English 1302, H3E (22353)
Written Argument and Research
COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Amy Rousseau
Office Location: Whitehouse High School, Room 121
Office Hours: Monday-Friday during FlexTime
University Email Address: Amy.Rousseau@TAMUC.edu
Whitehouse Email: rousseaua@whitehouseisd.org or Student Square message
Communication Response Time: 24-48 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.**

To join Top Hat, you must click on the *Top Hat* link in your D2L course on a web browser. 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
- Google Docs or other word processing software

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 a face-to-face class. We will meet everyday during your assigned class period.
For most classes, we will start with a writer's notebook task that you will complete in a composition book. From there, I will give a brief lecture of new material and then we will engage in a class discussion or activity. I provide as much in-class writing time as possible, so you have many opportunities to seek help on assignments. I provide revision-based feedback on all writing activities and major writing assignments submitted to D2L. This

class will incorporate discussion and group work. Participation is required in order to be successful.

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course:

For each class meeting, come to class on time and prepared. Coming to class prepared means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and notetaking.

Here's a brief list of responsibilities and tips for success:

1. Successful students refer to the syllabus frequently throughout the semester.
2. Successful students attend class regularly.
3. Successful students communicate with their professors and peers regularly and respectfully.
4. Successful students plan their weeks with organizational tools.
5. Successful students study effectively with techniques like practice testing and distributed practice.

Note: This information is taken from "Some Habits for Success in College" in *Writing Inquiry*, 3rd edition. For the full version of these strategies, see your textbook in Top Hat.

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is labor-based and revision-focused. This means that if you turn in your work on time, meet all the requirements of the assignment, and your submission demonstrates critical thinking and strong effort, then you will receive full credit.

The only reasons you may not receive full credit on an assignment are:

1. **Late submissions:** The original deadline is important—both for you and your instructor! The day that you submit a major writing assignment marks the end of one unit and the beginning of a new one. This means that it is hard to catch up if you get behind. The deadline is also important for your instructor to provide feedback in a timely manner.
2. **Short projects:** Each major writing assignment you complete this semester gives you room to explore the unit's concepts within a certain length—a word count for an essay, a time length for a podcast or video, etc. You will not lose points if you're within 50 words for minor assignments and 100 words for longer assignments (or 30 seconds for minor assignments and 1 minute for longer assignments). However, you may lose points if your project is significantly shorter than required.
3. **Misunderstood-the-assignment projects:** Although many of the writing assignment prompts give you room to explore, there are certain requirements that still need to be met including engaging with the core concepts and questions included in the prompt. For example, if the prompt asks you to define X and analyze Y and Z in context 1 and 2, but you only define X and summarize what that looks like in one context, then you may not receive full credit. Or, if an assignment asks you to support your argument with

credible sources and you do not include any secondary sources or only include sources that are not credible, then you may not receive full credit.

For each project, I will provide written revision-based feedback in D2L focused on higher order concerns. This feedback is meant to promote improvement in your writing process so that your writing improves with each new assignment. For more information about higher order concerns and the writing process, see "Making Collaboration Worth It" and "Good Writing is Always Hard" in Unit 10 of *Writing Inquiry* on Top Hat.

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

Assignments

Full prompts for assignments are available in Top Hat and/or D2L.

1. **Writing Histories and Your Goals Reflection:** A short reflective piece that looks at your personal experiences with writing, your interpretation of the course outcomes, and your goals for the course.
2. **Considering Communities and Literacies:** For this assignment, identify a community you are a current or former member of, or a community you interact with either through writing, reading, participating, or more. This community can be a social club (book club),

a school club (band, sports), or something less official (comic book fan, sneakerhead). It might also be a fan base you identify with (Marvel fans, Swifties, Dallas Cowboys, etc.), or a disciplinary community (such as sociology, nursing, or business). Additionally, it might be united in your love of coffee, dogs, or a specific genre of art. Your goal is to develop working definitions of **literacy**, **literacy practices**, and **literacy events** based on your community, then consider what it means to approach literacy as a social practice in this community. In preparation for this essay, you should reflect upon your initial understanding of these concepts and the specific, extensive ways the assigned readings in Unit 5 disrupted previous expectations.

3. **Preliminary Topic Proposal and Annotated Bibliography:** In this unit, you learned about primary and secondary sources, how to evaluate the credibility of sources, and strategies for integrating your sources in "Research: Primary, and Secondary, and Evaluating Sources, Oh My!" You applied these concepts in the "Finding and Evaluating Sources" activity. You also read about the different types of information in literacy ethnographies and how to analyze ethnographies. You even practiced reverse engineering a couple of articles. This assignment aims to combine all the concepts and strategies you've learned to advance your research, writing, and citing skills. This assignment is also one of the first and most essential steps to getting started on your own literacy ethnography.
4. **Ethnographic Research Proposal:** This proposal is your blueprint to a finished ethnography. With the feedback you received before you wrote it, as well as the feedback your instructor will provide on this copy, you will be able to begin data collection, and your project will begin to take shape. While this plan of action seems thorough, it's important to remain flexible as all plans change, and that's okay! Keep your instructor apprised of any major changes to this document as you begin the actual data collection.
5. **The Learning Showcase:** As your "final exam," you will be presenting your Ethnographic Research Project to an audience. Remember to present your research to an audience who has not done all the research you have. You want to tell them specifically what you learned and how. Do not assume that they will make the same connections you have made. Presentations are short, direct, and focus on your experience as an ethnographic researcher. You, as an English 1302 student, will briefly present your findings from their Ethnography Project. Presentations *might* include short "elevator pitches" of approximately 2–5 minutes describing the Literacy Community of Practice researched, the reason for conducting this research, the method of data collection, and one or two key findings from the project along with a small visual element. While this presentation acts as the "final exam" for English 1302, you should approach it as a celebration of your research and writing.

TECHNOLOGY REQUIREMENTS

Students must navigate our course platforms (D2L and Top Hat) as well as a word processing system such as Google Docs.

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

COURSE SPECIFIC PROCEDURES/POLICIES

Interaction with Instructor Statement:

My goal is to be as flexible and compassionate as possible. If you have questions or need support, ask during your class period, email me, or come to my class during Flex.. I will do whatever I can to help you meet your learning goals. To answer emails as quickly and accurately as possible, please follow the email etiquette guidelines described above and in "Some Habits for Success in College" in *Writing Inquiry* (available on Top Hat). I respond to emails within 48-hours, Monday-Friday, 8 a.m. – 5 p.m.

Email Etiquette

In sum, all emails to your instructor should include the following elements:

1. **Subject Line:** Your subject line should be clear and specific. Recommended format: Name. Class and Section #. Topic of Email.
2. **Salutation:** Greet your instructor by their preferred name.
3. **Body:** Keep your message clear, concise, and respectful (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and that every interaction is a reflection of your academic persona.
4. **Closing:** End your email with an appropriate closing followed by your full name.

For more details about these elements, an example email, and a template, see "Some Habits for Success in College" in *Writing Inquiry* through your Top Hat platform.

Attendance:

While your attendance does not directly impact your grade, "it is important to attend class on time and come to class prepared (preparation means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and notetaking). Attending class on time ensures that you do not miss any course announcements, reminders, lectures, or activities. Attending your writing class is important beyond receiving information because your writing classes are not primarily "lecture" courses. Instead English 1301 and English 1302 help you build your critical reading, writing, and thinking skills through class discussions, in-class activities, and peer-to-peer collaboration. Learning, in these classes specifically, is a social activity that is only impactful if you attend, engage, and participate." **If you miss due school-related absences, you are still responsible for meeting all deadlines.**

For more information about attendance and participation, see "Some Habits for Success in College" in *Writing Inquiry* through your Top Hat platform.

Submission Guidelines:

You will submit your writing assignments on D2L. You must use a D2L compliant file type such as Word .docx, PDF, PowerPoint .pptx, etc. Apple Users: Pages is not a D2L compliant file type.

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.

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

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 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

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.

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

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
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 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

COURSE OUTLINE/CALENDAR

Calendar will be available in D2L.