



**ENG 1302: Written Argument and Research  
COURSE SYLLABUS: Summer I 2014**

**Instructor:** Rachel Cantrell

**Office Location:** HL 115

**Office Hours:** MWR 10:50-11:20AM Tuesday: 8:30-9AM

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**Class Website:** <http://ENG1302.rachelcantrell.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. 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 handout on class website)

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!) Losing work because of a technical failure or error is not an excuse for late work- this is why you keep backups of all of your work!

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=3rOPGbfhHIo>

<b>COURSE REQUIREMENTS</b>
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### **Instructional / Methods / Activities Assessments**

Assignment handouts will be available on the class website. 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 the student prints out, reads, and annotated as necessary. Students with questions about any assignment are responsible for visiting the instructor during office hours or making an appointment to discuss the assignment at least 72 hours before the assignment is due. Please don't wait until the last minute! If the instructor's office hours do not work for you then email her to make an appointment for another time.

### **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 inquire about their overall course grade by seeing their instructor during her office hours.

## **I DO NOT ACCEPT LATE WORK.**

If an assignment is due at the beginning of class, it is due at the beginning of class. If you must be absent the day an assignment is due (including for a school sanctioned activity or event), you must get the assignment to your instructor **BEFORE** class begins. Extensions on assignments will be granted at the instructors discretion for circumstances such as **documented** hospitalization, car accident, or death in the immediate family. Make an appointment with your instructor to discuss the possibility of an extension.

In your final portfolio you may include a revised draft of major writing assignments (1-4). These revised final drafts need to have all changes highlighted so I can easily see what has been revised. Failure to highlight the changes will result in the revision being rejected (i.e. no change in grade for that assignment).

### **How Course Grade is Determined / Schedule of Major Assignments:**

*Writing Assignment 1- Research Framework and Methodology (5%):* Using the readings from the first week of class, give your voice and your opinion of whether YouTube channels OR fanfiction can be seen as a form of literacy. Include what you learned from the articles reads, videos watched, and your own experience with YouTube channels OR fanfiction. *Using Chapter One and Two from EIIW*, explain your theory of the concept of "literacy." How does literacy operate in online environments? How is it different from more traditional printed literacy? What constitutes a literacy event online? In other words, what are the components of an online literacy event? What separates a literacy event from a literacy practice? (length: 3-5 pages) **Due June 5**

*Writing Assignment 2- Research Proposal (10%):* In this short essay, you should explain to your instructor how your chosen online field site meets Swales six criteria of a discourse community (see class handout on discourse communities). Provide the name and URL of the YouTube channels and/or 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? Do you respond to YouTube videos on these channels or just watch them? Do you comment on

videos? 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 the class website. (length: 2-3 pages) **Due June 9**

*Writing Assignment 3- 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 YouTube channels or websites that your chosen subculture participate 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 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, comments, response 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 websites or YouTube channels at the end of your essay (after your works cited page). See the complete prompt and example on the class website. (length: 4-6 pages.) **Rough Draft due June 16 in class for peer workshop / Final draft due June 19**

*Annotated Bibliography (WA4) (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** and will write a short bibliographic essay explaining how these sources relate to each other and can be applied to your final project. See the complete prompt and example on the class website. **Final Draft Due June 26**

*Informed Consent & Code of Ethics (WA5) (5%):* 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. (4-6 pages including consent form) **Final Draft Due June 12**

*Informal Writing Assignments and Participation (10%):* This category includes in-class writing assignments, code of ethics, informal writing assignments, homework writing assignments, group work, field notes, quizzes, etc. The reading schedule will be posted on the class website at the beginning of each week.

*Final Presentations (10%):* You should create some kind of display with artifacts, visual elements, and information about what you learned in your research. You may also create a Prezi (Prezi.com) presentation as an alternative to a board presentation. All presentations must be 5-8 minutes. If you choose to do a Prezi presentation you may not use any videos over 1 minute in length without previous permission from the instructor. **Due in class on July 3**

*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 major writing assignments you've composed this semester. See the complete prompt and example on the class website. (length suggestion: 10-12 pages) **Final Draft Due July 3**

*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 the class website. There will be various portfolio checks throughout the semester. **The completed portfolio is due on July 3.**

### 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 and printed on white paper with black ink. Font should be 12 point Times New Roman. Essays should be double spaced unless stated otherwise on the prompt.)
- The ability to print assignments (have either a printer or funds to print in any of the computer labs on campus). Approximately 30-50 pages.

- 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, YouTube, etc. to conduct your observations of your chosen online 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 the class website). All of the prompts, handouts, video tutorials, class Prezis, additional class readings, etc. can be found on the class website [HTTP://ENG1302.RachelCantrell.com](http://ENG1302.RachelCantrell.com)

## 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 your instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: [rachel.cantrell@tamuc.edu](mailto:rachel.cantrell@tamuc.edu). Also, each instructor in the department of literature and languages is required to keep at least two office hours per course per week. See the top of this syllabus for your instructor's office hours.

### **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](mailto: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*

Attendance to class is important, as it is very difficult to “recreate” class discussion and if you are not there not only is it hard for you to fully understand what was discussed but the rest of the class will not benefit from your comments either. You should always be prepared to work with us in class. Plan on staying in class through its entirety—but please notify me in advance if you need to leave early. Be on time, and prepared for class. Bring both of your textbooks, your portfolio, a writing instrument, and a notebook to every class.

After ten minutes of class, a tardy becomes an absence. Class meetings are mandatory and important since this is a five week course. Three (3) absences will lower the course grade by one letter. Keep in mind that three (3) tardies will also be considered an absence. After four (4) absences, you will be unable to pass the course.

#### Please Note:

-   There is no such thing as “partial attendance”—students are either present for the entire period or they are absent.
-   Excessive tardiness will be penalized as an absence.
- 3  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. A doctors note does NOT excuse your absence. If you are participating in a required university sanctioned event it is your responsibility to check with your instructor to see if she has received the necessary documentation from the school to excuse the absence. The absence cannot be excused without that official university documentation.

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 needs to turn in the assignment early- missing class is not an excuse for missing a deadline. Students who are absent should check the class website for any lecture notes in the form of a Prezi or any handouts. It is also a good idea to check with a fellow student and see if you can borrow their notes or talk with them about what you missed from the class lecture.

**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) as I recognize that students may need to use a dictionary or look up information to aid in these assignments.** 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 once the student enters the classroom. Students may NOT wear headphones inside the classroom. 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*).

Confirmation of Syllabus

Ms. Cantrell - Summer I 2014 - ENGL 1302.001

Contact Information

Name (printed): \_\_\_\_\_

Email Address (checked at least daily): \_\_\_\_\_

Phone Number: \_\_\_\_\_

Major: \_\_\_\_\_

The above information is to be only used for this course and only when the instructor needs to contact me for reasons dealing with the class.

I have read and understand the Syllabus for this summer session of ENG 1302. I understand that I am responsible for keeping up with the class demands: class assignments, exercises, as well as in class discussions and writings and portfolio upkeep.

I understand that Ms. Cantrell does not accept late work and assignments are due at the BEGINNING of class. I also understand that there is an attendance policy: at 3 absences my grade will drop a letter, after 4 absences I will automatically fail the course.

If I have any questions concerning the class, I understand that I may contact my instructor, Ms. Rachel Cantrell, through the means listed on the syllabus (office visit, office phone, or email). I also understand that if I have any problems with the class I must contact Ms. Cantrell first to try and resolve the situation. If the situation cannot be resolved with Ms. Cantrell she will then direct me to her supervisor, Dr. Tabetha Adkins.

I have received and read a copy of the syllabus for ENG 1302.001 Summer I 2014.  
The above information is to be only used for this course and only when the instructor needs to contact me for reasons dealing with this class.

\_\_\_\_\_

Name

Date