



ENG 1302.3: US Written Argument and Research (CRN 80811) COURSE SYLLABUS: Fall 2015

Instructor: d'Andra White

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COURSE INFORMATION

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 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, 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

Grading and How Course Grade is Determined:

To my students:

(Adapted in part from Peter Elbow, Dr. Margaret Gonzales, and Ms. White)

One of the things that makes teaching and learning more difficult is conventional grading, which often leads students to think more about grades than about writing, critical thinking, or learning; to worry more about pleasing me or psyching me out than about figuring out what you really want to say or how you want to say it; to be reluctant to take risks with your writing; to focus on minor details rather than the bigger picture; and to value a grade more than learning. Instead of creating a classroom culture based around the all-encompassing grade, my aim is to create a culture of support: a culture where you and I contribute to the conversation on writing.

For these reasons, I am using a contract for grading. I will give you as much feedback as you need to make the grade that you've contracted. You may revise your writing as much or as little as you like to achieve the grade that you want. If, as the semester progresses, you gain confidence and wish to renegotiate your contract for a higher grade, you may do so.

If, by the end of the semester, you have met the following conditions in terms of the effort you put into the class and the writing you do, then you will earn a grade of C, B, or A, depending on the contract you signed. This gives you until the end of the semester to work on and develop your writing so that rather than getting a grade that might average an C, B, and A papers all together, you will earn a grade that reflects your writing process, revisions, and progress as a writer and scholar.

Here are the terms of the grading contract:

EFFORT:

Your behavior as a student and a scholar matters just as much the work you produce for a class. Your presence in the classroom helps to create a critical learning environment for you and your peers. It is critical that you attend, don't disrupt the class, and come prepared.

(1) Attendance. Don't miss class. If you must due to illness or school activities, you are still responsible for finding out what assignments were given by getting in touch with your classmates.

(2) Tardiness. Don't be late. If you are late or miss a class, you are still responsible for the assignment.

(3) Class Behavior: Show up prepared for class (i.e. do the reading ahead of time and bring the book or printout to class) and behave professionally at all times. Cell phones and computers can be great tools for taking notes and

organizing your workflow. So, if you are using these tools in class, I expect you are an excellent student and ready to answer questions during our class discussions.

(4) Response papers, reading assignments, and other assigned work. Complete the assignment as given and demonstrate that you've made an effort. (By the way, your reader can tell when you wrote something without doing the reading.)

(5) Participate. Engage in the discussion and share your writing. Learning is a collaborative process. Without your positive contribution, the learning environment is not as engaging as it could be for you or for others.

(7) Process. You must complete all drafts as assigned, and you must participate in peer review when it is scheduled. Missing draft workshops or peer review means you have broken the contract.

(8) Meet the length requirement for each assignment.

(9) Revisions. When the assignment is to revise, your revision needs to reshape or extend or complicate or substantially clarify your ideas—or relate your ideas to new aspects of the work. In your revision, you need to have shown that you have taken into account the comments of your peer reviewer and/or your instructor.

WRITING:

These are the criteria that you need to be working toward all semester. It's ok if you don't get there with the first draft of your essays or response papers, but you do need to show that you have met these criteria by the time you submit your essays in the final portfolio. In each of your first drafts, I want you to work with these criteria in mind, but I don't want you to fixate on them to the point that you can't finish your essays in time to submit them. Perfectionism is not your friend, but then neither is laziness. Don't wait until the end of the semester to work hard because you will run out of time to get everything done.

(1) Meet the requirements of the assignment. Address the prompt exactly, outline the issues you'll be discussing and follow any instructions I've given.

(2) Complexity. For every major essay, you must go beyond stating the obvious. You cannot merely summarize the texts, nor can you simply engage in ritual praise of the author or focus on telling his/her biography. Also, you should not rely on the author's biographical information to inform your analysis. Instead, you need to be using critical essays from the library and/or historical texts to help support the claims you make. Your essay should also strive to create an argument that focuses on answer to the "so

what?" question. In other words, why should your reader care about your opinion or argument about the work? Then, you need to provide quality evidence and reasoning that supports your argument and make sure you address any opposing arguments.

(3) Have a working argument. It doesn't have to be perfect, but every essay needs to have an argument in the form of a thesis statement/thesis idea that shows that you are doing your own thinking and that you are going somewhere with that line of thought. Don't just repeat or summarize.

(4) Reference the texts. You can't just write about a text without providing quotes as evidence. Use quotes properly throughout your essays and paraphrase as needed to support your claims. Cite your sources properly. Block quotes will also not be encouraged. Keep your analysis to citing no more than 3 lines of your source at a time.

(5) Organize. Your writing is intended for an audience. Your paper needs to be reasonably organized in a coherent and logical fashion. This doesn't have to be perfect by the end of the semester, but if your essays seem to have little or no thoughtful structure, then that's a problem.

(6) Control grammar and language. It's ok to sometimes have a confusing sentence or two; quite often, it means you're trying to express a complex thought. But if much of your essay is confusing or incoherent due to a lack of control over the sentences, then the reader will not be able to understand you.

(7) Copy editing. When the assignment is for the final draft, it's fine to get help in copyediting. (**Copyediting doesn't count on early drafts.**) It's also fine to have a few typos, but don't have so many errors that it detracts from the quality of your writing.

Evaluation Method:

You determine your grade for this course by fulfilling a contract that spells out in advance the requirements as well as the penalties for not fulfilling the terms of your contract. If you fail to submit an assignment or do not submit the revisions needed to achieve the grade required by the terms of the contract, you have broken the contract and you will no longer be eligible for your contract grade. During the second week, each student will sign, a contract for a grade. I will sign it as well, and you will keep a copy of your contract in your research portfolio.

Contract Grading:

The advantage of contract grading is that you, the student, decide how much work you wish to do this semester; if you complete that work on time and satisfactorily, you will receive the grade for which you contracted. This

means planning ahead, thinking about all of your obligations and responsibilities this semester and also determining what grade you want or need in this course. I will work with you as much as you are willing to work. If you complete the work you contracted for, you get the grade. Done. I respect the student who only needs a C, who has other obligations that preclude doing all of the requirements to earn an A in the course, and who contracts for the C and carries out the contract.

(This is another one of those major life skills: taking responsibility for your own workflow.)

Grade Calculating:

I have found that when students go back and make corrections, they are less likely to make the same mistakes in the future. I believe that credit should be given for taking the extra effort to get things right. Students should have established their study habits and realize the importance of producing quality work. The goal is for everyone to have an opportunity to achieve the goals that they have set.

CONTRACT FOR A GRADE OF A IN ENGLISH 1302

I wish to earn a grade of 'A' in English 1302 To fulfill my contract for a grade of A, I will meet the standards for Effort and Writing as described above.

Additional and reiterated requirements for a grade of 'B':

I will not miss more than four classes. If I do, I understand that my grade for the entire class will drop a letter grade for each absence beyond that.

I will actively read, view, listen to all assignments and participate in class discussions.

(2) Attitude-The quality and ambiance of the class is affected by the attitudes of the students in that class. Learning together, giving and receiving feedback is expected.

(3) Essays-I agree to revise all essays that do not merit an 'A', and continue revising until each merits an 'A'. We will also have short writing assignments in class; the same applies.

CONTRACT: By signing this contract for an A in English 1302, I agree to all of the terms above.

Your name: _____ Signature: _____ Date: _____

Ms. White _____ Date: _____

CONTRACT FOR A GRADE OF B IN ENGLISH 1302

I wish to earn a grade of B in English 1302. To fulfill my contract for a grade of 'B,' I will meet the standards for Effort and Writing as described above.

Additional and reiterated requirements for a grade of 'B':

I will not miss more than four classes. If I do, I understand that my grade for the entire class will drop a letter grade for each absence beyond that.

I will actively read, view, listen to all assignments and participate in class discussions.

Attitude-The quality and ambiance of the class is affected by the attitudes of the students in that class. Learning together, giving and receiving feedback is expected.

Essays-I agree to revise all essays that do not merit a 'B', and continue revising until each merits a 'B'. We will also have short writing assignments in class; the same applies.

CONTRACT: By signing this contract for a B in English 1302, I agree to all of the terms above.

Your name: _____ Signature: _____ Date: _____

Ms. White _____ Date: _____

CONTRACT FOR A GRADE OF C IN ENGLISH 1302

I wish to earn a grade of B in English 1302 To fulfill my contract for a grade of 'B,' I will meet the standards for Effort and Writing as described above.

Additional and reiterated requirements for a grade of 'B':

I will not miss more than four classes. If I do, I understand that my grade for the entire class will drop a letter grade for each absence beyond that.

I will actively read, view, listen to all assignments and participate in class discussions.

Attitude-The quality and ambiance of the class is affected by the attitudes of the students in that class. Learning together, giving and receiving feedback is expected.

Essays-I agree to revise any essay listed in the syllabus that does not merit a 'C', and continue revising until it does merit a 'C'. We will also have short writing assignments in class; the same applies.

CONTRACT: By signing this contract for a 'C' in English 1302, I agree to all of the terms above.

Your name: _____ Signature: _____ Date: _____

Ms. White _____ Date: _____

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

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and **her** address is:

dwhite8@leomail.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.

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>

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 or plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

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").

Departmental Chain of Command for ENG 100/1301/1302 courses:
Instructor -> Dr. Tabetha Adkins, Director of First-Year Writing ->
Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes,
Department Head

Attendance Policy

For classes that meet twice/week, students may miss up to four times without penalty. After the fifth absence, the student's final grade will drop by one letter. After the seventh 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.

If you don't miss class when you don't have to, you can save your absences for illness, court appearances, child-care arrangements, and other situations when you must miss class.

University Specific Procedures 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.

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

Week 1: EIIW chapter one; Hemingway interview, writing process

Week 2: "Literacy Practices" by Barton & Hamilton

FW 1-24; **Writing Process Essay Due**

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 conferences (recommended)

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 Tabetha Adkins in *EIIW*

WA 3 due

Week 8: Midterm 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: One-on-one conferences Week 13: 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: Friday, December 11 in the Student Center, Conferences A, B, and C. 11AM-1PM.

Final class day: December 11.

**Final copy of Ethnographic Essay Due December 11 by 5pm
Portfolio due December 11 by 5pm**