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tamuc.edu

ENG 1302.11W: Written Argument and Research
Course Syllabus: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Annmarie Wu (she/her/hers)
Email: annmarie.wu@tamuc.edu
Office Location: Zoom (Link will be posted to D2L)
Office Hours: Tuesdays 5-8pm and by appointment
Preferred Form of Communication: Email
Communication Response Time: 24 hours

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.

Through Top Hat, you will gain access to the following course materials:

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:** A grade of "C" or better in English 1301, advanced placement, or CLEP.

The syllabus/schedule are subject to change.

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.
5. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

COURSE REQUIREMENTS

Minimal technical skills needed.

You will need:

- A flash drive or some 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 (i.e., your LeoMail) that you check every day, ideally multiple times a day.
- Regular internet access
- Access to a computer with a word processing program (assignments must be typed uploaded through D2L in a .doc, .docx, or .pdf file)

INSTRUCTIONAL METHODS

This is a web section, meaning our entire course is online. I will send out weekly reminders of what assignments you need to complete during the week to receive maximum credit. All coursework can be completed asynchronously with given deadlines.

STUDENT RESPONSIBILITIES OR TIPS FOR SUCCESS IN THE COURSE

It is expected that you will participate in Top Hat every week. Students in "B" blended courses are expected to be in class OR complete their work remotely in the allotted time frame. Students in "W" classes (i.e., this class) 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.

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GRADING

Major Assignments

- **Writing Assignment #1: Exploring Literacies.** You will identify a community you are connected to in some fashion and develop an understanding of literacy, literacy practices, and literacy events as they relate to the community of your choosing. You will describe your chosen group's literacies, describing how your group communicates, and identify markers of your community and what it means to "be literate" within your community.

- **Writing Assignment #2: Analyzing Literacy Ethnographies.** You will select one literacy ethnographies from an assigned list and identify the following: 1) title of the study, 2) main argument, 3) research question(s), 4) glossary of key terms (2-3), 5) community of practice (research participants), 6) research methods, 7) research ethnics, 8) findings, and 9) implications for your own research project. You will create a visual representation of these characteristics and write a reflection of how your chosen ethnography influences your personal research project.

- **Writing Assignment #3: Research Proposal.** You will identify a research question and craft a proposal for how you will answer your research question. The proposal needs to include the following elements: 1) a title, 2) a definition of the study, 3) research questions, 4) a discussion of the locations and people you plan to study, 5) data collection methods, 6) a timeline of data collection, 7) what materials you need to conduct your research, 8) what studies you use to support your research with proper citations, 9) any major concerns you may have in undertaking the project.

- **Field Notes**. You will need to keep track of your data and field notes, whether your data or notes consist of interviews, field observations, cultural artifacts, or articles you have read, among other examples. You will be required to turn this in as an assignment to demonstrate progress made toward your research project.

- **Writing Assignment #4: Ethnographic Portfolio.** You will compile an ethnographic portfolio, choosing 5-8 pieces of your writing throughout the course alongside your final ethnographic project and reflection of your work.

- **Additional Assignment.** For an "A" grade in the course, you will choose from one of the below prompts.

  1. An essay (3 pages) on how you see the skills this class purports to develop will help you in your future courses, in or outside your major, and in any prospective professional field you hope to become a part of after you finish school. You may begin with a discussion of writing in general and its worth, but eventually you'll want to narrow your analysis down to the types of things mentioned in the core objectives ("critical thinking"—feel free to interpret that however you please— communication, teamwork, personal responsibility) and the learning outcomes (engaging in the writing process, giving and receiving criticism, understanding

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genre, evaluating sources, integrating others' ideas, and citing sources, etc.). You don't have to feel compelled to respond to every item just listed, only those that seem most interesting or relevant to you and what you want to say.

2. An honest and detailed self-evaluation (3 pages) of the writing process you went through for any of the major writing assignments (Exploring Literacies, Analyzing Literacy Ethnographies, your Research Proposal, or Ethnographic Portfolio). This is fairly open-ended and can be somewhat informal (not to mention introspective), but you will want to try to objectively take stock of your performance in each of the general four steps of the writing process—prewriting, drafting, revising, and editing—in relation to the assignment you choose to write about. If you skipped one of these steps, explain your rationale (try to make your explanation productive. For example, if you skipped a step because you didn't feel you had enough time, you'll want to analyze and evaluate the way you decided to manage your time leading up to the due date, etc.). You'll want to quote your final paper and drafts as evidence where necessary.

3. An additional mini-research paper (3 pages) with MLA citations, open topic, subject to my approval.

4. An assignment of your own devising (3 pages), subject to my approval.

For more detail, please see the corresponding assignment sheets on Top Hat and D2L.

Your final grade in the course will consist of the following:
- Writing Assignment #1: Exploring Literacies
- Writing Assignment #2: Analyzing Literacy Ethnographies
- Writing Assignment #3: Research Proposal
- Field Notes
- Writing Assignment #4: Ethnographic Portfolio
- Your additional assignment, should you choose to write one
- Top Hat Participation
- Discussion Board Posts, including responses to classmates/reading responses/homework

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We will use a blanket contract grading system for this course. This means that you will not receive letter or numerical grades for most of your work during the semester (note: this refers to the above-mentioned major assignments; your overall grade in the class will be a letter grade). *Instead, for each major assignment, a minimum standard must be met, or the paper will be returned for revision* (please see the section "Revision"). All major assignments must be completed, with revisions if required, in order to pass the course.

Final grades will be determined as follows:

For an "A":

Get a grade of complete on all major writing assignments.
Turn in 3 of the 4 major writing assignments on time.
Submit field notes on time.
Get a grade of complete on at least 95% of all discussion posts (including classmate responses).
Complete 95% of all Top Hat participation activities.
Complete an additional assignment from one of the prompts specified on the syllabus.

For a "B":

Get a grade of complete on all major writing assignments.
Turn in 2 of the 4 major writing assignments on time.
Submit field notes on time.
Get a grade of complete on at least 85% of all discussion posts (including classmate responses).
Complete 85% of all Top Hat participation activities.

For a "C":

Get a grade of complete on 3 of the 4 major writing assignments while turning in all of them (see "Late Assignments" section).
Turn in 1 of the 4 major writing assignments on time.
Submit field notes.
Get a grade of complete on at least 75% of all discussion posts (including classmate responses).
Complete 75% of all Top Hat participation activities.

For a "D":
Get a grade of complete on 2 of the 4 major writing assignments while turning in all of them (see "Late Assignments" section).
Get a grade of complete on the Ethnographic Portfolio.
Get a grade of complete on at least 65% of all discussion posts (including classmate responses).
Complete 65% of all Top Hat participation activities.

For an "F":

Fail to meet the course requirements outlined above.

Revision

Students may revise any of the major assignments after consulting with the instructor. Students should consult with me concerning revision due dates. The original paper must be submitted along with the rewrite. Please remember that revisions should address not just grammar and structure but the content of the paper as well.

Late Assignments

Major assignments are due during the date range specified. You are allowed to fail to turn in a certain amount of the major assignments according to the grade you have chosen you want to earn in the course (see "Grades" section). In order to pass the course, all major assignments must be turned in in some form. This could mean turning in a partially complete assignment late. You will not receive a grade of "complete" on the assignment, but it will count as you having attempted to complete it, which will fulfill the basic requirement of trying to do the work of the class.

LMS TECHNOLOGY REQUIREMENTS

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 the 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

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.

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

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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 24 hours. If you do not hear from me in that time frame, please contact me again. Remember, email glitches sometimes, so always email again if you do not receive a response.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Participation will be counted through your use of Top Hat and through the work you do in class discussions (online), and in drafting your writing assignments. When you answer the Before and After Reading questions, 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.

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.

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

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TAMUC Attendance. 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

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
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

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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/34Safet yOfEmployeesAndStudents/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.

Grievances. 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. Ashanka Kumari, by emailing her (ashanka.kumari@tamuc.edu). 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 the instructor already. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Writing Center. The Writing Center offers writers free, one-on-one assistance. We currently only offer 45min, online sessions that writers can book from our website: www.tamuc.edu/writing-center. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike (faculty and staff too!). Research shows that all workers benefit from sharing their work with a focused reader. The Writing Center staff is trained to support writers in any stage of the writing process (from the blank page to polishing sentences), and we work with writers to verbalize writing goals and to stay on track with larger writing projects. We work with any form of writing (academic and nonacademic). The writers with whom we work usually bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. Contact us with any questions here: writingcenter@tamuc.edu.

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COURSE SCHEDULE

Assignments for the week are due at the end of the date range (e.g., week 1 assignments are due 1/16).

Week	Dates	Topics Covered	Tasks
1	1/12-1/16	• Introduction • What is Literacy?	**View:** Syllabus and introductory lecture **Read:** What is Literacy? and Literacy Practices **Due:** Discussion post #1, syllabus quiz
2	1/17-1/23	• Literacy Practices • Writing Assignment #1 Introduction	**View:** Writing Assignment #1 assignment sheet, Week 2 lecture **Read:** Talking about Literacy and Literacy Sponsors and Learning **Due:** Discussion post #2, writing circle contacts
3	1/24-1/30	• Literacy Practices (cont.)	**View:** Week 3 lecture **Read:** Learning to Serve **Due:** Discussion post #3
4	1/31-2/6	• Literacy Practices (cont.)	**View:** Week 4 lecture **Read:** Marveling at *The Man Called Nova* **Due:** Peer review for writing assignment #1
5	2/7-2/13	• Analyzing Literacy Ethnographies • Writing Assignment #2 Introduction	**View:** Week 5 lecture, Writing Assignment #2 assignment sheet **Read:** Analyzing Literacy Ethnographies **Due:** Writing Assignment #1

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Week	Dates	Topics Covered	Tasks
6	2/14-2/20	• Analyzing Literacy Ethnographies (cont.)	**View:** Week 6 lecture **Read:** Your assigned literacy ethnography article (Brokering the Immigrant Bargain or Prviate Lives and Public Nebraska Women) **Due:** Discussion post #4
7	2/21-2/27	• Analyzing Literacy Ethnographies (cont.)	**View:** Week 7 lecture **Read:** What is a Community of Practice? **Due:** Group progress report (Discussion post #5)
8	2/28-3/6	• Designing Your Research Plan • Writing Assignment #3 Introduction	**View:** Writing Assignment #3 assignment sheet and week 8 lecture **Read:** Establishing Ethics and Building a Research Proposal and **Due:** Writing Assignment #2
9	3/7-3/13	• Designing Your Research Plan	**View:** Week 9 lecture **Read:** Designing Your Research Plan **Due:** Discussion post #6
10	3/14-3/20	• Establishing Ethics	**View:** Week 10 lecture **Read:** CCCC Guidelines for the Ethical Conduct of Research, Example Code of Ethics, and Example Informed Consent Form **Due:** Discussion post #7

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Week	Dates	Topics Covered	Tasks
11	3/21-3/27	• Writing Assigment #4 Introduction	**View:** Writing Assignment #4 assignment sheet and week 11 lecture **Read:** Putting Ethnographic Writing in Context **Due:** Peer review for writing assignment #3
12	3/28-4/3	• Spring Break	**Due:** Writing Assignment #3
13	4/4-4/10	• Entering the Field (cont.)	**View:** Week 13 lecture **Read:** Entering the Field **Due:** Discussion post #8, conference sign-up
14	4/11-4/17	• Writing It Up	**View:** Week 14 lecture **Read:** Writing It Up, Beginning the Ethnographic Portfolio
15	4/18-4/24	• Writing It Up (cont.)	**Due:** Conferences
16	4/25-5/1	• Writing It Up (cont.)	**View:** Week 16 lecture **Due:** Peer review for writing assignment #4
17	5/2-5/8	• Writing It Up (cont.)	Keep working!
18	5/9-5/13	• Finals Week!	**Due:** Writing Assignment #4

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