



**ENG 1302: Written Argument and Research
COURSE SYLLABUS: Spring 2014**

Instructor: Prof. T. Nugent

Office Location: HL112

Office Hours: M/W/F 9-950, 11-1150, 1-2 or by appointment

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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. The Celebration will be held Friday, May 2 from 12PM-2PM 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, 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

Clear portfolio binder for 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.tamuc.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:

10% WA 1

05% WA 2

10% WA 3

10% WA 4

10% Annotated Bibliography

20% Final Ethnographic Essay

15% Research Portfolio

10% Presentations—Celebration of Student Writing & Class

10% Participation (discussion & group work), Interviews, Quizzes, & Informal Writing

100%

How Course Grade is Determined:

Attendance in this class equates to participation in the discussions and is important to the success of this class and to your development as a writer. Therefore, it is of utmost importance that you notify me of potential conflicts with course expectations. The expectation is that you will do more than simply show up for class. Your active participation, in the form of discussion questions and comments, is vital for success in this course. Deadline

extensions and other allowances can often be accommodated before they are required, but this requires advance notice. Related to this, SEE ASSIGNMENT POLICY

Assignment Policy

Student work must be completed and submitted on time. All assignments should be turned in at the beginning of the class period when they are due. Students who know they will miss class when an assignment is due must contact the instructor as soon as possible in advance of class to arrange for submission of the assignment. Opportunities will be provided in class to ask questions about all assignments. Revisions of WA's and the Annotated Bibliography will be allowed under the following conditions: All revisions must be returned in hardcopy with attached earlier drafts and/or writing center proof sheets with an additional 10 points possible for each. Revisions are due one week after return of an assignment. Assignments have generally been scheduled to be turned in on Monday, thus I will hopefully have them returned by Friday. Because of the opportunities for revision, **late work will not be allowed to be revised and the assignment will automatically be dropped by a letter grade.** The final ethnographic essay and portfolio are not included in work that may be revised. ALL ASSIGNMENTS MUST BE TURNED IN TO PASS THIS CLASS.

All papers should conform to the MLA style guidelines.

Late Work

I will not accept any assignment after its revision due date. Assignments submitted after this due date may receive a score of zero (0).

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. Definitions and quotes from readings expected with in-text citations and a works cited page. Length: 3-5 Pages (Approx. 1200 words) not including Works Cited; Essay will include at least three quotes from the reading

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, what are the broad issues you wish to understand. These are topics that you will learn about through online library research. Therefore, find a scholarly journal article about your topic and ethnography. Use the article by referencing it and citing it in the text; include a works cited page. Length: 2-3 Pages (Approx. 1000 words) Not including Works Cited; Essay should include at least one quote from the reading.

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: 4-6 pages (approx. 1500 words)

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 found through the TAMUC library databases. (That means no *Wikipedia* or Dictionary entries, for example.) You must annotate **ten items with a minimum of 250 words per annotation.**

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 2 from noon until 2:00PM 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 suggestion: 15-18 pages)

Research Portfolio (15%): In your research portfolio you’ll include your drafts from the semester of all WA’s with revisions and comments, informed consent forms, informal writing assignments, double sided observation notes and field notes, reflexive writing, research artifacts which includes the first page or abstract from each article used/read, and anything else that will 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
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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: tnugent@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.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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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.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

Attendance Policy

For classes that meet three times/ week, 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. 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. 3 tardies = 1 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 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 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.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. It is next to impossible to explore ideas in a classroom setting if students and instructors do not feel safe or otherwise supported. I will not tolerate discrimination in all its forms. Likewise, rudeness has no place in any classroom, and I will ensure that my classroom remains a rudeness-free environment. (See *Code of Student Conduct from Student Guide Handbook*).

Cellphones need to be placed on vibrate before entering class. They should also be out of sight. No texting etc. in class. Texting under the desk or with your phone in your purse is disrespectful- if it is an emergency step outside, otherwise it can wait until after class. All iPods, MP3 players etc. should be turned off before entering class and should be placed out of sight- If you have headphones out, put them up. These devices are disruptive and should not be used or in sight in the classroom. Laptops and tablets may be used during class as long as they are not being used for gaming, social networking, or chatting; laptops and

tablets should be used to aid in note taking and presentations. Students who use these items for anything unrelated to class will no longer be allowed to use them. Failure to adhere to these policies will result in point deductions from attendance/participation grade. I will only ask you to put these items away once- after that you will be asked to leave class and will receive an absence.

Please, do the right thing to contribute to a learning atmosphere.

Responsibility

You are responsible for understanding all of the material contained in this syllabus, as well as any announced changes to this syllabus. You are also responsible for understanding instructions and directives related to assignments, exams, and grades. This means visiting your professor during office hours if instructions and/or directives remain unclear. Unless you state otherwise, I will assume that you have understood what is expected of you in this class.

COURSE OUTLINE / CALENDAR

Ethnographic Inquires in Writing = EIIW

FieldWorking = FW

	Due beginning of Class	In Class Activity	Homework – Complete before class
Week 1			
01/10/13		Course expectations / Introduction http://youtu.be/vdvo5FlRqmM Did you know?	http://literacyethnography.wordpress.com/ Emily Bagwell's Literacy Ethnography: How Texts Depict Who I Am
01/15/13	Bring syllabus to class	Discuss reading -purpose In-class activity: How I use writing and why	Bronwyn Williams - "Yes, But Are You Having Fun?"
01/17/13		Discuss reading – text, context, questions on pg 15-16 EIIW	<i>EIIW</i> chapter one (1-18)
Week 2			
01/20/13	<i>University Closed</i>	No Class	
01/22/13	Bring in your own literacy ethnography (typed)	Discuss reading – literacy events, domains, discourse communities. Introduce WA1	"Literacy Practices" by Barton & Hamilton (21-32)
01/24/13	Bring an example of descriptive writing to class from any source.	Discuss reading	<i>FW</i> 1-24
Week 3			
01/27/13		Global literacy Hugh Laurie: the British slang vs the American http://www.youtube.com/watch?v=wYmrg3owTRE&feature=share&list=PLB91E6025B99B7760&index=1	
01/29/13	<i>Last day to drop and receive 100 % refund. Census Date</i>	Discuss reading – culture & power in-class activity (FW 13)	"Literacy in Three Metaphors" by Sylvia Scribner in <i>EIIW</i>
01/31/13	Bring a cartoon or article with an example of a stereotype or power dynamic in literacy to class	Discuss reading Sign-up for Conferences	"Literacy, Opportunity, and Economic Change" by Deborah Brandt in <i>EIIW</i>
Week 4			
02/03/13	<i>Students dropped for nonpayment</i>	One-on-one Conferences	Roughdraft WA1 must be brought to conference

02/05/13		One-on-one Conferences	
02/07/13		One-on-one Conferences	
Week 5			
02/10/13	WA1 due – Research Framework and methodology	Introduce WA2 Subcultures (FW54)	
02/12/13		Discuss reading Introduce field notes (FW 78)	<i>FW 25-64</i>
02/14/13		Discuss reading	Introduction to Chapter three in <i>EIHW</i>
Week 6			
02/17/13	WA 2 due - Research proposal	Discuss Ethics	“Ethnographic Research Ethics and Amish Values” <i>EIHW</i> (158-68)
02/19/13		Discuss reading Discuss Informed Consent	<i>FW</i> Chapter 68-109
02/21/13		Discuss reading In-class writing (FW 88-9)	“The Belmont Report” in <i>EIHW</i>
Week 7			
02/14/13	WA 3 due – Informed Consent and Code of Ethics	Introduction to interviews	
02/26/13		Discuss reading In-class activity (FW 168-70)	“Seduction and Betrayal” by Thomas Newkirk in <i>EIHW</i>
02/28/13	<i>Midterm grading opens</i> Example of descriptive writing from any source	In-class writing: descriptive paragraph	
Week 8			
03/03/13	Copy of field notes must be brought to conference	One-on-one Conferences	
03/05/13		One-on-one Conferences	
03/07/13		One-on-one Conferences	
Week	Spring Break – University Closed		
03/10/13			
03/12/13			
03/14/13			
Week 9			
03/17/13	WA4 due – Ethnographic Setting	In-class writing (FW109-10)	
03/19/13	FW 101-10	Discuss reading	“Introduction to Chapter four of <i>EIHW</i>

	Craft Observation Guide #2-3		
03/21/13		Discuss reading	“Reading Rites and Sports” by Jabari Mahiri in <i>EIIW</i>
Week 10			
03/24/13		Annotated Bibliography - nuts & bolts workshop	“Introduction” by Bronwyn T. Williams
03/26/13	Observation Guide #2-4 FW 187	Discuss reading	<i>FW</i> 176-217
03/28/13		Discuss reading	Blinded By the Letter” by Wysocki & Johnson-Eiola in <i>EIIW</i>
Week 11			
03/31/13	3 annotations for bibliography due	Peer review annotations	
04/02/13		Discuss reading	<i>FW</i> 127-154
04/04/13		Research/Writing – work on annotations in class.	
Week 12			
04/07/13	Annotated Bibliography due (10)	Discuss reading	<i>FW Chapter 8</i>
04/09/13	Rough draft of final Ethnographic Essay must be brought to conference	One-on-one conferences	
04/11/13		One-on-one conferences	
Week 13			
04/14/13		One-on-one conferences	Read over students examples, Chapter 5 in <i>EIIW</i>
04/16/13	University closes at 12:00 on Wednesday- no classes after 12 on Wednesday this week.	No Classes	
04/18/13		No Classes	
Week 14			
04/21/13	Bring drafts of essay	Peer review final papers	
04/23/13		Discuss reading	“Becoming Literate” by Andrea R. Fishman in <i>EIIW</i>
04/25/13	Last day to withdraw from all classes for the semester Final Draft of Ethnographic Essay due – No revisions	Begin Presentations	Prepare Research Portfolio for Presentation (Celebration of Student Writing)
Week 15			

04/28/13		Presentations	
04/30/13		Presentations	
05/02/13	Last day of classes Celebration of Student Writing: Friday, May 2 from noon until 2PM in the Field House	Celebration of Writing	
05/05/09	Finals Week		

Celebration of Student Writing: Friday, May 2 from noon until 2PM in the Field House

Final copy of Ethnographic Essay Due April 25; hardcopy in class and electronic copy in dropbox

Portfolio due Monday, May 5 via dropbox