ENG 1302 (02W):
Written Argument and Research
COURSE SYLLABUS: Summer I, 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Kelin Loe, Assistant Professor of English (she/her)
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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.

Instructional Methods

This is an online, asynchronous course. While "Asynchronous" means no fixed course meeting time, we will still have to observe common deadlines (that will arrive in three-day clusters, with work due Wednesdays and Saturdays). There is also a Cluster set aside for meeting with classmates synchronously, at a time specified by you. I will hold regular virtual office hours to discuss reading and answer your questions.

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. **<u>You will not need to make any additional purchases.</u>** 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.**

To join Top Hat, you must click on the *Top Hat* link in your D2L course on a web browser. A Deep Link or the Top Hat launch link should be in the "Content" menu. Upon being re-directed to Top Hat, you can create an account if you are new to Top Hat or log in if you have an existing account. ***Please follow your teacher's specific directions and report any access issues immediately.***

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.

GENERAL OVERVIEW OF REQUIRED WORK

In brief, you will work through the following each week:

READ – These course texts, all found in Top Hat, provide insight into academic research and writing, preparing you to compose a PROPOSAL for an ethnographic study of literacy.

FREE WRITE & DISCUSS – Embedded into some of the Top Hat chapters are questions and discussion posts to help you process the readings.

WRITE – You will have four major writing projects, all which build into each other.

When Your Grades Are Based on Labor

Read more at tracigardner.com/labor

Your grades are based on your labor—on the time and intensity you put into your writing. Here's how to approach your projects.

Focus on Ideas

Focus on your ideas, on what you're trying to say. Forget about the pressure to be perfect. Focusing on perfection can distract writers from developing their ideas. Because you are graded on labor, mistakes won't undermine your grade.

Write for Yourself

You're studying the kinds of writing that are important in your field and developing a sense of what makes that writing effective. Don't worry about impressing me. Write what will make you successful in the workplace.

Take Risks

Try kinds of writing that stretch your abilities and help you learn new things. There's no need to play it safe. After all, the safe, easy route doesn't push you improve your writing.

Have a Do-Over

If you take a risk and it doesn't turn out, you can always try again. Just as in a game, you have unlimited do-overs. Making mistakes is part of the learning process. As long are you are trying to improve your work, you can't fail.

Put In the Effort

You will write, rewrite, start over, and try again. All this work counts, as long as you listen to feedback, incorporate what you hear, and reflect on how to improve.

Credits: Infographic was created on canva.com. Icons are all from The Noun Project, used under a CC-BY 3.0 license: report by Lil Squid, Fluorescent Light Bulb by Matt Brooks, analytics by Wilson Joseph, aim by Gilbert Bages, Switch Controller by Daniel, and Gym by Sathish Selladurai.

GRADING

I see grading and evaluation as technologies of surveillance and control. I have never found normal grading practices productive for learning, watching how they limit the learning process, create habits designed   only to "get the A," and cause harmful anxiety that is counter-productive to learning and thinking (and surviving school). Much research suggests the limits of grades and the benefits of going "gradeless." However, our education systems depend on grades, and they are a major factor in your pathway towards your degree. As data points, they almost work like a form of currency that you need to obtain and maintain scholarships, employment, and sometimes reductions in insurance costs. 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 colleagues throughout the semester with the expectation that you use that feedback to continually revise, rethink, and remix your work.

That being said, this course is not "gradeless." In this US higher education system, I 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"). *This grading policy is based on the pedagogical work of Traci Gardner, Gavin P. Johnson, & Ashanka Kumari.*

Assessed Course Work

% of Grade	Course Project	Description
5	**Fortitude: Communication & Perseverance**	Communication & Perseverance are combined because I will not know about your perseverance if you do not communicate with me. To me, perseverance means that you reach out when either the content or the pacing of the course gets difficult, and when you fall out of pace, you catch back up again. Higher marks here will come with TIMELY communication—you ask for help or clarification as soon as you realize you need it, and you communicate about extensions 24 hours or more before the deadline.
10	**Collaboration**	Collaboration is your investment in your colleagues. You listen, respond, debate, and contribute your fair share. The goal of collaboration is to grow alongside your colleagues by making space for them. Contributing means sharing your thoughts and actions—and also remembering, responding to, and inviting the thoughts and actions of your colleagues. *Collaborative activities (including all the activities in Cluster G and Peer Response in Cluster I will be counted here as well.*
25	**Low-Stakes Writing**	Responses to readings in Top Hat or any exercise titled "activity" that is completed individually.

10	**Project #1: Writing Histories and Your Goals Reflection**	A short piece where students reflect on their writing habits/past, their goals for the course, and goals beyond the course. 450-500 words or equivalent.
10	**Project #2: Considering Communities and Literacies**	An essay that describes one community's literacy and discourse practices. 700-1000 words or equivalent, plus glossary.
15	**Project #3: Preliminary Topic Proposal and Annotated Bibliography**	An initial idea and plan for a research topic (50-100 words) and an Annotated Bibliography with four sources and full entries and annotations.
5	**INITIAL Project #4: Ethnographic Research Proposal**	Initial draft of proposal (500+ words). Full citations.
20	**FINAL Project #4: Ethnographic Research Proposal**	Complete proposal (500-750 words), citations, statement of ethics, informed consent form, & interview questions (or other research tools).
100	**TOTAL**	

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.

TECHNOLOGY REQUIREMENTS

~MINIMAL TECHNICAL SKILLS NEEDED~

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

Our classroom is made up of a diverse array of learners and I am happy to make reasonable accommodations to make sure you and your colleagues have as much access to accomplishing course goals as possible. Disabilities are documented and undocumented, visible and invisible. If you know how you best learn, please communicate with me. If something is hard or isn't working for you, please communicate with me. If you are proud of something, please communicate with me. In whatever workplace or academic context you enter next, you'll best served by articulating your needs, challenges, and strengths as a learner and as a colleague. My hope is that this course can be generative for, and support you in, developing how you understand and talk about your needs, challenges, and strengths.

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
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/

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

Military and Student Veteran Accommodation

I recognize the complexities of being a military student or a student veteran. If you are a military student or student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursements, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with other university staff who are trained to assist you.

Accessing the Course Website

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.

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

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.

COURSE AND UNIVERSITY PROCEDURES, POLICIES, & RESOURCES

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.

Nondiscrimination Notice
To me, diversity is the goal—and inclusion the practice—of valuing difference in higher education. If your colleagues share ideas and experiences you haven't encountered before, *they are giving you something beyond the course that I have designed.* Our readings, discussions, and activities may challenge how you perceive the world and your reality—and that challenge is at the heart of a liberal arts seminar. To learn *both from and alongside* your colleagues is an immense privilege. Often, moments when our thinking and perceptions are altered or challenged, we are provided a window into a deeper understanding of critical thinking and complexity. My goal is to *include* the challenges that difference and non-normativity create, and to approach them with openness, curiosity, and generosity. In so doing, I hope we can better prepare each other for our next academic and professional contexts.

When it comes to your comfort zone, my intention is that our beliefs and understandings are challenged, not our senses of value to our course community and campus community. I will not tolerate discrimination, rudeness, or insults (in person or online, in discussion or peer feedback, in voice or text). For questions, concerns, and problems related to discrimination based on race, ethnicity, class, disability, nationality, gender identity, sexuality, religion, veteran status, or other social or personal identity factors, if you are willing, please communicate with me. My intention is to support my students by any means available to me.

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.

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

Academic Integrity & Honesty
In a nutshell, plagiarism is any attempt to pass off the ideas (or worse, the words) of another as your own. And this can happen mistakenly by not giving credit where credit is due. I want to hear

your thoughts, ideas, inquiries, and language. My assignments are challenging, and I want to support you through them. Please, before intentionally plagiarizing, communicate with me. Plagiarism is never worth the risk.

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

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

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.

DEPARTMENT-SPECIFIC PROCEDURES

Student 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 Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

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 may 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 OUTLINE / CALENDAR

Mo	Wk	Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
JUNE	1	2	3	4	P#1 5	6	7	8
			Cluster A – Introductions, Project #1			Cluster B – Literacy, Discourse, Community…		
	2	9	10	11	P#2 12	13	14	15
			Cluster C – Project #2			Cluster D – Research, Methods, & Sources		
	3	16	17	18	P#3 19	20	21	22
			Cluster E –Project #3			Cluster F – Qualitative Research Methodology		
	4	23	24	25	P#4 – INITIAL 26	27	28	29
			Cluster G - PEER WORK CLUSTER			Cluster H – FINAL PREP CLUSTER		
JULY	5	30	1	2	P#4 - FINAL 3	4	5	6
			Cluster I – PEER RESPONSE & REVISION CLUSTER			University Closed		

Introduction
Monday, 6/3 – Wednesday, 6/5

Cluster A – Introductions & Writing Project #1: Writing Histories & Your Goals Reflection		
6/5: Wednesday Deadline		
Review (TopHat)	*Read & Respond (TopHat)*	*Write (D2L)*
• Why a Writing Course? An Explanation and a Challenge • Being Transparent about Course Objectives, Learning Outcomes, and Student Goals • Littlejohn: Some Habits for Success in College • Loe: Good Writing is Always Hard • Writing Assignment: Writing Histories and Your Goals Reflection	None	• **Project #1: Writing Histories and Your Goals Reflection** *This will serve as your introduction to the class!* • Optional: Introduction Reading Questions

Unit 5: Finding Literacies in Community
Thursday, 6/6 – Wednesday, 6/12

Cluster B – Literacy, Discourse, Community, Practice, Ethnography		
6/8: Saturday Deadline		
Review (TopHat)	*Read & Respond (TopHat)*	*Write (D2L)*
• Multimodal "Writing"	• A Brief Introduction to English 1302 and Unit 5 • Barton and Hamilton: Literacy Practices • Carter: What is a Community of Practice? • Moss: Creating a Community: Literacy Events in African-American Churches • Alvarez: Anyone Saying New York's Mexican Food Sucks Hasn't Visited Puebla York (more readable)	Optional: Unit 5 Reading Questions

Cluster C – Writing Project #2: Considering Communities and Literacies		
6/12: Wednesday Deadline		
Review (TopHat)	*Read & Respond (TopHat)*	*Write (D2L)*
• Writing Assignment: Considering Communities and Literacies	• Loe: The Writing Center is YOUR Resource | Activity: Booking a Session at the Writing Center	• **Project #2: Considering Communities and Literacies** • Optional: Project #2 Questions

Unit 6: Research(ing) Literacies
Thursday, 6/13 – Wednesday, 6/19

Cluster D – Research, Methods, & Sources		
6/15: Saturday Deadline		
Review (TopHat)	*Read & Respond (TopHat)*	*Write (D2L)*
• Research(ing) Literacies: A Brief Introduction to Unit 6 • R. McShane: Research: Primary, Secondary, and Evaluating, Oh My! • Northam: Information Literacy, Misinformation, and the Library as a Resource • The Literacy Ethnography as Research	• Pleasant: Literacy Sponsors and Learning • Allen: Handling Family Business: Technical Communication Literacies in Black Family Reunions	• Activity: Finding and Evaluating Secondary Sources • Activity: Reverse Engineering Literacy Ethnographies • Activity: Rhetorical Précis; or, Stating the Point • Optional: Unit 6 Reading Questions

Cluster E – Writing Project #3: Preliminary Topic Proposal and Annotated Bibliography		
6/19: Wednesday Deadline		
Review (TopHat)	*Read & Respond (TopHat)*	*Write (D2L)*
• Writing Assignment: Preliminary Topic Proposal and Annotated Bibliography	None	• **Project #3: Preliminary Topic Proposal and Annotated Bibliography** • Optional: Project #3 Questions

Unit 7: Practicing Ethics and Building a Research Proposal
Thursday, 6/20 – Wednesday 7/3

Cluster F – Qualitative Research Methodology
6/22: Saturday Deadline

Review (TopHat)	Read & Respond (TopHat)	Write (D2L)
• A Brief Introduction to Unit 7 • Listening For, Learning About, and Honoring Community Literacy Experiences • Sample Statement of Ethics	• Crouse: Toward Ethnographic Justice: Equitable Research with and for Linguistically Diverse Communities	• Optional: Unit 7 Questions

Cluster G - PEER WORK CLUSTER
6/26: Wednesday Deadline

Review (TopHat)	Read & Respond (TopHat)	Write (D2L)
None	None	• Activity: Drafting a Statement of Ethics • Activity: Preparing Interview Questions • Activity: Identifying Your Research Questions and Developing Your Proposal • Optional: Activity Questions

Cluster H – FINAL PREP CLUSTER
6/28: Saturday Deadline

Review (TopHat)	Read & Respond (TopHat)	Write (D2L)
• Writing Assignment: Ethnographic Research Proposal	None	• **INITIAL DRAFT	Project #4: Ethnographic Research Proposal** • Optional: Initial Draft Questions

Cluster I – PEER RESPONSE & REVISION CLUSTER
7/3: Wednesday Deadline

Review (TopHat)	Read & Respond (TopHat)	Write (D2L)
None	None	• **FINAL	Project #4: Ethnographic Research Proposal**