



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

Instructor: Mrs. Andrea Miller

Office Location: Binnion 136A

Office Hours: Monday noon-1 p.m.; Thursday noon-1 p.m.; Friday 10-11 a.m.

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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 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 digital form like a PowerPoint presentation, Prezi, or a dedicated blog.

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 every day

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: Work in this course should be turned in on time. You will have an outline of our entire semester, so due dates should come as no surprise.

Throughout the course you will work through a variety of writing assignments. Some of these major writing assignments (WAs) will require revision, and other times you may choose to take advantage of an optional revision opportunity. Revision is only available on WAs...not daily class work such as quizzes or discussions. While it is not required of you as an online student to attend the Writing Center, it is recommended. Revision opportunities will be identified on a forthcoming, more detailed, course outline.

How Course Grade is Determined:

Writing Assignment (WA) 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. Required length: 3-5 pages

WA 2- Research Proposal (5%): In this short essay, you should explain 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 the 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. Required

length: 2-3 pages

WA 3- Informed Consent and Code of Ethics (10%): Using The Belmont Report as a framework 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 *EIWW* 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. Required length: 5-7 pages, including informed consent

WA 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. Required 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, discussion forum assignments, occasional quizzes, 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 a digital display with artifacts, visual elements, and information about what you learned in your research. For purposes of our online course, this will be a PowerPoint presentation, Prezi, or a dedicated blog.

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 *EIWW* 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. Required 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

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 (every day)
- 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 you instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: andrea.miller@tamuc.edu. Also, each instructor in the Department of Literature and Languages is required to keep at least three office hours per course per week.

Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of First-Year Writing, Dr. Tabetha Adkins, by completing a student grievance form available on the program website: <http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>.

Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

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://www.tamuc.edu/WritingCenter>

Attendance Policy

For classes that meet online, students should expect to log in at least 3-4 times per week to keep up with announcements, reading, lecture materials, and written assignments. Not logging into the course for 14 days is grounds for a grade of “F.” Late work is not accepted.

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. Please provide documentation if these virtual “absences” will amount to 14 days or more of not logging into the course.

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:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook)

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, Gee Library, Room 132 (903) 886-5150 or (903) 886-5835 phone (903) 468-8148 fax Email: Rebecca.Tuerk@tamuc.edu 1.11

Nondiscrimination notice: A&M – Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

This calendar is subject to change and will definitely expand at the instructor's discretion as a reflection of the class's needs throughout the semester.

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 Virtual (or Face-to-Face) Conferences

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 Virtual (or Face-to-Face) Conferences

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: Virtual (or Face-to-Face) Conferences

Draft of final Ethnographic Essay due

Read over students examples, Chapter 5 in *EIIW*

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

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

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

Celebration of Student Writing: Digital Presentations Due

Final class day: December 11.

Final copy of Ethnographic Essay Due - TBA

Portfolio due - TBA