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## ENG 1302.04E College Reading and Writing

COURSE SYLLABUS: Spring 2022

### INSTRUCTOR INFORMATION

**Instructor:** Olivia Trotter (she/her/hers)

**Email:** [olivia.trotter@tamuc.edu](mailto:olivia.trotter@tamuc.edu)

**Office Location:** DTH (David Talbot Hall) Room 233

**Office Hours:** Monday & Wednesday, 1-2:30pm and by appointment

**Preferred Form of Communication:** Email

**Communication Response Time:** 48 hours during M-F

**Class Location:** DTH 201

**Class Time:** 10-10:50am, MWF

### COURSE INFORMATION

For this course, we will be using a platform called *Top Hat* that is included through TAMUC's Inclusive Access, meaning that this fee has already been charged to your bursar account. Top Hat will be accessible through our course shell in D2L. While you will receive an email about being able to opt out of this inclusive access, Top Hat is required for the course.

To gain access to Top Hat, it is YOUR responsibility to create an account when you receive an email from the campus bookstore. Be on the lookout for this email at the start of the semester.

**If you have any issues with Top Hat, you should contact [support@tophat.com](mailto:support@tophat.com).**

Through *Top Hat*, you will gain access to the following course materials.

*Writing Inquiry 2<sup>nd</sup> Edition*. Eds. Jessica Pauszek, Shannon Carter, Donna Dunbar-Odom, and Tabetha Adkins. Fountainhead Press, 2019.

## Course Description

ENG 1302 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. Prerequisites: Grade of C or better in English 1301 or advanced placement or CLEP.

## Student Learning Outcomes

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to the audience and occasion, with an evident message and organizational structure.
3. Students will be able to work together toward a shared purpose relevant to the course or discipline with a sense of shared responsibility for meeting that purpose.
4. Students will understand and practice academic honesty.

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

You will need:

- 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!)
- A valid, working email address that you check often (everyday). I will email the class through D2L, so be sure that that email is the one you check.
- Regular internet access
- Access to a computer with a word processing program and a printer (assignments must be typed uploaded through D2L in a doc or docx file)

## Instructional Methods

The class will primarily be lecture based, but students will also be participating online through D2L and Top Hat. I will also have students break off into groups for collaborative work, peer reviews, and presentations. We will also be doing a lot of reading and writing activities in this

class, and *I may have* students post discussions and do quizzes on D2L. Students will also answer the “Before Reading Questions” and “After Reading Questions” on Top Hat, while also discussing the readings in class to share and expand on their thoughts. I *may* give out popquizzes during the first ten minutes of class, ***a good way to avoid pop-quizzes is to participate in class.*** We will be writing almost every class period during activities, and in-class writings

Students, please note that your textbook is available on Top Hat.

## Student Responsibilities or Tips for Success in the Course

It is expected that you will participate in Top Hat every week, usually on multiple occasions. Students in “B” blended courses are expected to be in class OR complete their work remotely in the allotted time frame. Students in “W” classes will be entirely online but are still expected to watch class recordings if they cannot virtually attend any synchronous lectures/discussions/workshops. All students should check their email daily and log into D2L at a minimum once every day Monday-Friday. To succeed in this course, you should also complete all the required reading and activities in Top Hat.

- **No *inappropriate* cell phone usage!!! Appropriate cell phone use would be to look up information for class or to use D2L, MyLeo, or Top Hat. Inappropriate cell phone use would involve using social media accounts, texting, and taking/making phone calls or facetimes, or anything else that I determine distracting. Please use your electronic devices responsibly.**
- **CHECK YOUR LEOMAIL, D2L, and Top Hat OFTEN!!!** Announcements will be posted on D2L and any syllabus updates/changes. I will also communicate often through leomail. Your textbook access and reading questions are on Top Hat.
- **ALWAYS KEEP A BACKUP OF YOUR WORK!**
- Everyone will be *courteous and patient* with each other. We may be hitting some issues in this class where students disagree. So, we will conduct ourselves with grace and professionalism to promote an environment that is calm and conducive to learning.
- I recommend reading and/or writing your assignments as soon as possible. I also suggest that you read assignments at least two-three times. The creative process takes time, you need to sit with your ideas and ruminate.
- You must be ready to discuss the readings right as class begins.
- **DO THE READINGS AND QUESTIONS ON TOP HAT! THEY ARE DUE THE DAY WE DISCUSS THE READINGS!!!!** Sometimes, we will do the “After” questions together in-class on day the reading is due. Sometimes, the “Before” and “After” questions are BOTH due before class. **WATCH FOR ANNOUNCEMENTS AND YOUR CHECKLIST ON D2L!!!**
- ***Come to class.***

## GRADING

As a scholar, I believe that grades are often tools of surveillance and control. I do not find grades productive for learning, and I feel that they limit the learning process, create bad habits

designed to “get the A,” and cause more anxiety than they are worth. Research suggests the limits of grades and the benefits of going “gradeless.” *However*, I also realize that grades are important data points for you – your scholarships, majors, future jobs, and ability to graduate are all tied up in the grades you earn. To balance my distrust of grades with the requirements of the university, we will work on a feedback and labor model, which will be codified in a grading agreement we negotiate at the beginning of the semester. This means you will receive (a lot of) feedback from me and your peers throughout the semester with the expectation that you use that feedback to continually revise, rethink, and remix your work. For the most part, the only “grade” you will receive during the semester will be:

- **full credit:** project was completed, turned in promptly. Strong effort.
- **half credit:** project wasn’t complete and/or prompt but effort was evident.
- **no credit:** project wasn’t complete and/or prompt.
- **excused:** incomplete project due to uncontrollable circumstances. **\*\*\*Please note: this will only happen in *extreme circumstances* and will likely involve you doing an alternative assignment\*\*\***

However, this course is *not* “gradeless” because I, begrudgingly, have to enter a final course grade at the end of the term. At the end of the semester, I will review your work, my various responses to your work throughout the semester, your attempts to compose something of

quality, and your general fortitude and determine a final grade using our grading agreement and the standard TAMUC grading scale. You may always meet with me to discuss your progress in the course (though don’t expect me to give you a “grade”).

**When Your Grades Are Based on Labor**  
Read more at [tracigardner.com/labor](http://tracigardner.com/labor)

Your grades are based on your labor—on the time and intensity you put into your writing. Here’s how to approach your projects.

- Focus on Ideas**  
Focus on your ideas, on what you’re trying to say. Forget about the pressure to be perfect. Focusing on perfection can distract writers from developing their ideas. Because you are graded on labor, mistakes won’t undermine your grade.
- Write for Yourself**  
You’re studying the kinds of writing that are important in your field and developing a sense of what makes that writing effective. Don’t worry about impressing me. Write what will make you successful in the workplace.
- Take Risks**  
Try kinds of writing that stretch your abilities and help you learn new things. There’s no need to play it safe. After all, the safe, easy route doesn’t push you improve your writing.
- Have a Do-Over**  
If you take a risk and it doesn’t turn out, you can always try again. Just as in a game, you have unlimited do-overs. Making mistakes is part of the learning process. As long as you are trying to improve your work, you can’t fail.
- Put in the Effort**  
You will write, rewrite, start over, and try again. All this work counts, as long as you listen to feedback, incorporate what you hear, and reflect on how to improve.

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## PROPOSAL:

Your grade in this course will be primarily based on five categories: **writing assignments, reading assignments, attendance, collaboration, and fortitude**. Below, each of these categories is expanded upon with specific details about completing the assignments.

1. **Writing Assignments:** Throughout the semester you have **five** major writing assignments, **drafts**, and **various** small writing tasks (e.g., discussion board responses). In terms of your labor, you are expected to complete all writing assignments, and because each assignment builds into the next part of the course, your success on future writing assignments depends on the effort you put into even early assignments. All assignments should be turned in on time and meet at least the minimum goals set in the individual project prompts. **Missed work** is work that you either *missed the point* or *missed the deadline*; however, you demonstrate some effort. **Ignored work** is work never submitted.

2. **Reading Assignments:** What and how you read directly influences what and how you write. In this course, we are going to build strong writing habits but also generative reading habits. For every reading assigned, then, you should annotate the text / take notes in whatever format is most comfortable for you. It would also be good practice to annotate your research and readings for other courses. Your reading knowledge will be measured by your participation in class discussion boards as well as your ability to demonstrate an understanding of research

through writing.

3. **Attendance:** The best way to learn in this course is to attend class. Now, I recognize a lot of professors say this; however, because this course primarily functions through class

discussion and small group exchanges, missing class excessively will put you at a disadvantage on the major assignments. Additionally, missing class potentially means you'll miss small in-class writing assignments. As noted in the syllabus, you are allowed 6 absences without penalty—excused **and** unexcused. Perfect attendance can help bump up your final grade.

**\*\*\*About attendance during COVID\*\*\***

**I know that we are still in a pandemic. I know that I DO have an attendance policy, and I encourage everyone to follow this as much as possible, but please, if you are symptomatic and/or too unwell to come to class, PLEASE STAY HOME!!!**

**And most importantly, take care of yourselves!**

You *may fail* this class if absences are excessive, or your grade *may be reduced by a letter grade* if you have excessive absences.

4. **Collaboration:** As mentioned above and on the syllabus, this course has a lot of large and small group discussions during every week. In the process of completing your major writing projects, you will be put into a group in which you will read and offer feedback on your peers' drafts. Collaboration is a mix of leading, listening, debating, and agreeing. Don't be the person the group rolls their eyes at because you aren't contributing your fair share. Additionally, don't forget that I'm here to be a collaborator as well, and I strongly encourage you to **meet with me** outside of class.
5. **Fortitude:** I'm going to ask you to take some risks this semester. Writing prompts will probably be less specific than you'd like, my answers to your questions may inspire more questions, and you may have difficulties with your working group. Oh, plus we don't know if D2L will play nice...so there's that. Because writing and learning are messy endeavors that require lots of time, energy, and labor, I ask that you show fortitude this semester. Fortitude is generally defined as "courage in adversity" and is synonymous with endurance. These characteristics, I believe, are more important to your learning than "participation" in the traditional sense.

Beyond these minimum requirements, to earn an **A**, additional labor is needed.\*

■ **Remixing/Rewriting a Course Reading:** We will be reading a variety of readings throughout the semester. For this assignment, you should pick 1-2 readings and remix and/or rewrite them in a new genre, mode, or style. You might take an article and turn it into an infographic or turn a video into a poster. The library offers numerous kinds of

technology and support to help along the way. Whatever you choose, feel free to chat with Ms. T. about your ideas.

■ **Writing in Your Major Project:** I'm amazed by all of your various majors and concentrations. What's even more fascinating, though, is that each academic discipline uses writing in different ways. In this assignment, you should collect information about writing in your major and find a way to present that information to a public audience. You might consider analyzing scholarship in your field, talking with professors, talking with upperclassmen, etc. You might write a short paper, make an infographic, or some digital presentation.

■ **Podcast or Video Discussion (Group Project):** In a group of 2-3 students, choose a set of course readings, script, and record a short (7-15 minute) conversation in which you dialogue about the ideas presented in the texts and offer your own takes on these concepts that extend beyond in-class discussions.

■ **Community and Self Exploration Essay:** Choose and attend an approved campus event and write a two-page essay about your experience and the event's significance for topics in this course *and/or* your continuing education and thought processes for your future.

■ **Open Project:** There are so many more possibilities! Be creative and talk with me to design a project that fits your interests but pushes your writing and research skills to another level.

\*Note: Simply turning in 1 additional projects does not guarantee an A in the course. The projects must show a strong effort (full credit) to contribute toward an A. See also, how your final grade will be determined in the break down below.

## How Will This Labor-Based Grading Work Out for My Final Grade?

So, with all of this in mind, let's break it down. I promised that everyone who meets the minimum expectations will leave this course with a **B** (85%; 3.00). Here is a quick guide:

<b>Grade</b>	<b>Attendance</b>	<b># Missed Major assignments</b>	<b># Ignored Major Assignments</b>	<b>In-class + homework assignments</b>	<b>Fortitude</b>	<b>Extra Project</b>
<b>A (4.0)</b>	≤ 6	1	0	90-100%	strong	+1
<b>B (3.0)</b>	≤ 6	2	0	80-89%	good	

<b>C (2.0)</b>	<b>7-11 absences</b>	<b>3</b>	<b>1</b>	<b>70-79%</b>	<b>average</b>	
<b>D (1.0)</b>	<b>12-14 absences</b>	<b>4</b>	<b>2</b>	<b>60-69%</b>	<b>low</b>	
<b>E (0.0)</b>	<b>≥ 14 absences</b>	<b>≥ 5</b>	<b>≥ 3</b>	<b>≤ 59%</b>	<b>none</b>	

### Assessments

Assignment Name	Due
Writing Assignment #1: Exploring Literacies	4 February
Writing Assignment #2: Partner or Group Presentations	21 February
Writing Assignment #3: Research Proposal	4 April
Writing Assignment #4: Reflecting on Your Research (D2L discussion board)	11 April
Top Hat Participation	Every Week/Class Period
In-class writing/ Discussion Board Posts and Responses to Classmates/ Reading Responses/Homework	Every Week/Class Period
Final Exam: Ethnographic Portfolio	Finals Week—TBA

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)



YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/enus/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Interaction with Instructor Statement

Please reach out to me, I want to hear from you! I am your instructor, but I am also here to be your mentor, I care about you and your academic experience in my class. Suggestions to make my course better? Trouble understanding the content? Need suggestions and advice on papers and assignments? Have you come down with an illness or any other kind of emergency? Simply want to stop and chat? Please email me as soon as possible or drop by during office hours! I am in your corner and I want you to succeed in my class 😊

**Emails:** If you need to email me, please do so in proper format. In the “subject” line of your email, please give me a *very short* summary, in no more than a few words, as to why you are emailing me (i.e., “Sick—Will Not Be in Class Today”). Also, please compose your email with proper introductions (ex: “Dear Ms. Trotter”), followed by your body paragraphs, and then end with proper salutations (ex: “Sincerely,” “Best”, etc.) with your name underneath them.

**Office Hours:** I have designated office hours for each class. Unless students have made an appointment with me, I will see them individually at a “first come, first serve” basis.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **Interaction with Instructor Statement**

I will respond to your emails within 48 hours on weekdays. If you do not hear from me in that time frame (and 72 hours on weekends), please contact me again. Remember, email glitches sometimes. So, always email again if you do not hear a response.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Participation will be counted partly through your use of Top Hat and partly through the work you do in class discussions (in-person and online), in drafting your writing assignments, in group work, etc. When you answer the Before and After Reading questions in Top Hat, you will gain participation points. If you miss a deadline, you must contact your instructor to ask for extra time to work in Top Hat. It is your responsibility to ask for this extra time. Consistent lateness may cause a deduction of participation points.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, or the need to switch to online interfacing due to the COVID-19 Pandemic, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance on D2L.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures: [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued

and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&MCommerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-8865868 or 9-1-1.

## **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **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 Writing, Dr. Ashanka Kumari, by emailing her ([ashanka.kumari@tamuc.edu](mailto:ashanka.kumari@tamuc.edu)).

Before an appointment is scheduled, the student must provide clearly documented and explained issues as to why the meeting is being requested.

The student must also state when they discussed the issue in person or via phone (not email) with the instructor already. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

## **Writing Center**

The Writing Center offers writers free, one-on-one assistance. We currently only offer 45min, online sessions that writers can book from our website: [www.tamuc.edu/writing-center](http://www.tamuc.edu/writing-center)

We welcome all writers, majors, and disciplines—undergraduate and graduate students alike (faculty and staff too!). Research shows that all workers benefit from sharing their work with a focused reader. The Writing Center staff is trained to support writers in any stage of the writing process (from the blank page to polishing sentences), and we work with writers to verbalize writing goals and to stay on track with larger writing projects. We work with any form of writing (academic and nonacademic). The writers with whom we work usually bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. Contact us with any questions here: [writingcenter@tamuc.edu](mailto:writingcenter@tamuc.edu)

## COURSE OUTLINE / CALENDAR

Unless otherwise indicated, all readings and questions will be done through Top Hat.

Remember, you can access Top Hat readings directly in D2L.

### Week 1: Writing Inquiry Part III

January 12: Introduction to course; review Gee's "What is Literacy?"

January 14: Review Gee's "What is Literacy?"; Review Brandt's "Sponsors"; Review "Code-Meshing"; "Plagiarism" (*WI/TH*)

### Week 2: Chapter 1: What is Literacy?

January 17: **NO CLASS MLK Day**

January 19: **Interview Protocol p. 286; begin Hawisher and Selfe in *WI/TH***

January 21: Finish Hawisher and Selfe; **In-Class Activity, Writing Up Interviews**

### Week 3: Chapter 1: What is Literacy?

January 24: Barton p.331; **Introduce WA #1**

January 26: Barton

January 28: Finish Barton; begin Barton and Hamilton p.348

### Week 4: Chapter 2: Analyzing Literacy Ethnographies

January: 31: Barton and Hamilton; **In-Class Activity: Analyzing Artifacts** (p. 355)

February 2: Chapter 2 Introduction p. 357

February 4: Pleasant p. 359; **WA 1 Due in D2L by 11:59pm**

### Week 5: Chapter 2: Analyzing Literacy Ethnographies

February 7: Chapter 2 Introduction

February 9: Pleasant p.359

February 11: Finish Pleasant

## **Week 6: Chapter 2: Analyzing Literacy Ethnographies**

February 14: **WA 2** Introduction/Group selection  
February 16: In-Class work on WA 2; (**Student Conferences in-class**)  
February 18: In-Class work on WA 2; (**Student Conferences in-class**)

## **Week 7: Midterm Projects**

February 21: **WA 2 Due: Presentations**  
February 23: **WA 2 Due: Presentations**  
February 25: Catch Up/Check in; Introduce Chapter 3

## **Week 8: Chapter 3: Establishing Ethics and Building a Research Proposal**

February 28: Carter p. 380  
March 2: Carter (cont'd); Kahn p. 384  
March 4: Kahn (cont'd)

## **Week 9: Chapter 3: Establishing Ethics and Building a Research Proposal**

March 7: Adkins p. 397  
March: 9: CCCC Guidelines p. 402  
March 11: Code of Ethics examples and In-Class Activity **Ethics and Reflection** p. 416

**\*\*\*Spring Break\*\*\* March 14-18<sup>th</sup> NO CLASS!!!**

## **Week 10: Designing a Research Plan**

March 21: **Designing a Research Plan** p.417; Research Tools  
March 23: **In-Class Activity** Identifying your Research Question/Developing a Research Plan  
p. 426  
March 25: **WA 3: Research Proposal** introduction/discussion (**Student Conferences in-class**)

**\*\*\* Midterm Grades Due \*\*\* Be on the lookout for exact date coming soon**

## **Week 11: Chapter 4: Entering the Field**

March 28: Introduction p. 431 (**Student Conferences in-class continued**)  
March 30: **In-Class Exercise:** Fieldnotes p. 437  
April 1: Code Books p. 442 and Kynard p. 445

## **Week 12: Chapter 4: Entering the Field**

April 4: **WA 3 Due; WA 4** Introduction

April 6: Jones p. 450  
April 8: In-class work/Catch up

### **Week 13: Chapter 5: Writing It Up**

April 11: **WA 4 Due**; Introduction to Chapter 5 p. 453; Introduce **WA 5** p. 455  
April 13: **In-Class Activity** Beginning the Ethnographic Portfolio p. 456  
April 15:: **In-Class Activity** Creating a “Zero Draft” p. 457

### **Week 14: Chapter 5: Writing It Up**

April: 18: In-Class Activity Putting Together and Ethnographic Portfolio p. 458  
April 20: **Work on Final Project**  
April 22: **Work on Final Project**

### **Week 15: Wrapping Up**

April 25: Work on Final Project  
April 27: **Peer Review Final Project** p. 461  
April 29: **WA 5 Due** [Last day of Class]

### **Week 16: Last Week/Day of Class**

May 2: Last Day of Class/Wrapping up/Graduating from First-Year Writing 😊

**Finals week (May 9-15): Final Exam Schedule is here:**

<https://www.tamuc.edu/admissions/registrar/academicCalendars/final-exam-schedule.aspx>

**\*\*\*Celebration of Student Writing TBA in the Rayburn Student Center Conference Rooms and the Innovations Rooms A&B. All ENG 1302 students will present\*\*\***