



ENG 1302.10W College Reading and Writing

COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: **Dr. Victoria Lynne Scholz**

Office Location: **Online**

Office Hours: **By Appointment** (via Zoom and Discord--links in D2L)

University Email Address: **Victoria.Scholz@tamuc.edu**

Preferred Form of Communication: **Email**

Communication Response Time: 24-36 hours during M-F; Emails sent after 4pm on Fridays will have responses on Monday.

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 Tabetha Adkins. Fountainhead Press, 2019.

Course Description

ENG 1302 - GLB/US-Written Argument/Research Hours: 3

This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences. Students will write weekly, including such texts as journals, reading responses, summaries of

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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 WEB section, meaning our entire course is online. Each week, I will upload a video overview for the readings and discussions. To get full participation, you must comment on the video in addition to the any other discussion boards. All other course work will be done asynchronously with given deadlines throughout the week. If you feel that you need additional support, please contact me ASAP so that we can set up one-on-one time.

Student Responsibilities or Tips for Success in the Course

It is expected that you will participate in Top Hat every week, usually on multiple occasions. Students in “B” blended courses are expected to be in class OR complete

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their work remotely in the allotted timeframe. All students should check their email daily and log into D2L at a minimum 2-3 times a week. To succeed in this course, you should also complete all the required reading and activities in Top Hat.

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

Writing Assignments	40%
• Writing Histories and Your Goals Reflection	<i>complete/incomplete</i>
• 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%
Top Hat Questions	10%
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TOTAL	100%

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>

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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>

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.

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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.

AI Writing Statement

The use of AI writing (ChatGPT or any other similar program) is strictly forbidden from this class. If you are suspected of using such programs, you will have a meeting with the instructor the first time, and subsequent offenses will result in either failing the assignment or failing the course.

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>

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/rulesProcedures/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>

Grievances

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of Writing, Dr. Gavin P. Johnson, by emailing him (gavin.johnson@tamuc.edu). Before an appointment is scheduled, the student must provide clearly documented and explained issues as to why the meeting is being requested. The student must also state when they discussed the issue in person or via phone/Zoom (not email) with the instructor already. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

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](#)

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<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.

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.

SCHEDULE

Unless otherwise indicated, all readings and questions will be done through *Top Hat*. Remember, you should access Top Hat readings directly in D2L. All TopHat assignments and readings should be completed by Sundays at 11:59pm.

Week 1: Monday, August 26 – Saturday, August 31	1. Register your leomail address for a Top Hat account.
Introduction to the Course; Discussion about literacy and communities	2. Email your instructor through D2L. In this email, you should introduce yourself, provide the pronouns and name you would like them to use,

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<p>Email Intro to Instructor due by 11:59pm on August 31</p> <p>Discussion Board intros due by 11:59pm on August 31</p>	<p>and say something else about yourself that you want to share.</p> <p>3. Go over Writing Histories Reflection</p> <p>4. Read: “Why a Writing Course?,” “Writing Assignment: Writing Histories and Your Goals Reflection,” “Active Reading,” and “The Writing Center is YOUR Resource”</p>
<p>Week 2: Monday, September 2 – Saturday, September 7</p> <p>Initial discussion posts due by 11:59pm on September 4</p> <p>Responses to peers due by 11:59pm on September 7</p> <p>Writing Histories Reflection due by 11:59pm on September 7</p>	<p>1. “A Brief Introduction to ENG 1302 and Unit 5”</p> <p>2. Barton & Hamilton, “Writing Assignment: Considering Communities and Literacies”</p> <p>3. Carter, “What is a Community of Practice?”</p> <p>4. Moss, “Creating a Community: Literacy Events in African-American Churches”</p> <p>5. “Writing Processes” and “Writing Genre in Context”</p>
<p>Week 3: Monday, September 9 – Saturday, September 14</p> <p>Initial discussion posts due by 11:59pm on September 11</p> <p>Responses to peers due by 11:59pm on September 14</p> <p>Peer Reviews (Considering Communities and Literacies) DRAFT due by 11:59pm on September 11</p>	<p>1. Peer Reviews for Considering Communities and Literacies</p> <p>2. Alvarez, “Anyone Saying New York’s Mexican Food Sucks Hasn’t Visited Puebla York”</p> <p>3. Johnson & Arola, “Tracing the Turn: The Rise of Multimodal Composition in the U.S.”</p>

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<p>Peer Reviews FEEDBACK due by 11:59pm on September 14</p>	<p>4. "Giving and Receiving Feedback"</p>
<p>Week 4: Monday, September 16 – Saturday, September 21</p> <p>Chapter 2: Analyzing Literacy Ethnographies</p> <p>Initial discussion posts due by 11:59pm on September 18</p> <p>Responses to peers due by 11:59pm on September 21</p>	<p>1. "A Brief Introduction to Unit 6"</p> <p>2. "RESEARCH! Primary, Secondary, and Evaluating Sources"</p> <p>3. "Information Literacy"</p> <p>4. "The Literacy Ethnography as Research"</p> <p>5. Pleasant, "Literacy Sponsors and Learning"</p> <p>6. "Writing Activity: Reverse Engineering"</p> <p>7. Allen, "Handling Family Business"</p> <p>8. "Anatomy of the Academic Essay"</p>
<p>Week 5: Monday, September 23 – Saturday, September 28</p> <p>Preliminary Proposal due by 11:59pm on September 25</p> <p>Annotated Bibliography due by 11:59pm on September 28</p>	<p>1. "Activity: Rhetorical Précis"</p> <p>2. "Giving Credit and Avoiding Plagiarism"</p>
<p>Week 6: Monday, September 30 – Saturday, October 5</p> <p>Initial discussion posts due by 11:59pm on October 2</p> <p>Responses to peers due by 11:59pm on October 5</p>	<p>1. "A Brief Introduction to Unit 7"</p> <p>2. "Writing Assignment: Ethnographic Research Proposal"</p> <p>3. "Listening For, Learning About, and Honoring Community Literacy Experiences"</p> <p>4. "Toward Ethnographic Justice"</p>

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Activity (“Identifying your Research Questions and Developing Your Proposal”) due by 11:59pm on October 2	5. “Ethical Dilemmas within Online Literacy Research”
	6. “Sample Statement of Ethics”
	7. “Sample Informed Consent”
Week 7: Monday, October 7 – Saturday, October 12 Ethnographic Proposal FINAL DRAFT due by 11:59pm on October 9	1. Catch up week
Week 8: Monday, October 14 – Saturday, October 19 Activity: Mock Interview and Field Notes/Observations Due by 11:59pm on October 19	1. “A Brief Introduction to Unit 8”
	2. “Collecting Data in the Field”
	3. Begin Field Research
Week 9: Monday, October 21 – Saturday, October 26 Activity: Conceptual Memo due by 11:59pm on October 26 Activity: Literacy Artifact Analysis due by 11:59pm on October 26 Field Notes due by 11:59pm on October 26	1. “Organizing and Coding Data from the Field”
	2. Continue Field Research
Week 10: Monday, October 28 – Saturday, November 2 Initial discussion posts due by 11:59pm on October 30 Responses to peers due by 11:59pm on November 2 Field Notes due by 11:59pm on November 2	1. “A Brief Introduction to Unit 9”
	2. “Key Concept: Working with Data”
	3. Finish Field Research

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<p>Week 11: Monday, November 4 – Saturday, November 9</p> <p>Initial Rough Draft due by 11:59pm on November 9</p>	<ol style="list-style-type: none"> 1. Begin Drafting The Ethnography 2. “The Zero Draft”
<p>Week 12: Monday, November 11 – Saturday, November 16</p> <p>Peer Reviews of Second Draft due by 11:59pm on November 13</p> <p>Feedback to Peers due by 11:59pm on November 16</p>	<ol style="list-style-type: none"> 1. Peer Reviews
	<ol style="list-style-type: none"> 2. Reread “Giving and Receiving Feedback”
<p>Week 13: Monday, November 18 – Saturday, November 23</p> <p>Revised Draft (from Peer Reviews) due by 11:59pm on November 16</p>	<ol style="list-style-type: none"> 1. “Rhetorical Grammar” 2. “Presenting Your Research” 3. “The Learning Showcase”
<p>Week 14: Monday, November 25 – Saturday, November 30</p>	<p>Finalize The Ethnography</p>
<p>Week 15: Monday, December 2 – Friday, December 7 (Last day of classes)</p> <p>Final Draft of The Ethnography due by 11:59pm on December 4</p> <p>Online presentations due by 11:49pm on December 4</p> <p>Commentary on Peers’ Projects due by 11:59pm on December 7</p> <p>Ethnographic Portfolio due by 11:59pm on December 7</p>	<p>Post The Ethnography and The Presentation</p> <p>View/Read/Comment on Peer submissions</p>

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Week 16: Monday, December 9 – Friday, December 13 Final Reflection Essay due by 11:59pm on December 10	Recommend to attend The Learning Showcase on Wednesday, December 10 (3-5pm) in the Rayburn Student Center, 2 nd Floor
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