ENG 1302: Written Argument and Research
COURSE SYLLABUS: Spring 2016

Instructor: Shigehito Menjo
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PLEASE NOTE: This is a common syllabus used by all graduate students teaching sections of this course.¹

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 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 10-11:30, 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.

¹ This syllabus is partially adapted from co-workers’, Khimen Cooper and Jennifer Jones.
Materials – Textbooks, Readings, Supplementary Readings:

Textbooks and Materials Required:


Sunstein, Bonnie Stone and Elizabeth Chiseri-Strater. FieldWorking: Reading and Writing Research. Bedford/St. Martin’s, 2006. 978-0-312-43841-8

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:
Grades are not rewards or punishment. They are what you EARN based on your work. In other words, grades are based on a fair assessment of the quality of your work.

Your grade for any writing assignment will always be based on your final draft. In order to turn in each assignment on time, I highly recommend that you start writing as soon as it is assigned. I also recommend that you create your timetable for each writing assignment.
You are encouraged to revise your essays before turning them in as part of your final portfolio. Revised works will be your final drafts. The final drafts are due one week after I have graded your work turned in on the due date and returned them to you. No exceptions. The Writing Center and your peers can also be excellent resources for such information.

Late Work:

As a rule, I will NOT accept late work. If you believe that your situation is special due to extreme circumstances, you must communicate with the instructor before the assignment due date to request an extension. Having to work late, computer problems, document loss, Internet issues, other classes assignment loads, etc. DO NOT count as legitimate reasons for an extension.

You must complete and turn in all writing assignments in order to pass this course.

If you need to discuss your grade with me, you may see me during my office hours that are posted at the beginning of this document. If my office hour does not work for you, make an appointment with me. I will not discuss grades during, before, or after class.

Submission:

All draft work will be typed, and hard copies will be submitted. You eventually have to include them for your portfolio. Handwritten work, with an exception of assignments completed during class time, will NOT be accepted.

When you cannot hand in your writing assignments due to a legitimate reason, you can send them to the instructor via e-mail. When you need to do so, file format should be the Microsoft Word format. You can use Microsoft Word, Apple Pages, or LibreOffice. No matter what software you use, save your work using the extension of “.doc” or “.docx.” The Microsoft Word format is ready for those applications.

How Course Grade is Determined:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Writing Assignment 1 (WA1)</td>
<td>10%</td>
</tr>
<tr>
<td>WA2</td>
<td>5%</td>
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<tr>
<td>WA3</td>
<td>10%</td>
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<tr>
<td>WA4</td>
<td>10%</td>
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<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
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<tr>
<td>Informal Writing Assignment / Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Research Portfolio</td>
<td>15%</td>
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<tr>
<td>Final Ethnographic Essay</td>
<td>20%</td>
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<tr>
<td>Celebration of Student Writing</td>
<td>10%</td>
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Assignment Descriptions

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. (Instructors: if you need ideas about informal writing assignments, look to the pre and post-reading questions in EIIW and the “Goundwork Activities” in FW.)

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 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. MWF classes will present from 10-11:30, and TR classes will present from 11:30-1PM.

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
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, always keep a backup of everything you turn in!)

• Your university email address: Check it often 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)

**COMMUNICATION AND SUPPORT**

Please contact your instructor with any questions you may have. Your instructor’s communication preference is e-mail, and his address is: smenjo@leomail.tamcu.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”).

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*

Attendance:

You will have a quiz at the beginning of each class, which cannot be made up. Missing a quiz will count as an absence. The instructor will give each quiz five minutes past the starting time of class.
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.

When you miss class, ask your friends what you have missed. The instructor will not repeat what you have missed unless you have legitimate reasons why you have missed classes.

**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.

**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

Weekly Schedule:
The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs, unexpected weather, etc.

COURSE OUTLINE / CALENDAR

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 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 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**
**Draft of final Ethnographic Essay due**
Read over students examples, Chapter 5 in *EIIW*

Week 14:  “Becoming Literate” by Andrea R. Fishman in *EIIW*
**Presentation: 6(T) + 6(H)**

Week 15:  Prepare Research Portfolio for Presentation (Celebration of Student Writing); Peer review final papers
**Presentation: 6(T) + 7(H)**

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: May 4
Portfolio due: May 10
**Important Dates:**

First day of semester: Tuesday, January 19

Spring Break: March 14-18

Wednesday, April 13- Net Olé in our building. Cancel classes and office hours.

May 6- last class day.

Celebration of Student Writing: May 6 from 10AM until 1PM in SRSC Conference Rooms A, B, and C. MWF classes present from 10 until 11:30; TR classes present from 11:30 until 1.