



**ENG 1302: Written Argument and Research
COURSE SYLLABUS: Spring 2012**

Instructor: Rachel Cantrell

Office Location: HL 126

Office Hours: TR: 9:30-11:30 AM and 2-3PM or by appointment

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Course Website: <http://1302.rachelcantrell.com> and eCollege

PLEASE NOTE: This is a common syllabus used by all graduate students teaching sections of this course.

COURSE INFORMATION

Course Description:

This course is all about conducting research. In the writing program at Texas A&M University Commerce, we believe that students learn to do research best by conducting research products of their own design but with some focus and help of their instructors. Therefore, in this class you will conduct ethnographic research projects in which you will “go out into the field” in efforts to learn something about reading and writing in contexts or in it’s “natural habitat.” You will then become more informed about these findings by comparing what you’ve learned with scholarship conducted by professional researchers and conducting further “library research” to help you create a more informative research report. You’ll finish the semester by presenting your findings in a public forum called The Celebration of Student Writing.

Student Learning Outcomes:

- Students will be able to identify features of ethical research practices.
- Students will be able to evaluate subject position and how it can affect research findings.
- Students will be able to identify conventions of research and citation in academic texts.
- Students will be able to articulate features of academic research writing.

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks and Materials Required:

Adkins, Tabettha. *Ethnographic Inquires in Writing*. Southlake, Texas: Fountainhead Press, 2010. 978-59871-435-7

Sunstein, Bonnie Stone and Elizabeth Chiseri-Strater. *FieldWorking: Reading and Writing Research*. Bedford/St. Martin's, 2006. 978-0-312-43841-8

Three-ring binder with tabbed dividers that will serve as your Research Portfolio (see below)

Thumb 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 everyday

Optional Texts:

Resources for Ethnographic Research (asking good interview questions, professional associations' codes of ethics, etc.)

<http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/interviewQuestions.aspx>

The Celebration of Student Writing at Eastern Michigan University

<http://www.emich.edu/english/fycomp/celebration/index.htm>

Some of our past Celebrations:

<http://www.youtube.com/watch?v=cMWkdAzGYvw>

<http://www.youtube.com/watch?v=3r0PGbfhHIo>

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Grading:

You must turn in all major writing assignments and attend the Celebration of Student Writing to pass this course. These major writing assignments include all WAs, Annotated Bibliography, the Final Project, and the Portfolio. All major writing assignments must be turned in to the eCollege dropbox except for the annotated bibliography for which you must turn in a printed hard copy. On workshop days you must bring a printed hard copy of your WA drafts for peer workshops, see the course calendar for specific dates.

You may revise all major writing assignments until you get an A by the revision due date. When I return your paper you will have seven days to revise and resubmit. If the paper still isn't an A, I

will give you feedback and a new revision deadline. Substantial revisions need to be made showing that my feedback was read and considered in order to receive a higher grade.

Late papers will not be accepted except under extenuating circumstances (which I take on a case by case basis). Procrastination or a busy schedule is not a reason to be late with an assignment. If you are worried about meeting the deadline speak to me about getting an extension. Extensions will be given on a case by case basis for extenuating circumstances only.

How Course Grade is Determined:

Writing Assignment 1- Research Framework and Methodology (10%): Using Chapter One from *EIIW*, explain your theory of the concept of “literacy.” What is literacy? How do you know a “literacy event” when you see it? How will you go about looking for literacy in its “natural habitat” or in context? Think of this essay as the framework you are creating for your study. (length suggestion: 3-5 pages)

Writing Assignment 2- Research Proposal (5%): In this short essay, you should explain to your instructor where you’re going to do your research, what you will be looking for and at in that research site, and why this site is appropriate for your research. In interest of conducting ethical research, explain your connection to this site (i.e. you eat lunch there often, you know someone who works there, etc.). You should also explain what you anticipate you will learn about literacy in this site. (length suggestion: 2-3 pages)

Writing Assignment 3- Informed Consent and Code of Ethics (10%): Using The Belmont Report as a frame work and the Codes of Ethics developed by professional organizations like [The Modern Language Association](#), [The American Anthropological Association](#), [The Association of Internet Researchers](#), or [The American Folklore Society](#), create a Code of Ethics you will follow in your own research. You may also find information in *EIIW* and *FW* to assist you with this project. Once you have created your Code of Ethics, you will also need to create an Informed Consent form that your research participants will read and sign. Remember that your research participants are the audience for this text, so you’ll want to create an informed consent sheet that makes sense to them but also follows the guidelines and expectations of your instructor. (length suggestion: 5-7 pages, including informed consent.)

Writing Assignment 4- Ethnographic Setting Essay (10%): In this essay, you will show off your ability to use descriptive language to “paint a picture with words.” Your goal is to describe your research site so thoroughly and completely that readers feel they have been there themselves. This essay will eventually become part of your final ethnographic essay. (length suggestion: 4-6 pages.)

Annotated Bibliography (10%): Since good ethnographic research involves both fieldwork and traditional library research, you will need to gather sources that inform what you learn in your fieldwork. These sources should be books, peer reviewed journal articles, and other relevant sources approved by your instructor. Since the research you’re doing is scholarly, you will only use scholarly sources to support your claims. (That means no *Wikipedia* or Dictionary entries, for example.) You must annotate **ten items**.

Informal Writing Assignments and Participation (10%): This category includes in-class writing assignments, informal writing assignments, homework writing assignments, etc. These include peer reviewed workshops. *Peer Review Workshops-* We will have workshop days where we peer review your WA's in assigned groups. You must bring a printed hard copy of your WA draft for your group members to review. You will be given a set of criteria to look for in your group member's paper. We will go over constructive criticism and how to peer review in class. Peer reviewers receive a grade for the quality of their responses. Peer Reviewers who just "sign off" on a peer's essay without a careful review will receive a daily grade of F for that day's participation. If you fail to bring your draft to workshop days you will receive an absence for the class day because you are unable to participate in the workshop.

Celebration of Student Writing (10%): Friday, December 7 from 10AM to noon in the Sam Rayburn Student Center (SRSC) Conferences rooms A, B, & C (upstairs). The Celebration of Student Writing is an event held every semester where students enrolled in ENG 1302 demonstrate and show-off what they learned in their research projects. You should create some kind of display with artifacts, visual elements, and information about what you learned in your research. The "celebration" will look like a science fair with rows of tables and projects displayed. Your participation in this event is mandatory. Plan to arrive approximately 20 minutes early to set up.

Final Ethnographic Essay (20%): A final essay detailing the results of your study, what your findings mean in relation to the field of literacy studies, etc. Look to chapters four and five in *EIIW* for what this project should *look like*. Keep in mind that other essays you've composed this semester including WA1, WA3, WA4, and the annotated bibliography will all be part of this essay. (length suggestion: 15-18 pages)

Research Portfolio (15%): In your research portfolio you'll include your drafts from the semester, informed consent forms, informal writing assignments, double sided observation notes, reflexive writing, research artifacts, and anything else that help create an accurate portrayal of the research you conducted this semester. You must use tabbed dividers to separate the sections.

Grading Scale

Assignment	Weight	Points
WA1	10%	100
WA2	5%	50
WA3	10%	100
WA4	10%	100
Annotated Bibliography	10%	100
Informal WA & Participation	10%	100
Celebration of Student Writing	10%	100
Final Ethnographic Essay	20%	200
Research Portfolio	15%	150
Total	100%	1000 points

Grading Scale:

1000-900	A
899-800	B
799-700	C
699-600	D
599 and below	F

TECHNOLOGY REQUIREMENTS

- 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)
- Regular internet access (additional readings available online)
- Access to a computer with a word processing program and a printer or money on your lion card to print in campus computer labs (assignments must be typed and printed)

ACCESS AND NAVIGATION

Some supplementary texts for this course exist exclusively online, so you must have Internet access to read and/or view these texts. You need a working knowledge of how to use eCollege.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact you instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: rcantrell@leomail.tamuc.edu. Also, each instructor in the department of literature and languages is required to keep at least three office hours per course per week.

Grievance Procedure:

If you have concerns about the class or about me as an instructor, please speak to me about those concerns. If you are not satisfied with the outcome of our conversation, the next person in the chain of command is the Director of the Writing Program, Dr. Tabetha Adkins. Her e-mail address is Tabetha_Adkins@tamuc.edu. See grievance procedures here: <http://web.tamu->

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

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. In order to ensure the most effective session possible, we offer visitors the following suggestions: (1) Get started on your writing project early, and visit the Writing Center at least one day before your final draft is due. You will need time to work with the ideas and suggestions generated in your tutorial sessions. (2) Bring a written copy of your assignment, any relevant readings, and one or two specific questions or concerns you would like to discuss with us.

The Writing Center is located in the Hall of Languages, Room 103 (903-886-5280) and online at <http://web.tamuccommerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/>

***If you visit the writing center for your major WA's and give me a copy of the writing center visitation sheet, you will receive 5 points extra credit on that WA.

Attendance Policy

For classes that meet twice/week, students may miss up to four times without penalty.

After the fifth absence, the student's final grade will drop by one letter. After the seventh absence, the student cannot pass the course. An absence is not an excuse to miss an assignment: if you are absent on a day an assignment is due, have it turned into the Hall of Languages Office to be time stamped and put in my box *before* class starts or make plans to turn it in early if possible.

There is no such thing as "partial attendance"—students are either present for the entire course or they are absent.

Excessive tardiness can be penalized as an absence. Coming in tardy three times will result in one absence. Students are absent if they arrive after the instructor calls roll. It is the students responsibility to see the instructor after class to get the absence changed to a tardy; failure to do so will mean the absence stands. If the student is more than five minutes late the absence will stand.

The university has no policy for “excused absences” except for university sanctioned events, so please save your absences for illness, court appearances, child care arrangements, and other situations when you must miss class.

Other Course Policies

Cellphone use: Cellphones need to be turned off or placed on vibrate before entering class. Cellphones need to be out of sight. No texting, etc in class. All iPods or MP3 players should be turned off before entering class and should be placed out of sight. These devices are disruptive and should not be in sight or used within the classroom. Laptops and tablets may be used during class as long as they are not be used for gaming, social networking, or chatting; laptops and tablets should be used to aid in note taking and presentations. Failure to adhere to these policies will result in point deductions from attendance/participation grade. Repeated offenders maybe asked to leave class and will receive an absence for the day.

Academic Honesty

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonestly. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

If you ever have any questions about a particular use of a source, always ask your instructor.

They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

On University-Sanctioned Activities

To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program offers sections of this course at various times of the day and week. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day.

University Specific Procedures:

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 132
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

These dates and times are subject to change. All changes will be announced in class, or emailed to you. Check your email every day, and make a friend in class should you miss something important. It's always good to have a go-to person for missed announcements and notes in any situation.

Ethnographic Inquires in Writing = EIIW

FieldWorking = FW

Homework=HW

Date	In Class	Due in Class	Homework
T 8/28	Introduction to the course, discuss syllabus. Discuss plagiarism document on eCollege.		Download, print, and sign plagiarism document in eCollege <i>Read EIIW Chapter One (pg 1-18)</i> <i>And</i> "Socially Constructed Reality" by Stuart Schneiderman At http://stuartschneiderman.blogspot.com/2011/05/socially-constructed-reality.html
R 8/30	Introduce WA#1	Plagiarism form due.	Read: FW1-24
T 9/4	Discuss field working. *** Starting today you must bring your portfolio to every class. Failure to do so will result in a loss of participation points for the class day.****		Read: EIIW "Literacy Practices" by Barton & Hamilton
R 9/6	Discuss Literacy Practice vs.		Draft WA#1

	Literacy Event Six Propositions of Literacy		Read: "Literacy in Three Metaphors" by Sylvia Scribner in <i>EIIW</i>
T 9/11	Workshop WA #1	WA#1 Draft Due	Read: "Literacy, Opportunity, and Economic Change" by Deborah Brandt in <i>EIIW</i>
R 9/13	Discuss reading.	WA#1 Due	Read: FW 25-64
T 9/18	Discuss Introduction to Chapter Three in <i>EIIW</i>		Read: "The Belmont Report" in <i>EIIW</i> Write WA#2. Get permission from your research site to conduct your observations and interviews.
R 9/20	WA#2 Due Discuss Belmont and Ethics	WA#2 Due	Read: FW 73-109 <i>EIIW</i>
T 9/25	Discuss RR#1 Discuss Note Taking Expectations		RR#1 (see e-college for instructions) "Seduction and Betrayal" by Thomas Newkirk in <i>EIIW</i>
R 9/27	Discuss reading & researching at the library website.	RR#1 (see eCollege for instructions)	Read: "Ethnographic Research Ethics and Amish Values" by Tabetha Adkins in <i>EIIW</i>
T 10/2	WA#3 draft due. Discuss Adkins.	WA#3 draft due.	For next class: Bring to class one "artifact" that represents something about you (not anything too personal to share with the entire class), ideally something related to a literacy practice that is part of you and/or a discourse community you belong to. Read: FW 126-136
R 10/4	WA#3 Due Class activity with artifacts. Sign up for conference.	Bring your artifact. WA#3 Due	This weekend and during your conferences, go to your research site and take observational notes. Use the double entry method of note taking (see FW 90-91). One set of notes is due at our conference meeting, the second set is due on 10/16. Reading: FW 175-219

			Introduction to chapter four of <i>EIIW</i>
T 10/9	Midterm conferences. / 1 st Site visit. Bring your portfolio and research articles you have found.	Copy of field notes for visit #1	1 st Site visit / Observation Notes Revise WA#3 Be reading your research articles and writing up annotations and highlighting or writing down important quotes from the articles. Reading: FW 175-219 Introduction to chapter four of <i>EIIW</i>
R 10/11	Midterm conferences. / 2 nd Site visit. Bring your portfolio and research articles you have found.	Copy of field notes for visit #1	2nd Site visit / Observation Notes Revise WA#3 Be reading your research articles and writing up annotations and highlighting or writing down important quotes from the articles. Reading: FW 175-219 Introduction to chapter four of <i>EIIW</i>
T 10/ 16		Copy of field notes for visit #2 3 entries of your Annotated Bibliography Due.	Read: "Reading Rites and Sports" by Jabari Mahiri in <i>EIIW</i>
R 10/18	No class. 3rd site visit.		3rd Site visit / Observation Notes Write WA#4 Be reading your research articles and writing up annotations and highlighting or writing down important quotes from the articles. Read: FW 219-29
T 10/23	WA#4 Due Discuss interview Questions	WA#4 Due Field notes day Signatures on WA#3 Due	HW: "Blinded by the Letter" by Wysocki & Johnson-Eiola in <i>EIIW</i>
R10/ 25	No class. 4th site visit.		4th Site visit – Conduct Interviews Type up three annotations from your own research findings (no articles from <i>EIIW</i>).

			Read: "Introduction" by Bronwyn T. Williams
T 10/30	Bronwyn T. Williams on campus, must see. More info in class.	Interviews Due Field notes day	Read: FW Chapter 8
R 11/1	Discuss FW Chapter 8 MLA & Discuss your annotated bibliographies		Write annotated bibliography (all 10 entries) Read: FW 136-155
T 11/6	No class – 5 th site visit		5 th site visit / Observation Guide #2-4 FW 187 Be reading your research articles and writing up annotations and highlighting or writing down important quotes from the articles. Read: FW 136-155
R 11/8	Discuss reading. Sign up for conferences.	Observation Guide #2-4 FW 187	Read: Read over students examples, Chapter 5 in <i>EI IW</i>
NOV 13-15	Conferences. Bring your completed Annotated Bibliography to your conference & your completed portfolio 5 th site visit	Annotated Bibliography Due (Printed copy) Portfolios Due	5 th site visit (upload observation notes to eCollege by 8AM NOV 20) Read: Read over students examples, Chapter 5 in <i>EI IW</i>
NOV 20-22	Thanksgiving. No class.	Observation Notes due to eCollege dropbox by 8AM 11/20 (Tuesday)	Write ethnography. Read: "Becoming Literate" by Andrea R. Fishman in <i>EI IW</i>
T 11/27	Workshop ethnography	Rough draft of Ethnography	

R 11/29		Ethnography due	
T 12/4	Class presentation of Ethnographies	Presentation	
R 12/6	Class presentation of Ethnographies	Presentation	
FRIDAY 12/7	Celebration of Student Writing 10AM-12PM. You have to stay the entire time in order to pass the class.		Celebration of Student Writing: Friday, December 7, 10 AM to NOON in Sam Rayburn Student Center Conference A, B, and C (2nd floor)

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Final copy of Ethnographic Essay Due Nov 29

Portfolio due Nov 15