English 1302.02W (26863)
Written Argument and Research
COURSE SYLLABUS: SPRING 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Victoria Lynne Scholz
Office Location: Online
Office Hours: By appointment
University Email Address: Victoria.Scholz@tamuc.edu
Communication Response Time: 24-36 hours

COURSE INFORMATION

Textbook(s) Required: For this course, we will be using a platform called Top Hat that is included through A&M-Commerce's Inclusive Access fee that was charged to your bursar account when you registered for this course. **You will not need to make any additional purchases.** 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, you will create an account using your LeoMail (university email) 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.**

The join code for our course section is **594040**

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

Johnson, Gavin P., Ashanka Kumari, Emily Littlejohn, Brian McShane, and Rachel McShane, Eds. *Writing Inquiry* [2023 edition]. Top Hat.

Software Required:
- D2L
- Top Hat
- LeoMail
- A word processing program: *Students have free access to Office 365.*

The syllabus/schedule are subject to change.

Course Description

ENG 1302 – GLB/US Written Argument/Research • 3 credit hours. 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.

Core Curriculum Course Objectives

- **Critical Thinking Skills**: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making.

English 1302 Learning Outcomes

- **Define** important terms/concepts including, but not limited to, literacy, community, research, ethics, knowledge, ethnography, and writing processes;
- **Discuss** the ways these terms expand based on cultural and communicative practices;
- **Locate** scholarly research related to key terms/concepts;
- **Examine** scholarly, personal, and/or multimodal texts that detail varying understandings and applications of key terms/concepts;
- **Develop** writing and research processes appropriate for ethically studying the literacy of a specific community;
- **Engage** in collaboration that supports individualized and communal understanding and writing development;
- **Collect** primary ethnographic data;
- **Organize** collected data in order to understand specific literacy community practices;
- **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), research methods, practices, styles, and/or languages;
- **Compose** texts across different genres and media of writing that further expand key terms/concepts based on primary ethnographic research and engagement with trustworthy secondary research;
- **Reflect** on your writing experiences and literacy practices;
- **Design** individualized learning goals appropriate for a first-year writing course; and
- **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

The *syllabus/schedule are subject to change.*

Instructional Methods

This course is 100% online.

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

All course-work will BEGIN on D2L. You MUST check D2L Announcements AND Activities -> Discussions for all information regarding readings and assignments. Links to Top Hat will be posted weekly on D2L. Failure to complete weekly discussions on D2L will result in a loss of participation credit.

I strongly recommend keeping in contact with myself and at least one of your classmates—by forming these relationships, you will have the opportunity to receive more individualized instruction, as needed, as well as have an accountability buddy.

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is a combination of completion and comprehension of the tasks/terms/assignments.

Midterm and 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

Weights of the assessments in the calculation of the final letter grade.

Writing Assignments	**40%**
Writing Histories and Your Goals Reflection	*complete/incomplete*
Considering Communities and Literacies	10%
Preliminary Topic Proposal and Annotated Bibliography	10%
Ethnographic Research Proposal	10%
The Learning Showcase	10%
English 1302 Semester Portfolio	**40%**
Writing Activities	**10%**

The *syllabus/schedule are subject to change.*

Top Hat Questions	10%
TOTAL	**100%**

Assignments

Full prompts for assignments are available explained in D2L with links to Top Hat.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

For this course, you must have working and reliable internet, understanding of basic online etiquette, access to your LeoMail, ability to download files, access to YouTube, access to Zoom, and access/basic knowledge of MS Office (or similar). If you need help with any of these aspects, please let me know.

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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

The *syllabus/schedule are subject to change.*

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

All formal communication must be through TAMUC email. I will not reply to emails from personal email addresses. Late submissions will receive a 10% penalty per day and will not be accepted after 3 days; any situation in which you might need to submit an assignment late should be discussed with me ASAP to potentially avoid that penalty. I CANNOT accept the final project (Ethnographic Essay/Portfolio) late due to university deadlines for submitting final grades.

If you are EVER in doubt, please reach out to me ASAP. I am here to help you succeed, but I cannot do that if you do not tell me that you are struggling.

This course does not allow any AI writing tools. Use of AI writing tools (including ChatGPT and Grammarly among others) will result in either a 0/F for the assignment or for the entire course, depending on severity. Use of any AI other programs to improve your writing (better wording, for example) beyond spell-check and punctuation goes against course policy.

Interaction with Instructor Statement

Course communication should primarily be through LeoMail, but I do provide a Discord server for students to communicate with one another and myself. This environment is more laid-back and casual. I will occasionally post grading updates in the appropriate channel, but any information posted in Discord will ALWAYS be posted on D2L. Keep in mind that not all information on D2L will be posted on Discord.

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 **Dr. Gavin P. Johnson, the Director of Writing** (gavin.johnson@tamuc.edu). In the case when the Director of Writing is the instructor, the student should contact **Dr. Hunter Hayes, Chair of the Department of Literature and Languages** (hunter.hayes@tamuc.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

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.

The *syllabus/schedule are subject to change.*

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

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.

Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf).
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

AI Use in Courses

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

The *syllabus/schedule are subject to change.*

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Collection of Data for Measuring Institutional Effectiveness

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.

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

The *syllabus/schedule are subject to change.*

Texas A&M University-Commerce
Velma K. Waters Library Rm 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/

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 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.

RESOURCES

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just

The syllabus/schedule are subject to change.

this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit https://www.tamuc.edu/writing-center

Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

- **Chat with a Librarian!** Get immediate assistance with our chat service on the main Library page: https://www.tamuc.edu/library/
- **Email** ask@tamuc.libanswers.com. We will respond to your email within 24 hours, often much sooner.
- **Text** your question to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- **Meet With Us**! Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- **Visit Us**! We'd love to meet you in-person!
    - ○ Waters Library Research Office: Second Floor, Room 213
    - ○ Waters Library University Archives: 4th Floor, Room 406A
    - ○ A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing hirealion@tamuc.edu or go online by clicking schedule an appointment.

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

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

English 1302 Semester Outline Spring 2023
Week #1: January 10–12 *Wednesday, January 10 is the first day of class.*
Course Introduction ·   Discuss the syllabus, course objectives, and discuss student goal setting ·   Assign Writing Histories and Establishing Goal Reflection (see Unit 1)   o ***Writing Histories Reflection due at the end of Week 1*** ·   Read "Why a Writing Course?" and "Writing Assignment: Writing Histories and Your Goals Reflection." Then read "Active Reading" and "The Writing Center is YOUR Resource" in Unit 10.
Week #2: January 15–19 *Observe MLK, Jr. Day. Campus closed January 1.5*
Unit 5 ·   Introduce Unit 5 and discuss literacy ·   ***Discuss critical readings*** ·   Assign Considering Communities and Literacies (see Unit 5) ·   Establish Key Terms (*optional assignment*: Semester Glossary [Unit 10]) ·   Read "A Brief Introduction to ENG 1302 and Unit 5," Barton & Hamilton, "Writing Assignment: Considering Communities & Literacies," Carter "Communities of Practice", Moss, and "Writing Processes" and "Writing Genre in Context" (Unit 10).
Week #3: January 22–26 *Census Day is January 26.*
Unit 5 continued ·   Review previous key terms ·   ***Discuss critical readings*** ·   Students continue working on Considering Communities and Literacies ·   Workshop and/or Peer Review Considering Communities and Literacies ·   Read Alvarez, Johnson & Arola and "Giving and Receiving Feedback" in Unit 10. ·   ***Considering Literacies and Communities due this week (11:59pm on January 26)***
Week #4: January 29–February 2

The *syllabus/schedule are subject to change.*

Unit 6

·   Preview Unit 6

·   Demonstrate Library research tools and/or invite Librarians for a visit

·   Go over Preliminary Proposal and Annotated Bibliography

·   ***Activities: "Finding and Evaluating Secondary Sources" and "Reverse Engineering."***

·   Read "A Brief Introduction to Unit 6," "RESEARCH! Primary, Secondary, & Evaluating Sources," "Information Literacy," "The Literacy Ethnography as Research," Pleasant, and "Writing Activity: Reverse Engineering" Allen "Handling Family Business" in Unit 6. Read "Anatomy of the Academic Essay" in Unit 10; ***discussion board***

Week #5: February 5–9
Unit 6 continued

·   ***Continue Unit 6 discussions***

·   Continue supporting student secondary research

·   ***Complete "Activity: Rhetorical Précis"*** and read "Giving Credit and Avoiding Plagiarism in Unit 10

·   One-on-one conferences

Week #6: February 12–16
Unit 6 continued/Catch up week

·   Research time

·   ==***Preliminary Proposal and Annotated Bibliography due this week (11:59 pm on February 16)***==

Week #7: February 19–23
Unit 7

·   Review Unit 5 and 6 key terms and skills. Preview the trajectory of Unit 7 and the course. Discuss semester trajectory for ethnographic research.

·   Go over Ethnographic Research Proposal

·   Read "A Brief Introduction to Unit 7," "Writing Assignment: Ethnographic Research Proposal," "Listening For, Learning About, and Honoring Community Literacy Experiences," "Toward Ethnographic Justice," "Ethical Dilemmas within Online Literacy Research," "Sample Statement of Ethics," and "Sample Informed Consent"

·   ***Activity: Identifying Your Research Questions and Developing Your Proposal"***

Week #8: February 26–March 1
Unit 7 continued/Catch up week

·   Continue working on Ethnographic Research Proposal

·   ==Ethnographic Research Proposal due this week (11:59pm on March 1)==

Week #9: March 4–8

The *syllabus/schedule are subject to change.*

Unit 8

·   Introduce (or reintroduce) Ethnography Portfolio

·   Preview Unit 8 trajectory

·   Read "A Brief Introduction to Unit 8" and "Collecting Data in the Field"

·   ***Activities: Mock Interview and Field Notes & Observations***

·   Begin Field Research

Week #10: March 11–15

Observe Spring Break. Campus closed March 11-1.5

·   Students are encouraged but not required to continue field research

Week #11: March 18–22

Unit 8 continued

·   ***Discuss organizing and analyzing data***

·   Read "Organizing and Coding Data from the Field."

·   ***Activities: Conceptual Memos; Literacy Artifact Analysis***

Week #12: March 25–29

Mid-term grades due Monday, March 25 at 5:00 pm.

Unit 8 continued/Start Unit 9/Catch up week

·   Complete field research

·   Unit 9 Introduction

·   Read "A Brief Introduction to Unit 9" and "Key Concept: Working with Data"

•   ***Check in with instructor***

Week #13: April 1–5

Unit 9 continued

·   Begin drafting the ethnography

·   Read "The Zero Draft"

•   ***Check in with instructor***

Week #14: April 8–12

Unit 9 continued

·   Continue drafting

·   ***Conduct peer review instructor feedback on drafts***

·   Re-read "Giving and Receiving Feedback" in Unit 10.

Week #15: April 15–19

The *syllabus/schedule are subject to change.*

Unit 9 continued
- ·   Revision and writing continued
- ·   Go over The Learning Showcase assignment
- ·   Read "Rhetorical Grammar," "Presenting Your Research," and "The Learning Showcase."
  - • ***Check in with instructor***

Week #16: April 22–26

Unit 9 conclusion/Catch up week
- ·   Writing workshops on D2L
- ·   Presentation drafting and practice on D2L

Week #17: April 29–May3
Observe campus study days May 1, 2, 3. No classes held.

Last Week of Class
- ·   Wrap up class
- ·   Reflect on semester objectives, outcomes, and goals
- ·   Remind students about course evaluations

Week #18: May 6–10
Finals Week. No regular classes held.
Final Grades due Monday, May 13 at 5:00 pm.

Finals
- ·   ==***Capstone: Ethnographic portfolio due this week (11:59 pm Tuesday, May 7)***==
- ·   ==***Capstone: The Learning Showcase on Wed., May 8 from 3:00-5:00 pm in Rayburn Student Center 2nd Floor***==

The *syllabus/schedule are subject to change.*