



**ENG 1302.011: Written Argument and Research  
COURSE SYLLABUS: Spring 2012**

**Instructor:** Erin Bullok

**Office Location:** Room 233

**Office Hours:** Monday 10:00 a. – 12:00 p.

Wednesday 10:00 a. – 12:00 p.

❖ Appointments are available outside these hours!

**Office Phone:** 903.886.5262

**Office Fax:** .903.886.5980

**University Email Address:** erinbullok.english@gmail.com

**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 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://bit.ly/OkJ6WN>

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>

<b>COURSE REQUIREMENTS</b>
----------------------------

### **Instructional / Methods / Activities Assessments**

#### **On Turning Papers In:**

- ❖ All assignments will be turned in via Dropbox.com – not email. We will not have class the day an assignment is due.
- ❖ I encourage revisions, and I have the ability to raise your grade on that assignment if you turn in revisions. If you would like to revise, when you turn in the new draft to me, you **MUST** staple/paperclip the old draft to the new draft. Otherwise, I will not be able to grade the new draft.
- ❖ Because this semester is going to be workload-heavy, **I cannot accept late assignments.**

#### **How Course Grade is Determined:**

- ❖ *Writing Assignment 1- Research Framework and Methodology (10%):* Using Chapter One

from *EIWW*, 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 *EIWW* 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.
- ❖ *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 *EIHW* 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.

### 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

### 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 me with any questions you may have. My communication preference is e-mail, and it is erinbullok.english@gmail.com.

#### 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](mailto:Tabetha_Adkins@tamuc.edu). See grievance procedures here: <http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
--

### **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.tamuc.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/>

#### *Attendance Policy*

Our class meets three times a week. Class will not meet on days which assignments are due – of course, these will not count against you. Students may miss up to six times without penalty. After the seventh absence, the student’s final grade will drop by one letter. After the ninth absence, the student cannot pass the course.

#### **Other policies you may want to include:**

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.

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 dishonesty. 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](mailto: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*).

<b>COURSE OUTLINE / CALENDAR</b>
----------------------------------

*Ethnographic Inquires in Writing* = EIIW  
*FieldWorking* = FW

**\*\*\*FYI—Fall 2012, he'll be on campus during this week: October 30-31!**

Note: This class will not meet on Fridays, as these days will be reserved for your independent research outside the class for your ethnography and for working on assignments. Of course, I will be available in my office during our regular class time if you have any questions.

	Monday	Wednesday	Friday
Week 1	<ul style="list-style-type: none"> <li>❖ Introduction/Syllabus/Start thinking about your research paper topic!</li> <li>❖ <i>HW: EIIW</i> chapter one</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discussion: <i>EIIW</i> chapter one</li> </ul>	<ul style="list-style-type: none"> <li>❖ No class!</li> <li>❖ <i>HW: "Literacy Practices"</i> by Barton &amp; Hamilton</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>❖ Discuss "Literacy Practices" by Barton &amp; Hamilton</li> <li>❖ <i>HW: FW</i> 1-24</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss <i>FW</i> 1-24</li> </ul>	<ul style="list-style-type: none"> <li>❖ No class!</li> <li>❖ <i>By 11:59 p.m. CST:</i> Email me three research topics/sites that you would like to study @ <a href="mailto:erinbullok.english@gmail.com">erinbullok.english@gmail.com</a></li> <li>❖ <i>HW: HW: "Literacy in Three Metaphors"</i> by Sylvia Scribner in <i>EIIW</i></li> </ul>
Week 3	<ul style="list-style-type: none"> <li>❖ Discuss "Literacy in Three Metaphors" by Sylvia Scribner in <i>EIIW</i></li> <li>❖ <i>HW: "Literacy, Opportunity, and Economic Change"</i> by Deborah Brandt in <i>EIIW</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss "Literacy, Opportunity, and Economic Change" by Deborah Brandt in <i>EIIW</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ No class!</li> <li>❖ <i>HW: FW</i> 25-64</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>❖ Discuss <i>FW</i> 25-64</li> <li>❖ <i>HW: Introduction to Chapter three</i> in <i>EIIW</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss Introduction to Chapter three in <i>EIIW</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ No class!</li> <li>❖ <i>By 11:59 p.m. CST:</i> WA1 due in Dropbox WA1</li> <li>❖ <i>FW</i> Chapter 68-109</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>❖ Discuss <i>FW</i> Chapter 68-109</li> <li>❖ <i>HW: "The Belmont Report"</i> in <i>EIIW</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss "The Belmont Report" in <i>EIIW</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ No class!</li> <li>❖ <i>By 11:59 p.m. CST:</i> Final research topic/site of your choice 11:59 p.m. to my email address</li> <li>❖ <i>By 11:59 p.m. CST:</i> WA2 due in Dropbox WA2</li> <li>❖ <i>HW: "Seduction and Betrayal"</i> by Thomas Newkirk in <i>EIIW</i></li> </ul>
Week 6	<ul style="list-style-type: none"> <li>❖ Discuss "Seduction and Betrayal" by Thomas</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss "Ethnographi</li> </ul>	<ul style="list-style-type: none"> <li>❖ No class!</li> <li>❖ <i>HW: Introduction to</i></li> </ul>

	Newkirk in <i>EIIW</i> ❖ HW: “Ethnographic Research Ethics and Amish Values” by Tabettha Adkins in <i>EIIW</i>	c Research Ethics and Amish Values” by Tabettha Adkins in <i>EIIW</i>	Chapter four of <i>EIIW</i>
Week 7	❖ Discuss Introduction to Chapter four of <i>EIIW</i> ❖ HW 1: “Reading Rites and Sports” by Jabari Mahiri in <i>EIIW</i> ❖ HW 2: FW 176-217	❖ Discuss “Reading Rites and Sports” by Jabari Mahiri in <i>EIIW</i> ❖ Discuss FW 176-217	❖ No class! ❖ By 11:59 p.m. CST: WA 3 due in Dropbox WA3
Week 8	❖ <b>Midterm Student Conferences - No Class</b> ❖ HW: “Blinded By the Letter” by Wysocki & Johnson-Eiola in <i>EIIW</i>		
Week 9	❖ Discuss “Blinded By the Letter” by Wysocki & Johnson-Eiola in <i>EIIW</i>		❖ No class ❖ By 11:59 p.m. CST: WA 4 due in Dropbox WA4 ❖ HW: “Introduction” by Bronwyn T. Williams
Week 10	❖ Discuss “Introduction” by Bronwyn T. Williams ❖ HW: FW 127-154	❖ Discuss FW 127-154	❖ No class! ❖ HW: FW Chapter 8
Week 11	❖ Discuss FW Chapter 8		❖ No class ❖ Annotated Bib Due
Week 12	<b>Student Conferences</b> – first draft of Final Research Paper due at our meeting – no class this week		
Week 13	US Holiday Thanksgiving – No class		
Week 14	❖ Read over students’ examples, Chapter 5 in <i>EIIW</i> ❖ HW: “Becoming Literate” by Andrea R. Fishman in <i>EIIW</i>	❖ Discuss “Becoming Literate” by Andrea R. Fishman in <i>EIIW</i>	❖ No class ❖ Gather CSW materials to bring to class for next time
Week 15	Prepare CSW presentation – bring materials to class	Final Research Paper Peer Review Session	<b>Celebration of Student Writing - December 7, 10 AM to NOON in Sam Rayburn Student Center Conference A, B, and C (2<sup>nd</sup> floor)</b>
Week 16	Class is over – have a wonderful winter holiday break!		

ALL your work, including your CSW presentation and your final research paper **will be due on December 7<sup>th</sup>, 10:00 a.m. CST**. Just bring everything to the CSW, and I will have a place for you to turn it all in.