information such as phone numbers, Facebook accounts, or email addresses.
- If you have to miss a class due to illness or university sanctioned events, you are required to contact me (preferably before class) to obtain assignment information.

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 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 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.

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

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.

Course Calendar

	Date	Read Before Class	Class	Due
Week 1	Jan 14		Introductions; course syllabus, interview classmate using Hawisher and Selfe questions	
	Jan 16	Hawisher and Selfe (36 pages)	Hawisher, and Selfe reading and discussion; Go over WA1	Hawisher and Selfe outline and discussion
Week 2	Jan 21	Barton (21 pages); Barton and Hamilton (7 pages)	Discussion on these articles	Outline of both Barton and Barton and Hamilton

	Jan 23	WA1 draft	Go over WA1 draft and do peer review	WA1 draft
Week 3	Jan 28		Go over WA 1 draft questions	examples of literacy events and practices
	Jan 30	Introduction to Chapter 2 (3 pages); Carter “Communities of Practice” (5 pages)	Discussion on the reading assignments	WA 1
Week 4	Feb 4	Kahn (16 pages)	Introduce WA2, discuss reading	Kahn outline
	Feb 6	Adkins (9 pages); CCCC Statement on Ethical Conduct for Research in Composition Studies; Code of Ethics example	Discuss reading	Summary of all 3 readings
Week 5	Feb 11		WA2 workshop, Students work on Informed Consent and Code of Ethics	
	Feb 13		Intro to Chapter 3 and poster presentations assignment; introduce poster presentations; begin group work for poster presentations (choose groups, article, tasks, deadlines, etc.)	WA2
Week 6	Feb 18	Literacy ethnography article reading due for each group; Pleasant (9 pages);	Do “Analyze the Field Research Design” activity in class	WA2
	Feb 20		Group work on upcoming presentations (groups should discuss progress with instructor in class)	
Week 7	Feb 25		Workshop presentation poster	presentation poster draft
	Feb 27		Group presentations	Submit reflection paper
Week 8	Mar 3	Introduction to chapter 4 (p.431-2)	In-class activity : thinking about research tools	
	Mar 5	Draft of research questions and plan	Identifying your Research Question and Developing your Research Plan; sign up for conferences with instructor (one-on-one, to begin next week)	Research proposal due, WA3
SPRING BREAK				
Week 10	Mar 17		Conference	

	Mar 19		Conference	
Week 11	Mar 24	Chapter 5 introduction	go over Writing Assignment 4 (Verbal Portrait); Exercise: Revisiting Pleasant; Data Collection (field note exercises)	Field note exercise
	Mar 26	Collect field notes	Additional FN exercises, including developing FNs from your own ethnographic project	Field note exercise/ must collect 2 sets of field notes before next week
Week 12	Mar 31	Expand the two sets of field notes	Develop Conceptual Memo in class; discuss example Verbal Portraits (WA4) and how to move from Conceptual Memo to Verbal Portrait	FN1 & FN 2
	Apr 2	WA4 draft	Peer review of WA4	WA4 draft, Before next week, you should collect at least two additional sets of FN and compose new Conceptual Memo based on these Expanded Fieldnotes.
Week 13	Apr 7	Intro to chapter 5,	Develop “Interpretive Memo” based on two Conceptual memos;	WA4
	Apr 9		in-class writing exercise (ZERO DRAFT ACTIVITY) from Chapter 5	
Week 14	Apr 14	Chapter 5: Ethnographic Portfolio-in-progress)	Curating work for your Ethnographic Portfolio	
	Apr 16		workshop for ethnographic essay; discuss reflections for Ethnographic Portfolio	
Week 15	Apr 21		complete Final Project (Ethnographic Portfolio) due for peer review	
	Apr 23		Peer review	
Week 16	Apr 28		Celebration of Student Writing, workshop for Celebration of Student Writing,	

			developing poster presentation based on final project	
	Apr 30		Celebration of Student Writing in the Rayburn Student Center	
	May 5-7	Final week	in class writing: write a letter to future ENG 1302 students	