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ENG 1302.[93E], College Reading and Writing

COURSE SYLLABUS: SPRING 2022

INSTRUCTOR INFORMATION

Instructor: Danyelle Pool, M.Ed.

Office Location: Rains High School, RM 103

Office Hours: Monday-Friday 1:10- 1:55

Office Phone: 903-473-2222 EXT 1103

University Email Address: Danyelle.Pool@tamuc.edu

Preferred Form of Communication: Email or in Person

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 Tabettha Adkins. Fountainhead Press, 2019.

Course Description

The syllabus/schedule are subject to change.

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 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 primarily face-to-face course. We will meet every school day, however, not every school day will be dedicated to 1302 classwork. Days not designated for 1302 classwork will be used for additional learning opportunities or extra time to work towards classwork.

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Student Responsibilities or Tips for Success in the Course

Students are expected to keep up with readings in Top Hat. I will put out a reading schedule but it is the students' responsibility to keep up with these readings and the questions that go along with them. Updates on student progress will be discussed with the student after every writing assignment and shared with school personnel who have an educational need to know at the 5- and 8- week marks. Once the course is complete, the Skyward grade will be updated to reflect the course grade. Please feel free to reach out if you have any questions.

Furthermore, I DO NOT accept late work. If you know that you are going to miss a due date, please let me know BEFORE the due date.

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 | 15% |
| Writing Assignment #2: Partner or Group Presentations | 15% |
| Writing Assignment #3: Research Proposal | 15% |
| Writing Assignment #4: Taking Stock of Your Research (D2L Discussion Board) | 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% |

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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.

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>

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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. I am also available between classes and during WIN and my conference period.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Participation will be counted through your use of Top Hat. 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).
<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/rulesProcedure/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.

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

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| <p>Week 1: Wednesday, January 12 – Friday, January 14</p> <p>Introduction to the Course; Discussion about literacy and communities</p> | <ol style="list-style-type: none"> 1. Register your leomail address for a Top Hat account. 2. Recap last semester 3. Read, “What to Expect” 4. Read, “Preface” |
| <p>Week 2: January 18 – January 21</p> <p>Literacies; Communities of Practice; Begin Drafting WA 1</p> | <ol style="list-style-type: none"> 1. Introduction to Part III by Shannon Carter 2. Barton and Hamilton, “Literacy Practices” 3. Analyzing Artifacts Activity if f2f; (set up Groups if WEB) 4. Introduce and Begin Drafting WA 1 |
| <p>Week 3: January 24 – January 28</p> | <ol style="list-style-type: none"> 1. Hawisher and Self, “Becoming Literate” 2. Barton “Talking about Literacy” 3. WA 1 due |
| <p>Week 4: January 31 – February 4</p> <p>Chapter 2: Analyzing Literacy Ethnographies</p> | <ol style="list-style-type: none"> 1. Chapter 2 Introduction 2. Eric Pleasant, “Literacy Sponsors and Learning” 3. Begin Partner/Group work for WA 2 |
| <p>Week 5: February 7 – February 10</p> | <ol style="list-style-type: none"> 1. Read the article for your group 2. Work on your article analysis (use the template your instructor provides) 3. Develop a plan for your presentation |

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| <p>Week 6: February 15 – February 18</p> <p>Group Presentations</p> | <ol style="list-style-type: none"> 1. Group Presentations 2. Begin thinking about a community that you want to research |
| <p>Week 7: February 21 – February 25</p> <p>Ethics in Research and Beginning your Own Research</p> | <ol style="list-style-type: none"> 1. Chapter 3 Introduction 2. Carter, “What is a Community of Practice?” 3. Adkins, “Ethnographic Research Ethics and Amish Values” 4. Designing Your Research Plan |
| <p>Week 8: February 28 – March 4</p> | <ol style="list-style-type: none"> 1. Kahn, “Putting Ethnographic Research Into Context” 2. CCCC Guidelines 3. Activity “Ethics and Reflection” 4. Example Code of Ethics and Informed Consent |
| <p>Week 9: March 7 – March 11</p> <p>Research Proposal</p> | <ol style="list-style-type: none"> 1. Activity: Identifying Your Research Question and Developing Your Research Plan 2. WA 3: Research Proposal Due |
| <p>Week 10: March 21– March 25</p> <p>Continuing your Research</p> | <ol style="list-style-type: none"> 1. Chapter 4 Entering the Field 2. WA4 Post due 3. Continue Research |
| <p>Week 11: March 28 – April 1</p> <p>Ethnography in Practice</p> | <ol style="list-style-type: none"> 1. Introduce WA5 2. Work on WA5 |
| <p>Week 12: April 4 – April 8</p> <p>Ethnography in Practice</p> | <ol style="list-style-type: none"> 1. Work on WA5 |
| <p>Week 13: April 11 – April 14</p> | <p>Student Conferences</p> |

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| Week 14: April 19 - April 22 | Peer Review and finish WA5 |
| Week 16: April 25- April 29 | Presentations! |
| Finals Week | WA 5 Reflective Project due! |

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