



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

Instructor: Jennifer Jones
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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 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, 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.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=3r0PGbfhHIo>

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Grading:

You are encouraged to revise your essays before turning them in as part of your final portfolio.

When I grade your assignments, I will provide suggestions for revision. The Writing Center and your peers can also be excellent resources for such information. Please don't wait until the end of the semester to begin your revisions- you will not have much time to work on them while you are completing your ethnography and preparing for your Celebration of Student Writing presentation.

Grades are not rewards or punishment. The purpose of grading is to give a fair assessment of the quality of your work. Here are my basic grading policies:

- As a rule, I never accept late work. If you are more than 10 minutes late to class, your work is late. If you believe that your situation is special due to extreme circumstances, you must communicate with me **before the assignment due date** to request an extension.
- Your grade for any writing assignment will always be based on the final draft.
- You must complete and turn in all writing assignments in order to pass this course.
- If you need to discuss your grade with me, you may see me during my office hours that are posted at the beginning of this document. I will not discuss grades during, before or after class.

How Course Grade is Determined:

Writing Assignment 1- Research Framework and Methodology (10%): Using Chapter One and Two 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 (10%): 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: 3-5 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)

Informal Writing Assignments, Interviews, Reading Responses and Participation (20%): This category includes in-class writing assignments, informal writing assignments, homework writing assignments, etc.

Celebration of Student Writing (10%): 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: 8-12 pages)

Research Portfolio (10%): 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. The best way to reach me is via my email address jennifer.jones8888@gmail.com however, you may also find me in my office at the hours and location stated at the beginning of this document.

Email policy: My official email policy is that I will reply to your email within 24 hours, excluding Sundays and holidays. If you have questions about an assignment that is due, you should understand that your due date will not change whether you receive an email response from me or not.

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
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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

- Since our class meets once each week, you can miss up to four (4) times without penalty. After the fifth absence, your grade will drop by one letter. After the seventh absence the student cannot pass the course.
- ***Attendance is recorded daily.***
- Please know that attendance is mandatory and crucial to your success.
- Excessive tardiness can count as absence.
- 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.
- You are responsible for obtaining the information you missed when you are absent. Do not email me and ask what you have missed; refer to the schedule on the wiki or email a peer from class.
- Excessive tardiness will be penalized as an absence. If you come to late 3 times that will count as an absence. “Late” is when the class has completed their writing assignment.
- It is your responsibility to turn in all assignments **on time** – whether you are present or not.

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:

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*).

Cell Phone policy – using your cell phones, including texting, while in class is disrespectful and disruptive to me and those around you. If you text during class, you will be asked to leave and you will not earn participation points for that day. Your cell phones should be turned OFF and PUT AWAY.

COURSE OUTLINE / CALENDAR

****SUBJECT TO CHANGE***

Ethnographic Inquires in Writing = EIIW

Field Working = FW

Homework assignment = HW

DATE	Complete Before Class	In Class	DUE in Class
Week 1: T Jan 14		Introduction to course/ Discuss Syllabus	
R Jan 16		Ice Breaker; Discuss plagiarism	
Week 2: T Jan 21	EIIW Chap. 1 pp. 1-18	Discuss Reading/In class writing assignment	
R Jan 23	<i>EIIW</i> Chap. 2 (19-32) Intro and “Literacy Practices”	Group discussion; Introduce WA1	
Week 3: T Jan 28	<i>FW</i> 1-8, 14-18	Discuss reading; In class activity (<i>FW</i> 13)	
R Jan 30	<i>EIIW</i> “Literacy in Three Metaphors” (35-53)	Discuss reading	
Week 4: T Feb 4	Craft rough draft of WA1	Peer Edit WA1	WA1 Rough draft
R Feb 6	WA1	Introduce WA2; Discuss subcultures (<i>FW</i> 54)	WA1 Final draft
Week 5: T Feb 11	<i>FW</i> 23-42	No Class – explore 2 possible sites; Write 500 words about your possible sites	
R Feb 13	<i>FW</i> 43-53; 500 words on your possible sites	Discuss sites & readings; introduce field notes (<i>FW</i> 78); sign up for conferences	
Week 6: T Feb 18	<i>FW</i> 73-84	Meet at SRSC (outside	WA2 Due

	Craft WA2	bookstore);Practice fieldworking	
R Feb 20		CONFERENCES/1 st site visit	
Week 7: T Feb 25	<i>EIIW</i> Chap 3 117-22	CONFERENCES/1 st site visit	
R Feb 27	<i>EIIW</i> 122-39 “The Belmont Report”; Copy field notes	In-class writing (<i>FW</i> 88-9); discuss readings (ethics); introduce WA3	
Week 8:T Mar 4	<i>EIIW</i> 158-68 “Ethnographic Research Ethics and Amish Values”; <i>FW</i> 119-24; Copy Field notes	Discuss reading; informed consent	Copy of Field notes
R Mar 6		2 nd Site visit (NO Class)	
<i>T Mar 11</i>	<i>Spring Break</i>		
<i>R Mar 13</i>	<i>Spring Break</i>		
Week 9: T Mar 18	<i>FW</i> : 219-29; Finish WA3	Discuss reading; introduction to interviews	WA3
R Mar 20		3 rd Site visit (NO CLASS)	
Week 10: T Mar 25	<i>FW</i> 165-172; 175-9; Interviews	Discuss reading; in-class activity (<i>FW</i> 168-70); Introduce WA4	Interviews
R Mar 27	<i>FW</i> 111-3; 124-36	Discuss reading; artifact activity	
Week 11: T April 1		4 th Site visit (NO CLASS)	
R April 3	<i>FW</i> 101-1-; Craft observation guide #2-4 (<i>FW</i> 187)	Discuss reading; peer edit Observation guide; In class writing (<i>FW</i> 109-10)	Observation guide #2-4 (<i>FW</i> 187)
Week 12:T April 8	<i>FW</i> 186-97	Discuss reading; in-class activity (<i>FW</i> 193-4); sign up for conferences	
R April 10	Finish WA4 <i>FW</i> 345-347	Discuss reading; sign up for conferences; In-class writing activity	WA4 Due
Week 13: T April 15	<i>EIIW</i> Ch 5 Student Literacy Ethnographies 252-77; Craft rough draft of Ethnography	CONFERENCES/ 5 th Site visit	
<i>R April 17</i>	<i>FW</i> 354-69: Con’t crafting rough draft of Ethnography	CONFERENCES/5 th Site visit	
Week 14: T April 22	Con’t rough draft	Discuss last week’s readings Peer edit Ethnography Sign up for presentations; Discuss final portfolio	Ethnography Rough draft due
R April 24	Con’t working on rough draft	Peer edit Ethnography Sign up for presentations; Discuss final portfolio	Final Ethnography Due

Week 15: T April 29	Presentation	Class Presentations	Presentation
R May 1	Class Presentations	Class Presentations	Presentation
Friday May 2		Celebration of Student Writing/Field House 12pm – 2pm Attendance Required	
Week 16: T May 6		No Class	
R May 8		No Class	

Celebration of Student Writing: Friday May 2 12pm – 2pm
Portfolio due Friday May 2 by midnight.

The Celebration serves as your Final Exam.