

## **ENG 1302: Written Argument and Research COURSE SYLLABUS: SPRING 2015**

Instructor: Andrew Spencer  
Office Location: Hall of Languages 233  
Office Hours: TR from 11:00 a.m.-1:00 p.m. or by appointment  
Office Phone: (903) 886-5262  
Office Fax: (903) 886-5980  
University Email Address: [aspencer6@leomail.tamuc.edu](mailto:aspencer6@leomail.tamuc.edu)

**PLEASE NOTE:** This is a common syllabus used by all graduate students teaching sections of this course.

### **COURSE INFORMATION**

#### **Course Description:**

This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences. Students will write weekly, including such texts as journals, reading response logs, summaries of argumentative texts, argumentative papers, and longer papers integrating secondary research activities include close reading of sample texts, both student and professional. Some sections will emphasize special topics in both reading and writing. Prerequisite English 1301 or advanced placement or CLEP.

#### **Student Learning Outcomes:**

1. Students will be able to recognize their own subject position, follow the arguments of others, and interpret data.
2. Student communication will be clear, purposeful, and make appropriate use of evidence, data and technology as applicable.
3. Students will consider different points of view, work effectively with others despite differences, and understand the juncture between leadership and cooperation.
4. Student will understand and practice academic honesty.

#### **Core Objectives (Language, Philosophy & Culture):**

**Critical Thinking Skills:** Students will be able to recognize their own subject position, follow the arguments of others, and interpret data.

**Communication Skills:** Student communication will be clear, purposeful, and make appropriate use of evidence, data and technology as applicable.

**Teamwork:** Students will consider different points of view, work effectively with others despite differences, and understand the juncture between leadership and cooperation.

**Social Responsibility:** Students will understand and practice academic honesty.

#### **Local learning outcomes:**

**Critical Thinking Skills:** Students will be able to recognize their own subject position, follow the arguments of others, and interpret data.

This objective will be assessed by an evaluation of at least one essay or researched presentation from each student.

Communication Skills: Student communication will be clear, purposeful, and make appropriate use of evidence, data and technology as applicable.

This objective will be assessed by an evaluation of at least one essay or researched presentation from each student.

Teamwork : Students will consider different points of view, work effectively with others despite differences, and understand the juncture between leadership and cooperation.

This objective will be assessed by an evaluation of at least one essay or researched presentation from each student. Students will be responsible for reading and giving productive feedback to peers based on guidelines and/or a rubric provided by the instructor. Students revise work based on feedback received in peer review from one or more peers.

Social Responsibility: Students will understand and practice academic honesty.

This objective will be assessed by the instructor using a rubric upon each student's successful completion of at least four major writing assignments.

### **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 to keep all graded papers together, since you will need original copies of every writing assignment which I grade to include in your final research paper.

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://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.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=3r0PGbfhHlo>

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments****Grading:**

You must revise your essays before turning them in as a part of your final paper. 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.

**How Course Grade is Determined:**

*Writing Assignment 1- Research Proposal (9 Points) (2-3 pages):* 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.). Make sure you include the following:

- Explain what ethnographers mean by "literacy." Use at least one quote from Chapter 1 of *EIIW* to help you explain the complexity of the term.
- Explain what a discourse community is, and give examples of how you see all three elements (self-defined group, common interest, same language or lingo) in the discourse community/research site you have chosen.
- Give at least one example of a literacy practice and a literacy event you might find at your research site/in your discourse community. Describe the difference between the two terms.

*Writing Assignment 2- Informed Consent and Code of Ethics (9 Points):* 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. (3-4 pages)

*Writing Assignment 3- Annotated Bibliography (9 Points):* 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 **five items**, including three peer reviewed articles and two other secondary sources.

*Writing Assignment 4- Ethnographic Setting Essay (9 Points):* 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. (2-3 pages)

*Writing Assignment 5- Conclusion (9 Points):* Now that you have completed all of the sections of your final paper (WA1-WA4), it is time to sum up what you have learned. Using all of the literacy terms we have practiced all semester (I will include them on the writing prompt that I give you) write an essay thoroughly detailing how your discourse community functions giving examples of each term. Your first paragraph should be an introduction following the CARS model with a strong thesis sentence. Your next paragraphs should be body paragraphs

supporting your point, and the final paragraph should be a conclusion which restates your thesis and sums up your entire paper (2-3 pages).

*Final Ethnographic Essay (9 Points):* 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*. Please include in one (MLA format) document with section headers:

- *Research Proposal (WA1)*
- *Code of Ethics (WA2)*
- *Annotated Bibliography (WA3)*
- *Ethnographic Setting Essay (WA4)*
- *Conclusion Research Proposal (WA5)*

You must also include your graded copy of these assignments from the first time you handed them in so that I can check to insure that you made all of the corrections I suggested for the final document.

*Celebration of Student Writing (9 Points):* Friday, December 5 from 10:00 AM to noon . 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.

*Attendance (37 Points):* I’ve designed this class so that you will have to do very little work outside of the classroom. I will even give you time in class to work on your papers, and when I assign something that cannot be done in class, I will give you a day off to accomplish it. Consequently, attendance is absolutely necessary to pass this class. The flip side of that is, if you attend class regularly, you will almost automatically get an A or B in this class.

**Grading Points:**

- 9 Points WA 1
- 9 Points WA 2
- 9 Points WA 3
- 9 Points WA 4
- 9 Points WA 5
- 9 Points Final Ethnography
- 9 Points Student Celebration of Writing
- 37 Points Attendance

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- = 100 Points

**Grading Scale**

90-100	A
89-80	B
79-70	C
69-60	D
59 and below	F

**Late Work:**

I do not accept late work. All papers are due in class on the date listed below. They should be printed and stapled, and should use MLA format. I do not accept emailed copies.

I understand that life happens, and if you discover that you simply will not be able to turn in your paper on the due date, I occasionally grant extensions IF you notify me at least 24 hours in advance. That means if your paper is due on Wednesday at 12:30 pm, you must ask for an extension by Tuesday at 12:30 pm.

**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 your instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: [aspencer6@leomail.tamuc.edu](mailto:aspencer6@leomail.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.

**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](mailto:Tabetha.Adkins@tamuc.edu).

See grievance procedures here:

<http://www.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.

We are located in the Hall of Languages, Room 103 (903-886-5280) and online at <http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

### *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*).

<b>COURSE OUTLINE / CALENDAR</b>
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*Ethnographic Inquires in Writing* = EIIW; *FieldWorking* = FW

Schedule subject to change (probably *will* change).

DATE	To Read in Class	To Do in Class	DUE in class
T Jan. 20		Introduction; Icebreaker	
R Jan. 22		Discuss syllabus; Share personal literacy object	
T Jan. 27	EIIW Chap. 1 (1-18) (on website & in book)	In-class writing— “My Position”; discuss reading	
R Jan. 29	Chap. 2 intro in EIIW (19-20) “Literacy Practices” EIIW (21-32)	Discuss readings (literacy— Brandt); Introduce WA 1	
T Feb. 3	FW (1-8;14-18)	Discuss reading; in-class activity (FW 13)	
R Feb. 5	Literacy in Three Metaphors” EIIW (35-53).	Discuss reading  Write about discourse community	
T Feb. 10		Peer edit discourse community draft	
R Feb. 12	FW (43-54)	Introduce WA 2; discuss subcultures (FW 54)	
T Feb. 17	FW (23-42)	Discuss sites & reading (discuss format of ethnography from reading); introduce field notes (FW78); sign up for conferences	
R Feb.19		Write WA1	
T Feb. 24	FW (73-84)	Meet at SRSC (outside bookstore); Practice fieldworking	WA 1

R Feb. 26	“Ethnographic Research Ethics and Amish Values” EIIW (158-68)	Discuss reading; Informed Consent	
T Mar. 3	“The Belmont Report” EIIW (122-39); FW 119-24; Copy field notes	In-class writing (FW 88-9); discuss readings (ethics); introduce WA 2	
R Mar. 5		Write WA2	
T Mar. 10	Chap. 3 Intro EIIW (117-22)	Online class	
R Mar. 12		Online class/1st Site Visit	Copy of field notes
T Mar. 17		Spring Break! (No class)	
R Mar. 19		Spring Break! (NO class)	
T Mar. 24	FW 219-29;	Discuss reading; introduction to interviews	WA 2
R Mar. 26		2nd Site Visit (interviews)	
T Mar. 31	FW 165-172; 175-9;	Discuss reading; in-class activity (FW 168-70); Introduce WA 3	Interviews
R Apr. 2	FW 111-3; 124-136	Discuss reading; Artifact activity	
T Apr. 7		Write WA3	
R Apr. 9	FW 186-97; Craft Observation Guide #2-4	In-class writing (FW 193-4); discuss reading; peer edit Observation Guide	WA3
T Apr. 14		Write WA4	
R Apr. 16		Turn in WA4	WA 4
T Apr. 21	FW 101-110	Discuss reading; in-class activity (FW 109-10)	
R Apr. 23		Discuss Annotated Bib & Research; Discuss Ethnography format	
T Apr. 28		Write WA5	

R Apr. 30		Discuss Presentations & Final Portfolio	WA5
T May 5		Class Presentation of Ethnographies	Presentation
R May 7		Class Presentations cont.	Final Ethnography
F May 8		CELEBRATION OF STUDENT WRITING	
T May 12		Finals week no class	
R May 14		Finals week no class	

**Celebration of Student Writing: Friday, May 8 from noon until 2PM in the Field House**

**Final copy of Ethnographic Essay Due: April 30**

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