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<https://new.tamuc.edu/coronavirus/>

**ENG 1302. 91E: College Reading and Writing**  
**COURSE SYLLABUS: Spring 2022**

**Instructor: Chasity Stafford M.Ed.**

**Office Location:** Online or Learning Cottage 5

**Office Hours:** Flexible. I check email every business day. Please allow 24 hours response during the week and 48 hours response on the weekends. If you do not get a response from me in that time frame, please re-send the message. This doesn't happen often, but sometimes messages get buried.

**Office Phone:** 972-636-9991

**University Email Address:** [Chasity.Stafford@tamuc.edu](mailto:Chasity.Stafford@tamuc.edu)

**High School Email Address:** [staffordc@rcisd.org](mailto:staffordc@rcisd.org)

**COURSE INFORMATION**

For this course, we will be using a platform called Top Hat that is included through TAMUC's Inclusive Access. 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. This is the same online book that you used for 1301. No new purchase required unless you did not gain access for fall.

**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.**

**Materials – Textbooks, Readings, Supplementary Readings:**

Textbook(s) Required:

*Writing Inquiry 2<sup>nd</sup> 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 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.

**Minimal Technical Skills Needed**

You will need:

- Flash drive or other means (Google Drive) 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. All other course work will be done asynchronously with given deadlines throughout the week. In order to receive full credit for participation, you must check into your D2L at least three times per week and check your email daily. D2L records your activity which is where I will look for attendance.

**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.

**Instructional / Methods / Activities Assessments**

**Major Writing Assignments (WAs):** See *Writing Inquiry* for full descriptions of WAs

## GRADING

90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F

Assignment Name	Percentage of Grade
Writing Assignment #1: Exploring Communities	15%
Writing Assignment #2: Group Presentations	15%
Writing Assignment #3: Research Proposal	15%
Writing Assignment #4: Visual Portrait Essay	10%
Writing Assignment #5: Final Reflective Project	10%
Top Hat Participation	10%
In-class writing/ Discussion Board Posts and Responses to Classmates/ Reading Responses/Homework/Other Participation	15%
Final Exam: Ethnographic Presentation	10%

## 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 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

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and their address is: TBA. Also, each instructor in the department of literature and languages is required to keep at least three office hours per course per week.

### 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 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: Instructor -> Dr. Jessica Pauszek, Director of Writing -> Dr. Karen Roggenkamp, Assistant Department Head or Dr. Hunter Hayes, Department Head**

### 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.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

*Attendance Policy*

**Instructors, please include information about your attendance policy here. I want to encourage you to use daily quizzes or writing at the beginning of class encouraging students to show up (and on time) instead of taking attendance and using it against students.**

**Do not use absolutes: "if you miss 6 classes, you will fail." "No make up work accepted." These policies do not leave room for things that happen each semester, as well as for student growth and progress rather than punishment. We want to foster a culture of student agency and development, not of automatic punishment. So, let's think about how we can help students learn while also developing their agency as learners and classmates.**

**Be mindful that it is permissible for students to miss class for University sanctioned events and military events/requirements.**

**The important thing is that your attendance policy is clear.**

### *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])

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.

### **University Specific Procedures:**

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);

Campus Concealed Carry statement: Campus Concealed Carry - 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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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.

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.

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](mailto:StudentDisabilityServices@tamuc.edu)

### **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.

Unless otherwise indicated, all readings and questions will be done through Top Hat. Remember, you should access Top Hat readings directly in D2L.

## COURSE OUTLINE / CALENDAR

Unless otherwise indicated, all readings and questions will be done through *Top Hat*. Remember, you should access Top Hat readings directly in D2L.

<p>Week 1: Wednesday, Jan. 12th – Sunday, Jan. 16th</p>	<p>1. Register your Leomail address for a Top Hat account.</p>
	<p>2. Email your instructor through D2L. In this email, you should describe a couple of your interests, such as what sports you might like, tv shows, music, books, or other activities.</p>
	<p>3. Read, “What to Expect”</p>
	<p>4. Read, “Preface” 5. Introduce and Begin Drafting WA 1</p>
<p>Week 2: Jan. 17th-23rd</p>	<p><b>Read and answer the Before and After Reading questions for the following:</b></p>
	<p>1. How To Approach The Assignments</p>
	<p>2. Donna Dunbar – Odom, “Learning Habits of Reflection”</p>
<p>Week 3: Jan. 24th-30th</p>	<p>Donna Dunbar – Odom, “Writing As a Process” James Paul Gee, “What Is Literacy?”</p>
	<p>1. Donna Dunbar – Odom, “Learning Habits of Reflection”</p>
	<p>2. Introduction to Part III by Shannon Carter</p>
	<p>3. Barton and Hamilton, “Literacy Practices”</p>
<p>Week 4: Jan. 31st- Feb. 6th</p>	<p>Writing Assignment # 1 Due Set up Groups</p>
	<p>1. Barton “Talking about Literacy”</p>

	<ol style="list-style-type: none"> <li>1. Chapter 2 Introduction</li> <li>2. Eric Pleasant, "Literacy Sponsors and Learning"</li> <li>3. Intro to WA 2 - Begin Partner/Group work</li> </ol>
Week 5: Feb. 7th- 13th	<ol style="list-style-type: none"> <li>1. Read the article for your group</li> </ol> <p>Work on your article analysis (use the template your instructor provides) Develop a plan for your presentation</p>
Week 6: Feb. 14th-20th	<ol style="list-style-type: none"> <li>1. WA 2 Due - Group Presentations *** Writing Assignment 2 due ***</li> </ol> <p>WA3 Introduction - Research Proposal Begin thinking about an online community that you want to research</p>
Week 7: Feb 21st - 27th	<ol style="list-style-type: none"> <li>1. Chapter 3 Introduction</li> <li>2. Carter, "What is a Community of Practice?"</li> <li>3. Adkins, "Ethnographic Research Ethics and Amish Values"</li> <li>4. Designing Your Research Plan</li> </ol>
Week 8: Feb. 28th-March 6th	<ol style="list-style-type: none"> <li>1. Kahn, "Putting Ethnographic Research Into Context"</li> <li>2. CCCC Guidelines</li> <li>3. Activity "Ethics and Reflection"</li> <li>4. Example Code of Ethics and Informed Consent</li> </ol>
March 7th- March 13th	<b>SPRING BREAK</b>
Week 9: March 14th- March 20th	<ol style="list-style-type: none"> <li>1. Activity: Identifying Your Research Question and Developing Your Research Plan</li> <li>2. WA 3: Research Proposal Due</li> </ol>



	1. Chapter 4 Entering the Field
Week 10: March 21st- March 27th	3. WA 3: Research Proposal Due
	4. Chapter 4 Entering the Field
Week 11: March 28th- April 3rd	5. WA 4 Information
	TBA – posts about research
Week 12: April 4th- April 10th	Continue Research
Week 13: April 11th-17th	WA 4 Due
	WA 5 & Final Project Information
Week 14: April 18th-24th	Continue to work on Presentations/WA 5 - Final Project
Week 15: April 25th- May 1st	WA 5 due!
FINALS WEEK: May 2nd-May 8th	Final Project: Ethnographic Presentation Due