



**ENG 1302.018: Written Argument and Research  
COURSE SYLLABUS: Spring 2013**

**Instructor:** Erin Bullok

**Office Location:** Room 126

**Office Hours:** Tuesday: 10:00 a. – 1:00 p.

Thursday: 10:00 a. – 1:00 p.

❖ Appointments are available outside these hours!

**Office Phone:** 903.468.8725

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

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

- ❖ All assignments will be turned in via Dropbox.com, and via email only in emergencies. The point is to get the assignment in by the due date, as **I do not accept late assignments**. Emailed assignments occasionally get lost, and this possibility is smaller with assignments submitted to Dropbox.
- ❖ If you are unhappy with an assignment's grade, I encourage revisions; however, because we have a number of assignments in English 1302, you are allowed one paper to revise. What I mean by **revision**: not simple things like punctuation – your ideas and concepts must be different, or your examples must be more detailed. If you want the grade on the assignment to be adjusted, you must turn in your old draft along with the new.
- ❖ 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 *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.
- ❖ *Celebration of Student Writing (10%):* Friday, May 3 from 2PM – 4PM 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, WA2, WA3, WA4, and the annotated bibliography will all be part of this essay. (length suggestion: 12-15 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 (every day)
- 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](mailto: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. Tabettha Adkins. Her e-mail address is [Tabetha\\_Adkins@tamu-commerce.edu](mailto:Tabetha_Adkins@tamu-commerce.edu). See grievance procedures here: <http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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### **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.tamu-commerce.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>
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*Ethnographic Inquires in Writing* = EIIW

*FieldWorking* = FW

Note: This class will not meet on (most) Fridays, as these days will be reserved for your independent research outside the class for your ethnography and for working on assignments.

	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>❖ Introduction/Syllabus/Start thinking about your research paper topic!</li> <li>❖ <i>HW</i>: By Tuesday, 11:59 p.m. CST, create a Dropbox account and share your favorite picture with me.</li> <li>❖ <i>HW for Wednesday</i>: <i>EIIW</i> chapter one</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discussion: <i>EIIW</i> chapter one</li> <li>❖ <i>HW</i>: “Literacy Practices” by Barton &amp; Hamilton</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss “Literacy Practices” by Barton &amp; Hamilton</li> <li>❖ <i>HW</i>: <i>FW</i> 1-24</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>❖ No class! Happy MLK Day!</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 Friday, 11:59 p.m. CST</i>: Email me three research topics/sites that you think you are interested in @ <a href="mailto:erinbullok.english@gmail.com">erinbullok.english@gmail.com</a></li> <li>❖ <i>HW</i>: <i>HW</i>: “Literacy in Three Metaphors” by Sylvia Scribner in <i>EIIW</i></li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>❖ Discuss “Literacy in Three Metaphors” by Sylvia Scribner in <i>EIIW</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ TBA – Library Guest Speaker?</li> </ul>	<ul style="list-style-type: none"> <li>❖ No class!</li> <li>❖ <i>HW</i>: <i>FW</i> 25-64</li> <li>❖ <i>HW</i>: “Literacy, Opportunity, and Economic Change” by Deborah Brandt in <i>EIIW</i></li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>❖ Discuss <i>FW</i> 25-64</li> <li>❖ “Literacy, Opportunity, and Economic Change” by Deborah Brandt in <i>EIIW</i></li> <li>❖ <i>HW</i>: Introduction to Chapter three in <i>EIIW</i></li> <li>❖ <i>HW</i>: <i>By Monday, 11:59 p.m. CST</i>: Create a Dropbox.com account and share a document with me</li> </ul>	<ul style="list-style-type: none"> <li>❖ TBA – Library Guest Speaker?</li> <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>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>❖ Discuss <i>FW</i> Chapter 68-109</li> <li>❖ <i>HW</i>: “The Belmont Report” in <i>EIIW</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss “The Belmont Report” in</li> </ul>	<ul style="list-style-type: none"> <li>❖ No class!</li> <li>❖ <i>By 11:59 p.m. CST</i>: Final research</li> </ul>

		<i>EIIW</i>	<p>topic/site of your choice (if you aren't already certain) 11:59 p.m. to my email address</p> <ul style="list-style-type: none"> <li>❖ <i>By 11:59 p.m. CST:</i> WA2 due in Dropbox WA2</li> <li>❖ <i>HW:</i> "Seduction and Betrayal" by Thomas Newkirk in <i>EIIW</i></li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>❖ Discuss "Seduction and Betrayal" by Thomas Newkirk in <i>EIIW</i></li> <li>❖ <i>HW:</i> "Ethnographic Research Ethics and Amish Values" by Tabetha Adkins in <i>EIIW</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss "Ethnographic Research Ethics and Amish Values" by Tabetha Adkins 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> Annotations 1 &amp; 2 due</li> <li>❖ <i>HW:</i> Introduction to Chapter four of <i>EIIW</i></li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>❖ Discuss Introduction to Chapter four of <i>EIIW</i></li> <li>❖ <i>HW 1:</i> "Reading Rites and Sports" by Jabari Mahiri in <i>EIIW</i></li> <li>❖ <i>HW 2:</i> <i>FW</i> 175-217</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss "Reading Rites and Sports" by Jabari Mahiri in <i>EIIW</i></li> <li>❖ Discuss <i>FW</i> 175-217</li> </ul>	<ul style="list-style-type: none"> <li>❖ No class!</li> <li>❖ <i>By 11:59 p.m. CST:</i> Annotations 3 &amp; 4 due</li> <li>❖ <i>By 11:59 p.m. CST:</i> WA 3 due</li> </ul>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>❖ <b>Midterm Student Conferences - No Class</b></li> <li>❖ <i>By Friday 11:59 p.m. CST:</i> Annotations 5, 6, 7, and 8 due</li> <li>❖ <i>HW:</i> "Blinded By the Letter" by Wysocki &amp; Johnson-Eiola in <i>EIIW</i></li> </ul>		
<b>Week 9</b>	<ul style="list-style-type: none"> <li>❖ Spring Break! – No Class</li> </ul>		
<b>Week 10</b>	<ul style="list-style-type: none"> <li>❖ Discuss "Blinded By the Letter" by Wysocki &amp; Johnson-Eiola in <i>EIIW</i></li> <li>❖ <i>HW:</i> "Impact of Internet Literacy, Internet Addiction Symptoms, and Internet Activities on Academic Performance" by Leung and Lee</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss "Impact of Internet Literacy, Internet Addiction Symptoms, and Internet Activities on Academic Performance" by Leung and Lee</li> </ul>	<ul style="list-style-type: none"> <li>❖ No class</li> <li>❖ <i>By Friday, 11:59 p.m. CST:</i> Annotations 9 &amp; 10 due</li> <li>❖ <i>For Monday, Week 11:</i> <i>FW</i> 127-154</li> </ul>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>❖ Discuss <i>FW</i> 127-154</li> <li>❖ <i>HW:</i> <i>FW</i> Chapter 8</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss <i>FW</i> Chapter 8</li> </ul>	<ul style="list-style-type: none"> <li>❖ No class</li> <li>❖ <i>By Friday, 11:59 p.m. CST:</i> Final Annotated Bibliography due</li> <li>❖ Begin drafting Final</li> </ul>

			Research Paper, sign up for a Student Conference time (on my office door) ❖ HW: “Digital Literacy: Human Flourishing and Collective Intelligence in a Knowledge Society” by Poore
<b>Week 12</b>	❖ Discuss “Digital Literacy: Human Flourishing and Collective Intelligence in a Knowledge Society” by Poore ❖ HW: “Do You Understand What You Are Reading?” by Eriksson	❖ “Do You Understand What You Are Reading?” by Eriksson	❖ No class ❖ <i>By Friday, 11:59 p.m. CST: WA 4 due</i>
<b>Week 13</b>	<b>Student Conferences</b> – first draft of Final Research Paper (digital copies acceptable) due at our meeting – no class this week ❖		
<b>Week 14</b>	❖ 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> ❖ Evaluations and Final Class Day	❖ No class ❖ Gather materials and start building CSW presentations!
<b>Week 15</b>	Work Day – no class, prepare CSW presentations/Final Research Portfolios – I will be in my office for questions	Work Day – no class, prepare CSW presentations/Final Research Portfolios	<b>Celebration of Student Writing - May 3, 2PM – 4PM in The Field House</b>
<b>Week 16</b>	Class is over – have a wonderful summer!		

ALL your work, including your CSW presentation and your final research portfolio **will be due on May 3, 2:00 p.m. CST**. Just bring everything to the CSW, and there will be a box for you to drop off your final research portfolio.