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

Instructor: Michael Baker
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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 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 2** from 1**2-2PM** 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 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:

There is no late work accepted in this class. The assignments are planned very carefully in order to build up to the final project. A late assignment will be given the grade of 0. No emailed assignments will be accepted unless otherwise specified. There will be no revisions for any assignment, so be careful to try your best on everything. Also make sure to familiarize yourself very closely with MLA format and do not neglect the minimum page requirements for each assignment.

How Course Grade is Determined:

Writing Assignments:

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. This assignment should be between 3-5 pages in MLA format.

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. This assignment should be between 2-3 pages in MLA format.

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. This assignment should be between 5-7 pages in MLA format.

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. This assignment should be between 4-6 pages in MLA format.

Writing Assignment 5 - 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**.

Total: 50%

Final Ethnographic Essay and Celebration of Student Writing:

Celebration of Student Writing (15%):
(Friday, May 2 from 12-2 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 (15%):
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 WA5 will all be part of this essay. This assignment should be between 15-18 pages in MLA format.

Total: 30%

Other Assignments:

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

Total: 20%

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 you instructor with any questions you may have. Your instructor's communication preference is e-mail, and his address is: Michael.Baker@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.tamu-commerce.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.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx

Attendance Policy:

Students may miss up to four times without penalty. After the fifth absence, the student's final grade will drop by one letter. After the seventh 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.

If students are more than five minutes late, it 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 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 FirstYear 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

This calendar is likely to change in order to accommodate learning needs.

Ethnographic Inquires in Writing = EIIW
Field Working = FW

Week 1 January 14, 16	**Tuesday:** Syllabus and Course Introduction **Thursday:** *EIIW* Chapter One
Week 2 January 21, 23	**Tuesday:** "Literacy Practices" – *EIIW* **Thursday:** *FW* 1-24
Week 3 January 28, 30	**Tuesday:** "Literacy in Three Metaphors" – *EIIW* **Thursday:** "Literacy, Opportunity, and Economic Change" – *EIIW* ****WA 1 due****
Week 4 February 4, 6	**Tuesday:** Conference Day **Thursday:** Conference Day
Week 5 February 11, 13	**Tuesday:** *FW* 25-64 **Thursday:** *FW* 68-109
Week 6 February 18, 20	**Tuesday:** WA 2 Peer Editing Day **Thursday:** "The Belmont Report" – *EIIW* ****WA 2 due****
Week 7 February 25, 27	**Tuesday:** No Class **Thursday:** No Class

Week 8 March 4, 6	**Tuesday:** "Seduction and Betrayal" – *EIIW* **Thursday:** "Ethnographic Research Ethics and Amish Values" – *EIIW* ****WA 3 due****
Week 9 March 11, 13	****Spring Break****
Week 10 March 18, 20	**Tuesday:** "Reading Rites and Sports" – *EIIW* **Thursday:** *FW* 176-217 ****WA 4 due****
Week 11 March 25, 28	**Tuesday:** "Blinded By the Letter" – *EIIW* **Thursday:** "Introduction" (from Chapter 4) – *EIIW*
Week 12 April 1, 3	**Tuesday:** *FW* 127-154 **Thursday:** ****5 annotations due****
Week 13 April 8, 10	**Tuesday:** *FW* 351-390 **Thursday:** ****WA 5 due****
Week 14 April 15, 17	**Tuesday:** Conference Day **Thursday:** Conference Day
Week 15 April 22, 24	**Tuesday:** "Becoming Literate" - EIIW **Thursday:** Prepare Research Portfolio for Presentation

Week 16 April 29, May 1, 2	**Tuesday:** Prepare Research Portfolio for Presentation **Thursday:** No Class ****Ethnographic Essay due**** **Friday:** ****Celebration of Student Writing****
Week 17 May 6, 8	**Finals Week**