



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

Instructor: Angel Martinez

Office Location: Hall of Languages Room 126

Office Hours: 1-3 Tues and Thurs.

Office Phone: 903-468-8725

Office Fax: (903) 886.5980

University Email Address: Angela.Martinez@tamuc.edu

Recommended email is amartinez8853@yahoo.com

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 8 from 10-12 for MWF sections, 12-2 for TR sections in the Student Center conference rooms A, B, and 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=cMWkdAzGYvw>

<http://www.youtube.com/watch?v=3r0PGbfhHIo>

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments/Grading: *Please note that these assignments are subject to change as I see fit to better meet the needs of you the learner. In this event I will notify you of the change in enough time that you can successfully complete the assignment.*

- Essays will be graded per a rubric and handed back to you through **ecollege** with comments attached. Please submit your writing assignments through the **dropbox** attached to the specific assignment. Also it is imperative that you submit your writing assignments as an **attachment** in the **dropbox**. **Do NOT copy and paste** it into the box please and do not send it to me through google docs. I also do not have the tools to open papers done in pages (from Mac users) so please make the document compatible to a word document or you will not receive credit for the assignment. Emailing me your paper is also not an acceptable way to turn in formal writing assignments, **I will only accept them through ecollege**. This is for several different reasons, but the most important is so that I have access to all of the papers in one area and they don't get lost in the process of email or any other form of submission. If I see the need for revision it will be noted there on your paper and include a deadline for the revisions. This is an English class, therefore it includes a great deal of writing and to be a successful writer, you must write often. All essays will be written in 12 point font, times new roman and use *MLA* format. Essay length will vary and will depend on the unit in which we are working on. Other assignments will have specific instructions as well.

- Reading of the textbook is essential to the writing and learning in this class. We will spend a vast amount of time reading the text as well as supplemental reading to enhance the content we are studying. My goal is to help you become a critical thinker and learner.
- Our class is a face to face class; therefore we will not have all of our content online through ecollege. However, there will be aspects of this class that are enhanced by the online component, so please check there daily and be prepared to print off needed documents for class assignments.

We will do a lot of collaborative learning this semester. There are many reasons for this but first and foremost, I believe that we all should strive to be lifelong learners and that by using collaborative learning students learn from one another.

How Course Grade is Determined:

Semester Writing Assignments; Again, some of these assignments are subject to change to better meet your needs and our learning style in our classroom.

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. (Length: 3-5 pages)

Writing Assignment 2- 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: 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. (Length: 5-7 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: 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 and Participation (10%): This category includes in-class writing assignments, informal writing assignments, homework writing assignments, conferences as stated, etc.

Celebration of Student Writing (10%): Friday, May 8- MWF classes from 10-12, TR classes from 12-2 unless other arrangements are made in the Student Center, Conference Rooms A, B, and C. 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, WA3, WA4, and the annotated bibliography will all be part of this essay. (length 15-18 pages)

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

Rubric for Writing Assignments:

Grade	Criteria
90-100	The essay provides a well-organized response to the topic and maintains a central focus. The ideas are expressed in appropriate language. A sense of pattern of development is present from beginning to end. The writer supports assertions with explanation or illustration, and the vocabulary is well suited to an academic paper. Sentences and phrasings within sentences reflect a command of standard written English, including what constitutes a complete sentence. Grammar, punctuation, and spelling are almost always correct.
80-89	The essay provides an organized response to the topic. The ideas are expressed in clear language most of the time. The writer develops ideas and generally signals relationships within and between the paragraphs. The writer uses vocabulary that is appropriate for the essay topic and avoids oversimplifications or distortions. Sentences generally are complete and also grammatically correct, although some grammatical errors may be present when sentence structure is particularly complex. With few exceptions, punctuation, and spelling are correct.

70-79	The essay shows a basic understanding of the demands of essay organization, although there might be occasional digressions. The development of ideas is sometimes incomplete or superficial, but basic logical structure can be discerned. Vocabulary generally is appropriate for the essay topic but at times is oversimplified. Sentences reflect a sufficient command of standard written English to ensure reasonable clarity of expression. Sentence fragments, fusions, and comma splices may be present. Grammar is usually, although not always, correct. Common words are spelled correctly but more difficult words may be misspelled.
60-69	The essay provides a response to the topic but generally has no overall pattern of organization OR begins with a response to the topic but does not develop the response. Some paragraphs have adequate structure, but ideas are often undeveloped or are repeated and/or seem to be presented randomly. The writer generally does not signal relationships within and between paragraphs. The writer uses informal language frequently and writes in a conversational style when appropriate academic prose is needed. Vocabulary seems limited and words may be misused. Sentences are often simplistic and lacking in variety. Sentence phrasing obscures rather than enhances clarity of expression. The essay has recurrent grammatical problems or has occasional problems <i>only</i> because of the narrow range of sentence and language variety. Fragments, fusions, and comma splices are common. Punctuation, and spelling errors occur often.
Below 50	The essay suffers from general incoherence and has no discernible pattern of organization. It displays a high frequency of error in the regular features of standard written English. Lapses in punctuation, spelling, and grammar often frustrate the reader. Or, the essay is so brief that any reasonably accurate judgment of the writer's competence is impossible.

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 this semester. My preferred method of communication is e-mail, the address is: amartinez8853@yahoo.com I will return emails within 24 hours except on weekends and holidays. If you need to set up an appointment to meet with me, please do so by emailing me a time that will work well for you and we will agree on a mutual time. Any meeting will take place in my office in the Hall of Language Building in room 126. I have an

open door policy and I am confident that if you have a concern we can resolve it. Please let me know if you have any questions. Your learning and success is of the utmost importance to me.

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:

Student Responsibilities/Expectations:

Attendance will be taken daily. If you come to class late, it is **YOUR** responsibility to make sure that the instructor counts you in attendance that day. Participation in class will also be included in your grade, so become involved. We will do many cooperative learning assignments and in class projects that involve all students involvement to be a success. Each day you come to class you **MUST** bring your textbook even if we don't need it that day, something to write with and paper to write on. Many times we begin writing and reading assignments at the start of class; if you're late you **will not** be able to make up those assignments. This is an English composition course; therefore we will be reading the text and writing in class. You will not be successful in this class without the appropriate materials.

Please don't engage in casual conversations during our lecture, discussion and group times or while we're working on other assignments. I reserve the right to act as necessary to maintain a productive class environment, including asking disruptive students to leave, and in extreme circumstances, dropping chronic disruptors from my course. I will not tolerate uncivil behavior toward other class members during class discussions. Uncivil behavior includes interrupting others while they have the floor, rude responses to the ideas expressed by others, and the use of racial, ethnic, sexual, gender, or religious slurs. If you have an issue, please see me before or after class. I have an open door policy and am confident that we can solve any issue that may arise.

I will **not** allow any cell phones on during class, which includes texting as well. If you are expecting an emergency call during class time, please let me know before class. There may be some activities that involve cell phone usage for assignments. If you have an issue, please see me before or after class.

It is also imperative that while you are in English class that English is the only focus you have.

Please do not work on other subjects in our class. I say this because, yes it has happened and also because if your focus is somewhere else, as in another classes work... it is NOT on the matter at hand and that is English 1302. This class has a lot of material to cover and it will take all of our class periods to get through it, so do us both a favor and make your focus the task at hand. If I suspect that you are working on another content while in our class, you will be asked to either put it up or leave for the day. This is for your benefit, not mine.

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

For classes that meet twice/week, students may miss up to four times without penalty.

After the fifth absence, the student's final grade will drop by one letter. After the seventh absence, the student cannot pass the course.

For classes that meet three times/ week, students may miss up to six times without penalty.

After the seventh absence, the student's final grade will drop by one letter. After the ninth absence, the student cannot pass the course.

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.

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

Subject to Change

Ethnographic Inquires in Writing = EIIW

FieldWorking = FW

Week 1: *EIIW* chapter one

Week 2: “Literacy Practices” by Barton & Hamilton

FW 1-24

Week 3: “Literacy in Three Metaphors” by Sylvia Scribner in *EIIW*

“Literacy, Opportunity, and Economic Change” by Deborah Brandt in *EIIW*

Week 4: Beginning of semester conferences (Required)

Week 5 *FW 25-64*

Introduction to Chapter three in *EIIW*

WA1 due

Week 6: *FW* Chapter 68-109

“The Belmont Report” in *EIIW*

WA 2 due

Week 7: “Seduction and Betrayal” by Thomas Newkirk in *EIIW*

“Ethnographic Research Ethics and Amish Values” by Tabettha Adkins in *EIIW*

WA 3 due

Week 8: Midterm Conferences (Required)

Spring Break! March 16-20 (Enjoy your much needed break, you have earned it)

Week 9: “Introduction to Chapter four of *EIIW*

“Reading Rites and Sports” by Jabari Mahiri in *EIIW*

FW 176-217

WA4 due

Week 10:

“Blinded By the Letter” by Wysocki & Johnson-Eiola in *EIIW* “Introduction” by Bronwyn T. Williams

Week 11: *FW 127-154*

3 annotations for bibliography due

Week 12: *FW* Chapter 8

Annotated Bibliography due

Week 13: One-on-one conferences Week 13: draft of final Ethnographic Essay due

Read over students examples, Chapter 5 in *EIIW*

Week 14: “Becoming Literate” by Andrea R. Fishman in *EIIW*

University closes at 12:00 on Wednesday- no classes after 12 on Wednesday this week.

Week 15: Prepare Research Portfolio for Presentation (Celebration of Student Writing); Peer review final papers

Celebration of Student Writing: Friday, May 8 in the Student Center, Conferences A, B, and C. 10-12 for MWF classes, 12-2 for TR classes.

Final copy of Ethnographic Essay Due TBA

Portfolio due TBA

