



ENG 1302: Written Argument and Research (Honors)
COURSE SYLLABUS: Fall 2015

Instructor: Dr. Shannon Carter, Professor of English

Office Location: HL 209

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COURSE INFORMATION

***Textbooks and Materials* Required:**

Brandt, Deborah. *Literacy in American Lives*. Oxford UP, 2001.

Goldblatt, Eli. *Writing Home: A Literacy Autobiography*. Southern Illinois UP, 2012.

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. WW Norton, 2014 (Third Edition, Paperback)

In addition to the above required texts, we will be making extensive use of texts available online. Please check eCollege for collection of additional required readings.

Blog or other means of efficiently sharing 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

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.

Student Learning Outcomes:

Students who successfully complete ENG 1302 will have:

1. an understanding and ability to make use of primary and secondary sources within a focused, academic argument

2. an awareness of context and how audience and context affect a writer's rhetorical choices
3. the rhetorical flexibility necessary to negotiate a variety of academic tasks (research, interviews, close reading) leading to a sustained argument that is convincing, informative, and well-researched
4. an awareness of context and how our own subject positions as writers might affect our findings—and how to work through potential biases toward more effective arguments
5. an ability to effectively report research findings in writing (via a well-researched and articulated essay) and in person (via a poster presentation at the end of the semester—Celebration of Student Writing)

COURSE REQUIREMENTS

Writing Assignment 1- Literacy Narrative (5%): Reflect upon your literacy experiences thus far, including your earliest memories of reading and writing and one or two significant events that help explain who you are as a writer today. Essay may include both images and text. (2-3 pages)

Writing Assignment 2 – Sponsors of Literacy (5%): Making use of Deborah Brandt's concept "Sponsors of Literacy," this essay calls upon you to reconstruct key moments in your own literacy history and one other writer's literacy history by identifying the agents sponsoring this literacy and narrating the way literacy has "pursued" you and one other person in a variety of contexts. Include a representation of at least one other person's literacy narrative, comparing and contrasting to your own literacy narrative as represented in WA1. Use the concept Deborah Brandt's concept "sponsors of literacy" to analyze both (compare/contrast, etc). (3-5 pages).

Writing Assignment 3- Annotated Bibliography (5%): Good research is informed by a variety of reliable sources. Like any good researcher, you will need to gather secondary sources that inform what you learn in your collection of relevant primary source materials (oral histories, archival materials, fieldwork). These sources should be books, peer reviewed journal articles, and other relevant sources approved by your instructor, but your annotations should also include relevant primary source materials. 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 **fifteen items**. For more information on annotating, see [this site](#). NOTE: You can draw extensively from your regular Reader Responses in developing your relevant annotations.

Writing Assignment 4- 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. Once you have created your Code of Ethics, you will 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.

Writing Assignment 5 - 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.

REFLECTIONS (10%): You will include (a) Reflective Memos with each of your major writing assignments (WA2-WA5) and (b) a final Reflective Statement at the end of the course. For each Reflective Memo, you'll reflect upon a single assignment. For the Reflective Statement, however, you reflect upon the work you have done throughout the *entire* semester.

- **Reflective Memos (x4):** Upon submission, WA2-WA5 should be accompanied by a one-page, reflective memo in which you explain the rhetorical decisions that you made throughout the composition process. What inspired your assignment choice/topic? Why did you choose to express yourself using the particular approach you took? How does that approach facilitate the rhetorical purpose of your text? What thoughts/feelings/insights did you have during the process? Now that you have completed the assignment, what are your thoughts on the decisions that you made? In other words, really think through the process and write a substantial reflection that shows the careful consideration that you put into creating your text.

- **Final Reflective Statement:** For this assignment, you will reflect on the work you have done for the course in terms of the major goals of the course (see “Course Objectives” above) with the overall goal of demonstrating what and how you have learned over the 15 weeks of the semester. Project should be 3-4 pages in length and will be due finals week.

PEER REVIEWS (10%): For each of your major projects, you will be completing an extensive peer review of a classmate’s draft and receiving your own extensive feedback, which you can apply in revision to ensure a stronger project. Your grade for this will be determined by timeliness of feedback provided and the extent to which it follows provided guidelines and provides the author constructive feedback for revision.

DISCUSSION LEADER (10%)

Twice this term, you will work with a classmate to kick off and maintain a productive, dynamic conversation of the major issues raised in our core texts. Each pair will present one chapter from Brandt’s study (DL1) and one chapter from Goldblatt’s *Writing Home* (DL2). You’ll sign up for these early in the semester.

DL1 will cover chapters 2-5 of Brandt’s *Literacy in American Lives*.

DL2 will cover chapters 1-10 of Goldblatt’s *Writing Home: A Literacy Autobiography*

READER RESPONSES AND PARTICIPATION (15%)

This category includes regular participation in various discussion areas, weekly reading assignments, regular Reader Responses (each class meeting), and other informal writing assignments. All assignments are designed to provide support for you in the creation of your major projects and, both directly and indirectly, for your teaching. Scope: Primarily the current week’s assigned readings, though you are encouraged to place the week’s readings within a broader context.

Celebration of Student Writing (10%): Friday, December 11 from 2-4 in Conference A, B, and C in the Sam Rayburn Student Center (SRSC). 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.**

Final Project (15%): A final essay detailing the results of your study, what your findings mean in relation to the field of literacy studies, etc. Review the sample essays available in Doc Sharing for what this project should *look like*. Keep in mind that other essays you’ve composed this semester including WA1-WA5 can all be part of this essay. (length suggestion: 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.

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.

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://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/>

Attendance Policy

Attendance is mandatory. Don't skip class. I will not be able to let you make up the work unless you experience something dire--and I don't wish that on anyone. If something is going on that's getting in the way of your class time, please let me know.

There is no such thing as “partial attendance”—students are either present for the entire class 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, childcare arrangements, and other situations when you must miss class.

Late Assignments

You must keep up with the reading and, since each assignment builds on the previous one, I cannot accept late assignments. If you experience truly exceptional circumstances, please contact me immediately.

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:

ADA Statement

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@tamu-commerce.edu

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

NOTE: Additional, supplemental videos and other, relatively brief readings will be included throughout the semester. These will be infrequent, assigned far ahead of time, and adjusted to consider other items assigned in a given week.

Key:

Literacy in American Lives = LAL

Writing Home = WH

They Say, I Say = TSIS

Additional selections available in eCollege.

DETAILED SCHEDULE

WEEK ONE:

Tuesday, 9/1: Intro to course and one another

Before next class: Reflect on the course overview, in response to the prompt you'll find at the "Reader Response 1" in eCollege; write Reader Response 1 (RR1)

Thursday, 9/3: RR1 due; WA1 (in-class writing assignment)

Before midnight 9/3: Submit WA1 to discussion area in eCollege
Before next class: Read Introduction and Chapter 1 in *TSIS*; write RR2

WEEK TWO:

Tuesday, 9/8: RR2 due; discuss RR2 and WA1; introduce WA2

Before next class: Read Chapter 2 in *TSIS*; write RR3

Thursday, 9/10: RR3 due; introduce Brandt's *Literacy in American Lives* (LAL); interview classmate about literacy experiences in ways that draw upon Brandt's work.

Before next class: Read Chapter 3 in *TSIS*; write RR4 (respond to interview conducted in class R, 9/10)

WEEK THREE:

Tuesday, 9/15: RR4 due; share results of interview regarding literacy experiences

Before next class: Read Chapter 1 in LAL; write RR5

Thursday, 9/17: RR5 due; **Writing Center Orientation** (Diana Hines, Director of the Writing Center); Introduce Discussion Leader activity (see syllabus)

Before next class: Sign up for presentations on selected chapter from Brandt; write RR6, focusing on tentative plans for upcoming presentations (Discussion Leader activity).

WEEK FOUR:

NOTE: I will be in Colorado and Utah this week, but we have a plan to make good use of this week anyway. Instead of meeting face-to-face 9/22 and 9/24, we'll meet online in eCollege. You do not have to enter eCollege at any specific time this week. As long as you meet the deadlines, I'm happy. For that reason, items due "before class" need to be posted before 11:00 Tuesday or Thursday—the start time for our regular, face-to-face meeting.

You can/should use the bulk of the time we usually spend in class (3 hours a week) working with your partner for the Discussion Leader activities that begin next week.

Tuesday, 9/22: RR6 due before 11:00 am today (post to eCollege at the RR6 link under the “Week Four” tab; workshop plans for upcoming presentations on selected chapter in LAL (DL1)

Before next class: Read TSIS, chapter 4; write RR7

Thursday, 9/24: RR7 due before 11:00am today (post to eCollege at the RR7 link under the “Week Four” tab; workshop on developing WA2;

Before next class: Read Chapter 5 and 6 in *TSIS*; write RR8

WEEK FIVE:

Tuesday, 9/29: R8 due; presentations begin (Discussion Leaders present Chapter 2 and Chapter 3 in LAL)

Before next class: draft first page or so of WA2

Thursday, 10/1: Workshop WA2; Discussion Leaders present Chapter 4 and Chapter 5 in LAL;

Before next class: Complete draft of WA2 for Peer Review

WEEK SIX:

Tuesday, 10/6: WA2 Peer Review

Before next class: Revise WA2 based on feedback you received during Peer Review

Thursday, 10/8: WA2 due for instructor review; introduce WA3; generate relevant annotations as models for WA3 (annotated bibliography).

Before next class: Read Chapters 6 and 7 in *TSIS*; write RR9

WEEK SEVEN:

NOTE: This week, I will be in Boulder, Colorado for a conference ([Conference on Community Writing](#)). As we did in Week 4, we won't be meeting face-to-face on Thursday (and possibly on Tuesday). Instead, we will meet in eCollege. You should also use this time to work with your partner on DL2, which begin next week.

Tuesday, 10/13: RR9 due; Introduction to Eli Goldblatt's *Writing Home* (WH). Presentations on Goldblatt's memoir begin next week.

Before next class: Locate at least one relevant source to share with class next time. For RR10, write an annotation for the selected article and a brief reflection on experience as researcher

Thursday, 10/15: RR10 due; Library Presentation on Library Databases.

Before next class: Annotate a second resource of your choosing (either one of the texts assigned for the entire class or one you found in your research utilizing the Library Databases). For RR11, write an annotation for the selected article/chapter and a brief reflection on your experiences as a researcher and with this text in particular. If possible, make connections between the text selected and your own developing plans for your major research project. Read Chapter 1 of Goldblatt's *Writing Home*

WEEK EIGHT:

Tuesday, 10/20: RR11 due; workshop on presentations on WH, which begin next class meeting

Before next class: Develop a complete draft of WA3 for peer review

Thursday, 10/22: WA3 Peer Review; presentation on Chapter 2 from WH (DL2).

Before next class: Read Chapters 9-10 in TSIS and Chapter 1 of WH; write RR12 (over TSIS, WH, or a combination thereof—your choice!); Revise WA3 based on feedback received during Peer Review.

WEEK NINE:

Tuesday, 10/27: RR12 due; WA3 due; intro WA4 and introduction to concerns about research ethics; presentation on chapter 3 from WH (DL2).

Before next class: Read the Belnap Report (download from eCollege, Doc Sharing); Review sample “Informed Consent” and “Code of Ethics”; write RR13

Thursday, 10/29: WA4 due for Peer Review; group work on generating an ethics statement and informed consent form relevant for your proposed project.

Before next class: Revise WA4 based on feedback received in peer review; read Chapter 11 from TSIS

WEEK TEN:

Tuesday, 11/3: WA4 due; introduce WA5; presentations on Chapter 4 and 5 in WH

Before next class: For RR14 (a) write a 250-word statement regarding the project you’d like to undertake for your Final Project; (b) review sample Final Projects written by previous 1302 students on our campus, select one, and do a close reading of it, especially with respect to insight it may offer relevant to your own research project.

Thursday, 11/5: RR14 due; workshop plans for Final Project; presentations on Chapter 6, 7, and 8 in WH

Before next class: Complete draft of WA5 for peer review; sign up for conferences with me regarding plans for your Final Project

WEEK ELEVEN:

Tuesday, 11/10: WA5 peer review; presentations on 9 and 10 in WH.

Before next meeting: Revise WA5 in response to feedback from Peer Review

Thursday, 11/12: No regular class today. Instead, we’ll have conferences with me regarding plans for Final Project as articulated in your WA5.

Before next class: Read and view materials on our upcoming Celebration of Student Writing (CSW). You’ll find these materials in a folder in Doc Sharing called “CSW”).

WEEK TWELVE:

Tuesday, 11/17: Conferences continue. No regular class today.

Before next class: For RR15, describe your plans for the Celebration of Student Writing, including plans you may have for your own contributions to the upcoming CSW

Thursday, 11/19: RR15 due; discuss CSW and share models for poster, as well as the Research Portfolio

Before next class: For RR16, describe your research process thus far. Who have you interviewed and what did you learn from these interviews? What sites have you visited and what have you learned from this experience? What scholarly sources have been most useful to you in your project thus far? Be ready to share some evidence of your research when we meet again after Thanksgiving Break. RR16 will be due on 12/1.

WEEK THIRTEEN:

Tuesday, 11/24: No class. Instead, continue collecting data for your research project (interviews, site visits)

Before next class meeting: Develop a rough draft of the poster you plan to present at the Celebration of Student Writing.

Thursday, 11/26: Happy Thanksgiving!

WEEK FOURTEEN:

Tuesday, 12/1: RR16 due; workshop on posters for CSW and related plans.

Before next class: Write first 3-5 pages of research project to share with your peer reviewer.

Thursday, 12/3: Peer Review workshop on final project, beginning with the first 3-5 pages and offering recommendations for generating the remaining pages; further guidance on Final Project, poster for CSW, and Final Portfolio. Introduce Final Reflections, which will be included in your Research Portfolio.

Before next class: Complete draft of Final Project for peer review; revise poster for CSW

WEEK FIFTEEN:

Tuesday, 12/8: Peer Review on Final Project and poster

Before next class: Revise Final Project and poster based on feedback received by peer reviewers.

Thursday, 12/10: Workshop time to finalize Final Project, poster and plans for CSW, and your Research Portfolio (including the Final Reflections as an introduction to your Research Portfolio).

Before next class: Get ready for the CSW!

CSW on Friday, 12/11

- Before you leave the CSW, submit your Final Project, Final Reflections, and Research Portfolio. I will grade your CSW performance at the CSW. I can pick up your projects then for review.
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DEADLINE

Final Project Due: Post to the "Final Project" discussion area before midnight Monday, December 14th.

SAVE THE DATE!!

Celebration of Student Writing: Friday, May 4 from 2-4 in Conference A, B, and C in the Sam Rayburn Student Center (SRSC).