



ENG 1302: Written Argument and Research
COURSE SYLLABUS: Fall 2015
ENGL 1302.005 CRN 80633
ENGL 1302.006 CRN 80634

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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.

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

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=3r0PGbfhHIo>

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Grading:

You are encouraged to revise your essays before turning them in as part of your final portfolio. Revisions are due one week after I have graded them and returned them to you. No exceptions. 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.

Grades are not rewards or punishment. The purpose of grading is to give a fair assessment of the quality of your work. Here are my basic grading policies:

- As a rule, I never accept late work. If you are more than 10 minutes late to class, your work is late. If you believe that your situation is special due to extreme circumstances, you must communicate with me **before the assignment due date** to request an extension.
- Your grade for any writing assignment will always be based on the final draft.
- You must complete and turn in all writing assignments in order to pass this course.
- If you need to discuss your grade with me, you may see me during my office hours that are posted at the beginning of this document. I will not discuss grades during, before or after class.

How Course Grade is Determined:

Writing Assignment 1- Research Framework and Methodology (10%): Using Chapter One and Two 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 (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. (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: 3-5 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)

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

Celebration of Student Writing (10%): 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: 8-12 pages)

Research Portfolio (10%): Blog – Your final portfolio for this course will consist of a blog. You

will upload all final essays, photographs, videos (no longer than 1 minute), response papers, double-sided field notes and other artifacts to this blog. You are required to use Blogger for this course.

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 me with any questions you may have. The best way to reach me is via my email address jennifer.jones8888@gmail.com however, you may also find me in my office at the hours and location stated at the beginning of this document.

Email policy: My official email policy is that I will reply to your email within 24 hours, excluding Sundays and holidays. If you have questions about an assignment that is due, you should understand that your due date will not change whether you receive an email response from me or not.

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

Because each class period consists of a mixture of class discussion, group work and free writing, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn **you will be counted absent for that day**. Be on time—class starts promptly. **Leaving early will count as an absence unless it has been excused with appropriate documentation**. There is no such thing as “partial attendance”—students are either present for the entire course or they are absent.

Each student is allowed four (4) unexcused absences, no questions asked. Save them for when you really need them. **Your final grade will suffer a 10% reduction after 5 absences**. After 7 absences, the student will fail the course. **You are responsible for your attendance**. No notes from family members will be accepted as viable documentation to excuse an absence. If you have any questions, see me for clarification.

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*).

Classroom Etiquette:

Punctuality:

Persistent tardiness to class is disrespectful to both your instructor and your peers. I do not allow students to enter my class after class has already begun. You are expected to be in your seat several minutes prior to the class start time. Do not email me asking to arrive late. If the door is closed, do not knock on the door expecting to be let in. Continually arriving late to class will affect your participation grade in the course. Three tardies will result in one unexcused absence for the course; I will consider you absent if you arrive more than 5 minutes late to class.

Class Participation:

Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of assigned and suggested readings in conjunction with your own outside research when responding orally in class. Be prepared to back up any points you make; learning to practice clear and effective communication is, after all, the foundation of this course.

Late Work:

All drafts, including final, must be submitted when and as required in order to successfully complete this course. Late assignments will suffer grade deductions or may not be accepted.

Personal Communication Devices:

Turn off all cell phones, tablets, pagers, and other personal communication devices before the start of class. The use of personal computers is restricted to course materials, taking notes, and research of sources related to coursework. After more than two occasions of unauthorized use of technology, further use of laptops or other devices will be prohibited in the classroom, on an individual basis.

COURSE OUTLINE / CALENDAR

****SUBJECT TO CHANGE***

Ethnographic Inquires in Writing = EIIW

Field Working = FW

Homework assignment = HW

DATE	
Week 1:	Introduction to course <i>EIIW</i> Chap. 1 pp. 1-18
Week 2	<i>EIIW</i> Chap. 2 (19-32) Intro and “Literacy Practices” Thursday: Due - Response #1 “The Ethnography of Literacy” Szwed
Week 3:	<i>EIIW</i> “Literacy in Three Metaphors” (35-53) Tuesday: Peer Review WA1 Thursday: WA1 Due
Week 4:	<i>FW</i> Ch 1 (1-23) “Understanding Cultures” <i>FW</i> (140-157) “Working with Online Communities” Tuesday: Intro WA2; Discuss readings Thursday: No Class/Research Day

Week 5:	<i>FW</i> Ch 1 (24-54) Tuesday: Peer Review WA2; Sign up for conferences Thursday: WA2 Due; CONFERENCES/1st Site visit
Week 6:	<i>EIIW</i> Chap 3 117-168 “The Belmont Report” <i>FW</i> Ch 2 (119-123) Tuesday: WA2 Due; CONFERENCES/1st Site visit Thursday: Meet in Class as usual; Intro WA3; Discuss Readings
Week 7:	<i>EIIW</i> 158-68 “Ethnographic Research Ethics and Amish Values” Tuesday: Peer Review WA3 Thursday: Meet at SRSC (outside bookstore); Practice fieldworking FW (73-84) WA3 Due
Week 8:	<i>FW</i> (87-91) <i>FW</i> Ch 3 (101-119) Tues: Intro Response #2 (Unlearning our Privilege p 117); Discuss Readings; Due Thursday: Due - Response #2; Intro WA4
Week 9:	<i>FW</i> : 219-29 Tuesday: 2nd Site visit/No Class Thursday: Meet in class as usual; Peer Review WA4
Week 10:	<i>FW</i> (165-172); (175-9) Tuesday: WA4 Due; Meet in Computer lab to work on blogs Thursday: Intro Response #3; Discuss Readings.
Week 11:	Tuesday 3rd Site visit (NO CLASS); Thursday: <i>FW</i> 101-1-; Craft observation guide #2-4 (<i>FW</i> 187); Sign up for conferences
Week 12:	CONFERENCES/ 4th Site visit <i>FW</i> (186-97) <i>FW</i> (345-347) Work on crafting Final Ethnography
Week 12:	Tuesday: Peer Review Final Ethnography Thursday: Peer Review Final Ethnography
Week 13:	Tuesday: Final Ethnography Due; Meet in Computer lab to work on blogs Thursday: Meet in Comp Lab to work on Blogs
Week 14:	Tuesday: Meet in Comp Lab to work on Blogs Thursday: 1 st Round of presentations (Alphabetical Order, list posted on Wiki)
Week 15:	Tuesday: 2 nd Round of Class Presentations Thursday: 3 rd Round of Class Presentations Friday: Celebration of Student Writing – Mandatory
Week 16:	No class

Celebration of Student Writing: TBA

The Celebration serves as your Final Exam.