

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

Instructor: Michelle Tvete

Office Location: Hall of Languages 233

Office Hours: MWF 11:50-12:50 or by appointment

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Class Web Site: 13024u.wikispaces.com

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 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=3r0PGbfhHlo>

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments**Grading:**

You are encouraged to revise your essays before turning them in as a 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.

How Course Grade is Determined:

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. (3-5 pages)

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. (2-3 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 *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. (5-7 pages)

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. (4-6 pages)

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

Celebration of Student Writing (10%): 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.

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 essays you've composed this semester including WA1, WA3, WA4, and the annotated bibliography will all be part of this essay. (15-18 pages)

Research Portfolio (5%): In your research portfolio you'll include your ethnography, informed consent forms, informal writing assignments (interviews, observation guide), double sided observation notes, reflexive writing, research artifacts, and anything else that help create an accurate portrayal of the research you conducted this semester. You will also have a *Final Portfolio (5%)* which includes the final drafts of WA1, WA 2, WA 3, WA 4 and your ethnography that you will email to me on the day of the Celebration of Student Writing (michelletvete@gmail.com).

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. I will typically 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.

Grading Percentages:

- 10% WA 1
- 10% WA 2
- 10% WA 3
- 10% WA 4
- 20% Final Ethnography
 - 5% Research Portfolio
 - 5% Final Portfolio
- 10% Presentations—Celebration of Student Writing & Class
- 20% Participation (discussion and group work), Interviews, Quizzes, & Informal Writing
- 100%

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 your instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: michelletvete@gmail.com. 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.

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>

Attendance Policy

Since our class meets twice a week, you may miss up to **five (5)** times without penalty. After the **sixth** absence, your final grade will drop by one letter. After the **eighth** absence, the student cannot pass the course.

Three tardies=one absence. Please arrive for our class on time. Coming in late not only means that you are missing important information/discussion and showing disrespect for your professor—it distracts your fellow students who have put in the necessary effort to arrive on time.

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 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*).

COURSE OUTLINE / CALENDAR

Ethnographic Inquires in Writing = EIIW; *FieldWorking* = FW

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

DATE	Complete before class	In class	DUE in class
W Jan 21		Icebreaker; Introduction to course	
F Jan 23		Complete introductions; Discuss syllabus	
M Jan 26	<i>EIIW</i> Chap. 1 (1-18) (on website & in book)	Discuss reading; In-class writing— “My Position” <i>FW</i> 111-2;	
W Jan 28		“My Position” cont.; Introduce WA 1	
F Jan 30	Chap. 2 intro in <i>EIIW</i> (19-20) “Literacy Practices” <i>EIIW</i> (21-32)	Discuss reading; Discuss Burkean Parlor	
M Feb 2	<i>FW</i> (1-8;14-18)	Discuss reading	
W Feb 4		In-class activity (<i>FW</i> 13)	
F Feb 6		Discuss subcultures; In-class activity (<i>FW</i> 54, 57) & Freewriting or Mapping (58-61)	
M Feb 9		No CLASS—explore 1 st possible research site	
W Feb 11	Craft rough draft of WA 1	Peer Edit WA 1	WA 1 rough draft
F Feb 13	Craft WA 1	Introduce WA 2; Discuss site visited (pros & cons)	WA 1
M Feb 16		No CLASS—explore 2 nd possible research site	
W Feb 18	<i>FW</i> (73-84)	Discuss reading & possible research sites; Introduce field notes (<i>FW</i> 78); Sign up for conferences	
F Feb 20		Meet at SRSC (outside bookstore); Practice fieldworking (look at your fish!)	
M Feb 23	Craft WA 2	CONFERENCES (HoL 233)/ 1 st site visit	WA 2
W Feb 25		CONFERENCES (HoL 233)/ 1 st site visit	
F Feb 27		CONFERENCES (HoL 233)/ 1 st site visit	
M Mar 2	<i>FW</i> 83-9	Introduce WA 3; In-class Activity (<i>FW</i> 88-9)	Copy of Field Notes
W Mar 4	“The Belmont Report” <i>EIIW</i> (122-39)	Discuss reading	

F Mar 6	"Ethnographic Research Ethics and Amish Values" <i>EIIW</i> (158-68)	Discuss reading	
M Mar 9		NO CLASS/2 nd Site Visit	
W Mar 11	<i>FW</i> 23-38	Discuss reading	Copy of Field Notes
F Mar 13	Craft WA 3	Introduction to conclusions	WA 3
M Mar 16		SPRING BREAK	
W Mar 18		SPRING BREAK	
F Mar 20		SPRING BREAK	
M Mar 23		NO CLASS/3 rd Site Visit	
W Mar 25	<i>FW</i> 219-26	Discuss reading; introduction to interviews	Copy of Field Notes
F Mar 27		In-class activity: interview (website)	
M Mar 30		NO CLASS/4 th Site Visit	
W Apr 1	<i>FW</i> 165-172; 175-9; Interviews	Introduce Observation Guide/ WA 4; In-class activity 168-70	Interview
F Apr 3	<i>FW</i> 186-95	Discuss reading	
M Apr 6	Craft rough draft Observation Guide #2-4	CONFERENCES/ 5 th Site Visit	Observation Guide #2-4 FW 187
W Apr 8		CONFERENCES/5 th Site Visit	
F Apr 10		CONFERENCES/5 th Site Visit	
M Apr 13	Observation Guide #2-4	Peer edit Observation Guide	Observation Guide #2-4 FW 187
W Apr 15	Craft WA 4	Discuss Annotated Bib & Research	WA 4
F Apr 17	<i>FW</i> 111-3; 124-9	Discuss reading; Artifact activity	
M Apr 20		NO CLASS/Research Day	
W Apr 22	Craft rough draft of Ethnography	Peer edit Ethnography	Ethnography rough draft
F Apr 24	Craft Ethnography	Discuss Presentations & Final Portfolio	Ethnography
M Apr 27	Images & Information for Presentation	Meet in Lab to work on Presentations	
W Apr 29	Craft Presentation	Class Presentation of Ethnographies	Presentation
F May 1	Prepare for Celebration	Class Presentations cont.	Presentation
M May 4	Prepare for Celebration	Class Presentations cont.	Presentation
W May 6	Prepare for Celebration; Prepare Research Portfolio	Class Presentations cont.	Research Portfolio
F May 8		NO CLASS	Final Portfolio

			(email)
M May 11		NO CLASS	
W May 13		NO CLASS	
F May 15		NO CLASS	

Celebration of Student Writing: TBA

Final copy of Ethnographic Essay Due: APRIL 24

Final Portfolio due: by EMAIL MAY 8

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