



**ENG 1302.009: Written Argument and Research
COURSE SYLLABUS: Spring 2015
MWF 8-8:50 AM, HL304**

Instructor: Dr. Scott Lancaster

Office Location: Gee Library 216

Office Hours: Daily 8 to 5, but make an appointment

Office Phone: (903) 886-5725

Office Fax: (903) 886.5980

University Email Address: Scott.Lancaster@tamuc.edu

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 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:

- 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

Attendance in class is necessary for full participation in discussions and is important to the success of this class and your development as a writer. Notify me of any potential conflicts with these expectations. Student work must be completed and submitted on time. As a rule late work will not be accepted.

Grading:

Writing Assignments:

| | |
|---|-----|
| 1. Research Framework & Methodology | 5% |
| 2. Research Proposal | 5% |
| 3. Informed Consent and Code of Ethics | 10% |
| 4. Ethnographic Setting Essay | 10% |
| Annotated Bibliography | 10% |
| Celebration of Student Writing | 10% |
| Final Ethnographic Essay | 20% |
| Research Portfolio | 10% |
| Informal Writing Assignment & Participation | 20% |

How Course Grade is Determined:

Each assignment will be assessed according to the criteria on the assignment handouts, the rubric, and in the context of course outcomes. Students will receive a rubric, a grade, and feedback.

Most assignments will be turned in on eCollege—this is a requirement and not optional. It is wise to not wait until the last minute. Not having internet access or having problems with eCollege is not an excuse for turning in an assignment late. If you are having problems with eCollege you will need to contact tech support. If you do not have internet access at home you can use the computer lab in the University library.

For each of your assignments, I will offer five points of extra credit for a Writing Center receipt you attach and turn in to your final paper. Any mandatory visits do count towards this.

Assignments

Writing Assignment 1- Research Framework and Methodology (5%):

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 suggestion: 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 suggestion: 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 suggestion: 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 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**.

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 *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. (length suggestion: 15-18 pages)

Research Portfolio (10%): 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.

Informal Writing Assignments and Participation (20%): This category includes in-class writing assignments, informal writing assignments, homework writing assignments, etc. The lowest six of these daily grades will be dropped.

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.

You should be able to sign in and navigate through eCollege, as some assignments will be turned in online through that portal.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact me with any questions you may have. My communication preference is e-mail, and my address is: Scott.Lancaster@tamuc.edu. My office phone number is (903) 886-5725. My office is 216 on the second floor of Gee Library. Normally I am there from 8 to 8 during the week, but you should contact me to schedule an appointment.

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

You can miss up to six times without penalty, but you cannot make up work that was done in class and any work that is due in eCollege should nevertheless be turned in. 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 me. I want you to avoid plagiarism, too, so 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

| Date | In Class | Homework (due this day) | Reading (Read before class) |
|--|----------------------------|---|--------------------------------|
| Week 1 | | | |
| Chapter One, EIIW 1-18 | | | |
| Wed 21 Jan | Introduction | n/a | n/a |
| Fri 23 Jan | Discussion | Sign into the class in e-College, introduce yourself in the Student Lounge & attach a photo | Chapter One, EIIW 1-18 |
| Week 2 | | | |
| "Literacy Practices," FW 1-24 | | | |
| Mon 26 Jan | TBA | TBA | TBA |
| Wed 28 Jan | WA 1 Assignment Discussion | TBA | TBA |
| Fri 30 Jan | Discuss Outlining | TBA | TBA |
| Week 3 | | | |
| "Literacy in Three Metaphors," EIIW 33-53; "Literacy, Opportunity, and Economic Change," EIIW 54-87 | | | |
| Mon 2 Feb | TBA | WA 1 Outline | TBA |
| Wed 4 Feb | TBA | TBA | TBA |

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|---|-----|------|-----|
| Fri 6 Feb | TBA | TBA | TBA |
| Week 4 Individual Conferences | | | |
| Mon 9 Feb | TBA | TBA | TBA |
| ----- | | | |
| Wed 11 Feb | TBA | TBA | TBA |
| ----- | | | |
| Fri 13 Feb | TBA | TBA | TBA |
| Week 5 FW 25-64; Introduction to Chapter Three, EIIW 117-22 | | | |
| Mon 16 Feb | TBA | WA 1 | TBA |
| ----- | | | |
| Wed 18 Feb | TBA | TBA | TBA |
| ----- | | | |
| Fri 20 Feb | TBA | TBA | TBA |
| Week 6 FW 68-109; "The Belmont Report," EIIW 122-39 | | | |
| Mon 23 Feb | TBA | TBA | TBA |
| ----- | | | |
| Wed 25 Feb | TBA | TBA | TBA |

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|---|--|-------|-------|
| Fri 27 Feb | TBA | WA 2 | TBA |
| Week 7 | | | |
| | "Seduction and Betrayal," EIIW 140-57; "Ethnographic Research Ethics and Amish Values," EIIW 158-67 | | |
| Mon 2 Mar | TBA | TBA | TBA |
| ----- | ----- | ----- | ----- |
| Wed 4 Mar | TBA | TBA | TBA |
| ----- | ----- | ----- | ----- |
| Fri 6 Mar | TBA | WA 3 | TBA |
| Week 8 | | | |
| Introduction to Chapter Four, EIIW 169; "Reading Rites and Sports," EIIW 198-234 | | | |
| Mon 9 Mar | TBA | TBA | TBA |
| ----- | ----- | ----- | ----- |
| Wed 11 Mar | TBA | TBA | TBA |
| ----- | ----- | ----- | ----- |
| Fri 13 Mar | TBA | WA 4 | TBA |
| Week 9 | | | |
| Spring Break | | | |
| Mon 16 Mar | Spring | | |

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|---|----------------|-----|-----|
| Wed 18 Mar | <h1>Break</h1> | | |
| Fri 20 Mar | | | |
| Week 10 Midterm Conferences | | | |
| Mon 23 Mar | TBA | TBA | TBA |
| Wed 25 Mar | TBA | TBA | TBA |
| Fri 27 Mar | TBA | TBA | TBA |
| Week 11 "Blinded by the Letter," EIIW 88-115; "Introduction," EIIW 117-22 | | | |
| Mon 30 Mar | TBA | TBA | TBA |
| Wed 1 Apr | TBA | TBA | TBA |
| Fri 3 Apr | TBA | TBA | TBA |
| Week 12 3 annotations for bibliography due | | | |
| Mon 6 Apr | TBA | TBA | TBA |

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|---|-----|-----|-----|
| Wed 8 Apr | TBA | TBA | TBA |
| Fri 10 Apr | TBA | TBA | TBA |
| Week 13 Annotated Bibliography due | | | |
| Mon 13 Apr | TBA | TBA | TBA |
| Wed 15 Apr | TBA | TBA | TBA |
| Fri 17 Apr | TBA | TBA | TBA |
| Week 14 One-on-one conferences; draft of final Ethnographic Essay due; "Student Literacy Ethnographies," EIIW 251-77 | | | |
| Mon 20 Apr | TBA | TBA | TBA |
| Wed 22 Apr | TBA | TBA | TBA |
| Fri 24 Apr | TBA | TBA | TBA |
| Week 15 "Becoming Literate," EIIW 234-49 | | | |

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|---|---|-----|-----|--|--|--|
| Mon 27 Apr | TBA | TBA | TBA | | | |
| Wed 29 Apr | TBA | TBA | TBA | | | |
| Fri 1 May | TBA | TBA | TBA | | | |
| Week 16 | | | | | | |
| Prepare Research Portfolio for presentation, peer review final papers | | | | | | |
| Mon 4 May | TBA | TBA | TBA | | | |
| Wed 6 May | TBA | TBA | TBA | | | |
| Fri 8 May | Celebration of Student Writing 10-12 | | | | | |
| Week 17 | | | | | | |
| Final Exam | | | | | | |
| Mon 11 May | Final Exam: 8 to 10 AM | | | | | |