ENG 1302.14: Written Argument and Research  
COURSE SYLLABUS: Spring 2016

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

COURSE INFORMATION

Course Description:  
This is a global course. It 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, May 6 from 10AM-1PM in the Student Center conference rooms A, B, and C. MWF classes will present from 10-11:30AM, and TR classes will present from 11:30-1PM.

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.  
• Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

Materials – Textbooks, Readings, Supplementary Readings:  
Textbooks and Materials Required:  
Three-ring binder that will serve as your Research Portfolio (see below)  
n.b. Any forms, guidelines, templates, etc. discussed in class or mentioned on the syllabus will be available on eCollege DocSharing.

Optional Texts:  
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=3r0PGbfhHlo

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Grading:

The importance of revision in writing cannot be emphasized enough, so please allow yourselves time before the due dates to show your work to your instructor during office hours and/or to the Writing Center tutors. This is worth 10 points extra credit for every major writing assignment unless specified otherwise. There will be no formal drafts except for the final ethnographic essay, but we will peer review or workshop all 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 90 points. Email submissions are not acceptable.

Please take into account the possibility that technology might fail you while submitting assignments via eCollege. It is your responsibility to allow yourselves enough time to solve any problems you might face during the process. Call 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio (eCollege) Technical Support Representative.

How Course Grade is Determined:

Changes and additions to the following assignments might occur. Refer to the individual prompts for up-to-date information. Page numbers provided for each assignment below do not include cover pages.

- Writing Assignment 1- Research Framework and Methodology (10%): What is literacy? How do you know a “literacy event” when you see it? What is ethnography? How is it relevant to literacy? Using (and citing) the class readings, explain your theory of the concept of “literacy” and your methodology. Think of this essay as the framework you are creating for your upcoming research study. (length: 3-5 pages)

- Writing Assignment 2- Research Proposal and Site Permission Letter (10%): In this academic research proposal, you should explain to your instructor where you are going to do your research, what you will be looking for and at in that research site, and how this site meets the guidelines (length: 1-2 pages). The Site Permission letter is a letter addressed to your instructor, signed by the person in charge at your proposed site, saying that you have their permission to conduct research there. (length: 1 page)

- Writing Assignment 3- Code of Ethics and Informed Consent (10%): Using the Belmont Report as a framework and the Codes of Ethics developed by professional organizations like The Modern Language Association 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 (length 3-5 pages). You will also need to create an Informed Consent form that your research participants will read and sign. (length: 2 pages)

- Writing Assignment 4- Ethnographic Setting Essay (5%): In this essay, you will 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%): This is a list of citations followed by a paragraph each, summarizing and evaluating the article or chapter and connecting it to your own research. 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. You are doing scholarly research; 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. These will all go in your research portfolio.

- **Celebration of Student Writing (10%)**: Friday, May 6 from 10AM-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 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. MWF classes will present from 10-11:30.

- **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 *EI/W* for what this project should look like. Keep in mind that other essays you have composed this semester including WA1, WA3, WA4, and the annotated bibliography will all be part of this essay. (length: 17-18 pages)

- **Research Portfolio (15%)**: In your research portfolio you will include your drafts from the semester, informed consent forms, informal writing assignments, double sided observation notes, reflexive writing, research artifacts, etc. to help create an accurate portrayal of the research you conducted this semester.

**GRADING**

90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & 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 keep a backup of everything you turn in!)
- A valid, working email address that you check 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)
- 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, Gee library, the Writing Center, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

**COMMUNICATION AND SUPPORT**

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 two 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”).

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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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:
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.
- On site visit days, you are required to bring your work to next class in order not to be marked 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. There is no such thing as “partial attendance”—students are either present for the entire course or they are absent.
- 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/Plagiarism
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.

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

**Weekly Schedule:** The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs, unexpected weather, etc. Some homework writing assignments are not listed. 

*Ethnographic Inquires in Writing = EIIW; FieldWorking = FW; Double entry field notes = DEFN*

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<thead>
<tr>
<th>DATE</th>
<th>Read before class</th>
<th>In class</th>
<th>Due in class</th>
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<tbody>
<tr>
<td>Week 1</td>
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<td>M Jan 18</td>
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<td>NO CLASS: MLK Day</td>
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<td>W Jan 20</td>
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<td>Introduction to course</td>
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<td>F Jan 22</td>
<td><strong>How to email</strong></td>
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<td>F Jan 29</td>
<td><strong>FW (1-8;14-18)</strong></td>
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<td>M Feb 1</td>
<td><strong>EIIW Chap. 1 (1-17)</strong></td>
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<td>Annotating an article; EIIW (18)</td>
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<td>W Feb 3</td>
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<td>Writing an article summary</td>
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<td>F Feb 5</td>
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<td>Discuss reading; EIIW (32-33)</td>
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<td>M Feb 8</td>
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<td>Discuss Reading; Introduce WA 1</td>
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<td>W Feb 10</td>
<td><strong>“Literacy in Three Metaphors” EIIW (33-50)</strong></td>
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<td>F Feb 12</td>
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<td>Discuss potential field sites</td>
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<td>M Feb 15</td>
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<td>Peer edit WA 1</td>
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<td>W Feb 17</td>
<td><strong>FW (73-86)</strong></td>
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<td>WA 1 rough draft (laptops)</td>
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<td>F Feb 19</td>
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<td>M Feb 22</td>
<td><strong>FW (111-115)</strong></td>
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<td>In-class activity “Sharing your initial fieldnotes” (FW 85-86); In class activity “Positioning yourself” (FW 113-115)</td>
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<td>W Feb 24</td>
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<td>Peer edit WA 2</td>
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<td>F Feb 26</td>
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<td>M Feb 29</td>
<td><strong>FW (86-89)</strong></td>
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<td>In-class activity “Questioning your Fieldnotes” (FW 88-89); Argument and research questions</td>
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<td>W Mar 2</td>
<td><strong>Introduction to Chapter 3 in EIIW (117-122)</strong></td>
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<td>F Mar 4</td>
<td><strong>FW (124-129)</strong></td>
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<td>W Mar 9</td>
<td>“Ethnographic Research Ethics and Amish Values” EIIW (158-68)</td>
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<td>F Mar 11</td>
<td>Peer edit WA 3; sign up for conferences</td>
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**SPRING BREAK**

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<th>Week 10</th>
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<td>M Apr 11</td>
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<td>F Mar 25</td>
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<td>M Apr 18</td>
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- The Celebration will be held Friday, May 6 from 10AM-1PM in the Student Center conference rooms A, B, and C. MWF classes will present from 10-11:30, and TR classes will present from 11:30-1PM.
- Final class day: May 6.
- Final copy of Ethnographic Essay Due Monday, April 25 by noon via eCollege.
- Research Portfolio due during conferences the week of April 25.