



ENG 1302.010 WRITTEN ARGUMENT AND RESEARCH

COURSE SYLLABUS: FALL 2015

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PLEASE NOTE: This is a common syllabus used by all graduate students teaching sections of this course.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Adkins, Tabettha. *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!)

Optional

Resources for ethnographic research (asking good interview questions, professional associations' codes of ethics, etc.)

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/interviewQuestions.aspx>

Some of our past celebrations:

<http://www.youtube.com/watch?v=cMWkdAzGYvw>

<http://www.youtube.com/watch?v=3r0PGbfhHIo>

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 have learned with scholarship conducted by professional researchers and conducting further “library research” to help you create a more informative research report. You will finish the semester by presenting your findings in a public forum called The Celebration of Student Writing. The Celebration will be held Friday, December 11 from 11AM-1PM in the Student Center conference rooms A, B, and C.

Student Learning Outcomes

1. Students will be able to identify features of ethical research practices.
2. Students will be able to evaluate subject position and how it can affect research findings.
3. Students will be able to identify conventions of research and citation in academic texts.
4. Students will be able to articulate features of academic research writing.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

GRADING

Revision is a very important part of writing, so please allow yourself time before the due dates to show your work to me during office hours and/or to the Writing Center tutors. Extra credit points may be awarded for this. There

will be no formal drafts except for the final ethnographic essay, but we will peer review or workshop your papers in class. Each assignment is worth 100 points. Late submissions are only acceptable within the first week after the deadline and will be graded out of 80 points. Please take into account the possibility that technology might fail you while submitting assignments. It is your responsibility to allow yourself enough time to solve any problems you might face during the process.

How Course Grade is Determined:

Changes and additions to the following assignments might occur. Refer to the individual prompts for up-to-date information.

Writing Assignment 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. (length: 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: 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: 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: 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, etc.

Celebration of Student Writing (10%): Friday, December 11 11AM-1PM 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: 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

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at:
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet

software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Interaction with Instructor Statement:

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: hilal.ergul@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. Tabettha 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").

Departmental Chain of Command for ENG 100/1301/1302 courses:

Instructor -> Dr. Tabettha Adkins, Director of First-Year Writing -> Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

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

Students may miss up to six times without penalty. Starting with 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.

Habitual tardiness is unacceptable. You are expected to come to class before its scheduled start. Your late arrivals will count as absences starting with the fourth time you are late.

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 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

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- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.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*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<http://www.albion.com/netiquette/corerules.html>

Texas A&M University-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

Ethnographic Inquires in Writing = *EIIW*; *FieldWorking* = *FW*; DEFN =
Double entry field notes
Homework writing assignments aren't listed.
Schedule subject to change.

	DATE	Complete before class	In class	DUE in class	DUE via eCollege
Week 1	M Aug 31		Introduction to course; discuss syllabus		
	W Sep 2		Course introduction continued		
	F Sep 4	<i>EIIW</i> Chap. 1 (1-18) (on website & in book)	Discuss reading		
Week 2	M Sep 7		NO CLASS: Labor Day		
	W Sep 9	<i>FW</i> (1-8;14-18)	Discuss reading		
	F Sep 11	Chap. 2 intro in <i>EIIW</i> (19-20) "Literacy Practices" <i>EIIW</i> (21-32)	Discuss reading		
Wee	M Sep 14	<i>FW</i> (39-40)	Discuss reading; introduce WA 1; introduce APA style	Laptops	

	W Sep 16	<i>FW (52-61)</i> "Guide-choose a fieldsite" (in eCollege)	Discuss selecting a fieldsite; in-class activity (<i>FW 61-62</i>)		
	F Sep 18	Craft rough draft of WA 1	Peer Edit WA 1; Sign up for conferences; introduce site permit letter	WA 1 rough draft (laptops)	
Week	M Sep 21		NO CLASS: Conferences	Fieldsite Options	WA 1
	W Sep 23		NO CLASS: Conferences		
	F Sep 25		NO CLASS: Conferences		
Week 5	M Sep 28		NO CLASS: Explore approved fieldsite options		Site permit letter
	W Sep 30	<i>FW (73-84)</i>	Discuss sites visited (pros & cons); Introduce WA 2; Introduce field notes (<i>FW 78</i>)		
	F Oct 2		Meet at SRSC (outside bookstore); Practice fieldworking (look at your fish!)		
Week 6	M Oct 5		In-class activity (<i>FW 85-86</i>); Discuss reading	DEFN from SRSC	
	W Oct 7	Craft WA 2 rough draft	Peer edit WA 2	WA 2 rough draft (laptops)	
	F Oct 9		NO CLASS: 1 st site visit – get letter signed		WA 2
Week 7	M Oct 12	<i>FW (86-89)</i>	In-class activity (<i>FW 88-89</i>); Introduce WA 3	DEFN from 1 st site visit & Signed site permit letter	
	W Oct 14	Introduction to Chapter 3 in EIIW (117-122) "The Belmont Report" EIIW (122-39)	Discuss reading		
	F Oct 16	"Ethnographic Research Ethics and Amish	No CLASS: 2 nd site visit – get literacy artifact(s)		

		Values" EIIW (158-68)			
Week 8	M Oct 19	FW (124-129)	Discuss reading; discuss literacy artifacts from sites	Literacy artifact from your site & DEFN from 2 nd site visit	
	W Oct 21	Craft WA 3 rough draft	Peer edit WA 3; Introduce WA 4; sign up for conferences	WA 3 rough draft (laptops)	
	F Oct 23		NO CLASS: 3 rd site visit		
Week 9	M Oct 26		NO CLASS: Conferences		WA 3
	W Oct 28		NO CLASS: Conferences		
	F Oct 30		NO CLASS: Conferences		
Week 10	M Nov 2	FW (219-26)	Discuss reading; introduction to interviews	DEFN from 3 rd site visit	
	W Nov 4	Craft interview questions	In-class activity: interview	signed consent forms	
	F Nov 6		NO CLASS: 4th site visit - interviews		WA 4
Week 11	M Nov 9		In-class activity: annotate an article		
	W Nov 11	Bring interview data	In class activity: write up interviews		
	F Nov 13	Annotate 3 resources	Peer edit annotated bibliography draft (3 resources)		
Week 12	M Nov 16		Meet at the Gee Library Classroom – Sarah Northam		Annotated bibliography
	W Nov 18		Discuss final ethnography: How it all comes together	Interview write-ups	
	F Nov 20	Craft rough draft of Ethnography	Peer edit Ethnography	Ethnography rough draft	
Week 13	M Nov 23	Craft Ethnography	Discuss Presentations & Final Portfolio; sign up for conferences	Ethnography	
	W Nov 25		NO CLASS: Thanksgiving		
	F Nov 27		NO CLASS: Thanksgiving		
Week 14	M Nov 30		NO CLASS: Conferences	Research	Ethnogra

				portfolio	phy
	W Dec 2		NO CLASS: Conferences		
	F Dec 4		NO CLASS: Conferences		
Week 15	M Dec 7	Craft Presentation	Class Presentation of Ethnographies	Presentation	
	W Dec 9	Prepare for Celebration	Class Presentations cont.	Presentation	
	F Dec 11		CELEBRATION OF STUDENT WRITING!	Research Portfolio & Ethnography Presentation	
Wee	M Dec 14		NO CLASS		
	W Dec 16		NO CLASS		
	F Dec 18		NO CLASS		

Celebration of Student Writing: Friday, December 11th in the Student Center, Conferences A, B, and C. 11AM-1PM.

Final class day: December 11.

Final copy of Ethnographic Essay Due: Monday, November 30th 10 AM via eCollege

Portfolio due: During 3rd Conference, week of November 30th