



## ENG 1302 College Reading and Writing

COURSE SYLLABUS: SPRING 2022

### INSTRUCTOR INFORMATION

**Instructor:** Melanie Davis-Sanchez (she, ella, hers)

**Email:** [Melanie.Davis-Sanchez@tamuc.edu](mailto:Melanie.Davis-Sanchez@tamuc.edu)

**Office Hours:** TBA and by appointment

**Preferred Form of Communication:** Email is the **best** way to contact me

**Communication Response Time:** 48 hours during M-F

### COURSE INFORMATION

For this course, we will be using a platform called *Top Hat* that is included through TAMUC's Inclusive Access, meaning that this fee has already been charged to your bursar account. Top Hat will be accessible through our course shell in D2L. While you will receive an email about being able to opt out of this inclusive access, Top Hat is required for the course.

**To gain access to Top Hat, it is YOUR responsibility to create an account when you receive an email from the campus bookstore. Be on the lookout for this email at the start of the semester.**

**If you have any issues with Top Hat, you should contact [support@tophat.com](mailto:support@tophat.com).**

Through *Top Hat*, you will gain access to the following course materials for participation and. These are mandatory readings needed to complete all assignments in D2L.

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

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## 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 the 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

## Minimal Technical Skills Needed

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!)
- Your university email address. Be sure to check your email and/or set up notifications often (everyday). I will email the class through D2L, so be sure that that email is the one you check.
- Regular internet access
- Access to a computer with a word processing program and a printer (assignments must be typed uploaded through D2L in a **.doc or .docx file**)

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## Instructional Methods

This is a WEB section, meaning our entire course is online. There will be scheduled synchronous meetings that students will be expected to join. In addition, each week there will be recorded and/or posted lectures for students to review. Participation is vitally important in the online course, so be sure to keep up with the lectures and the assignments by using the Course Calendar. All course work (unless noted) will be done asynchronously with given deadlines throughout the week. Assignments will be given in both Top Hat and D2L.

### Student Responsibilities or Tips for Success in the Course

It is expected that you will participate in Top Hat every week, usually on multiple occasions. Students in “B” blended courses are expected to be in class OR complete their work remotely in the allotted timeframe. Students in “W” classes will be entirely online but are still expected to watch class recordings if they cannot virtually attend any synchronous lectures/discussions/workshops. All students should check their email daily and log into D2L at a minimum 2-3 times a week. To succeed in this course, you should also complete all the required reading and activities in Top Hat.

## 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

### Assessments

Assignment Name	Percentage of Grade
Writing Assignment #1: Exploring Literacies	20%
Writing Assignment #2: Group Presentations	15%
Writing Assignment #3: Research Proposal	15%

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Writing Assignment #4: Reflecting on Your Research (D2L Discussion Board)	10%
Top Hat Participation	10%
D2L: In-class writing/ Discussion Board Posts and Responses to Classmates/Lecture WIKI participation/Homework	10%
Final Exam: Ethnographic Portfolio	20%

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

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use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

\*I will respond to your emails within 48 hours on weekdays. If you do not hear from me in that time frame (and 72 hours on weekends), please contact me again. Remember, email glitches sometimes. So, always email again if you do not hear a response.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Participation will be counted partly through your use of Top Hat (10%) and partly through the work you do in class discussions (online), in drafting your writing assignments, in group work, etc. When you answer the Before and After Reading questions in Top Hat, you will gain participation points. If you miss a deadline, you must contact your instructor to ask for extra time to work in Top Hat. It is your responsibility to ask for this extra time. Consistent lateness may cause a deduction of participation points. It is the student's responsibility to request for this extra time within a reasonable timeframe.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, inclement weather, and other events outside of our control that may make it necessary

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for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance through your University email and/or D2L.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.Ro.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.Ro.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.Ro.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.Ro.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.Ro.10](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.Ro.10GraduateStudentAcademicDishonesty.pdf>

## **Students with Disabilities-- ADA Statement**

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:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-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](#)

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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.

## Pandemic Response Statements

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

## COURSE OUTLINE / CALENDAR

Unless otherwise indicated, all readings and questions will be done through *Top Hat*. Remember, you can access Top Hat readings directly in D2L. (It is highly recommended to 'bookmark' the Top Hat LMS for future reference and ease of access)

Week 1 Writing Inquiry Part III	<ul style="list-style-type: none"><li>● Introduction to course/review syllabus, course calendar, expectations, etc</li><li>● Email your instructor through D2L. In this email, you should describe a couple of your interests,</li></ul>
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	<p>such as what sports you might like, tv shows, music, books, or other activities. Preferred Pronouns should be shared as well</p> <ul style="list-style-type: none"> <li>● Introduction Carter p. 274)</li> <li>● Interview Protocol pg. 286</li> <li>● Hawisher and Selfe pg 292</li> </ul>
<p>Week 2 Unit 1: What is Literacy?</p>	<ul style="list-style-type: none"> <li>● Hawisher and Selfe p.292 (cont'd) In-Class Activity, Writing Up Interviews p. 330</li> <li>● Barton p. 331</li> </ul>
<p>Week 3 Unit1: What is Literacy?</p>	<ul style="list-style-type: none"> <li>● Barton (cont'd)</li> <li>● Barton and Hamilton p. 348</li> <li>● Introduce WA 1</li> </ul>
<p>Week 4 Unit 2: Analyzing Literacy Ethnographies In-Class Activity: Analyzing Artifacts</p>	<ul style="list-style-type: none"> <li>● In-Class Activity: Analyzing Artifacts p. 355</li> <li>● Unit 2 Introduction p. 357</li> <li>● Pleasant p. 359</li> <li>● WA 1 Due</li> </ul>
<p>Week 5 Unit 2: Analyzing Literacy Ethnographies (cont'd)</p>	<ul style="list-style-type: none"> <li>● Pleasant (cont'd)</li> <li>● WA 2 Introduction/Group selection</li> <li>● In-Class work on WA 2</li> <li>● WA 2 Student Conferences</li> </ul>
<p>Week 6 Unit 2: Analyzing Literacy Ethnographies (cont'd)</p>	<ul style="list-style-type: none"> <li>● Catch Up/Check in</li> <li>● Introduce Unit 3</li> </ul>
<p>Week 7: Midterm Projects</p>	<ul style="list-style-type: none"> <li>● WA 2 Due: Presentations</li> <li>● Carter p. 380</li> </ul>
<p>Week 8: Unit 3: Establishing Ethics and Building a Research Proposal</p>	<ul style="list-style-type: none"> <li>● Carter (cont'd)</li> <li>● Kahn p. 384</li> <li>● Adkins p. 397</li> <li>● CCCC Guidelines p. 402</li> </ul>

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<p>Week 9 Unit 3: Establishing Ethics and Building a Research Proposal</p>	<ul style="list-style-type: none"> <li>● Code of Ethics examples and In-Class Activity</li> <li>● Ethics and Reflection pg. 416</li> <li>● Designing a Research Plan p. 417</li> <li>● Research Tools</li> <li>● In-Class Activity Identifying your Research Question/Developing a Research Plan p. 426</li> </ul>
<p>Week 10 Designing a Research Plan</p>	<ul style="list-style-type: none"> <li>● WA 3: Research Proposal introduction/discussion</li> <li>● Introduction p. 431;</li> <li>● In-Class Exercise: Fieldnotes p. 437</li> </ul>
<p>Week 11 Unit 4: Entering the Field</p>	<ul style="list-style-type: none"> <li>● Code Books p. 442 and Kynard p. 445</li> <li>● WA 4 Introduction</li> <li>● Jones p. 450</li> <li>● FIELD RESEARCH DAY</li> </ul>
<p>Week 12 Unit 4: Entering the Field</p>	<ul style="list-style-type: none"> <li>● WA 3 Due</li> <li>● Introduction to Unit 5 p. 453</li> <li>● Introduce WA 5 p. 455</li> <li>● WA 4 Due</li> </ul>
<p>Week 13 Unit 5: Writing It Up</p>	<ul style="list-style-type: none"> <li>● In-Class Activity Beginning the Ethnographic Portfolio p. 456</li> <li>● In-Class Activity Creating a “Zero Draft” p. 457</li> </ul>
<p>Week 14 Unit 5: Writing It Up</p>	<ul style="list-style-type: none"> <li>● In-Class Activity Putting Together and Ethnographic Portfolio p. 458</li> <li>● Work on final project (WA 5)</li> </ul>
<p>Week 15 Wrapping Up</p>	<ul style="list-style-type: none"> <li>● Peer Review Final Project p. 461</li> <li>● WA 5 Due [Last day of Class]</li> </ul>

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