



**ENG 1302: Written Argument and Research
COURSE SYLLABUS: Spring 2013**

Instructor: Vince Liberato
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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 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. The Celebration will be held Friday, May 3 from 2-4PM in the Field House.

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, Tabetha. *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://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:

Notice that all of the writing assignments and the annotated bibliography are divided up into separate parts. I will require that all three of these parts will be turned in together when the assignment is ultimately due. That does not necessarily mean that I will take up your outlines or rough drafts, but I do expect to see them on the days they are due.

Work will only be accepted late within twenty-four hours after the due date passes with a twenty point penalty. After that, it will not be accepted.

For each of your assignments, I will offer five points of extra credit (maximum ten points) for each Writing Center receipt you attach and turn in to your final paper. The mandatory visits do count towards this, but I highly recommend using this resource, as it is both very helpful and free to use.

Revision of completed papers will be allowed at my discretion.

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 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 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 5-7 pages, including informed consent letter

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 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 **10 (TEN!) items**.

Class Participation (10%): In-class writing assignments, informal writing assignments, homework writing assignments, **CONTRIBUTING TO DISCUSSION!**

Celebration of Student Writing (10%): Friday, May 3 from 2-4 PM in the Field House. 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: 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 (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 me with any questions you may have. My communication preference is using my office hours, but you may e-mail me at pliberato@leomail.tamuc.edu as well.

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.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Specific Procedures:

Writing Center

From the 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/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

From me

Do not go the Writing Center and tell them you are there for the proof sheet. I will dock the grade on the current assignment for a full letter if you do this. Remember, you should plan on spending between a half hour and an hour there for each visit. You are required to visit the Writing Center three times this semester, but I **strongly** encourage that you go there as often as you are able.

Attendance Policy

I'm going to make as simple as possible. Here are the rules for attendance:

1. You may miss up to four times without penalty
2. After the fifth absence, your grade drops a letter

3. After the seventh, you can't pass
4. Don't be late. I am lenient, but not stupid

Also:

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.

Flexibility

This syllabus is subject to change as the year progresses. That being said, all dates and homework assignments you **will** be accountable for at the time specified, unless I say otherwise.

Cell Phones

Like my attendance policy, I'll try and simplify this so there is little to no confusion:

If you use your cell phone during class, I will count you as absent. If you need to have it explained to you why this is bad, please review my attendance policy.

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
[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

Ethnographic Inquires in Writing = EIIW
FieldWorking = FW

Week 1: Jan 14/16

Mon: Class expectations, syllabus overview, discussion of final project

Homework: Read *EIIW* chapter one

Wed: Discussion over reading, student expectations, library introduction

Homework: Read *FW* 1-24

Week 2: Jan 21/23

Mon: No Class. MLK Day

Homework: Read "Literacy Practices" by Barton & Hamilton (*EIIW* 21-33)

Wed: Discussion over reading, WA1 assignment/discussion, library visit.

Homework: WA1 outline

Week 3: Jan 28/30

Mon: Discussion over reading, **WA1 outline due.**

Homework: "Literacy in Three Metaphors" by Sylvia Scribner (*EIIW* 33-54)

Wed: Discussion over WA1 outlines, discussion readings, arrange semester conferences

Homework: "Literacy, Opportunity, and Economic Change" by Deborah Brandt (*EIIW* 54-88),
WA1 rough draft

Week 4: Feb 4/6

First round of conferences, no class will be held. **WA1 rough draft due**

Homework: YOU ARE REQUIRED TO VISIT THE WRITING CENTER ONCE THIS WEEK!

Week 5: Feb 11/13

Mon: **WA1 due**, WA2 assignment/discussion

Homework: Introduction over Ethics (*EIIW* 117-122)

Wed: Discussion over reading

Homework: Read *FW* 25-64, WA2 outline

Week 6: Feb 18/20

Mon: **WA2 outline due**, Discussion over reading

Homework: WA2 Rough draft, "The Belmont Report" by Dan Harms (*EIIWW* 122-140)

Wed: **WA2 rough draft due**, discussion over reading

Homework: *FW* Chapter 68-109

Week 7: Feb 25/27

Mon: **WA2 due**, WA3 assignment/discussion

Homework: "Ethnographic Research Ethics and Amish Values" by Tabetha Adkins (*EIIW* 158-169), WA3 outline

Wed: **WA3 outline due**, set up conferences, discussion over reading

Homework: WA3 Rough draft, "Seduction and Betrayal" by Thomas Newkirk (*EIIW* 140-158)

Week 8: March 4/6

Midterm Conferences, WA3 rough draft due

Homework: YOU ARE REQUIRED TO VISIT THE WRITING CENTER ONCE THIS WEEK!

Spring Break

Week 9: March 18/21

Mon: **WA3 due**, WA4 assignment/discussion

Homework: WA4 outline, *FW* 176-217

Wed: **WA4 outline due**, discussion over reading

Homework: "Reading Rites and Sports" by Jabari Mahiri (*EIIW* 198-234), WA4 rough draft

Week 10: March 25/27

Mon: **WA4 rough draft due**, discussion over reading

Homework: "Blinded By the Letter" by Wysocki & Johnson-Eiola (*EIIW* 88-117), "Introduction" by Bronwyn T. Williams (*EIIWW* 169-170)

Wed: **WA4 due**, Annotated bib assignment/discussion, discussion over reading

Homework: Find 3 sources for your annotated bibliography

Week 11: April 1/3

Mon: Discuss selected sources from annotated bibliography, discussion over reading
Homework: Read *FW* 127-154, find 3 more sources for your annotated bib

Wed: **3 annotations for bibliography due**
Homework: Find 3 more sources for your annotated bib

Week 12: April 8/10

Mon: *FW* Chapter 8

Homework: Find 3 more sources for your annotated bib, *FW* Chapter 8

Wed: **Annotated Bibliography due, Set up conferences**, Final Ethnographic Essay assignment/discussion

Homework: Rough Draft of final Ethnographic Essay

Week 13: April 15/17

Final round of conferences

Homework: YOU ARE REQUIRED TO VISIT THE WRITING CENTER THIS WEEK!

Rough Draft of final Ethnographic Essay due

Week 14: April 22/24

Mon: **Final Ethnographic Essay due**

Homework: "Becoming Literate" by Andrea R. Fishman in *EIIW*, Read over students examples, Chapter 5 in *EIIW*

Wed: Discussion over readings, discussion over research portfolios

Homework: Research portfolios

Week 15: April 29/ May 1

Mon: Prepare Research Portfolio for Presentation (Celebration of Student Writing); Peer review final papers,

Homework: **Research Portfolio due**

Wed: Class TBD

Homework: TBD

Celebration of Student Writing: Friday, May 3 from 2-4 PM in the Field House