



## ENG 1302.01E, College Reading and Writing

COURSE SYLLABUS: Fall 2022

### INSTRUCTOR INFORMATION

Instructor: Reza Panahi  
Office Location: DTH 214 and Zoom  
Office Hours: Mon-Wed-Fri 8-9:00 am or by appointment  
University Email Address: [reza.panahi@tamuc.edu](mailto:reza.panahi@tamuc.edu)  
Preferred Form of Communication: **email**  
Communication Response Time: 24-48 hours during M-F

### 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 DunbarOdom, and Tabetha Adkins. Fountainhead Press, 2019.

#### *Course Description*

**ENG 1302 - GLB/US-Written Argument/Research**

*The syllabus/schedule are subject to change.*

Hours: 3

This course 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***

*(Critical thinking, communication, teamwork, and personal responsibility)*

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 visual communication, A&M-Commerce students will communicate in a manner appropriate to the audience and occasion, with a clear message and organizational structure.
3. Students will 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**

### **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 often check (every day). 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 and uploaded through D2L in a doc or docx file)

## **Instructional Methods**

*The syllabus/schedule are subject to change.*

This class is a face-to-face, Monday-Wednesday-Friday course from 9:00 am-9:50 am. Should we need to shift to online/virtual learning at any point, we will still meet at those times, but via Zoom instead.

### **Student Responsibilities or Tips for Success in the Course**

This is a fall course-I am here to work with you! You are expected to read in Top Hat and participate in class daily. Make sure you check your assignments and log into D2L each day as well, as that is how I will communicate with you outside of class. To succeed in this course, you should complete all the required readings in Top Hat, participate in class, and give your best effort on the Writing Assignments. If you give it your all, you'll make a good grade! Furthermore, on that note... (see next page...)

*The syllabus/schedule are subject to change.*

# GRADING

## 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.

Credits: Infographic was created on canva.com. Icons are all from The Noun Project, used under a CC-BY 3.0 license: report by Lil Squid, Fluorescent Light Bulb by Matt Brooks, analytics by Wilson Joseph, aim by Gilbert Bages, Switch Controller by Daniel, and Gym by Sathish Selladurai.

Let's admit it: grades are stressful! I have found that grades cause anxiety and make us more worried about checking boxes and getting the grade than exploring creative options, trying new practices, and challenging yourself. There is a lot of research to suggest that labor-based grading is the way to go! However, I also know that grades are important to many of you (and required by the university). In order to create a balance, we will work with a "feedback and labor model." This means you will receive feedback from both me and your peers throughout the semester, and I expect you to use that feedback to continually revise, rethink, and remix your own work.

Here's how our labor-based grading will work: For every assignment you turn in, you will receive one of four grades: Full Credit, Half Credit, No Credit, or excused. Here's what they mean:

- **FULL CREDIT:** project was completed, turned in on time, demonstrates strong effort (Basically, you did it and you gave it your 100% best effort)
- **HALF CREDIT:** project was not fully completed or not turned in on time, small amount of effort was present (So you did it, but only gave it 50%). If you get half credit, you will likely get a change to revise and resubmit.
- **NO CREDIT:** project was incomplete or not turned in (In other words, you didn't even try)
- **EXCUSED:** incomplete/missing project due to uncontrollable circumstances

*The syllabus/schedule are subject to change.*

## FAQs about Labor-Based Grading

- *I got half-credit for something I really did try hard on. What do I do?*

Give it another shot! If I give you half-credit for something, I will ALWAYS tell you why you received the grade, and you will always have to opportunity to revise and resubmit (unless it is half-credit for being late, of course).

- *How do I know my standing in the class?*

Look at your grade, and count how many Full Credits vs. Half Credits/No Credits you have. If you have WAY more Full Credits, then you are passing with flying colors! If you have about half and half, you are sitting at about a C, with a close chance at dropping lower. If you have more Half/No Credits, then you are in the danger zone! Contact me so we can figure out how to get you back to passing!

- *Is everything worth the same?*

Not exactly. Not turning in a larger project--like the midterm or final--is going to impact your grade a LOT more than missing a weekly discussion post or small quiz. Basically, the bigger in labor, the more it is worth.

- *This is so weird...can you just tell me a number? It makes more sense.*

Unfortunately, I don't use a number scale. But, if at any point in the semester, you want a tangible, literal grade, just reach out, and I can tell you if you are sitting at an A, B, C, D, or F.

## GRADING

90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F

Assignment Name	Percentage of Grade
Writing Assignment #1: Exploring Communities	10%
Writing Assignment #2: Group Presentations	10%
Writing Assignment #3: Research Proposal	10%
D2L Discussion Board Posts and Responses to Classmates	10%
Top Hat Participation	15%
Field Notes and Expanded Field Notes	25%
Final Exam: Ethnographic Presentation	20%

### *Assessments*

*The syllabus/schedule are subject to change.*

See *Writing Inquiry (Part III)* for specific information about Writing Assignments (WAs)

## **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/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](mailto:helpdesk@tamuc.edu).

## **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>

### **Interaction with Instructor Statement**

If you email me Monday-Friday, expect a 24-48 hour response. If I do not respond within that time, feel free to send up a follow email...seriously! Please do! I get a LOT of emails and sometimes one might get lost in the shuffle, or I simply might not have received it. Never feel bad about follow-ups—ESPECIALLY in the Summer!

*The syllabus/schedule are subject to change.*

If you email me after 5pm on a Friday, though, you will likely not get a response until Monday. I like my weekends, just like you! You are welcome to email me nonetheless, just please be aware the response will not be as quick as an email sent during the week.

Also, you are welcome to come to my office, but since we will be in very close quarters and still in the middle of a pandemic, I ask that you please wear a mask.

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

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

#### **Communication**

Communication is SO important in this course! If you communicate with me, I can and will do whatever I can to best help you. However, if you do not communicate with me, I can't even begin to know what you need or how I can help. Therefore, communication is key! You can email me, talk with me before or after class, or come by my office hours. I am here however you need, by help me help you: by utilizing communication.

#### **COVID-19 Statement**

While the university is not mandating masks, vaccines, or social distancing, we can still be active in preventing the spread of COVID-19. If you are not vaccinated, I *highly* recommend wearing a mask. Follow all CDC guidelines. If you have **ANY** symptoms of COVID-19, **DO NOT ATTEND CLASS**—let me know and we will find a way to make up your work. I also recommend being intentional with your actions outside of the classroom: avoid large gatherings, wear masks, get vaccinated. We all have loved ones this disease can and had affected: I have grandparents, friends with autoimmune diseases, and have personally known both old and young people who have lost their lives or loved ones to COVID-19. This virus has killed hundreds of thousands, and impacted us all. Please be kind and understanding when discussing COVID-19 and its effects.

#### **Anti-Racist Statement**

Throughout this course, we will likely discuss several things like economic class, educational opportunities, colonization, and other things that present a racial disparity in this country. It is the position of this class to call out such structural deficiencies as wrong, as racist. This will no doubt cause some discomfort. Please be patient as we wade thought these discussions together. To this end, this course will not tolerate willful insensitive language with respect to sex, race, gender, or orientation, but will attempt to understand how things like racism, colonization, sexism, etc. lead to the barriers some of our authors had to overcome.

#### **Attendance/Participation**

*The syllabus/schedule are subject to change.*

Attendance itself will not be a part of your grade. However, participation IS! How can you participate if you never show up? You will receive participation credit for things like quizzes, writing assignments, and in-class activities. If you miss class, you will not receive those credits. Also you might miss important announcements, like syllabus adjustments or assignment guidelines. Repeated unexcused absences will impact your grade. I understand things happen, like sickness, emergencies, work, death, or maybe even fun things like competitions or family trips. As stated in the communication policy, let me know ahead of time if you will be absent, and we will coordinate a way for you to still participate virtually.

### **Technology Policy**

I get it. We are glued to our phones. Me too. But, in class, please avoid the use of cellphones unless necessary. I understand things happen, so if you need your phone on you for some reason (family emergency, waiting on an important phone call, etc.), just let me know before class begins. Unauthorized phone use in class will result in forfeiture of attendance and participation for the day. Headphones and airpods are not to be worn during class. Please use laptops and tablets RESPONSIBLY: that means please don't text or surf the internet while in class. I know, it's tempting. But those Tweets and Facebook messages can wait! The better you pay attention, the more you'll get more out of class!

Please also note: technology can be fickle. I suggest have two or more places to save documents, like a flashdrive, Dropbox, emailing to yourself...whatever that may be. Also, if you have a problem with your personal computer or do not have access to one, the library has lots of computers available for your use. Let me know if you need any help accessing technology.

### **Syllabus Change Policy**

Think of the syllabus as a map: it's telling us where we're headed. But...think of it as a very loose map, that might give us a slightly different route. Circumstances and events may make it necessary for me to modify the syllabus during the semester. I reserve that right. But, I promise, I won't ever add something or suddenly give you loads of work! It will simply be that I might push an assignment back or cut a reading...things you will probably be grateful for. And again, I will never just spring these changes on you: any changes made will be announced in advance.

### **Late Work**

Work submitted past the due date is subject receiving partial or no credit. Extensions are granted but *must* be requested before the due date. Extenuating circumstances are exempt from this section.

### **Grievance Procedure**

*The syllabus/schedule are subject to change.*



Have a problem with me or the course? That's okay. There's a policy for that!

If you have a problem, you need to first come to me. We will try our best to reach a resolution. If we can't figure it out, or you aren't satisfied, I can help you get in contact with my boss, the Director of Writing, Dr. Ashanka Kumari. But remember, there's a chain of command: Me, Dr. Kumari, then Dr. Hunter Hayes (Department Head). You **MUST** follow that chain of command. That means if you contact the Department Head, he will ask if you tried to communicate with me first, and if you haven't, you'll be directed back to me. So, let me know if you need help, and if we can't figure out something together, then we'll follow the chain of command and move on to the next level.

You can also consult University Procedure 13.999.R0.05 ("Student Appeal of Instructor Evaluation") if needed.

## **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>

*The syllabus/schedule are subject to change.*

[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&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.

*The syllabus/schedule are subject to change.*

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&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

## **Academic Honesty/ Plagiarism**

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

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

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

## **On University-Sanctioned Activities**

To accommodate students who participate in university-sanctioned activities, the FirstYear 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.

## **COURSE OUTLINE / CALENDAR – Tentative and subject to change as semester progresses**

The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs.

**\*PLEASE NOTE: This calendar shows what you should bring *with you to class* rather than the date it is assigned. So, if it says, “Brandt, ‘Sponsors of Literacy’,” you should have Brandt *already read* and ready to discuss by class that day.**

Calendar

*The syllabus/schedule are subject to change.*

Note: Readings/Assignments listed on a particular day should be done that day. For instance, on Aug 28, students should come to class having read Hawisher and Selfe

### COURSE OUTLINE / CALENDAR

	<b>Date</b>	<b>Read Before Class</b>	<b>Class</b>	<b>Due Times</b>
<b>Week 1</b>	<b>Aug 29, M</b>	“Introduction to English 1302”	Introductions; the course syllabus	
	<b>Aug 31, W</b>	Introduction Chapter 1 intro.	Discuss reading	
	<b>Sep 2, F</b>	Hawisher and Selfe	Discuss reading	
<b>Week 2</b>	<b>Sep 5, M</b>	<b>No Class</b>	<b>Labor Day Holiday</b>	
	<b>Sep 7, W</b>	Barton	Discuss reading	
	<b>Sep 9, F</b>	Barton & Hamilton	Discuss reading	
<b>Week 3</b>	<b>Sep 12, M</b>	Homework	Discuss literacy events and literacy practices	examples of literacy events and practices
	<b>Sep 14, W</b>	<b>WA1 prompt</b>	Go over WA1 prompt	
	<b>Sep 16,</b>		In-Class Draft Day (WA1)	WA1 draft

*The syllabus/schedule are subject to change.*

	Date			
Week 4	Sep 19, M	Chapter 2 intro WA1 peer review/feedback	In-class activity	<b>WA1 Due</b>
	Sep 21, W	<b>WA2 prompt</b>	Go over WA2 prompt Discuss group presentation prompt Choose groups, <u>article</u> , tasks	
	Sep 23, F		In-Class Draft Day (WA2)	
Week 5	Sep 26, M		In-Class Draft Day (WA2)	
	Sep 28, W		<b>In-Class group presentation</b>	<b>Presentation &amp; Reflections</b>
	Sep30 , F		<b>In-Class group presentation</b>	<b>Presentation &amp; Reflections Upload WA2; Due date: Sunday by midnight</b>
Week 6	Oct 3, M	Chapter 3 intro	In-class activity (watch videos <u>1</u> , <u>2</u> , & <u>3</u> )	
	Oct 5, W	Carter	Discuss reading	
	Oct 7, F	Discussion Board for Carter	Discuss reading	
Week 7	Oct 10, M	<b>Holiday Columbus Day</b>		

*The syllabus/schedule are subject to change.*

	<b>Oct 12, W</b>	CCC Guidelines	Discuss reading	
	<b>Oct 14, F</b>	Research Question and Research Tools		
<b>Week 8</b>	<b>Oct 17, M</b>	Designing your research plan	In-class activity	
	<b>Oct 20, W</b>	Go over Activity <b>WA3 prompt</b>	In-class activity <b>Go over WA3 prompt</b>	
	<b>Oct 19, F</b>	Discussion board activity		
<b>Week 9</b>	<b>Oct 25, M</b>			<b>WA3 Due</b>
	<b>Oct 26, W</b>	Interview Protocol Chapter 4 intro	Collecting data through interviews	
	<b>Oct 28, F</b>		<b>NO CLASS: FIELD WORK (Do FN1: Observation #1)</b>	<b>FN1 (Observation #1)</b>
<b>Week 10</b>	<b>Oct 31, M</b>	Halloween <b>Bring FN1 to class</b>	Discuss FN1	
	<b>Nov 2, W</b>	Expanded fieldnote#1	Do Expanded Fieldnote#1	

*The syllabus/schedule are subject to change.*

	<b>Nov 4, F</b>		<b>NO CLASS: FIELD WORK (Do FN2: Observation #2)</b>  <b>Upload FN1: Due date: Nov. 7 by midnight</b>	<b>FN2 (Observation #2)</b>
<b>Week 11</b>	<b>Nov 7, M</b>	<b>Bring FN1 &amp; FN2 to class</b>	In-class activity: Expanded fieldnote#2 Develop Conceptual Memo (CM) from Expanded <b>FN1 &amp; FN2</b>	<b>CM1</b>
	<b>Nov 9, W</b>	“A Verbal Snapshot”	Discuss questions	
	<b>Nov 11, F</b>		<b>NO CLASS: FIELD WORK (Do FN3: Interview #1)</b>  <b>Upload FN2 and CM1: Due date: Nov. 14 by midnight</b>	<b>FN3 (Interview #1)</b>
<b>Week 12</b>	<b>Nov 14, M</b>	<b>Bring FN3 to class</b>	Discuss FN3 ( <b>Interview #1</b> )	
	<b>Nov 16, W</b>	No homework	Do the Expanded Fieldnote#3 Catch up with the class	
	<b>Nov 18, F</b>		<b>NO CLASS: FIELD WORK (Do Interview #2)</b> <b>Upload FN3: Due date: Nov. 21 by midnight</b>	<b>FN4 ((Interview #2)</b>
<b>Week 13</b>	<b>Nov 21, M</b>		In-class activity: Develop Conceptual Memo (CM2) from <b>FN3 &amp; FN4</b> <b>Remember o Bring your CM1 and CM2 to class next session</b>	<b>CM2</b>

*The syllabus/schedule are subject to change.*

	<b>Nov 23, W</b>	Chapter 5 intro	Catch up with the class	
	<b>Nov 25, F</b>	<b>No Class</b>	<b>Thanks Giving Holiday</b> <b>Upload FN4 and CM2:</b> <b>Due date: Nov. 28 by midnight</b>	
<b>Week 14</b>	<b>Nov 28, M</b>	<b>WA5 prompt Go over Final project</b>	Go over Final ethnographic portfolio In-class activity	
	<b>Nov 30, W</b>		In-Class Draft Day (WA5)	
	<b>Dec 2, F</b>		In-Class Draft Day (WA5)	
<b>Week 15</b>	<b>Dec 5, M</b>		Catch up with the class	
	<b>Dec 7, W</b>		final project presentation	
	<b>Dec 9, F</b>		final project presentation	<b>Final Project</b> <b>Due Time for Submitting your final project</b>

*The syllabus/schedule are subject to change.*