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 its “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:


Three-ring binder that will serve as your Research Portfolio (see below)

Spiral binder or similar notebook for course Journal.

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=3r0PGbfhHlo

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COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Grading:

- **Revisions:** I will offer revision suggestions as I grade your work throughout the semester, and I recommend the Writing Center for getting further help with revisions. Revisions are optional, and must be turned in before the next writing assignment due date. The revised writing assignment must be turned in with the first graded essay and rubric to be eligible to receive a new grade. Only one revision per assignment. However, all of your work may be revised before turning
it in for your final portfolio grade (not the original assignment grade). Those who do not turn in Writing Assignments or who fail due to plagiarism will not be allowed to revise.

- **Printed Work:** All work will be typed and printed for this class. Handwritten work, with an exception of journals and assignments completed during class time, will NOT be accepted. Electronic assignments will only be accepted if the student has previously discussed the issue with the instructor and received permission. Otherwise, all work will be printed and turned in on time.

- **Late Work:** Late work will only be accepted if you have previously talked to me/ emailed me about the issue and I have agreed to the extension. All of your assignments must be printed and turned in on time. Electronic work will not be accepted. Printer “malfunctions” are something students should anticipate, so not waiting until the last minutes is unwise. This class will be moving too quickly for late work to be an option. Pay attention to due dates.

- **Extra Credit:** Those who are interested can receive extra credit throughout the semester. If you visit the Writing Center to work on your assignment (at least one day before it is due) with a tutor (these sessions usually last about an hour) you can turn in their Writing Center sheet stapled to the back of your Writing Assignment and receive an extra 10 points on the assignment. Your Writing Center sheet must be turned in with the writing assignment to receive any extra credit.

- **Extra Credit:** Print out your syllabus and have me sign it by Friday of Week 2 (1/30) then hang on to it for the entire semester. Bring it to your end-term conference, and I will replace your lowest journal grade with a 100.

**How Course Grade is Determined:**

**Assignment Descriptions:**

*Writing Assignment 1- Research Framework and Methodology (5%):* Now that we’ve refreshed ourselves on the concept of “literacy,” let’s reflect on what we’ve read about it up until this point. Using the work that we’ve read so far, describe your theory of literacy. What is it? Include quotes from the reading. Discuss literacy events and literacy practices--explain not only what they are, but also offer examples of both. Consider your upcoming research project and describe how you intend to look for literacy in its context. You will definitely be searching for various forms of texts once you choose a site, but what other kinds of literacies will you search for and how do you intend to do so? Think of this essay as a type of introduction to your study. Length: 3-5 Pages (Approx. 1200 words) not including Works Cited Essay will include at least three quotes from the reading

*Writing Assignment 2- Research Proposal (5%):* In this short essay, you should explain the site that you wish to do your research for your project. This essay should include what it is you will be looking for at the site and why you believe the site is an appropriate choice. 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.). Remember, although you can have a connection to the site, you shouldn’t be completely part of it (i.e. it can’t be where you work, live, your church, your fraternity/sorority, etc.). You will explain what you expect to learn about literacy in this
Writing Assignment 3- Informed Consent and Code of Ethics (5%): 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. Your Code of ethic should include at least one quote from the Belmont Report, Reference at least one of the codes listed above, and also include a quote from the class readings (along with the Belmont report citation). 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 page

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. Have fun with this essay and be as creative and descriptive as you can. Think about sights, sounds, smells, temperature, etc. while writing this. 
Length: 4-6 pages/ Approx. 1500 words

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 eight items. These items will include proper bibliographic information followed by annotations. Annotations should be 80-100 words in length apiece not including bibliographic information. 

Quizzes, Journals, and Discussion Questions (5%): 

Quizzes: There will be five quizzes throughout the semester. These cannot be made up. The quizzes are based on assigned readings. 

Journals: Daily journals assignments will vary throughout the semester. The instructor will randomly take up journals throughout the semester for grading, and you must have your journal in class with you to receive credit. Loose-leaf paper will not be accepted for a journal, and students will not be allowed to “run” and get their journals to turn them in. 

Discussion Questions and Expectations: Students will sign up to lead reading discussions at the beginning of the semester. For this day, students will bring TWO discussion questions (typed and printed), over the assigned reading. Students will need to email these discussion questions to me by 5pm the night before they are due so that I can have a chance to review them before class.
Field Notes, Interviews, and Artifacts (10%): Students will gather field notes, interviews, and artifacts throughout the semester. They will have workdays to do this, and will also be visiting their site on their own time. Students will receive grades on the work that they bring in from the field throughout the semester, all of which will be included in their final project.

Attendance and Participation (5%): It’s important to attend class so you can keep up with what’s going on. Similarly, participation is vital. Students will be graded on both attendance and participation every day so not only coming to class but actually participating in discussions and group exercises is important.

Conferences (5%): There will be three conferences during the semester. Students will sign up for conference times the week before and will meet during class time or during the instructor’s office hours. Students will be expected to show up for the time that they sign up for. Missing your conference is equivalent to missing three classes and will be counted as such. Conferences will be held back to back, so students who miss their time will not be able to make it up.

Celebration of Student Writing (15%): Friday, May 8 from 10-12 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. You will need to arrive 30 minutes early to set up and will stay for the entire two hours. Note on the CSW: If you plan to use a laptop or other electronic equipment, plan to have no outlet access. So make sure your battery is charged, etc.

Final Ethnographic Essay (15%): This is 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 4 and 5 in EIW for what this project should look like. Keep in mind that the other essays you’ve composed this semester including WA1, WA3, WA4, and the annotated bibliography will all be part of this essay. This essay will include quotes from all eight of your sources. Length: 15-18 pages/ Approx. 3600-4000 words

Research Portfolio (10%): In your research portfolio you’ll include all of your drafts from the semester (including your graded essays), informed consent forms, informal writing assignments, double sided observation notes, reflexive writing, research artifacts, maps, photos, interviews, and anything else that helped create an accurate portrayal of the research you conducted this semester. All of these sections should be separated with dividers.

Grading Scale

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<th>Description</th>
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**Assignment Grading Scale:**

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<td>WA1</td>
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<td>Research Portfolio</td>
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**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!) I recommend keeping a folder in your email for all of your work and emailing everything to yourself just in case. USB’s can easily be lost or broken. Again, no late work will be accepted so keeping backups of everything is highly encouraged.

- A University 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. The campus library, Writing Center in the Hall of Languages, and the Foreign Language Lab in the Hall of Languages all offer printer access; however, students are expected to pay for their printed work via their lion cards. It’s a good idea to keep money on your lion card at all times for this reason.

**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: Tawnya.Smith@tamuc.edu. In addition, each instructor in the department of literature and languages is required to keep at least two office hours per course per week (see the first page of this syllabus).

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. Tabetha 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 three times a week, you may miss up to six (6) times without penalty. With the seventh absence, your final grade will drop by one letter. After seventh 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. Students are absent if they arrive after the instructor takes
attendance. It is the student’s responsibility to see the instructor after class to get the absence changed to a tardy; failure to do so the day of will mean that the absence stands. *If the student is more than 15 minutes, late the absence will stand.*

Three tardies = one absence. 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, but it also distracts your fellow students who have put in the necessary effort to arrive on time. Leaving class early or excessively will be considered an absence.

The University has no policy for “excused absences” except for university sanctioned events, so please save your absences for illness, childcare arrangements, court appearances, 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.

**Cell Phones**

Cellphones need to be placed on vibrate before entering class. No texting/calls in class. If there is an emergency, step outside; otherwise, it can wait until after class. Electronic devices should be used to aid in note taking, and presentations only. Be respectful of classmates, instructor, and yourself by focusing on learning and avoiding distractions. Failure to adhere to these policies will result in point deductions from attendance/participation grade. If you do not comply after being asked once, you will be asked to leave class and will receive an absence.

**Food**

Feel free to bring food and discreetly eat in class. I realize some of you have back-to-back classes all day and have to run all around campus. Don’t forget to eat!

**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*).

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**COURSE OUTLINE / CALENDAR**

Schedule Subject to Change (probably WILL change)

*Ethnographic Inquires in Writing = EIIW*

*FieldWorking = FW*

**Week 1:** January 20-23

*EIIW Chapter 1*

**Week 2:** January 26-30

“Literacy Practices” by Barton & Hamilton

*FW 1-24*

**Week 3:** February 2-6

“Literacy in Three Metaphors” by Sylvia Scribner in *EIIW*

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

**Week 4:** February 9-13

*Beginning of semester conferences*

**Week 5** February 16-20

*FW 25-64*
Introduction to Chapter 3 in *EIIW*
*WA1 due*

**Week 6:** February 23-27
*FW 68-109*
“The Belmont Report” in *EIIW*
*WA 2 due*

**Week 7:** March 2-6
“Seduction and Betrayal” by Thomas Newkirk in *EIIW*
“Ethnographic Research Ethics and Amish Values” by Tabetha Adkins in *EIIW*
*WA 3 due*

**Week 8:** March 9-13 *Midterm Conferences*

*Spring Break! March 16-20*

**Week 9:** March 23-27
“Introduction to Chapter four of *EIIW*
“Reading Rites and Sports” by Jabari Mahiri in *EIIW*
*FW 176-217*
*WA4 due*

**Week 10:** March 30-April 3
“Blinded By the Letter” by Wysocki & Johnson-Eiola in *EIIW*
“Introduction” by Bronwyn T. Williams

**Week 11:** April 6-10
*FW 127-154*
3 annotations for bibliography due

**Week 12:** April 13-17
*FW Chapter 8*
**Annotated Bibliography due**

**Week 13:** April 20-24
**One-on-one conferences Week 13: draft of final Ethnographic Essay due**
Read over students examples, Chapter 5 in *EIIW*

**Week 14:** April 27-May 1
“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:** May 4-8
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 by noon Friday, April 24
Portfolio due by 3 p.m. Friday, May 8.