English 1302.09W: Written Argument & Research

COURSE SYLLABUS: Fall 2024 • CRN: 80616
100% ONLINE & ASYNCHRONOUS

INSTRUCTOR INFORMATION

Instructor: Dr. Gavin P. Johnson (he/him)
Email: gavin.johnson@tamuc.edu
Office Location: Talbot 229 or Zoom

Student Visiting Hours:
Schedule using
https://tidycal.com/gpj
other times available upon request

COURSE INFORMATION

Required Materials

For this course, we will be using a platform called Top Hat that is included through the A&M-Commerce's Inclusive Access fee 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.**

You will then access the course through a special "Top Hat Basic Launch" link in D2L > Content > Course Documents.

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.

The *syllabus/schedule are subject to change.*

Required Technology Access
- D2L
- Top Hat
- LeoMail
- A word processing program: *Students have free access to [Office 365](#).*

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. *This section of ENG 1302 is designated for Honors students.*

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.

In addition to the University-mandated learning outcomes, throughout this course, you and I will work together to establish, interpret, revise, and remix individualized learning goals. We may struggle to achieve every goal we set, and that is okay! But, as your instructor, I provide the following resources to aid us in developing our critical reading, writing, and research skills:

- **Engagement with a wide range of texts** related to our course topics and goals. These texts will provide insight into literacies and communities within and beyond the university. Furthermore, the texts—which may include academic essays, textbook chapters, popular news articles, social media content, video lectures, etc.—will challenge you to (re)consider your understanding of expertise, writing, and research across rhetorical contexts.

- **Insight through discussion** of those texts with your classmates, other scholars, and me. Sharing our expertise is the best way to enrich our knowledges and design practices to sustain ourselves and our communities.

- **Frameworks for analysis and action** based on rhetorical practices outlined by scholars, teachers, activists, elders, and ancestors. Most prominently, we will engage critical practices for rendering visible dangerous gaps in research and ideologies that are shielded by tradition, bigotry, and institutional bureaucracy

- **Responsible and honest feedback** toward your work. The most important part of my job is not delivering content – you can look most of this stuff up yourself – but rather guiding your engagement with that content through conversations and assessments. Feedback on your assignments is based on my engagement with your writing as a reader as well as my professional expertise.

INSTRUCTIONAL METHODS

Class Meetings
This course is 100% online and asynchronous. You will complete readings and small assignments throughout the semester and receive feedback from me and, when appropriate, your peers to aid in revising your writing and developing transferable skills. An online class will require a lot of self-motivation, but I am always here to support you!

Access
Access is the process of designing for all types of bodies, minds, and experiences. This class design strives to be inclusive of all students. I recognize that our classroom is made up of a diverse array of learners and am happy to make any reasonable accommodations to make sure every student has an equitable experience in my class. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services including the Counseling Center are available to all students. I recognize that disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course. Please also see the **Resources & Support section** below and course webpage for additional support services.

COURSE WORKLOAD

This is a writing, reading, and research course. You should expect to read, research, write, and think deeply and consistently. Assigned readings will lead into online discussions that will lead into independent research that will lead into writing, and so on. As the semester progresses, you'll receive feedback on your writing from your classmates and me, and you'll have the chance to continue to develop and revise those pieces based on that feedback.

Tips for Success in the Course
- **Establish a routine** and set consistent times (in a calendar or planner) to focus solely on this class. Use this time to check your email, check D2L, and work on assignments.

- **Log into D2L and Top Hat regularly.** Be sure you are keeping up with weekly assignments as well as staying informed via announcements and class discussions.

- **Begin working on your assignments early and use resources** such as the Writing Center, Waters Library, and student visiting hours with Dr. Johnson.

- **Communicate with Dr. Johnson regularly**, especially if you find yourself struggling! I will work with you to strategize the best ways for you to reach your learning goals.

- **Take breaks to rest, relax, and do the activities that bring you joy**! Whether it's taking a walk, drawing, playing a video game, or talking on the phone with a friend, schedule these things into your calendar. They are necessary parts of your success. And if you're ever feeling overwhelmed by this class, please reach out to me!

COURSE ASSESSMENT

~~Grades~~ Feedback & Assessment

I thoroughly believe that grades are technologies of surveillance and control. I never liked grades, 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. 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 receive. To balance my distrust of grades with the requirements of the university, we will work on a *feedback and collaborative assessment model.* In this model, **you will not receive individual letter grades on assignments.** Instead, your assignments will receive constructive feedback that you should use to revise, rethink, and remix your work.
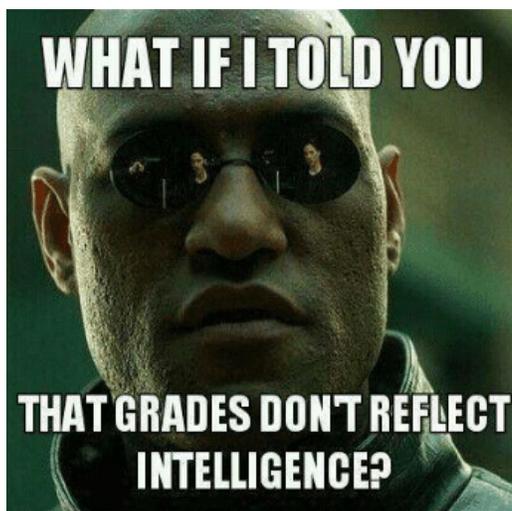
In the D2L gradebook, assignments will be marked

- **Accept** when the project is fully completed according to the assignment prompt and turned in promptly. Strong effort is evident, and the project is polished.

- **Revise** when elements of the project are incomplete or underdeveloped. Some effort is evident but major revisions would be beneficial. *For assignments marked Revise, you are, of course, able and encouraged to revise and resubmit.*

- **No credit** when a project wasn't completed and/or wasn't turned in.

- **Excused** when a project is incomplete due to uncontrollable circumstances that you have clearly communicated (within reason) to Dr. Johnson.

Smaller activities like Top Hat questions and Discussion Posts will be marked **Complete/Incomplete.** These assignments, for the most part, will not have extensions.

With that being said, this course is not "gradeless" because I, begrudgingly, have to enter midterm and final course grades. Collaboratively we will determine a grade using the (very limiting) TAMUC standard grading scheme of A-F. I am committed to your learning and promise that your assignments will receive feedback based on my professional expertise. You are always welcome to meet with me to discuss any feedback on your writing and your general progress in this course (though don't expect me to give you a "grade" in lieu of a discussion of your progress).

Course Assignments
This is a writing class; therefore, no exams are given, and you will demonstrate your content knowledge, critical thinking, and research skills through formal and informal writing, presentations, and weekly work (discussions and in-class activities). Full prompts will be available in D2L.

- **Writing Assignments** ➔ **Weighted 30%**
  - o Writing Histories and Your Goals Reflection
  - o Considering Communities and Literacies
  - o Preliminary Topic Proposal and Annotated Bibliography
  - o Ethnographic Research Proposal
  - o The Learning Showcase
- **English 1302 Semester Portfolio** ➔ **Weighted 50%**
  - o Ethnographic Project
  - o Process Artifacts
  - o Final Reflection
- **Writing Activities** ➔ **Weighted 20%**
  - o D2L discussions
  - o Semester Glossary
  - o Peer Reviews
  - o Top Hat Questions

*** Weights should be considered within the context of holistic assessment. I list them here mostly so that you know how to prioritize your labor per the assessment model discussed above.

COURSE PROCEDURES

Communicating & Meeting with Dr. Johnson
Communication is a key part of success in this course. I rely on D2L announcements for general information about our course and email for individual communication. I respond to emails within 24 hours Monday-Friday (often sooner).

I want to get to know you outside of our class meetings and your writing. I highly encourage you to attend student visiting hours as often as you would like. This is time I set aside for you! For Fall 2024, I am available to meet in person and virtually during posted student visiting hours and by appointment. My standing student visiting hours (office hours) are

- Tuesdays: 2:00 – 4:30 pm CST (F2F in Talbot 229 or online)
- Other days & times by appointment: use https://tidycal.com/gpj

Crises Response

We live in a complicated and often overwhelming world. Each of us, over just the last few years, have lived through a global pandemic, political unrest, environmental disasters, and financial disruption. I imagine each of you have also been impacted by personal, familial, and community-based life shaping experiences. Many of us are mentally and physically exhausted. It is a privilege that we can engage each other in intellectual conversations through this course and I have high expectations for the work you will compose. However, I also understand that sometimes school can't come first. Indeed, it is very likely that you (individually) or we (collectively) will need to respond to a crisis during the semester. In my role as you instructor, I will do my best to support your learning and make our course accessible and accommodating. Please review my Access Policy, Tips for Success, and Campus resources for more information on how I can help or schedule a meeting with me.

Learning Coalition

This classroom is a community of researchers that, I hope, will form a learning coalition in which we can build and maintain a respectful space to share our thoughts, writing, and research. A coalition is a group of diverse thinkers who come together for with various knowledges and beliefs to accomplish common goals. We won't always agree with one another on every issue, and that is okay. You will probably feel uneasy, uncomfortable, or challenged at some point in this class. In fact, those moments can often lead to greater insight and understanding. However, I will not tolerate racist, sexist, homophobic, ablest, xenophobic, or otherwise intolerant language or behavior in the class meetings, on our D2L course site, in emails, or in your assignments. If I deem your language or behavior as inappropriate, I will give you a verbal warning. If the inappropriate behavior continues you will be asked to leave the course and will be reported for misconduct.

While your continued participation is expected, you are never required to participate in conversations, discussions, or readings that you feel will cause you harm in any form beyond the expected rigor of the college classroom. Keep self-care your priority and excuse yourself from these spaces—no explanation needed.

Workshops

I will occasionally host workshops to attempt specific composing tasks that will help you practice the various techniques and genres discussed in our critical readings. These are opportunities to play, tinker, and experiment with meaning making through your writing processes. These will be *optional* but are designed to help you produce quality work individually and through collaboration. Dates and times TBA.

Attendance

Attendance in an online class is determined by your participation in online activities as well as how often you log into D2L. Attendance, in our class, does not directly impact your ability to complete this course. That is, I do not use a punitive attendance model and I do not expect you to explain why you are missing class. I respect your ability to make

informed decisions about attending class based on your circumstances. I do keep track of attendance (as is mandated by the University) and will reach out if I notice a concerning number of absences.

For more information about the University's 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

Grievance Procedure

If you have concerns regarding this course, you should first address those concerns with me (the assigned instructor) to reach a resolution. If you are unsatisfied with the outcome of that conversation or have not been able to meet individually with me, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with **Dr. Gavin P. Johnson (me!), the Director of Writing** (gavin.johnson@tamuc.edu).

- In the case when the Director of Writing is the instructor (he is!), you should contact **Dr. Christian Hempelmann, Head of the Department of Literature and Languages.** Where applicable, you 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.

UNIVERSITY PROCEDURES

Student Conduct & Nondiscrimination Notice

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

Civil Rights Protections and Compliance

The syllabus/schedule are subject to change.

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.

- **Texas Senate Bill 17** (https://capitol.texas.gov/tlodocs/88R/billtext/pdf/SB00017F.pdf; https://policies.tamus.edu/08-01.pdf), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

AI Use in Courses

Any use of generative AI technologies should be meaningful, ethically considered, and properly documented. I suspect that you may experiment with AI technologies. I encourage it (to the extent that you are comfortable)! Before doing so, I highly suggest that you carefully consider the ethical and privacy implications of employing any kind of composing or AI-generative technology. You should absolutely never input the intellectual property of others into any AI system without expressed permission; that is, do not input course readings or other materials into AI. I'm happy to discuss further if needed.

Here is the University policy for your consideration:

> Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate content, 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.

> 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

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Academic Integrity

I believe it is our shared responsibility to honor others as we build our own knowledges and tell our own stories. One topic we will discuss extensively in this course is the idea of ownership – who owns knowledge? This, of course, is a very complex question that cannot easily be addressed in a policy on a syllabus. So, let me be honest: I expect your work to be your work. I want to know YOUR thoughts, YOUR ideas, and what YOU have to say based on the relations you are building through reading, writing, and living. Your work doesn't have to be perfect –
it just needs to be from you. If you are struggling with an assignment or believe you may have misused a source, please come talk to me and we will figure it out! Our goal as researchers is to build knowledge in relational and accountable ways

If I suspect that a submitted assignment is not your work, I will reach out to you immediately. My first instinct is to help you revise any potentially plagiarized (stolen/appropriated) material. If a pattern of dishonesty becomes apparent, I will move the case forward based on the University procedures listed below:

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

I promise to never use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: A university pays turinit.com for its services (with your tuition dollars). Teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. Therefore, turnitin.com and other tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article from the journal *Hybrid Pedagogy: https://hybridpedagogy.org/resisting-edtech/*

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.

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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/

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

Student Mental Health Support

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

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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 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

International Student & Scholar Services
The ISSS provides services to international students and scholars including immigration advising, cultural adjustment and personal advising, cultural and education events, trips to the Dallas/Fort Worth area and other destinations, and programs for our new international students and scholars. Learn more at https://www.tamuc.edu/international-student-scholar-services/

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](#).

TECHNOLOGY REQUIREMENTS

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.

LMS (myLEO/D2L)

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

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COURSE OVERVIEW

This overview lists the dates and topics for our class meetings. **For the most up-to-date information, refer to our D2L course site.**

WEEK	Dates	TOPIC
1	August 26–30	Course Start Delayed
2	September 2–6	Course Introduction & Goal Setting
3	September 9–13	Unit 5: Finding Literacies in Communities
4	September 16–20	Unit 5 continued
5	September 23–27	Unit 5 continued
6	September 30–October 4	Unit 6: Research(ing) Literacies
7	October 7–11	Unit 6 continued
8	October 14–18	Unit 6 continued
9	October 21–25	Unit 7: Practicing Ethics & Building a Research Proposal
10	October 28–November 1 🎃	Unit 7 continued
11	November 4–8	Unit 8: Entering the Field
12	November 11–15	Unit 8 continued
13	November 18–22 🦃	Unit 8 continued
14	November 25–29	Unit 9: Composing & Presenting Ethnographic Research
15	December 2–6	Unit 9 continued
Finals	Wednesday, December 10, 3:00-5:00 pm	The Learning Showcase

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