ENG 1302.01W: Written Argument and Research
COURSE SYLLABUS: Fall 2015

Instructor: Dr. Melinda Bobbitt
Office Location: Online
Cell Phone: (903)249-4455
Office Hours: Online, Monday & Wednesday from 2pm to 4pm
University Email AddressMelinda.Bobbitt@tamuc.edu or via eCollege

COURSE INFORMATION

Course Description:

This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences. Students will write weekly, including such texts as journals, reading response logs, summaries of argumentative texts, argumentative papers, and longer papers integrating secondary research activities include close reading of sample texts, both student and professional. Some sections will emphasize special topics in both reading and writing. Prerequisite English 1301 or advanced placement or CLEP.

Student Learning Outcomes:

1. Students will be able to recognize their own subject position, follow the arguments of others, and interpret data.
2. Student communication will be clear, purposeful, and make appropriate use of evidence, data and technology as applicable.
3. Students will consider different points of view, work effectively with others despite differences, and understand the juncture between leadership and cooperation.
4. Student will understand and practice academic honesty.

Core Objectives (Language, Philosophy & Culture):

Critical Thinking Skills: Students will be able to recognize their own subject position, follow the arguments of others, and interpret data.

Communication Skills: Student communication will be clear, purposeful, and make appropriate use of evidence, data and technology as applicable.

Teamwork: Students will consider different points of view, work effectively with others despite differences, and understand the juncture between leadership and cooperation.

Social Responsibility: Students will understand and practice academic honesty.

Local learning outcomes:

Critical Thinking Skills: Students will be able to recognize their own subject position, follow the arguments of others, and interpret data.

> This objective will be assessed by an evaluation of at least one essay or researched presentation from each student.

Communication Skills: Student communication will be clear, purposeful, and make appropriate use of evidence, data and technology as applicable.

> This objective will be assessed by an evaluation of at least one essay or researched presentation from each student.

Teamwork : Students will consider different points of view, work effectively with others despite differences, and understand the juncture between leadership and cooperation.

> This objective will be assessed by an evaluation of at least one essay or researched presentation from each student. Students will be responsible for reading and giving productive feedback to peers based on guidelines and/or a rubric provided by the instructor. Students revise work based on feedback received in peer review from one or more peers.

Social Responsibility: Students will understand and practice academic honesty.

> This objective will be assessed by the instructor using a rubric upon each student's successful completion of at least four major writing assignments.

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 or Google 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 REQUIREMENTS

Instructional / Methods / Activities Assessments

Grading:

You are encouraged to revise your essays before turning them in as a part of your final portfolio. 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. Please don't wait until the end of the semester to begin your revisions—you will not have much time to work on them while you are completing your ethnography and preparing for your Celebration of Student Writing presentation.

All assignments are due on their respective due dates by 11:59pm in the dropbox that has been assigned to them. All assignments must be turned in as .doc or .docx files, unless otherwise stated. Late work is not accepted in this course unless you have contacted the instructor and worked out other arrangements.

How Course Grade is Determined:

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. (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. (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. (4-6 pages)

Writing Assignment 4- Ethnographic Setting Essay (10%): In this photo essay, you will show off your ability to use descriptive language to "paint a picture with words" as well as provide images 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. (5-7 pages)

Online Progress Portfolio (30%): This category includes three different sections.

- Tweeting Responses (10%) - 140-character summaries or responses to each of your required readings.
- Progress Blog (10%) - Ten blog posts of 200 words or more over the course of the semester which discuss your readings, your research, your interviews, and/or other points of interest for the course.
- Field Notes (10%) – Collected and commented upon using your Tumblr blog. See associated handout for more information.

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: 15-18 pages)

Research & Final Portfolio (10%): Your final portfolio is the culmination of a semester's hard work. You'll collect all of your assignments, online work, and your final paper and display these things in a readable online portfolio environment via Tumblr. In your Research Portfolio you'll include your drafts from the semester, informed consent forms, Tweeting Responses, links to Field Notes, your progress blog, research artifacts, and anything else that helps create an accurate portrayal of the research you conducted this semester.

Grading Percentages:

10% WA 1
10% WA 2
10% WA 3
10% WA 4
20% Final Ethnography
10% Final Portfolio
30% Progress Portfolio
100%

Grading Scale

90-100	A
89-80	B
79-70	C
69-60	D
59 and below	F

TECHNOLOGY REQUIREMENTS

- To fully participate in this online course, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or higher. 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 (if your computer plays sound, you have one)
  - speakers or headphones.
  - (OPTIONAL) webcam
  - (OPTIONAL) microphone

For any video or audio blog posts, headphones are suggested for use with recording and playback. All devices should be installed and configured before class begins.

- 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 2003, XP, 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**. 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

This course exists exclusively online, so you must have Internet access to participate.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact me with any questions you may have. My communication preference is e-mail, and my e-mail address is: Melinda.Bobbitt@tamuc.edu. I do have set office hours every week, but I will make myself available to you by e-mail at all times. I will do my best to respond to all received e-mails within 24 hours during weekdays and within 48 hours on weekends. Please, if there is anything you need or are unsure about, contact me. I will be happy to help.

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 isTabetha.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 atthttp://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx

Attendance Policy

This is an online course, so there is no real "attendance." Either you do the work, or you don't. **If you fail to complete any of the work for any single unit, it**

will result in an automatic failure of the course. If you have a family emergency, contact me as soon as possible in order to make arrangements.

Academic Honesty

The official departmental policy: "Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonestly. 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 e-mail me as soon as possible.

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).*

COURSE OUTLINE / CALENDAR

This calendar is likely to change in order to accommodate learning needs.

Introduction: Getting Started 8/31 - 9/6	Introduction to the Course. **This week we will:** Introduce ourselves in Getting Started **discussion board**, familiarize yourself with the books and the layout of eCollege. Go over the syllabus. Any questions will need to be directed to me immediately. **Watch Introductory Lecture Notes within Getting Started Unit in eCollege.**

Unit One: Research Methodology
 	
9/10
-
9/27
	Required Readings (Read All): *Ethnographic Inquiries in Writing*pages 1-88. *FieldWorking* 1-8, 14-18, & 54.
	
	Required Viewing: Methodology Lecture Notes
	
	Deliverables:
	• Course Social Media Accounts Set Up (Twitter & Tumblr)
	  ○ Three (3) Tweeting Responses
	  ○ Two (2) Progress Blog Posts
	• Statement of chosen fandom community
	• Writing Assignment One
	
	All due dates are the last day of the assignment period.

Unit Two: Research Proposal
 	
9/28
-
10/11
	Required Reading (Read All): *FieldWorking* 23-84, 88-89, 119-24
	
	Required Viewing: Making a Proposal
	
	Deliverables:
	• Social Media
	  ○ Three (3) Tweeting Responses
	  ○ Two (2) Progress Blog Posts
	• Writing Assignment Two

Unit Three: Ethical Research	**Required Reading (Read All):** *Ethnographic Inquiries in Writing* 117-139, 158-168

Practices
 	
10/12
-
11/1
	Required Viewing: Ethical Research Practices
	
	Deliverables:
	• Social Media
	  ○ Two (2) Tweeting Responses
	  ○ Two (2) Progress Blog Posts
	• Peer Review Assignment
	• Writing Assignment Three

Unit Four: Research Setting
11/2
-
11/20
	Required Reading (Read All): *FieldWorking* 111-113; 124-136; 165-179; 219-229
	
	Required Viewing: Settings and Stages
	
	Deliverables:
	• Social Media
	  ○ Three (3) Tweeting Responses
	  ○ Two (2) Progress Blog Posts
	• Writing Assignment Four

Final Unit
11/21
-
12/11
	Deliverables:
	• Final Ethnographic Portfolio
	  ○ Video Introduction
	  ○ Ethnographic Essay
	  ○ Progress Blog
	  ○ Survey Results
	  ○ Field Notes and Artifacts