



**ENG 1302: Written Argument and Research
COURSE SYLLABUS: Spring 2013**

Instructor: Jennifer Jones

Office Location: HL215

Office Hours: Tuesday & Thursday 11:50 – 1:50 and by appointment

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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. The Celebration will be held Friday, December 6 from 12PM-2PM in the Sam Rayburn Student Center, Conference A, B, & C.

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.

- If you are submitting your paper via email, the paper is due at the beginning of class.
- 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 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 2 - 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 *EI IW* 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: 4-6 pages, including informed consent.)

Writing Assignment 3 - 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: 3-4 pages)

Informal Writing Assignments and Participation (30%): This category includes discussion, writing assignments (interviews), informal writing assignments, homework writing assignments, group activities, etc. Your participation in discussion and group activities is vital to the success of this class. We will all profit from the diversity of perspectives and ideas!

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 *EI IW* 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 (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.

Celebration Presentation (10%): The Celebration Presentations will take place in our classroom the last week of class. You will be required to make a short verbal introduction, a video or Power Point presentation and then conduct a brief Q & A. Each presentation should last 3 – 5 minutes.

Breakdown of Assignments is as follows:

Writing Assignment 1	10%
Writing Assignment 2	10%
Writing Assignment 3	10%
Final Ethnography	20%
Research Portfolio	10%
Celebration Presentation	10%
Participation (In-Class Assignments, etc.)	30%

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

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 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*).

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

Week 1

7/7: Icebreaker; Introduction to Class (syllabus); First Day Writing Activity—What kind of writer are you?

HW: Bring an object to class which represents “literacy” to you. Read EIIW pp. 1-18.

7/8: Discussion of reading; Introduce Proposal (WA 1); In-Class writing assignment
Quick visit to Writing Center

HW: Read EIIW pp.19-33 and FW pp. 111-2; Begin choosing a Field Site;

7/9 In-Class Writing Assignment on Subjective/Fixed position (FW pp. 111-5); Discussion of reading;
Literacy In-Class Writing Activity; Literacy debate

HW: FW pp. 74-6; Get permission for site choice; PROPOSAL (WA 1) due THURSDAY (JULY 10).

7/10: Meet in the Student Center. Field Notes discussion and practice (FW pp. 78-9); Discuss proposals
individually (for authorization)

HW: First Site Visit; FIELD NOTES due MONDAY (JULY 14); Read FW pp. 1-8 and 55-65.

Week 2

7/14: Discussion of Reading; In-Class Reading & Writing Activity (FW pp 10-14 & 15); Discussion
of findings from 1st site visit (Field Notes).

HW: Read FW pp. 86-9, 119-24

7/15: Discussion of Reading; In-Class Writing (FW p.88); In-Class Reading (FW p. 103-10) & Activity;
Introduce WA 2 (Ethics Code & Informed Consent)

HW: Read EIIW pp. 117-139

7/16: Discussion of Reading; Code of Ethics activity (LAB) (use FW pp. 121-2)

HW: ROUGH DRAFT of Code of Ethics/Informed Consent (WA 2) due TOMORROW, THURSDAY (July 17)

7/17: Peer Edit Code of Ethics/Informed Consent; signup for conferences

HW: 2nd Site Visit; FINAL DRAFT of Code of Ethics/Informed Consent (WA 2) due MONDAY/TUESDAY (July 21/22).

Week 3

7/21: **CONFERENCES** (NO regular class meeting) Read FW pp. 23-36

7/22: **CONFERENCES** (NO regular class meeting) Read FW pp. 170-9

7/23: Discussion of reading; Showing vs. Telling discussion & activity; Garden writing activity
(depending on weather); Introduce WA 3

HW: Read FW pp. 219-28

7/24: Discussion of reading; Interviewing and being interviewed; In-class interviewing activity
(object activity FW pp. 222-5)

HW: 3rd Site Visit; Observation Guide/ROUGH DRAFT of DESCRIPTIVE ESSAY (WA 3) due MONDAY (July 28); Read FW pp. 44-51

Week 4

7/28: Discussion of annotated bibliographies; Peer Edit Descriptive Essay.

HW: DESCRIPTIVE ESSAY (WA3) due TUESDAY (July 29)

7/29: Discuss storyboarding; In-class Storyboarding Activity; Movie Maker tutorial (Computer LAB).

HW: Craft rough draft of Ethnography

7/30: Discuss Portfolio guidelines; Peer Review Ethnography

HW: Collect images and text to bring to class THURSDAY (Aug 2) for creating Presentation

7/31: Work in computer lab on Presentation; Peer Review Presentation.

HW: 4th Site Visit--Interview; ETHNOGRAPHY due TUESDAY (Aug 5); Work on Ethnography, Portfolio & Presentation.

Week 5

8/4 NO CLASS Work on Ethnography, Portfolio & Presentation.

8/5 Celebration Presentations (DAY 1); ETHNOGRAPHY due in CLASS

HW: Work on Portfolio & Presentation. PORTFOLIO due WEDNESDAY (Aug 6)

8/6 Celebration Presentations (DAY 2); PORTFOLIO due TODAY by 5:00 pm (email)

8/7 NO CLASS Celebrate!

The Celebration Presentation serves as your Final Exam. Congratulations on finishing the semester!