ENG 1302 24W & 25W
GLB/US - Written Argument/Research
COURSE SYLLABUS: SPRING 2022

INSTRUCTOR INFORMATION

Instructor: Cortney "Anne" Phifer (she/her)
Office Location: Fully Online
University Email Address: Anne.Phifer@tamuc.edu
Preferred Form of Communication**: Email**
Communication Response Time: 24-48 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.

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 - 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 responses, summaries of argumentative texts, argumentative papers, and longer

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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 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.

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!)

- A valid, working email address that you check 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)

Instructional Methods

This is a WEB section, meaning our entire course is online. Each module, I will provide one or more video lecture(s) for you to watch asynchronously. All other course work will be done asynchronously with given deadlines throughout the semester.

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. 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

I thoroughly believe that grades are technologies of surveillance and control. I never found grades productive for learning, and I have always felt that they limit the learning process, create nasty habits designed to "get the A," and cause more anxiety than they are worth. Much research suggests the limits of grades and the benefits of going "gradeless." *However*, I also realize that grades are important data points for you – your scholarships, majors, future jobs, and ability to graduate are all tied up in the grades you earn. To balance my distrust of grades with the requirements of the university, we will work on a feedback and labor model, which will be codified in a grading agreement we negotiate at the beginning of the semester. This means you will receive (a lot of) feedback from me and your peers throughout the semester with the expectation that you use that feedback to continually revise, rethink, and remix your work. For the most part, the only "grade" you will receive during the semester will be:

- **full credit**: project was completed, turned in promptly. Strong effort.

- **half credit**: project wasn't complete and/or prompt but effort was evident.

- **no credit**: project wasn't complete and/or prompt.

- **excused**: incomplete project due to uncontrollable circumstances.

However, this course is *not* "gradeless" because I, begrudgingly, must enter a final course grade at the end of the term. At the end of the semester, I will review your work, my various responses to your work throughout the semester, your attempts to compose something of quality, and your general fortitude and determine a final grade using our grading agreement and the standard TAMUC grading scale. You may always meet with me to discuss your progress in the course (though don't expect me to give you a "grade").

Proposal:

Your grade in this course will be primarily based on five categories: **writing assignments, reading assignments, participation, collaboration,** and **fortitude.** Below, each of these categories is expanded upon with specific details about completing the assignments.

1. **Writing Assignments:** Throughout the semester you have **three** major writing assignments, **drafts**, and **various** small writing tasks (e.g., discussion board responses). In terms of your labor, you are expected to complete all writing assignments, and because each assignment builds into the next part of the course, your success on future writing assignments depends on the effort you put into even early assignments. All assignments should be turned in on time and meet at least the minimum goals set in the individual project prompts. ***Missed work*** is work that you either *missed the point* or *missed the deadline*; however, you demonstrate some effort. ***Ignored work*** is work never submitted.

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2. **Reading Assignments:** What and how you read directly influences what and how you write. In this course, we are going to build strong writing habits but also generative reading habits. For every reading assigned, then, you should annotate the text / take notes in whatever format is most comfortable for you. It would also be good practice to annotate your research and readings for other courses. Your reading knowledge will be measured by your participation in class discussion boards as well as your ability to demonstrate an understanding of research through writing.

3. **Participation:** The best way to learn in this course is to participate. Now, I recognize a lot of professors say this; however, because this course covers things you won't have discussed in other classes previously, checking out will put you at a disadvantage on the major assignments. Additionally, not participating means you'll miss small writing assignments. Ready participation and engagement in the online course will reflect well on you throughout the semester as well as help you to learn, synthesize, transform, and retain the material.

4. **Collaboration:** As mentioned above, this course has several discussions during every module. In the process of completing your major writing projects, you will be put into a group in which you will read and offer feedback on your peers' drafts. Collaboration is a mix of leading, listening, debating, and agreeing. Don't be the person the group rolls their eyes at because you aren't contributing your fair share. Additionally, don't forget that I'm here to be a collaborator as well, and I strongly encourage you to **talk to me**.

5. **Fortitude:** I'm going to ask you to take some risks this semester. Writing prompts will probably be less specific than you'd like, my answers to your questions may inspire more questions, and you may have difficulties with your working group. Writing and learning are messy endeavors that require lots of time, energy, and labor, and I ask that you show fortitude this semester. Fortitude is generally defined as "courage in adversity" and is synonymous with endurance. These characteristics, I believe, are more important to your learning than "participation" in the traditional sense.

Grade Breakdown

So, with all of this in mind, let's break it down. I promise that everyone who meets the minimum expectations will leave this course with a **B** (85%; 3.00). Here is a quick and dirty grade guide:

Grade	Attendance	# Missed Major assignments	# Ignored Major Assignments	In-class + homework assignments	Fortitude	Extra Effort
A (4.0)	≤ 4	1	0	90-100%	strong	+2
B (3.0)	≤ 4	2	0	80-89%	good	

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C *(2.0)*	**5-9 absences**	**3**	**1**	**70-79%**	**average**	
D *(1.0)*	**10-12 absences**	**4**	**2**	**60-69%**	**low**	
F *(0.0)*	**≥ 13 absences**	**≥ 5**	**≥ 3**	**≤ 59%**	**none**	

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

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.

COMMUNICATION AND SUPPORT

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

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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 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

If you know you will need additional time to work on an assignment, email Ms. Phifer before it is due so that you can get an extension. If you have an extension, lateness will not be counted against you.

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.

Grievance Policy & Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor 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").

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The 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

Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

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.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

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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.

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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.

Pandemic Response Statements

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.

Unless otherwise indicated, all readings and questions will be done through *Top Hat.* All major writing assignments will be turned in through D2L.

COURSE OUTLINE / CALENDAR

This calendar is likely to change in order to accommodate learning needs.

Introduction: Getting Started	Introduction to the Course. **This week we will:** Introduce yourself in Getting Started **discussion board**, familiarize yourself with Top Hat and the layout of D2L. Go over the syllabus. Any questions will need to be directed to me immediately. **Readings:** • "What to Expect" • "Preface"

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	• *Donna Dunbar-Odom's "Active Reading" • *Donna Dunbar-Odom's "Writing as a Process" • *James Paul Gee's "What is Literacy?" **Deliverables:** • Discussion Board Post • Syllabus Quiz • Plagiarism Contract For all readings with a * answer both the Before and After Reading questions in Top Hat.
Unit One	**Required Readings (Read All):** • "How to Approach the Assignments"; • Dunbar-Odom's "Learning Habits of Reflection"; • Adkins' "Plagiarism"; • Carter's "Introduction to Writing Inquiry Part III"; • Barton and Hamilton's "Literacy Practices"; • Barton's "Talking about Literacy" **Required Viewing:** YouSeeU Meeting(s) and/or Asynchronous Lecture Video **Deliverables:** • Before and After Reading Questions for every reading assigned • Discussion Board Posts • Writing Assignment One
Unit Two:	**Required Reading (Read All):** • Chapter 2 Introduction • Pleasant's "Literacy Sponsors and Learning" • Literacy ethnography article choice **Required Viewing:** YouSeeU Meeting(s) and/or Asynchronous Lecture Video **Deliverables:** • Before and After Reading Questions for every reading assigned • Literacy Narrative • Peer Review
Unit Three:	**Required Reading (Read All):** • Chapter 3 Introduction • Carter "Communities of Practice" • Adkins "Ethnographic Research and Amish Values" • Kahn "Putting Ethnographic Research into Context"

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	• CCCC Statement on Ethical Conduct for Research in Composition Studies • Designing a Research Plan, Phases 1-6 **Required Viewing:** YouSeeU Meetings and/or Asynchronous Lecture Video **Deliverables:** • Before and After Reading Questions for every reading assigned • Discussion Board Posts • Writing Assignment Three
Unit Four:	**Required Reading (Read All):** • Chapter 4: Entering the Field • Data Collection • Data Analysis • A Verbal Snapshot: Insider Perspective • Literacy in a Small Town (Jones) **Required Viewing:** YouSeeU Meetings and/or Asynchronous Lecture Video **Deliverables:** • Before and After Reading Questions for every reading assigned • Discussion Board Posts • Writing Assignment Four
Unit Five:	**Required Reading (Read All):** • Putting Together an Ethnographic Portfolio • Presenting Your Ethnography **Required Viewing:** YouSeeU Meetings and/or Asynchronous Lecture Video **Deliverables:** • Discussion Board Posts • Writing Assignment Five (Reflective Project)

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