



**ENG 1302: Written Argument and Research
COURSE SYLLABUS: Spring 2015**

Instructor: Margaret Peña

Office Location: 233

Office Hours: M-W 8:30-8:45
10:00-10:45 or by appointment

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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 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, Tabettha. *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://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=3r0PGbfhHio>

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Please note: this is a web enhanced class and will meet in the classroom Mondays and Wednesdays. Fridays will be on eCollege.

Grading: Your grade for this course will be determined by a number of factors. The first is, perhaps, the most obvious. You must do the assignments and submit them on time. Do a good job with these, make good use of the feedback provided (by your instructor, by your classmates during peer review, by tutors in the writing center) and revise effectively, keep up with the readings, come to class and involve yourself in all the class discussions, and otherwise take every minute of this seriously. Revised work will always be reconsidered. The Key to good writing is revision, revision, revision. You should do well in this course as long as you put in the effort. If you feel you are floundering, come to me early so that I can help you. My goal is your success. If you know you are going to miss a class (athletic event, surgery, etc.) and an assignment is due that day, the assignment should be turned in ahead of time. I will accept late work **if you have consulted with me and made arrangements prior to the due date**. I will accept late papers at my discretion.

Please Note: If you do not turn in all of the major assignments (including attending the Celebration of Student Writing and submitting your final portfolio) you will not pass the course.

Discussion, Reading Responses and Quizzes:

Make sure to complete all reading assignments before class, because we will discuss each reading as a group. I believe knowledge is created through such group collaboration—the unique intersection of **all** of our perspectives, ideas and experiences. So for our class to be successful, each of you needs to come to class ready to ask **your** questions and share **your** insights. On

occasion, I will ask you to prepare for our discussion by writing an in-class response at the beginning of class. If I notice that our discussion is not fruitful (due to a lack of preparation), I will give pop quizzes, as well. Since each of you has chosen to become a college scholar, I do not expect this to happen.

How Course Grade is Determined:

Writing Assignment 1- Research Proposal (5%): 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 suggestion: 2-3 pages)

Writing Assignment 2- Research Framework and Methodology (10%): Using Chapter One from *EIHW*, 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 suggestion: 3-5 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 *EIHW* 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 suggestion: 4-6 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 suggestion: 4-6 pages.)

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**.

Informal Writing Assignments, Attendance and Participation (10%): This category includes in-class writing assignments, informal writing assignments, homework writing assignments, etc. There are thirteen (13) reading responses (RR). You may choose ten (10) to respond to, but you must respond on the date that they are due. (length suggestion: 450-600 words)

Celebration of Student Writing (10%): May 8th. 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 *EIOW* for what this project should *look like*. Keep in mind that other essays you’ve composed this semester including WA1, WA 2, WA3, WA4, (length suggestion: 8-10 pages plus Works Cited)

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, 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 classes and supplementary texts for this course exist exclusively online, so you must have Internet access to read and/or view these texts and participate in class.

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: LMargaretpena@outlook.com. 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. Tabettha Adkins. Her e-mail address is 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.

The Writing Center is 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>

Bonus Points are given for papers that have been reviewed in the Writing Center and demonstrate revision suggestions were followed. Draft and revised paper required for points.

Attendance Policy

Attendance is mandatory. As with any college class, attendance is a vital part of the learning process. Come to every class meeting. If you must miss class, e-mail me before you return to class for missed assignments, etc. so that you will be caught up. Excessive absences rob you of your ability to be a successful scholar. Absences are considered to be unauthorized unless due to a sanctioned school activity. If, through a misfortune, you should arrive after I have recorded absences, it is your responsibility to talk to me immediately after class so that you are marked tardy rather than absent. Excessive absences can result in a failing grade for the class. If the problem is serious enough to miss a significant amount of class, then you should consider dropping the course or speaking with the university. **Scheduled conferences** with the instructor (for which regular class meetings are cancelled) count as class meetings when counting attendance. (In other words, if you skip your conference with me, it counts as an absence.)

Please be courteous to me and to your classmates; come to class on time. It is rude and disruptive to be chronically late to class. I reserve the option to close the door should chronic tardiness become a problem and you will be counted as absent. Keep in mind that **three (3) tardies** will also be considered an **absence**. Students may miss up to **four (4) times without penalty**. After the **fifth (5) absence**, the student's **final grade will drop by one letter**. After the **sixth (6) absence**, the student **cannot pass the course**, unless you have mitigating circumstances (such as **surgery** or the **zombie apocalypse**).

Other course policies:

- If you know you are going to miss a class (athletic event, surgery, etc.) and an assignment is due that day, the assignment should be **turned in ahead of time or it will be considered late and subject to late penalty**.
- **I will accept late work if you have consulted with me and made arrangements prior to the due date** at my discretion.
- Turn your cell phone ringer off and **put it away** during class. If you're experiencing some kind of emergency in your personal life that requires access to a cell phone during class, just let me know before class begins.
- You must turn in **all assignments** in order to pass the course.
- Be respectful of me and one another. Everyone has the right to be heard, so listen when someone is speaking, and raise your hand or wait for an acknowledgement for your turn to speak.
- All assignments must be typed in 12pt Times New Roman font and double spaced unless it is an informal assignment.

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.

I am very intolerant of students who plagiarize. Students guilty of academic dishonesty (plagiarism) can **expect** to fail the assignment in question or **the entire course** depending upon the nature and extent of the plagiarism. Ask yourself if it is really worth it.

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:

Statement on behalf of 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).

COURSE OUTLINE / CALENDAR

Ethnographic Inquires in Writing = EIIW

Field Working = FW

Final copy of Ethnographic Essay Due: May 1

Portfolio due: May 4

Celebration of Student Writing May 8, 10:00-12:00 Student Center

All Friday classes via eCollege.

All written assignments due in eCollege at 11:59 PM Fridays unless otherwise posted.

Please note the syllabus is subject to change.

Week	Date	Complete Before Class	Homework and/or Due on eCollege at 11:59PM On date indicated
1	W Jan 21	<i>Syllabus</i>	
	F Jan 23 eCollege		<p>First introduce yourself and tell me five things you would like me to know about you, and what expectations you may have for this class. I would then like you to tell me how you define literacy. I already know how the text defines it—I am interested in your definition of literacy. Please use correct MLA format and write in paragraph form.</p> <p style="text-align: center;"><i>EIIW</i> chapter one 1-18 Reading Response (RR) #1 See template for expected format.</p> <p style="text-align: center;">Please submit to the appropriate Dropbox by Saturday Jan. 24</p>
2	M Jan 26	<i>EIIW</i> chapter one 1-18 Bring 2 discussion points/and or	“Literacy Practices” by Barton & Hamilton <i>EIIW</i> 21-33 RR#2

Week	Date	Complete Before Class	Homework and/or Due on eCollege at 11:59PM On date indicated
		questions	Please submit to the appropriate Dropbox by midnight
	W Jan 28	“Literacy Practices” by Barton & Hamilton EIIW 21-33 Bring 2 discussion points/and or questions	
	F Jan 30 eCollege	<i>FW</i> 1-24	Be prepared to discuss in class on Monday.
3	M Feb 2	What is an ethnography?	
	W Feb 4	In-class projects	
	F Feb 6 eCollege		
4	M Feb 9	In class projects	
	W Feb 11	In class projects	
	F Feb 13 eCollege		“Literacy in Three Metaphors” by Sylvia Scribner EIIW 33-53 RR# 3 Please submit to the appropriate Dropbox by Saturday Feb. 21
5	M W Feb 16/18	One-on-one semester conferences HL233 (no classes)	
	F Feb 20 eCollege	First Field Site Observation this week	Observation notes
6	M Feb 23	“Literacy in Three Metaphors” by Sylvia Scribner EIIW 33-53 Bring 2 discussion points/and or questions	“Literacy, Opportunity, and Economic Change” by Deborah Brandt EIIW 54-87 RR#4 Please submit to the appropriate Dropbox by midnight
	W	“Literacy, Opportunity, and	Consider your research project

Week	Date	Complete Before Class	Homework and/or Due on eCollege at 11:59PM On date indicated
	Feb 25	Economic Change” by Deborah Brandt <i>EIIW</i> 54-87 Bring 2 discussion points/and or questions	options
	F Feb 27 eCollege	Submit three choices of ethnographic groups you wish to research in order of importance. Do not begin your research until your group has been approved by me.	Please submit choices to the appropriate Dropbox by midnight Friday Introduction to Chapter Three <i>EIIW</i> 117-122 RR#5 Please submit to the appropriate Dropbox by Saturday Feb. 28
7	M Mar 2	Introduction to Chapter Three <i>EIIW</i> 117-122 Bring 2 discussion points/and or questions	
	W Mar 4	Annotated bibliographies	
	F Mar 6 eCollege	<i>FW</i> 25-64	***WA1*** due Please submit to the appropriate Dropbox by Friday Mar 6 “The Belmont Report” <i>EIIW</i> 123-139 RR#6 Please submit to the appropriate Dropbox by Saturday Mar 7
8	M Mar 9	“The Belmont Report” <i>EIIW</i> 123-139 Bring 2 discussion points/and or questions	
	W Mar 11	<i>FW</i> 68-109	
	F Mar 13 eCollege	Second Field Site Observation this week	Observation notes *** WA 2 due***

Week	Date	Complete Before Class	Homework and/or Due on eCollege at 11:59PM On date indicated
			Please submit to the appropriate Dropbox by Saturday March 14
9	MWF Mar16-20	Spring Break	Have Fun, Be Safe “Seduction and Betrayal” by Thomas Newkirk <i>EIIW</i> 140-157 RR# 7 Dropbox by midnight Monday Mar 23
10	M W Mar 23/25	One-on-one semester conferences HL233 (no classes)	“Ethnographic Research Ethics and Amish Values” by Tabettha Adkins <i>EIIW</i> 158-168 RR# 8 Please submit to the appropriate Dropbox by midnight Wednesday Mar 25
	F Mar 27 eCollege	Third Field Site Observation this week	“Reading Rites and Sports” by Jabari Mahiri <i>EIIW</i> 198-234 RR# 9 Please submit to the appropriate Dropbox by midnight Friday Mar 27 Observation notes ***WA 3 due*** Please submit to the appropriate Dropbox by midnight Saturday
11	M Mar 30	Introduction to Chapter Four <i>EIIW</i> 169 “Reading Rites and Sports” by Jabari Mahiri <i>EIIW</i> 198-234 Bring 2 discussion points/and or questions	
	W Apr 1	Annotated bibliographies	
	F Apr 3 eCollege	<i>FW</i> 176-217	*** WA4 due*** Please submit to the appropriate Dropbox by midnight Saturday

Week	Date	Complete Before Class	Homework and/or Due on eCollege at 11:59PM On date indicated
			Blinded By the Letter” by Wysocki & Johnson-Eiola <i>EIIW</i> 88-115 RR#10 Please submit to the appropriate Dropbox by midnight Saturday
12	M Apr 6	Blinded By the Letter” by Wysocki & Johnson-Eiola <i>EIIW</i> 88-115 Bring 2 discussion points/and or questions	“Introduction” by Bronwyn T. Williams <i>EIIW</i> 170-198 RR#11 Please submit to the appropriate Dropbox by midnight Apr 6
	W Apr 8	“Introduction” by Bronwyn T. Williams <i>EIIW</i> 170-198 Bring 2 discussion points/and or questions	
	F Apr 10 eCollege	<i>FW</i> 127-154	***Annotated Bibliography due*** Please submit to the appropriate Dropbox by midnight Apr 10
13	M Apr 13	<i>FW</i> Chapter 8	Chapter 5 in <i>EIIW</i> 251-277 RR#12 Please submit to the appropriate Dropbox by midnight Apr 13
	W Apr 15	Chapter 5 in <i>EIIW</i> 251-277 Bring 2 discussion points/and or questions	
	F Apr 17 eCollege	Fourth Field Site Observation	Observation notes
14	M/W Apr 20/22	Final One-on-one semester conferences HL233 (no classes)	
	F Apr 24 eCollege	Final Field Site Observation	Observation notes “Becoming Literate” by Andrea R. Fishman <i>EIIW</i> 234-249 RR#13

Week	Date	Complete Before Class	Homework and/or Due on eCollege at 11:59PM On date indicated
			Please submit to the appropriate Dropbox by midnight Saturday Apr 25
15	M Apr 27	“Becoming Literate” by Andrea R. Fishman <i>EIIW</i> 234-249 Bring 2 discussion points/and or questions	
	W Apr 29	Prepare Research Portfolio for Presentation (Celebration of Student Writing)	
	F May 1 eCollege		***Final copy of Ethnographic Essay Due*** Due Midnight May1
16	M May 4	***Portfolio due***	
	W May 6		
	F May 8	Celebration of Student Writing: Student Center 10:00-12:00	