

Writing as Inquiry: True Crime Case Studies

Ms. Whitney Lew James

ENGL 10803, Section 009

Hybrid Course (Synchronous Online)

Tuesdays/Thursdays, 8:00-9:20 am: <https://tcu.zoom.us/j/93073006036>



This syllabus contains the policies and expectations I have established for ENGL 10805.009 Writing as Inquiry: True Crime Case Studies. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

How to Reach Me

Email

Email (w.l.james@tcu.edu) is the best way to contact me. I strive to respond to emails within 24 hours. I check and respond to emails during normal business hours (weekdays from 8:00 am-5:00 pm). Emails sent over the weekend or after business hours will be received on the following Monday or the following morning.

Zoom Office Hours

Tuesday/Thursday 3:00-5:00 pm or by appt.: <https://tcu.zoom.us/j/96176458718>

During my office hours, I will be on Zoom and available to talk with you about any questions, comments, or concerns you have about the course. Please feel free to join me during these hours—that time is yours. If the regular hours don't work for you, please make an appointment with me via email. Appointments must be made at least 24 hours in advance of your proposed meeting time and I will do my best to accommodate you.

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Course Overview and Outcomes

Course Overview

Welcome to English 10803. This course is a writing workshop focused on writing as inquiry—using writing as a means of finding out about ourselves and the world while we write, not before we write. Throughout the course, you'll engage in processes of invention, critical reading, drafting, revision, and editing as you complete writing projects that introduce you to some of the many ways writing can support inquiry, a key goal of writing in college.

Please note that this is a hybrid course. This course will be synchronous—we will meet at our appointed class time—but will take place on Zoom and TCU Online/D2L. The online format allows us to reduce potential spread of COVID-19 and to facilitate more student-to-student and instructor-to-student engagement than a socially-distanced, in-person format would permit.

This course will focus on the process of conducting deep inquiry through examining true crime case studies and conducting secondary/scholarly research and primary/fieldwork research on topics of your choosing. While some people think of “research” as a purely academic process taking place in library stacks or online databases, *research happens all the time*. You are researching when you read reviews for restaurants, clothing, or electronics. You are researching when you compare different travel times and ticket prices for a trip. You are researching when you search for information about your favorite movie or video game. You are researching when you hear a news story and look up more information to understand the report. Research is part of living life.

One of the most popular research genres at the moment is true crime—a type of investigative journalism. In this course, we will read, watch, and listen to true crime as models of research and writing processes. Over three units, you will conduct primary and secondary research on a topic of your choosing and produce a short documentary or podcast, all while discussing the sometimes ambiguous ethics of research. While we will use true crime as a way to think about research and composing processes, true crime journalism is not the topic of the class and you will not be tasked with researching crime or producing true crime journalism.

Given that we will be consuming true crime investigative journalism, there will be discussion of topics that may be unsettling, uncomfortable, and/or difficult. The best true crime investigative journalism connects a very specific crime with larger cultural issues and conversations, such as power and oppression including racism, sexism, homophobia, and ableism. The investigative journalism texts we will consume in this class have been selected based on the way the authors ethically and thoughtfully connect a single crime or series of crimes to broader social issues, not for salacious depictions that glorify or trivialize crime.

There are no prerequisites for this course. This course provides an introduction to writing-based inquiry methods necessary for success in future college courses and the workplace. ENGL 10803

Writing as Inquiry, fulfills the WCO 1 Essential Competency in the TCU core and is a prerequisite for ENGL 20803 Writing as Argument

Course Outcomes

This course, like all courses at TCU, has outcomes explaining what students should achieve in the course. The outcomes listed here are the goals we are working toward, and the course was created to best help you meet those ends. By the end of ENGL 10803, students should demonstrate:

- ✓ the ability to write in a range of genres, using appropriate rhetorical conventions, such as:
 - write multiple assignments in several genres, expanding their repertoire beyond predictable forms (e.g. the 5-paragraph essay)
 - create a text with a focus, thesis, or controlling idea, provide appropriate support for claims, use conventions of format and structure appropriate to the rhetorical situation, and recognize such in others' texts
- ✓ competency in reading, quoting and citing sources, as well as competency in balancing their own voices with secondary sources, such as:
 - find, evaluate, analyze, and synthesize appropriate primary and secondary sources to inform and situate one's own claims.
 - critically read texts for main ideas and claims, for use of genre conventions, for rhetorical strategy, and for the position of the author.
- ✓ the ability to employ flexible strategies for generating and revising their writing, such as:
 - write multiple revisions that might include substantive changes in ideas, structure, and supporting evidence, enabling students to experience writing as a recursive process.
 - practice writing assignments as a series of tasks (invention, drafting, revising, editing).

Keys to Success

- Carefully read assigned readings before attending
- Participate meaningfully in discussions
- Ask questions in or out of class
- Attend class regularly and punctually
- Complete work by the due date
- Plan and work proactively (don't start assignments at the last minute)
- Stay off unnecessary devices during class (no texting or browsing online)

Course Texts and Digital Platforms

I am the *course facilitator*. I guide you and help you through course material and answer questions about course subject matter. I am *not* trained in Information Technology and I *cannot* provide tech support for the various digital platforms we will be using. I have done my best to

educate myself about the digital platforms to make our use of them as smooth as possible. However, please extend some patience and kindness as we work out the kinks of a fully online course together—I will extend the same courtesy to you and expect you to do the same work to familiarize yourself with our digital platforms.

TCU Online/D2L Class Management System

All relevant course materials as well as all assignment submissions will be posted on TCU Online/D2L, accessible through my.tcu.edu or by visiting d2l.tcu.edu/. This will be homebase for this course and you should check regularly for assignments, some required course readings, in-class activities, and student drafts for peer response. Your TCU Online/D2L account uses your TCU login information.

See TCU's Koehler Center for information about TCU Online/D2L tech support: <https://tcuonline.tcu.edu/home/support/>

TCU Zoom Meeting Space

We will use Zoom as an online meeting space for this course, including remote instruction, instructor office hours, and individual conferences. All TCU faculty and students have Zoom Licensed accounts, which affords more access than unlicensed Zoom accounts, so make sure that you access Zoom through <https://tcu.zoom.us/> and download the computer or phone application from there. Your TCU Zoom account uses your TCU login information.

If possible, please participate using video. Seeing each other helps strengthen our sense of connection. I especially encourage you to use your video when participating in small group discussions and peer response. If it makes you more comfortable, consider [creating a virtual background](#). You also have the option of not viewing yourself during the class meeting by clicking on the dots at the top of your image. Your classmates and I can still see you, but you won't have to look at yourself, making this option most like an in-person class. Even with these options, I understand there may be times when you do not want to be visible. To help maintain our sense of community, please login to Zoom via the web, [go to Profile](#), and upload a photo or image to represent yourself when you have your video camera off.

See TCU for information about Zoom tech support: <https://it.tcu.edu/zoom/>

Getting Started on Zoom

You are required to use Zoom in this course, so take the time to familiarize yourself with it by thoroughly reading all of the materials and [the step-by-step instructions](#).

You will access your Zoom meeting space in one of two ways:

1. Log in via the app after you have followed the instructions to initially download, install, and login from <https://tcu.zoom.us/>. Then enter the meeting number provided by your instructor at the time set for the meeting.

2. Copy and paste the URL (or click on the web link) at the time specified for the meeting. Launch the app (after initially downloading, installing, and logging in), and you will enter the meeting immediately.

You may also choose to use Zoom on your mobile device (phone or tablet). Zoom also allows you to call in for audio only conferencing, in case you have trouble with an internet connection. However, video and audio are preferable and expected as a the standard.

Zoom Course Links

Class Sessions Zoom Link: <https://tcu.zoom.us/j/93073006036>

Office Hours Zoom Link: <https://tcu.zoom.us/j/96176458718>

Individual Conferences Zoom Link: <https://tcu.zoom.us/j/98094445602>

MindTap Digital Textbook

This course uses an interactive ebook in Cengage’s MindTap learning platform. Access codes for this ebook are available directly through the TCU Bookstore. If you have other courses using MindTap textbooks, it may be more cost effective to purchase “Cengage Unlimited” than individual access codes for each textbook.

Use TCU Online/D2L to access MindTap or <https://account.cengage.com/login> to access the textbook.

1. Sign in or create a Cengage account. (Pro tip: Using your TCU email and password may be helpful.)
2. Click “Subscribe Now” to purchase instant access OR
3. Click “Redeem an Access Code” if you have purchased one already

You may also access *The Cengage Guide to Research* via the Cengage Mobile app (available on iTunes and Google Play). This will allow you to access the text and take reading quizzes without internet access.

Course Content

Units, Research Projects, Peer Responses

This course will develop over three main units that build on one another. Over the course of the units, we will use true crime case studies as examples of research and composition methods. At the same time, you will research and write about a topic of your choosing—not necessarily a topic that is true crime related. The course will move from conducting “scholarly” or “secondary” research to conducting “fieldwork” or “primary” research to presenting your research for an outside audience in the form of a short documentary or podcast. In addition to maintaining the same research topic over the course of the semester, you will regularly participate in Writing Groups and track your research and learning in Research Documentation Journal entries.

Unit 1: Conducting Scholarly Research

We will begin the course by conducting scholarly/secondary research on a topic of your choosing. Although it might seem counterintuitive to start with “secondary” research before “primary” research, in order to conduct ethical primary research, you need to have an overview of the existing conversation on an issue. In this unit, we will read, watch, and listen to texts that use secondary research to give context to a specific research topic. At the same time, you will identify a research topic, narrow to a research question, and conduct scholarly research using a range of texts, search approaches, and databases. At the end of the unit, you will write a Inquiry Narrative documenting your process of conducting research, what you learned in your research, and your current thoughts on your research project. The final Inquiry Narrative will be 1,500 words and will include quotes from at least 7 different texts as well as your reflections on what you learned about research and your topic.

Unit 2: Conducting Fieldwork Research

With a grounding in the existing conversation on a given topic, we will move on to conducting primary or fieldwork research. We will begin by reading, watching, and listening to texts that conduct fieldwork research, such as interviews, surveys, observations, and ethnographic research, and discuss how they document that research and use the data to understand a topic. You will then conduct at least two types of primary research that are appropriate for your research topic and are grounded in ethical research methodologies. The final product will be a short presentation of your primary research. The presentation (7-10 minutes) should include an overview of your topic, why you conducted the type of primary research you chose, the results of your primary research, and an analysis of your results.

Unit 3: Sharing Your Research

For this final unit, you will translate your primary and secondary research into a documentary or podcast to be shared with an audience outside of this class. We will analyze the texts that we have read, viewed, and listened to over the course of the semester and discuss the process for creating multimodal compositions. The length and content of the final project will be determined by your medium and topic, but should include both primary and secondary research and follow the genre conventions of a short documentary or podcast.

Writing Groups

At the beginning of the course you will be assigned to a Writing Group that you will regularly meet with to discuss your research and composing processes, get peer feedback from invention through project revision, and troubleshoot any difficulties you have. These will be small learning communities within the larger community of the class.

Research Documentation Journals

Throughout the course you will track your research and writing processes in Research Documentation Journals. These are personal spaces to think through your work in this course and to complete low stakes research that prepares you for unit Research Projects. Research

Documentation Journals will be discussion threads on TCU Online/D2L and will be visible only to me and you. Prompts for journal entries will be listed in detail on TCU Online/D2L at the beginning of each unit. Don't think of these journal entries as busywork—documenting your research is an integral part of learning, generating ideas, and tracking your progress.

Course Content and Reading Quizzes

This course will incorporate textbook reading quizzes through MindTap and course content (true crime texts, syllabus and assignments, etc.) quizzes through TCU Online/D2L. These quizzes will be a combination of multiple choice, multiple selection, true/false, and short answer. These are low-stakes quizzes that will be used to ensure that everyone is preparing for class and highlighting the most important aspects of the textbook and course content.

Conferences

Throughout the semester, we'll meet one-on-one to discuss your goals and work for the course. When we meet, please come prepared to discuss your work and future projects. Attendance is required for these conferences—if you need to reschedule, contact me ahead of time. Conferences will not be rescheduled due to lateness or unexcused absences.

Course Values

In ENGL 10703: True Crime Case Studies, we have some shared values we will try to uphold during our class meetings:

1. Clarity and transparency: we want students to have as much opportunity as possible to understand and excel in the class.
2. Each other's voices: we understand that class and small group discussion is enriched by a variety of students sharing their insights and asking questions.
3. Getting to know each other: we want to connect on a personal level to facilitate group work and class discussion and help each other succeed.

To support these values, Ms. Whitney Lew James will prioritize these actions:

- Open every class with an agenda for the day and explain how this class period connects with the rest of the unit and course.
- Encourage whole class discussion and give students multiple ways to participate in whole class discussion.
- Give specific instructions about activities and roles when students are in break out groups.
- Pay attention to students turning on their videos, raising their hands, and posting in chat in order to make sure every volunteer's voice is heard.
- Address confusion, questions, or other issues that come up in class or over email with individuals or the whole class as appropriate.

To support these values, students will prioritize these actions:

- Keep mics muted during class discussion.
- Contribute to small group discussion during every group work activity. Contribute to large group discussion verbally or through chat to ask or answer a question more than once a week.
- Prioritize new voices speaking up during a discussion, whether that means speaking up for the first time during a class period yourself, or pausing to let a new voice emerge before answering a question, if you've already spoken one or more times during that class period.
- Make every effort to turn cameras on during class sessions, particularly during small group discussion and when speaking during class. If students are not speaking during whole class discussions, students may choose whether cameras off or on is best for their learning.
- Use reaction buttons, polls, and chat in order to show they're involved and paying attention, even if cameras aren't on.

Participation

The vibrancy, interest, and excitement of a classroom depends on your participation and contributions. This class will be very boring and we will learn less if my voice is the only one. I look forward to hearing and learning from all of you. Participation means a range of things including

- actively listening to me and your peers
- building on the contributions of your peers in class discussions
- providing thoughtful and helpful feedback to your peers
- asking questions that would benefit the entire class (if you have a question, chances are others do as well)
- thoroughly reading and reflecting on course readings before coming to class
- regularly contributing to class discussions, Writing Group discussions, TCU Online/D2L activities, and responding to peer Research Projects
- regularly attending class

Attendance and Tardies

Researching and writing are complex processes that require practice and feedback. Regular attendance is necessary for your success in this course. In accord with Composition Program policy, only official university absences are excused and you are responsible for bringing me notification of university absences before the event.

While regular attendance is required for your success in this course, I understand that this is just one course amongst many others and that you have lives and responsibilities beyond academics. Additionally, the global pandemic will add stress and uncertainty to all our lives. With that in mind, this course does not have a specific policy about grade reduction due to

absences. Instead, I will ask that you meet with me individually to discuss your progress in the course after five (excused or unexcused) absences.

Additionally, please be on time for class. Classes will be held at the appointed time and important announcements and reminders will take place at the beginning of class. Consistent tardiness means that you will miss out on the logistics of this course and likely be confused during later discussions.

Diversity and inclusion

Every student in this class will be honored and respected as an individual with distinct experiences, talents, and backgrounds. Students will be treated fairly regardless of race, religion, sexual orientation, gender identification, disability, socioeconomic status, or national identity. Issues of diversity will be a part of class discussion, assigned material, and projects. I will make every effort to ensure that an inclusive environment exists for all students.

Class Climate

Our classroom is a place for the free exchange of ideas in an environment of mutual respect, so whether or not you accept your classmates' beliefs, you need to listen respectfully and respond in a constructive manner that supports the goals of the course. The success of the class as a whole depends on each one of us supporting, encouraging, and respecting other people in the class.

A diversity of opinions contributes to an environment for intellectual expression and exploration. However, I will challenge opinions that discriminate or work in opposition to diversity and inclusivity and will encourage you to explore and develop your understanding of power-and-privilege dynamics in the classroom and within larger society. Students whose behavior distracts or disrespects others will be asked to leave.

Ethically Responsible Research

To uphold the class values of respectful intellectual inquiry and exchange in a diverse and inclusive environment, the types of writing and research produced for assignments in this course must be ethically responsible. That is, research projects cannot be directed against individuals or communities based on race, religion, sexual orientation, gender identification, disability, socioeconomic status, or national identity. Beyond this, we will be discussing the ethics of conducting both primary and secondary research and all members of the class are expected to research and compose in ways that do not cause harm to others. Rhetoric that has caused harm or violence—physical, psychological, or otherwise—to marginalized groups may be discussed in this course, but should not be reproduced either in class discussions or in course assignments.

Preferred Pronouns

This course affirms people of all gender expressions and gender identities. As such, everyone will use the preferred names and pronouns of members of this class. If you prefer to be called a

different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Course Evaluation

Evaluation Explanations

Overall Course Evaluation

Fulfilling the minimum requirements of the course warrants an average grade (i.e., C). Coming to class every day and completing assignments is not something that earns extra credit or an outstanding grade; it is a basic expectation for coursework. A higher than average grade will be based on: (1) the distinctive quality and development of your work, (2) consistently demonstrating critical and creative thinking in your research and writing, (3) actively contributing to class and Writing Group discussions, and (4) a willingness to take risks by exploring new subjects, genres, and techniques.

Research Projects

Research projects for each unit will receive percentage grades out of 100 and are due at the beginning of class, unless otherwise noted. Projects will be evaluated using specific rubrics, which are provided at the start of each unit.

Research Documentation Journals and Peer Responses

Research Documental Journals and Peer Responses will be evaluated based on completion. Research Documentation Journal entries will be considered complete if posts (1) fully respond to the prompt, (2) are at least 350 words, and (3) are submitted on time. Peer Responses will be given to three or four of your peers and be considered complete if responses indicate (1) what you learned about the research topic, (2) what you learned about research, (3) at least three things the researcher did well, (3) aspects of the research topic you want to know more about, and (4) are at least 250 words. Both Research Documentation Journals and Peer Responses will be considered incomplete (Fail) or complete (Pass).

Writing Group Participation

Participating in Writing Groups includes (1) listening to your peers, (2) contributing to discussion, (3) providing constructive feedback, and (4) incorporating peer feedback into your projects. For each unit, you will reflect on your Writing Group participation and grade yourself using a rubric based on active engagement.

Quizzes

Quizzes will be graded automatically by TCU Online/D2L or MindTap, depending on the platform. You have any questions about your quiz scores, please contact me as soon as possible. We can discuss quiz scores during office hours or via appointment.

Late Work

This course is designed for each low stakes assignment to build to larger Research Projects and for each Research Project to build on the previous one. Therefore, late work means that you are missing out on crucial steps toward completing the work of this course. Additionally, late work hinders my and your peers' ability to provide timely feedback.

MindTap reading quizzes, Research Documentation Journal entries, and Peer Responses will not be accepted late. In-class TCU Online/D2L quizzes can be completed within one week—but it is your responsibility to complete the quiz as I will not be reminding you. Research Projects will receive a 1% grade reduction for each calendar day that they are late and will not receive Peer Responses.

Retaining these late work policies helps to be fair to everyone in the course and to keep everyone accountable for completing the work of this course in a timely manner. However, I understand that we are living in unprecedented times and there are many stressors in your lives that may make completing projects on time difficult or impossible. If for any reason you need additional time, please contact me as soon as possible and I will do my best to accommodate you. I would much rather help you excel in this course than make your life difficult and I would much rather read your work late than not read it at all.

Instructor Response Time and Discussing Grades

For all completion-based assignments, I will give summative comments and post completion status within one week of the due date. For all Research Projects, I will provide in-text comments, rubric comments, and a letter grade within two weeks of the due date. If, for any reason, I will be unable to meet these deadlines, I will communicate that with the entire class. Please don't ask me for updates prior to the release of grades.

After grades are released, please read all of my comments and wait at least 24 hours before contacting me to discuss the grade. After that time period, if you still have questions or concerns, I would be happy to meet with you during regularly scheduled Zoom office hours or by appointment. For substantive concerns about your grade in this class, you may contact Professor Carrie Leverenz, Director of Composition, at c.leverenz@tcu.edu; be sure to put "Grade Concern" in the subject line. Additional information about grade appeals can be found here: [university's policy for grade appeals](#).

Grade Distribution

Research Documentation Journal (completion)	20%
RP 1: Inquiry Narrative (rubric)	15%
RP 2: Fieldwork Research Presentation (rubric)	15%

RP 3: Documentary or Podcast (rubric)	15%
Writing Group Participation (self-evaluation)	10%
Peer Responses (completion)	15%
Textbook Reading Quizzes (auto-score)	5%
Course Content Quizzes (auto-score)	5%

A=93-100%

B+=87-89%

C+=77-79%

D+=66-69%

F=0-60

A-=90-92%

B=83-86%

C=73-76%

D=64-68%

B-=80-82%

C-=70-72%

D-=60-63%

TCU Statements and Policies

Campus Health

Campus Life and the Student Experience will Be Different This Year. The health and safety of students, faculty, and staff is Texas Christian University's highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

Health and Wellness. If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance. In addition, you must notify the Campus Life Office immediately at 817-257-7926. Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

Face Coverings and Physical Distancing. Face coverings are required on campus, unless you are alone in your private office or dorm room. Students will be expected to practice physical distancing and wear protective face coverings at all times while in public spaces on the TCU campus. Failing to do so in the classroom could result in the student being asked to leave the

room and continue the class through remote access. Additionally, the instructor has the option to terminate the class period and continue it as a remote session if students do not wear required masks or practice physical distancing.

Course Materials Copyright and Recording Restrictions

My lectures and course materials, including presentations, quizzes, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as CourseHero and other similar services. Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), and may also constitute Academic Misconduct or Disruptive Classroom Behavior (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). Similarly, you own copyright in your original work. If you give express permission, I may use your work for educational and instructional evaluation purposes only.

Depending on the preferences of the participants in this course, portions of our class sessions may be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you do not wish to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you do not wish to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Further, if you anticipate that you will not consent to your video and/or audio participation being recorded, please contact the instructor immediately so the instructor may work with you to determine how to assess your class participation and assignments that may require collaboration during the class session.

Electronic video, image capture, and/or audio recording by students is not permitted during class, unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by the Office of Disability Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.

Disability and Learning Statements

I assume that all of us learn in different ways and that the organization of any course will accommodate each student differently. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments, in-class activities, and participation

expectations to meet both your needs and the requirements of the course. If you do not have a documented disability, remember that other support services, including the [William L. Adams Writing Center](#) and the [Counseling and Mental Health Center](#), are available to all students.

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Contact the [Center for Academic Services](#) at (817) 257-7486 for more information.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp. Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: <https://titleix.tcu.edu/title-ix/>.
- Learn about the Campus Community Response Team and Report a Bias Incident: <https://titleix.tcu.edu/campus-community-response-team/>

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct

with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting [TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office](https://care.tcu.edu/) at <https://care.tcu.edu/> or by calling (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Obligations to Report Conduct Raising Title IX or VAWA Issues

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](#).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information

about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the [Undergraduate Catalog](#) and the [Graduate Catalog](#). Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

Emergency Response Information

Please review [TCU's L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. [TCU's Public Safety website](#) provides maps that show our building's rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at 817-257-7777.

Download the Frogshield Campus Safety App on your phone: <https://police.tcu.edu/frogshield/>

TCU Resources

- Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
- Mary Coats Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

Course Schedule

Note: It is your responsibility to keep track of due dates. Please use your planner, cell phone calendar, or notebook to write down important due dates, daily assignments, and coursework. This schedule is subject to change based on the progression of the class.

Class Sessions Zoom Link: <https://tcu.zoom.us/j/93073006036>

Office Hours Zoom Link: <https://tcu.zoom.us/j/96176458718>

Individual Conferences Zoom Link: <https://tcu.zoom.us/j/98094445602>

Day of the Week and Major Due Dates	In-Class	Homework (listed on day assigned and due next class period, unless otherwise noted)
Week 1: Conducting Scholarly Research		
Tues, 8/18	Introduction to the Course	<ul style="list-style-type: none"> • Read Chapter 1 of <i>Cengage Guide</i> • Listen to <i>Death In Ice Valley</i> episode 1 and 2
Thurs, 8/20	What is research and why do we do it?	<ul style="list-style-type: none"> • Read Chapter 2 of <i>Cengage Guide</i> • Listen to “Missing and Murdered” season 1, episode 1 and 4 • Post to Research Documentation Journal
Week 2		
Tues, 8/25	What does the writing and research process look like?	<ul style="list-style-type: none"> • Read Chapter 3 sections “Analyzing the Writing Situation”-“Exploring and Narrowing a Potential Topic” of <i>Cengage Guide</i> • Watch <i>O.J.: Made In America</i>, episode 3
Thurs, 8/27	Choosing a Research Topic	<ul style="list-style-type: none"> • Read Chapter 3 sections “Developing a Research Question”-“Common Features Found in Some Research Proposals” of <i>Cengage Guide</i> • Post to Research Documentation Journal
Week 3		

Tues, 9/1	Individual Conferences	<ul style="list-style-type: none"> ● Read Chapter 4 of <i>Cengage Guide</i>
Thurs, 9/3	Conducting Secondary Research	<ul style="list-style-type: none"> ● Listen to <i>Gangster Capitalism</i>, season 1, episode 1 and 2 ● Post to Research Documentation Journal
Week 4		
Tues, 9/8	Conducting Secondary Research Continued	<ul style="list-style-type: none"> ● Read Chapter 6 sections “Reading Rhetorically”-“Selecting Potential Quotations” of <i>Cengage Guide</i> ● Post to Research Documentation Journal
Tues, 9/10	Evaluating and Mapping Resources	<ul style="list-style-type: none"> ● Read Chapter 6 section “Tracking and Evaluating Sources” and Chapter 7 section “Integration of Resources into Your Argument” of <i>Cengage Guide</i> ● Post to Research Documentation Journal
Week 5		
Tues, 9/15	Pulling Research Together	<ul style="list-style-type: none"> ● Complete first draft of Inquiry Narrative and post to D2L discussion board
Thurs, 9/17 Inquiry Narrative Draft Due	Writing Group Workshop	<ul style="list-style-type: none"> ● Complete revisions/expansions to Inquiry Narrative and submit to D2L and post to discussion board
Week 6: Conducting Fieldwork Research		
Tues, 9/22 Inquiry Narrative Due	Responding to Inquiry Narratives	<ul style="list-style-type: none"> ● Finish posting peer responses (if necessary) ● Post to Research Documentation Journal ● Watch <i>Three Identical Strangers</i>
Thurs, 9/24	What is field research and why do we do it?	<ul style="list-style-type: none"> ● Read Chapter 5 sections “Types of Primary Research”-“Ethical Considerations” in <i>Cengage Guide</i> ● Listen to <i>The Missionary</i>, episodes 1 and 2

Week 7		
Tues, 9/29	What kinds of field research can help you learn about your topic?	<ul style="list-style-type: none"> • Post to Research Documentation Journal • Listen to <i>Running from Cops</i> episodes 1 and 3 OR <i>The City</i> episodes 1 and 8
Thurs, 10/1	Data and Research	<ul style="list-style-type: none"> • Post to Research Documentation Journal
Week 8		
Tues, 10/6	Individual Conferences	<ul style="list-style-type: none"> • Conduct fieldwork • Post to Research Documentation Journal
Thurs, 10/8	Conducting Fieldwork	<ul style="list-style-type: none"> • Read Chapter 5 section "Interpretation of Data"
Week 9		
Tues, 10/13	Interpreting Your and Others' Data	<ul style="list-style-type: none"> • Conduct fieldwork • Post to Research Documentation Journal
Thurs, 10/15	Synthesizing Research	<ul style="list-style-type: none"> • Complete the first draft of your Fieldwork Presentation and post to D2L discussion board
Week 10		
Tues, 10/20 Fieldwork Presentation Draft Due	Writing Group Workshop	<ul style="list-style-type: none"> • Complete Fieldwork Presentations and submit to D2L and post to discussion board
Thurs, 10/22 Fieldwork Presentation Due	Responding to Fieldwork Presentations	<ul style="list-style-type: none"> • Finish peer responses (if necessary) • Post to Research Documentation Journal • Read "S-Town Is a Stunning Podcast. It Probably Shouldn't Have Been Made" (on ethical research) and "Why Policing is Broken." and "Four Ideas Shaping the Conversation About Reimagining the Police" (examples of organizational schemes for sharing research).
Week 11		

Tues, 10/27	How can you share your research?	<ul style="list-style-type: none"> ● Read Chapter 15 of <i>Becoming Rhetorical</i> (pdf on D2L) ● Listen to Podcastology episode 3 OR You Can't Make This Up episode "The Pharmacist"
Thurs, 10/29	Who is your audience and what is the best way to reach them?	<ul style="list-style-type: none"> ● Post to Research Documentation Journal
Week 12		
Tues, 11/3	Individual Conferences	<ul style="list-style-type: none"> ● Read Chapter 9 of <i>Cengage Guide</i> ● Post to Research Documentation Journal
Thurs, 11/5	Production Day	<ul style="list-style-type: none"> ● Prepare for Whole Class Workshop
Week 13		
Tues, 11/10	Whole Class Workshop	<ul style="list-style-type: none"> ● Prepare for Whole Class Workshop
Thurs, 11/12	Whole Class Workshop	<ul style="list-style-type: none"> ● Begin revisions to Documentary or Podcast
Week 14		
Tues, 11/17	Production Day	<ul style="list-style-type: none"> ● Submit Documentary or Podcast to D2L and post to discussion board ● Post to Research Documentation Journal
Finals Week		
Tues, 11/24—Complete by 8:00 pm	Final Evaluative Experience: Complete Peer Responses and Writing Group Participation Evaluation	