



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

Instructor: Rachel Cantrell

Office Location: HL 115

Office Hours: MWF 10AM-11AM - W 11AM-12PM - and 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, 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 university email address that you check everyday.

This course involves a research project which means you will have to acquire additional research material (articles, books, documentaries, etc.). Depending on your project you might be able to get most of these materials from the University Library and/or you may have to purchase some.

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

Assignment handouts will be uploaded in eCollege. They contain detailed information on due dates, objectives, required contents, format, structure, along with the information on resources, and grading rubrics. I expect those handouts to be studied, whether online or via hard copy that is printed out, read, and annotated if necessary. Students with questions

about any assignment are responsible for visiting the instructor during office hours or making an appointment to discuss the assignment.

Grading:

Each assignment will be assessed according to the criteria on the assignment handouts, the rubric, and in the context of course outcomes. Students will receive a rubric, a grade, and feedback. Students can track their grade in the grade book portion of our eCollege page.

I DO NOT ACCEPT LATE WORK.

Most assignments will be turned in on eCollege-this is a requirement and not optional. Don't wait until the last minute to turn something in on eCollege. Not having internet access or having problems with eCollege is not an excuse for turning in an assignment late. If you are having problems with eCollege you will need to contact tech support. If you don't have internet access at home you can use the computer lab in the University library. See their homepage for their hours.

Being absent does not excuse you from the deadline: the assignment is due irregardless of whether you attend class that day. Please make an appointment to discuss the possibility of an extension with the instructor if you fear you will not be able to meet the approaching deadline due to unforeseen circumstances- the assignment is not late if you are granted an extension in advance.

Major writing assignments (WA): WA's will have a rough draft and a final draft. The rough draft will be graded on a satisfactory/unsatisfactory basis. If the draft meets all the requirements it will receive a grade of 100% on that assignment. Failure to complete all requirements (listed on the prompt and rubric on eCollege) satisfactory will result in a grade of 0% for that assignment. Students will then take the instructor's comments on the actual content of their draft and revise it. The final draft will be graded on a numerical scale.

The rough draft grade is based on effort (a draft that is turned in by the due date, or by the requested extension, earns 100% as well as feedback on how to improve the draft for the final grade). See above.

The final draft grade is based on the quality of the final draft (how well it meets the criteria given in the assignment and on the rubric, including revision based on instructor feedback).

Failure to turn in all major Writing Assignments, portfolio with field notes, and attend the Celebration of Student Writing will result in a failing grade.

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? Is literacy different in online environments or how does technology impact 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? How do fanfiction practices influence literacy of both the writers, and readers? What type of literacy environment does fanfiction promote? Think of this essay as the framework you are creating for your study. You should make connections with Jenkins article. See the complete prompt on eCollege. (length: 3-5 pages)

Writing Assignment 2- Research Proposal (5%): In this short essay, you should explain to your instructor how your fandom meets Swales six criteria of a discourse community (see class handout on discourse communities). Provide the name and URL of the fan websites you plan on observing and explain how they illustrate Swale's criteria. Why do think the sites you choose will be productive for your research? In other words, describe the websites and what members or contributors are doing there. Explain how these sites are appropriate for your research (appropriate for studying the fandoms literacy practices). In interest of conducting ethical research, explain your connection to this site (i.e. Are you a fan? Have you just seen a few episodes? Have you never seen the shown before? Are you a member of this website? etc.). You should also explain what you anticipate you will learn about literacy in this site. See the complete prompt and example on eCollege. (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. You will also be submitting your interview/survey questions and your proposal for how you plan to get people to fill out your survey. [Once approved by your instructor, you will create your survey using SurveyMonkey.com and ask fans online to fill it out (see the example and further instructions on eCollege). Do NOT create and distribute the survey before you receive instructor approval] See the complete prompt and example on eCollege. (length: 5-8 pages, including informed consent and interview questions.)

Writing Assignment 4- Ethnographic Setting & Artifact 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. What is the primary site that you find fans congregating on? Describe the sites layout and the interactions between the members. Is their a forum where they communicate or is someplace like a fanfiction archive where the communication is primarily through the comments section? Is the site easy to use? How many fans (users) are using the site or are registered for the site? How long has the site been operating? Does it say anything about the operators of the site? What is the primary goal of the site? Then describe some of the artifacts that you've found there- such as images, fanfiction stories, videos, etc. This essay will eventually become part of your final ethnographic essay. After you've written a minimum of four pages, put a few screenshots of the website at the end of your essay (after your works cited page). See the complete prompt and example on eCollege. (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. You will be given a list of sources that are required to be used then you will find the remaining sources on your own. These sources should be books, peer reviewed journal articles, relevant documentaries, 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* or *About.com* entries, for example.) You must annotate **ten items**. Wiki's dedicated to your discourse community are artifacts and should not be used on your annotated bibliography- they are considered artifacts of your fandoms literacy practices and thus should be used in your field notes and observations. See the complete prompt and example on eCollege.

Informal Writing Assignments and Participation (10%): This category includes in-class writing assignments, informal writing assignments, homework writing assignments, group work, field notes (AKA observation notes), quizzes, supplemental work on eCollege, 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 will 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.** Failure to attend the Celebration of Student Writing will cause you to fail the course. Plan to arrive approximately 20 minutes early to set up. Students must stay the entire time of the event.

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. See the complete prompt and example on eCollege. (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 (AKA field notes), reflexive writing, research artifacts, and anything else that help create an accurate portrayal of the research you conducted this semester. See the complete prompt on eCollege.

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 university email address that you check often (everyday)
- Regular internet access (additional readings and material available online - use of eCollege is required)
- Access to a computer with a word processing program and a printer. (Assignments must be typed. Some will be submitted on eCollege and some will be printed.)
- This course is web enhanced meaning here that we will be working with a number of programs and online sites to supplement the work we do during the assigned course meeting time. Your research project will require you to go online and use Pinterest, Tumblr, YouTube, etc. to conduct your observations of your assigned discourse community for your ethnographic research project. We will also be utilizing videos in YouTube which will be assigned for homework with a response paper due the next class period (see class schedule on eCollege). We will be using eCollege (you can access it through MyLeo) to access course handouts/prompts. Students will submit the majority of assignments electronically on eCollege. **If you have trouble using any of these sites please make an appoint with your professor to get extra help.** Many of these sites also have online tutorials on YouTube.
- Using eCollege and checking it weekly is a requirement. **Contact tech support if you have are having problems accessing eCollege or getting assignments to upload.**

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. This is a requirement. If you do not have access at home you will have to manage your time effectively to make sure you can use resources such as the campus computer labs (such as in the library or the writing center).

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: rachel.cantrell@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. Tabettha 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

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 a 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. If you arrive late and the classroom door is closed you are too late and may not come in.

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.

There is no such thing as "partial attendance"—students are either present for the entire course or they are absent. If the classroom door is closed you are too late and cannot enter. Don't disturb the rest of the class by knocking on the door. Excessive tardiness can be penalized as an absence: 3 tardies will count as 1 absence.

When requested by the student, the instructor will inform the student who has been absent whether makeup work is allowed and whether absences jeopardize the student's standing in class. Generally in class work cannot be made up except under extenuating circumstances (such as documented hospitalization) at the instructor's discretion. Students who know they will be absent when an assignment is due need to either turn in the assignment early or ask the instructor for an extension. Extensions shall be granted under extenuating circumstances at the instructor's discretion.

Technology Policy in the Classroom: Technology such as laptops, tablets, and smart phones can be valuable tools in the classroom. However, they can also be distractions to the user or to the other students around them so their use will be limited in the classroom. **The use of such devices are only allowed during group work and while working on in-class writing assignments (not quizzes).** They should NOT be out during lecture, quizzes, when we're watching a documentary or YouTube content, during presentations, etc. unless prior permission has been granted from the instructor. Musical devices such as MP3 players and iPods are *not* allowed to be used during class and should be out of sight. All devices should be out of sight except during group work and specified in-class writing assignments (not quizzes). Failure to follow these policies will result in a loss of participation points at the instructors discretion. Failure to put away the device after a warning will result in the student being asked to leave the classroom and/or an absence on the roll. Students are expected to take notes on paper during lectures unless the student gains prior approval from the instructor to use any of the devices listed above.

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. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Ethnographic Inquires in Writing = EIIW

FieldWorking = FW

* Reading Discussions may include things such as group work, in-class writing, quizzes, etc. See eCollege for more specific information.

Remember - No late work will be accepted. Don't wait until the last minute to turn something in on eCollege. Not having internet access or technical problems are not an excuses for turning in an assignment late. If you are having problems with eCollege you will need to contact tech support. If for whatever reason you can't get it onto eCollege, bring a paper copy to class that day and turn in an electronic copy to eCollege as soon as you can get to a computer lab (that same day)- points may be deducted at the instructors discretion.

Date	Complete Before Class	DUE on eCollege by midnight BEFORE class	In Class
M Jan 13			Icebreaker; discuss syllabus: Intro ENG 1302 Survival Skills
W Jan 15	<i>Complete MLA review on eCollege</i>	MLA review	Review MLA format (Covered in ENG 1301)

Date	Complete Before Class	DUE on eCollege by midnight BEFORE class	In Class
F Jan 17	<i>EI IW</i> Chap. 1 (1-18) (on website & in book)	Reading Journal	Discuss Reading* MLA Quiz #1
M Jan 20	Chap. 2 intro in <i>EI IW</i> (19-20) “Literacy Practices” <i>EI IW</i> (21-32)	Reading Journal	Discuss Reading
W Jan 22	<i>FW</i> 1-13	Reading Journal	Discuss Reading
F Jan 24	<i>FW</i> 13-24	Reading Journal	Major Reading Quiz #1 Discuss Reading
M Jan 27	“Literacy in Three Metaphors” by Sylvia Scribner in <i>EI IW</i>	Reading Journal	Discuss Reading
W Jan 29	“Literacy, Opportunity, and Economic Change” by Deborah Brandt in <i>EI IW</i>	Reading Journal	Discuss Reading
F Jan 31	Henry Jenkins “Why Heather Can Write” (in eCollege DocSharing)	WA#1 Rough Draft Due	Discuss Reading
M Feb 3	Henry Jenkins “Why Heather Can Write” (in eCollege DocSharing)	Reading Journal Over Jenkins Article	Conferences in HL 115
W Feb 5			Conferences in HL 115
F Feb 7		WA#1 Final Draft Due	Conferences in HL 115
M Feb 10	Introduction to Chapter three in <i>EI IW</i>	WA#2 Draft Due	Discuss Reading Major Reading Quiz #2
W Feb 12	<i>FW</i> 25-50	Reading Journal	Discuss Reading
F Feb 14	<i>FW</i> 51-64	Reading Journal	Discuss Reading
M Feb 17	<i>FW</i> Chapter 68-109	WA#2 Final Draft Due Reading Journal	Discuss Reading
W Feb 19	“The Belmont Report” in <i>EI IW</i>	Reading Journal	Discuss Reading Start Field Notes

Date	Complete Before Class	DUE on eCollege by midnight BEFORE class	In Class
F Feb 21	Continue with <i>FW</i> Chapter 68-109	Major Reading Quiz #3 (on eCollege)	Discuss Reading
M Feb 24	see eCollege for YouTube video	Field Notes #1 Due Reading Journal	Discuss Reading Groups: Share Field Note Findings
W Feb 26	See eCollege for YouTube video	Reading Journal	Discuss Reading
F Feb 28	See eCollege for YouTube video	WA#3 Draft Due Reading Journal	Discuss Reading
M March 3	“Ethnographic Research Ethics and Amish Values” by Tabettha Adkins in <i>EIIW</i>	Reading Journal	Discuss Reading
W March 5	“Seduction and Betrayal” by Thomas Newkirk in <i>EIIW</i>	Field Notes #2 Due Reading Journal	Discuss Reading Groups: Share Field Note Findings
F March 7	See eCollege for YouTube video	WA#3 Final Draft Due Reading Journal	Discuss Reading
M March 10	Work on your annotated bibliography & Field notes #3. Study for reading quiz #4.		Spring Break
W March 12	Work on your annotated bibliography & Field notes #3. Study for reading quiz #4.		Spring Break
F March 14	Work on your annotated bibliography & Field notes #3. Study for reading quiz #4.		Spring Break
M March 17	<i>FW</i> 176-217	Field Notes #3 Due WA#4 Draft Due Reading Journal	Discuss Reading Groups: Share Field Note Findings
W March 19	“Reading Rites and Sports” by Jabari Mahiri in <i>EIIW</i>	Reading Journal Major Reading Quiz #4	Discuss Reading

Date	Complete Before Class	DUE on eCollege by midnight BEFORE class	In Class
F March 21	"Introduction to Chapter four of <i>EIIW</i>	Reading Journal	Discuss Reading
M March 24	See eCollege for YouTube video	WA#4 Final Draft Due Reading Journal	Discuss Reading
W March 26	See eCollege for YouTube video	Reading Journal	Discuss Reading
F March 28	<i>FW</i> 127-154	Reading Journal	Discuss Reading
M March 31	<i>FW</i> Chapter 8	Annotated Bibliography Draft Due Reading Journal	Discuss Reading
W April 2	"Blinded By the Letter" by Wysocki & Johnson-Eiola in	Reading Journal	Discuss Reading
F April 4	<i>EIIW</i> "Introduction" by Bronwyn T. Williams	Field Notes #4 Due Reading Journal	Discuss Reading Groups: Share Field Note Findings
M April 7	Make an appointment to work with a writing center tutor on your ethnographic essay draft this week.		Conferences in HL 115
W April 9	Make an appointment to work with a writing center tutor on your ethnographic essay draft this week.		Conferences in HL 115
F April 11	Make an appointment to work with a writing center tutor on your ethnographic essay draft this week.		Conferences in HL 115
M April 14	Read over students examples, Chapter 5 in <i>EIIW</i>	Annotated Bibliography Final Draft Due Reading Journal	Discuss Reading Writing Center visitation sheet for Annotated Bibliography Due

Date	Complete Before Class	DUE on eCollege by midnight BEFORE class	In Class
W April 16	“Becoming Literate” by Andrea R. Fishman in <i>EIIW</i>	Reading Journal	Discuss Reading
F April 18	See eCollege for YouTube video	draft of final Ethnographic Essay due	Major Reading Quiz #5
M April 21	See eCollege for YouTube video Make an appointment to work with a writing center tutor on your ethnographic essay draft this week.	Reading Journal	Discuss Reading. Groups: Peer Workshop draft of ethnographic essay Discuss presentations and final portfolio.
W April 23	See eCollege for YouTube video Make an appointment to work with a writing center tutor on your ethnographic essay draft this week.	Reading Journal	Discuss Reading
F April 25	Make an appointment to work with a writing center tutor on your ethnographic essay draft this week.	Upload photo of your complete display board to eCollege	Final Major Quiz (#6)
M April 28	Prezi Presentation and Celebration Displays	final Ethnographic Essay due	Start Prezi Presentations Writing Center Visitation sheet (for ethnographic essay) due Celebration Displays due (no late work!)
W April 30		Final Portfolio Due	Continue Prezi Presentations
F May 2	Celebration of Student Writing: Friday, May 2 from noon until 2PM in the Field House - Attendance is Mandatory! Failure to attend will result in a failing grade for the course. You have to stay the whole time.		
M May 5			Finals Week: No Class
W May 7			Finals Week: No Class
F May 9			Finals Week: No Class

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

Final copy of Ethnographic Essay Due before midnight on April 27 (Sunday)

Portfolio due before midnight on April 30 (Tuesday)