ENG 1302.005: Written Argument and Research
COURSE SYLLABUS: Fall 2012

Instructor: Dr. Connie Meyer
Course: English 1302.005
Classroom: HL 305
Class Time: T/H 9:30 – 10:45 a.m.
Instructor: Dr. Connie Meyer
Office Location: HL 112
Office Hours: M/T/W/H 11:00 a.m. – 12:30 p.m.
Office Phone: (903) 886.5260
Office Fax: (903) 886.5980
University Email Address:
connie.meyer@tamuc.edu
Course Website: course ecollege site at myleo

Course Information

Materials – Textbooks, Readings, Supplementary Readings:

Required:

Adkins, Tabetha. *Ethnographic Inquires in Writing.* Southlake, Texas: Fountainhead Press, 2010. 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 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:

Resources for Ethnographic Research (asking good interview questions, professional associations' codes of ethics, etc.)
http://tabethaadkins.com/ethnography_resources.html

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=cMWkdAzGYvwhttp://www.youtube.com/watch?v=3r0PGbfhHIo

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 its "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 who successfully complete ENG 1302 will have:

1. an understanding and ability to make use of primary and secondary sources within a focused, academic argument

2. an awareness of context and how audience and context affect a writer's rhetorical choices

3. the rhetorical flexibility necessary to negotiate a variety of academic tasks (research, interviews, close reading) leading to a sustained argument that is convincing, informative, and well-researched

4. an awareness of context and how our own subject positions as writers might affect our findings—and how to work through potential biases toward more effective arguments

5. an ability to effectively report research findings in writing (via a well-researched and articulated essay) and in person (via presentations at the end of the semester—in class and at the Celebration of Student Writing)

Course Requirements:

Instructional / Methods / Activities Assessments

Grading:

You are encouraged to revise your essays before turning them in as a part of your final portfolio. When I grade your assignments, I will provide suggestions for revision. The Writing Center and your peers can also be excellent resources for such information. Please don't wait until the end of the semester to begin your revisions—you will not have much time to work on them while you are completing your ethnography and preparing for your Celebration of Student Writing presentation.

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.
(3-5 pages)

Writing Assignment 2- Research Proposal (10%): 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. (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. (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. (4-6 pages)

Informal Writing Assignments, Quizzes and Participation (20%): This category includes in-class writing assignments, informal writing assignments, homework writing assignments, etc.

Celebration of Student Writing (10%): December 7 from 10:00 AM to 12:00 PM in the SRSC
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.

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. (15-18 pages)

Research Portfolio (10%): 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.

Discussion, Reading Responses and Quizzes:

Make sure to complete all reading assignments before class, because we will discuss each reading as a group. I believe knowledge is created through such group collaboration—the unique intersection of all of our perspectives, ideas and experiences. So for our class to be successful, each of you needs to come to class ready to ask your questions and share your insights. On occasion, I will ask you to prepare for our discussion by writing an in-class response at the beginning of class. If I notice that our discussion is not fruitful (due to a lack of

preparation), I will give pop quizzes, as well. Since each of you has chosen to become a college scholar, I do not expect this to happen.

Grading Percentages:

10% WA 1
10% WA 2
10% WA 3
10% WA 4
20% Final Ethnography
10% Final Portfolio
10% Presentations—Celebration of Student Writing & Class
20% Participation (in class discussion and group work), Quizzes, & In-Class Writing
100%

Grading Scale

90-100	A
89-80	B
79-70	C
69-60	D
59 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 (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.

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: connie.meyer@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.

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.

We are located in the Hall of Languages, Room 103 (903-886-5280) and online at http://web.tamu-

commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/

Attendance Policy

Since our class meets twice a week, you may miss up to four (4) times without penalty. After the fifth absence, your final grade will drop by one letter. After the seventh absence, the student cannot pass the course.
Three tardies=one absence. Please arrive for our class on time. Coming in late not only means that you are missing important information/discussion and showing disrespect for your professor—it distracts your fellow students who have put in the necessary effort to arrive on time.
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.

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:

Students with Disabilities

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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 ENG 1302 / CALENDAR FALL 2012
Ethnographic Inquires in Writing = EIIW
FieldWorking = FW
Schedule subject to change (probably *will* change).

DATE	Complete before class	In class	DUE in class
T Aug. 28		Introduction	
R Aug. 30		Discuss syllabus	
T Sept. 4	*EIIW* Chap. 1 (1-18) (on website & in book)	In-class writing—"My Position"; discuss reading	
R Sept. 6	Chap. 2 intro in *EIIW* (19-20) "Literacy Practices" *EIIW* (21-32)	Discuss readings (literacy—Brandt); Introduce WA 1	

T Sept.11	*FW* (1-8;14-18)	Discuss reading; in-class activity (*FW* 13)	
R Sept. 13	Literacy in Three Metaphors" *EIIW* (35-53).	Discuss reading	
T Sept. 18	Craft rough draft of WA 1	Peer edit WA 1	WA 1 rough draft
R Sept. 20	WA 1	Introduce WA 2; discuss subcultures (*FW* 54)	WA 1
T Sept. 25	*FW* (23-42)	No CLASS—explore 2 possible sites	
R Sept. 27	*FW* (43-53)	Discuss sites & readings (compare ethnographies from readings); introduce field notes (*FW* 78); sign up for conferences	
T Oct. 2	WA2 Draft	Peer Review for WA2	
R Oct. 4	Field Study Notes *FW* (73-84)	Field Study- License Plate Exercise	WA 2
T Oct. 9	Chap. 3 Intro *EIIW* (117-22)	CONFERENCES (HoL 233)/ 1st site visit	WA 2
R Oct. 11	"The Belmont Report" *EIIW* (122-39); *FW* 119-24; Copy field notes	CONFERENCES	Copy of field notes
T Oct. 16	"Ethnographic Research Ethics and Amish Values" *EIIW* (158-68)	Discuss reading; Informed Consent	
R Oct. 18		2nd Site Visit (NO class)	
T Oct. 23	FW 219-29; Finish WA 3	Discuss reading; introduction to interviews	WA 3
R Oct. 25		3rd Site Visit (NO class)	
T Oct. 30	FW 165-172; 175-9; Interviews	Discuss reading; in-class activity (FW 168-70); Introduce WA 4 Possible Guest	Interviews

		Speaker	
R Nov. 1	FW 111-3; 124-136.	Discuss reading; Artifact activity	
T Nov. 6	Deductive/Inductive Logic article on ecollege	Class exercise. (Monty Python, etc.)	
R Nov. 8	FW 101-10; Craft Observation Guide #2-3	In-class writing (FW 109-10); discuss reading; peer edit Observation Guide	Observation Guide #2-4 FW 187
T Nov. 13	FW 186-97	Discuss reading; in-class activity (FW 193-4); sign up for conferences	
R Nov. 15	Finish WA 4	CONFERENCES/5th Site Visit	WA 4
T Nov. 20		CONFERENCES/5th Site Visit	WA 4
R Nov. 22		THANKSGIVING— NO CLASS	
T Nov. 27	Craft rough draft of Ethnography	Peer edit Ethnography	Rough draft Ethnography
R Nov. 29	Craft rough draft of Ethnography	Discuss Presentations & Final Portfolio	Ethnography
T Dec. 4	Finish Ethnography & Presentation	Class Presentation of Ethnographies	Presentation
R Dec. 6	Prepare for Celebration	Class Presentations cont.	
T Dec 11		NO CLASS	
R Dec 13		NO CLASS	

Celebration of Student Writing: Friday, Dec 7 10:00-12:00 in Conference Rooms A, B and C on the 2nd floor of the SRSC

Final copy of Ethnographic Essay Due: NOV. 29
Portfolio due: by EMAIL DEC. 6