Please, click on the following link to access A&M-Commerce Covid 19 Information, **https://www.tamuc.edu/**

ENGLISH 1302-17E: College Reading and Writing

COURSE SYLLABUS: Spring 2022

TUESDAYS & THURSDAYS 12:30 NOON - 1:45 P.M. DTH 302

INSTRUCTOR INFORMATION

Instructor	Emily Littlejohn (she, her, hers)
Office Location	David Talbot Hall, Room 233
Office Hours	Tuesdays & Thursdays 10:45 a.m. - 12:20 noon
Office Phone	NA
University Email	emily.littlejohn@tamuc.edu Email is preferred communication method. I respond within 48 hours M-F 8:00 a.m. - 5:00 p.m.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Texts (see important notes & instructions below book list)

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

We will be using **Top Hat Pro** *(www.tophat.com) for class participation. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (https://bit.ly/31TGMlw). You will also require Top Hat to access the digital interactive textbooks, Writing Inquiry, Dreams and Nightmares,* and *Pro(se)letariets, that we will be using in this class.* **You have already paid for a Top Hat account and the required texts with your tuition (unless you opted out).**

If you are new to Top Hat, follow the link in the email invitation you received or...

The *syllabus/schedule are subject to change.*

• Go to https://app.tophat.com/register/student
• Click "Search by school" and input the name of our school
• Search for our course with the following join code: [675013]

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!)
• A valid, working email address that you check 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)
• Ability to print 30-50 pages throughout the semester (funds, ink, paper, etc.)
• Many teachers require students to access an eCollege course shell for supplemental course information

Course Description

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

COURSE REQUIREMENTS

Instructional Methods

Instructional Methods	Description

The syllabus/schedule are subject to change.

Lectures	Oral lectures will be conducted during regularly scheduled class time. Lectures will be accompanied with visual supports like handouts and PowerPoint presentations. Lectures are interactive and depend upon student participation. Lectures not only review important information from the readings, but also require students to apply the concepts and skills from the reading in individual and group activities and assessments.
Individual Reading & Writing	Students will complete readings and assignments before each class period to prepare for class (see course schedule for more information). Students will also conduct individual reading and writing assignments during class to apply the lecture material, make progress toward major writing assignments, and complete reflective activities.
Teamwork	Students will communicate and coordinate together in small and larger groups to apply concepts and skills, make progress toward major writing assignments, and complete reflective activities. Students will work together in class and outside of class to complete major assignments like the "Group Presentation & Reflection" project (worth 20% of course grade).
Assessments	Students' comprehension will be assessed with individual and group activities like warm-up questions, Kahoot!s, reading quizzes, reflections, peer-reviews, discussions, oral presentations, etc.

Major Writing Assignments (WAs): See *Writing Inquiry* on Top Hat for full descriptions of WAs.

Student Responsibilities

What You Can Expect From Your Instructor	What Your Instructor Expects of Students
Your instructor will arrive to class early to set up the lesson materials, answer questions, and talk with students.	Students will arrive to class on time so they don't miss important announcements or information. They will have the opportunity to ask questions and express

The *syllabus/schedule are subject to change.*

	concerns.
Your instructor will come to class prepared with lectures, discussion questions, writing prompts, assessments, and more.	Students will come to class prepared to best understand and participate in activities. Coming to class prepared includes completing reading/homework beforehand, bringing the required texts, and bringing materials to take notes and work on writing assignments.
Your instructor will guide the class in an engaging, organized manner.	Students will actively engage in class lectures, discussions, writing activities, and assessments. Students will ask questions, seek clarification, and make progress toward major writing assignments.
Your instructor will respect students' views, interpretations, concerns, and learning needs.	Students will respect the instructor and peers' views, interpretations, and concerns.
Your instructor will respond to emails promptly during normal working hours.	Students will respond to emails and check eCampus frequently during normal working hours.
Your instructor will return grades within 2 weeks of the deadline.	Students will submit their best work on time. Students will promptly read feedback when grades are returned.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

ENGL 1302 GRADING AGREEMENT

When Your Grades Are Based on Labor
Read more at 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.

I thoroughly believe that grades are technologies of surveillance and control. I never found grades productive for learning, ~~ule are subject to change.~~ that they limit the learning process, create nasty habits designed to "get the A," and cause more anxiety than they are worth. Much research

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 complete the assignments.

1. **Writing Assignments**: Throughout the semester you have **five major writing assignments**, **drafts**, and **various small writing task**s (D2L discussion boards). 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 your 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 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 assignment, then, you should annotate the text/take notes in whatever format is most comfortable for you. 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 4 absences without penalty. Perfect attendance can help bump up your final grade.

4. **Collaboration**: As mentioned above and on the syllabus, this course as 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, and we may experience technical difficulties from time to time. 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.

- **Reading Log:** Choose <u>six</u> texts from *Writing Inquiry* over the course of the semester and submit an organized log of your reading notes. Your reading notes should include the a full citation of each text, the main claims, define key terms, and directly quote 2-3 most important passages from the text.

- **Writing in Your Major Project:** I'm amazed by all 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 the Writing Center tutors, talking with upperclassman, 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 significant for topics in this course and/or your continuing education and through processes for your future.

*Note: Simply turning in an additional project does not guarantee an A in the course. The project must show a strong effort (full credit) to contribute toward an A. See also, *The Break Down* below. *

THE BREAK DOWN

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

Grade	Attendance	# Missed Major Assignments	# Ignored Major Assignments	In-class + homework assignments	Fortitude	Extra Projects
A (4.0)	≤ 4	1	0	90-100%	Strong	1
B (3.0)	≤ 4	2	0	80-89%	Good	
C (2.0)	5-9 absences	3	1	70-79%	Average	
D (1.0)	10-12 absences	4	2	60-69%	Low	
F (0.0)	≥ 13 absences	≥ 5	≥ 3	≤ 59%	None	

Assessments

Assignment	Percentage of Grade
Writing Assignment #1	10 points = 10%
Writing Assignment #2	10 points = 10%
Writing Assignment #3	15 points = 15%
Writing Assignment #4	20 points = 20%
Writing Assignment #5	20 points = 20%
Attendance, In-Class Writing, & In-Class Participation	10 points = 10%
eCampus Quizzes, TopHat Reading Responses, & Homework	15 points = 15%

The *syllabus/schedule are subject to change.*

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

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/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.

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.

The syllabus/schedule are subject to change.

COMMUNICATION AND SUPPORT

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

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

Writing Center
The Writing Center (or the "Communication Skills Center") offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines--undergraduate and graduate students alike. Research shows that all writers 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 a blank page to polishing the sentences), and we work with writers to verbalize writing goals and stay on track to finish larger writing projects. The writers with whom we work bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. The Writing Center will re-open for Fall 2021 after the semester begins. If you'd like to make an appointment, email us: writing.tamuc@gmail.com.

COLLECTION OF DATA FOR MEASURING INSTITUTIONAL EFFECTIVENESS

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

Interaction with Instructor Statement

Contact Your Instructor

Do you have questions about the course, class materials, or assignments? Please contact your instructor with any questions that you have in-class, in office hours (6 hours per week), or via email. Your instructor's email address is: Emily.Littlejohn@tamuc.edu. Mrs. Littlejohn requires a specific email format to respond (see "Instructor Policies") and regularly responds to emails Monday-Friday, 8:00 a.m. - 5:00 p.m.

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). 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 their instructor already**. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance Policy

Students are expected to attend all class meetings on time so they receive the news, information, and skills required to be successful.

The following activities/circumstances count as excused absences at Texas A&M-Commerce according to the Registrar's attendance policy (http://www.tamuc.edu/admissions/registrar/generalinformation/attendance.aspx):
- "Participation in a required/authorized university activity
- Verified illness
- Death in a student's immediate family
- Obligation of a student at legal proceedings in fulfilling responsibility as a citizen"

Additionally, I accept excused absences for elective university activities, emergencies, and medical appointments that cannot be scheduled outside of regular class meetings.

Provide advance notice via email, when possible, and the appropriate documentation (a doctor's note or funeral program, for example) to receive an excused absence. It is the student's responsibility to work with their peers to acquire class notes and with their instructor for makeup work when they miss class.

Academic Honesty/Plagiarism

The official departmental policy: "Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonestly. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion." (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

For more details and the definition of academic dishonesty, see the following procedures:
- **Undergraduate Academic Dishonesty 13.99.99.R0.03**
- **Undergraduate Student Academic Dishonesty Form**
- **http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf**
- **Graduate Student Academic Dishonesty Form**
- **http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf**
- **http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf**

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.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, 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.

The *syllabus/schedule are subject to change.*

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
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

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

The *syllabus/schedule are subject to change.*

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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: 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&M-Commerce 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

The syllabus/schedule are subject to change.

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 903-886-5868 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**

Instructor Policies

How do I send a professional email to my instructor?

1. The subject line should follow this format: Eleanor Shellstrop. ENGL 1301-17D. Question about WA#1.
2. Salutation—Greet your instructor by their preferred name.
3. Body—Keep your email clear, concise, and professional (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and that every interaction is a reflection of your academic persona.
4. Closing—End your email with an appropriate closing followed by your name.

Example Student Email to Instructor
To: emily.littlejohn@tamuc.edu
Subject: Jason Mendoza. ENGL 1301-14E. Office Hours Question.

Good morning Mrs. Littlejohn,

I would like to meet with you to discuss my essay. I cannot make your office hours. Can I set up an appointment? I am available Monday, Wednesday, and Friday after 3:00 p.m.

Thank you,
Jason Mendoza

What are the student/teacher behavior expectations?

What You Can Expect From Your Instructor	What Your Instructor Expects of Students
Your instructor will arrive to class early to set up the lesson materials, answer questions, and talk with students.	Students will arrive to class on time so they don't miss important announcements or information. They will have the opportunity to ask questions and express concerns.
Your instructor will come to class prepared with lectures, discussion questions, writing prompts, assessments, and more.	Students will come to class prepared to best understand and participate in activities. Coming to class prepared includes completing reading/homework beforehand, bringing the required texts, and bringing materials to take notes and work on writing assignments.
Your instructor will guide the class in an engaging, organized manner.	Students will actively engage in class lectures, discussions, writing activities, and assessments. Students will ask questions, seek clarification, and make progress toward major writing assignments.
Your instructor will respect students' views, interpretations, concerns, and learning needs.	Students will respect the instructor and peers' views, interpretations, and concerns.
Your instructor will respond to emails promptly during normal working hours.	Students will respond to emails and check D2L frequently (at least twice per day) during normal working hours.
Your instructor will return grades within 2 weeks of the deadline.	Students will submit their best work on time. Students will promptly read feedback when grades are returned.

CIVILITY NOTE: Your instructor reserves the right to ask any student to leave the class if any student proves distracting or disruptive to their instructor and/or peers. If a student is asked to leave, the student must meet with the instructor during office hours before returning to class.

How do I submit my work and view my feedback?

How to Submit Essays

First, save essays with the following title format: First Name Last Name. ENGL 1301-Section. Assignment Description. Example: Chidi Anagonye. ENGL 1301-14E. WA#1.
    Second, submit your essays as Microsoft Word .docx files to the appropriate Dropbox on eCampus. Follow these steps: Click the "Dropbox" tab. Click the correct assignment name. Click "Add a file." Click "Submit."

How to View Essay Feedback

Click the "Dropbox" tab on the eCampus navigation bar. Click the correct assignment name. Click "View Feedback." At the top of the page, you will see a Microsoft Word .docx file attached. Download the attachment.
    Viewing your feedback is important because it explains how you earned your grade. It also shows you how you can improve your writing in the future.

The *syllabus/schedule are subject to change.*

What is the late work policy?

If extraordinary circumstances prevent you from submitting a major writing assignment on time, email your instructor 24-hours in advance. Your instructor may or may not grant you an extension.

NOTE: Technology trouble, like losing work saved to a device, is not a permissible reason to request an extension. Always save your work to a cloud-based service like Google Drive or Dropbox.com.

When is the last day to drop the course? How do I know if I should drop?

The last day to drop the course is APRIL 8TH. Talk to your academic advisor about the grade requirements of your degree plan.

What are some success tips?

1. Check your university and eCampus emails at least once per day. Also check the "News" section of eCampus daily.
2. Ask your instructor questions in class, in office hours, and/or via email.
3. Set manageable goals. Break up major assignments into smaller tasks and start on major assignments as soon as possible.
4. Schedule an appointment with the Writing Center before submitting the final version of your essays. Give yourself time to revise!
5. Come to class prepared (read before class, come to class with required materials and questions, etc.).

What is the best way to study?

According to one of the most comprehensive reviews of student study strategies, the most effective study techniques are practice testing and distributed/spaced practice (*An Evidence-Based Guide to College and University Teaching* by Aaron S. Richmond, Guy A. Boysen, and Reagan A.R. Gurung.)

So, how can you use practice testing and distributed practice to perform better in your courses? You can create flashcards and test yourself for 10-30 minutes 3-7 times a week.

COURSE OUTLINE / CALENDAR

Date	Topic	Homework Due
Week 1: Jan. 13 – 21	Introduction to the Course	**Jan. 13** ● <u>Before class:</u> Access email and D2L course before class. Read the syllabus and bring questions to class. ● <u>In class:</u> Review important policies in the syllabus and get to know each other. Discuss what to expect in terms of the course content and timeline. ● <u>After class:</u> Participate in discussion board on D2L. **Jan. 18** ● <u>Before class:</u> Read "Introduction," "Ch. 1 What is Literacy?," and "Writing Assignment 1" on Top Hat. ● <u>In class:</u> Review literacy from ENGL 1301 and introduce WA #1. Overview of WA assignments. ● <u>After class:</u> Participate in discussion board on D2L. **Jan. 20** ● <u>In class</u>: Complete library research module on D2L. ● <u>After class</u>: Complete all required posts for discussion board on D2L.

The *syllabus/schedule are subject to change.*

Week 2: Jan. 24 – 28	Ch. 1 What is Literacy?	Jan. 25: • <u>Before class:</u> Read Barton & Hamilton's "Literacy Practices" and "In Class Activity: Analyzing Artifacts" on Top Hat. • <u>In class:</u> Discuss Barton & Hamilton and complete in-class activity. **Don't forget to bring your artifact!** • <u>After class:</u> Participate in discussion board on D2L. Jan. 27 • <u>Before class:</u> Read Hawisher & Selfe, "Becoming Literate in the Information Age: Cultural Ecologies and the Literacies of Technology" on Top Hat. • <u>In class:</u> Discuss Hawisher & Selfe. Work on WA #1. • <u>After class:</u> Complete all required posts for discussion board on D2L.
Week 3: Jan. 31 – Feb. 4	Ch. 1 What is Literacy?	Feb. 1: • <u>Before class:</u> Review Hawisher & Selfe, "Becoming Literate in the Information Age: Cultural Ecologies and the Literacies of Technology" on Top Hat. • <u>In class:</u> Discuss Hawisher & Selfe.Work on WA #1. • <u>After class:</u> Participate in discussion board on D2L. Feb. 3: • <u>Before class:</u> Read Barton, "Talking about Literacy" on Top Hat. • <u>In class:</u> Discuss Barton. Work on WA #1. • <u>After class:</u> Complete all required posts for discussion board on D2L.

The *syllabus/schedule are subject to change.*

Week 4: Feb. 7 – 11	Ch. 1 What is Literacy?	Feb. 8: • <u>Before class:</u> Review Barton, "Talking about Literacy" on Top Hat. • <u>In class:</u> Discuss Barton. WA #1 Peer Review. • <u>After class:</u> Participate in discussion board on D2L. Feb. 10 • <u>Before class:</u> Read "Ch. 2: Analyzing Literacy Ethnographies" and "Writing Assignment 2" on Top Hat. • <u>In class:</u> Review unit 1. Discuss Ch. 2. Introduce WA #2. Choose groups. • <u>After class:</u> Complete all required posts for discussion board on D2L. • **Thursday, Feb. 10: WA 1 due on D2L.**
Week 5: Feb. 14 – 18	Ch. 2 Analyzing Ethnographies	Feb. 15: • <u>Before class:</u> Read Pleasant, "Literacy Sponsors and Learning: An Ethnography of Punk Literacy in Mid-1980s Waco" on Top Hat. • <u>In class:</u> Discuss Pleasant. Work in groups on WA #2. • <u>After class:</u> Participate in discussion board on D2L. Feb. 17: • <u>Before class:</u> Review Pleasant on Top Hat. • <u>In class:</u> Model WA #2 with Pleasant as a class. Work in groups on WA #2. • <u>After class:</u> Complete all required posts for discussion board on D2L.

| Week 6: Feb. 21 – 25 | Ch. 2 Analyzing Ethnographies | Feb. 22:

● <u>Before class:</u> No readings on Top Hat.
● <u>In class:</u> Work in groups on WA #2.
● <u>After class:</u> Participate in discussion board on D2L.

Feb. 24:

● <u>Before class:</u> No readings.
● <u>**In class:**</u> **WA 2 GROUP PRESENTATIONS**
● **AFTER CLASS: SUBMIT PRESENTATION AND INDIVIDUAL REFLECTION ON D2L BY FEB. 24, 5:00 P.M.**
● <u>After class:</u> Participate in discussion board on D2L. |
| Week 7: Feb. 28 – March 4 | Ch. 3 Establishing Ethics | March 1:

● <u>Before class:</u> Read "Ch. 3: Establishing Ethics and Building a Research Proposal" and "Writing Assignment 3" on Top Hat.
● <u>In class:</u> Review unit 2. Discuss Ch. 3. Introduce WA #3.
● <u>After class:</u> Participate in discussion board on D2L.

March 3:

● <u>Before class:</u> Read Carter, "What Is a Community of Practice?" on Top Hat.
● <u>In class:</u> Discuss Carter. Work on WA #3 Proposal.
● <u>After class:</u> Complete all required posts for discussion board on D2L. |

The syllabus/schedule are subject to change.

Week 8: Mar. 7 – 11	Ch. 3 Establishing Ethics	March 8: ● <u>Before class:</u> Read Kahn, "Putting Ethnographic Writing in Context" on Top Hat. ● <u>In class:</u> Review Carter. Discuss Kahn. Work on WA #3 Proposal. ● <u>After class:</u> Participate in discussion board on D2L. March 10: ● <u>Before class:</u> Complete full draft of WA #3 Proposal. ● <u>In class:</u> Work on WA #3 Proposal. ● <u>After class:</u> Complete all required posts for discussion board on D2L. ● **SUBMIT WA #3 PROPOSAL DRAFT ON D2L.**
Week 9: Mar. 14 – 18	**SPRING BREAK**	**NO CLASSES**
Week 10: Mar. 21 – 25	Ch. 3 Establishing Ethics	Mar. 22: ● <u>Before class:</u> Review "Writing Assignment 3," and read Adkins on Top Hat. ● <u>In class:</u> Review Ch. 3 Carter, Khan, and WA #3. Discuss Adkins. Work on WA #3 ● <u>After class:</u> Participate in discussion board on D2L. Mar. 24: ● <u>Before class:</u> Read "Example Code of Ethics" and "Example Informed Consent" on Top Hat. ● <u>In class:</u> Review Khan. Discuss Top Hat readings. Complete Ethics & Reflection Activity in Top Hat. ● <u>After class:</u> Complete all required posts for discussion board on D2L. ● **SUBMIT WA #3 CODE OF ETHICS AND INFORMED CONSENT DRAFTS ON D2L.**

The *syllabus/schedule are subject to change.*

| Week 11: Mar. 28 – April 1 | Ch. 3 Establishing Ethics | Mar. 29:

● <u>Before Class:</u> Read "Designing Your Research Plan" and "Activity: Identifying Your Research Question and Developing Your Research Plan" in Top Hat. We will work on the activity in class.
● <u>In class:</u> Discuss "Designing Your Research Plan." Work on "Activity: Identifying Your Research Question and Developing Your Research Plan."
● <u>After class:</u> Participate in discussion board on D2L.

Mar. 31:

● <u>Before class:</u> Read Ch. 4, "Entering the Field" and "Writing Assignment 4" on D2L.
● <u>In class:</u> Discuss WA 4. Work day. Make progress on WA 3.
● <u>After class:</u> Complete all required posts for discussion board on D2L.
● **Thursday, Mar. 31: WA 3 FINAL DRAFT due on D2L.**
● **Complete required interview for WA 4 before April 5.**

April 8th: Last day to drop |

The *syllabus/schedule are subject to change.*

Week 12: Apr. 4-8 **April 8th: Last day to drop**	Ch. 4 Entering the Field	Apr. 5 ● <u>Before class</u>: Review Ch. 4 and WA 4. ● <u>In class</u>: Discuss Ch. 4 and WA 4. Analyze student example. Work on WA 4. ● <u>After class</u>: Participate in discussion board on D2L. ● **Complete both required field observations before April 7.** Apr. 7 ● <u>Before class</u>: No readings. ● <u>In class</u>: Work on WA 4. ● <u>After class</u>: Complete all required posts for discussion board on D2L. ● **Monday, April 11: WA 4 due on D2L.**
Week 13: Apr. 11 – 15	Ch. 5 Writing It Up	Apr. 12: ● <u>Before class</u>: Read "Ch. 5: Writing It Up" and "Writing Assignment 5" on Top Hat. ● <u>In class</u>: Discuss Ch. 5 and WA 5. Review important information. ● <u>After class</u>: Participate in discussion board on D2L. ● **Monday, April 11: WA 4 due on D2L.** Apr. 14: ● <u>Before class</u>: Collect and print "all your notes, artifacts, extended field notes, responses to discussion questions, and, especially, your major writing assignments, Conceptual Memos, and Interpretive Memo (etc.)". Bring to class in a folder or binder. Also bring at least 2 different color highlighters. Be prepared to complete "Activity: Beginning the Ethnographic Portfolio" in class. ● <u>After class</u>: Complete all required posts for discussion board on D2L.

The syllabus/schedule are subject to change.

| Week 14: Apr. 18 – 22 | Ch. 5 Writing It Up | Apr. 19

• <u>Before class:</u> Read "Activity: Creating a 'Zero Draft'" in Top Hat. Create your own 'Zero Draft.' Submit to D2L. Print and bring to class.
• <u>In class:</u> Peer Review of Zero Draft.
• <u>After class:</u> Participate in discussion board on D2L.
• **<u>D2L</u>: Submit a REVISED Zero Draft based on peer feedback.**

Apr. 21

• <u>Before class:</u> Read "Activity: Putting Together an Ethnographic Portfolio" in Top Hat.
• <u>In class:</u> Work on Activity. Consider this a guided revision of your revised Zero Draft.
• <u>After class:</u> Complete all required posts for discussion board on D2L. |
| Week 15: Apr. 25 – 29 | Ch. 5 Writing It Up | Apr. 26:

• <u>Before class</u>: Read "Activity: Peer Review..." and "Final Exam" in Top Hat.
• <u>In class</u>: Discuss final project. **Conduct peer review.**
• <u>After class:</u> Participate in discussion board on D2L.

Apr. 28:

• <u>In class</u>: Review WA #5 Requirements. Revise WA #5
• <u>After class:</u> Complete all required posts for discussion board on D2L. |

The syllabus/schedule are subject to change.

Week 15: May 2 – 6		May 3:
		
		   ● <u>In class</u>: Catch-up/Work Day/Practice WA 5 Presentations
		   ● **D2L: Submit ethnographic portfolio project (WA 5).**
		
		LAST DAY OF CLASS
		
		May 5: READING DAY—NO CLASS

Week 16: May 9 -13	**FINAL EXAMS**	<u>**MAY 10 IN CLASS: PRESENTATIONS**</u> **PRESENT ETHNOGRAPHY FOR FINAL EXAM**

The *syllabus/schedule are subject to change.*