



# ENG 1302-02E Syllabus

## Spring 2024



### Instructor

Reza Panahi

### Email

[Reza.panahi@tamuc.edu](mailto:Reza.panahi@tamuc.edu)

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

### Office Location

DTH 214

### Office Hours

Mon, Wed, Fri 10:00a-11:00a

### Communication Response

**Time:** Within 24 hours on weekdays

### Resources

Waters Library

Writing Center

Counseling Center

### Course Overview

This class meets on Mon, Wed, Fri 9:00a-9:50a. in DTH 301.

### 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 evidence 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.

### Required Text

Johnson, Gavin P., Ashanka Kumari, Emily Littlejohn, Brian McShane, and Rachel McShane, Eds. *Writing Inquiry* [2024 edition]. Top Hat.

### Software Required

- D2L
- Top Hat
- LeoMail

A word processing program: *Students have free access to [Office 365](#).*

### Course Materials

For this course, we will be using Top Hat Pro ([www.tophat.com](http://www.tophat.com)). You will be able to submit answers to in-class questions using Apple or Android smartphones, tablets, laptops, or through text message.

You will also require Top Hat to access the digital interactive textbook *Writing Inquiry*. **You have already paid for a Top Hat account and the required text with your tuition (unless you opted out)**. If you are new to Top Hat, follow the link in the email invitation you received or...

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: [993587].

## Course Description

### ENG 1302 – GLB/US Written Argument/Research • 3 credit hours.

The current Commerce ENG 1302 curriculum is designed to resist the pervasive myth that literacy is an autonomous and completely portable skill set by guiding students through key scholarship and then their own ethnographic research into the ways literacy functions in specific contexts and for specific purposes. It 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. Some sections will emphasize special topics in both reading and writing.

### Core Curriculum Course Objectives

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making.

### English 1302 Learning Outcomes

- **Define** important terms/concepts including, but not limited to, literacy, community, research, ethics, knowledge, ethnography, and writing processes;
- **Discuss** the ways these terms expand based on cultural and communicative practices; • **Locate** scholarly research related to key terms/concepts;
- **Examine** scholarly, personal, and/or multimodal texts that detail varying understandings and applications of key terms/concepts;

- **Develop** writing and research processes appropriate for ethically studying the literacy of a specific community;
- **Engage** in collaboration that supports individualized and communal understanding and writing development;
- **Collect** primary ethnographic data;
- **Organize** collected data in order to understand specific literacy community practices;
- **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), research methods, practices, styles, and/or languages;
- **Compose** texts across different genres and media of writing that further expand key terms/concepts based on primary ethnographic research and engagement with trustworthy secondary research;
- **Reflect** on your writing experiences and literacy practices;
- **Design** individualized learning goals appropriate for a first-year writing course; and
- **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

### Instructional Methods

This is a face-to-face class. We will meet on Tuesdays and Thursdays from 8:00 a.m. – 9:15 a.m. in DTH 304.

For most classes, we will start with a review from the previous class or of the reading homework due that day. From there, I will give a brief lecture of new material and then we will engage in a class discussion or activity. I provide as much in-class writing time as possible, so you have many opportunities to seek help on assignments. I provide revision-based feedback on all writing activities and major writing assignments submitted to D2L.

### Technology Requirements & Support

- Flash drive or cloud-based service to store digital versions of work (always keep a backup!)
- TAMUC email address that you check every day (ideally, twice a day, a.m. and p.m.)
- D2L course that you check every day (set up notifications so you don't miss important updates)
  - You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your VWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903-468-6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).
  - 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)
  - If you are having any technical difficulty with any part of Brightspace (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>
- Regular internet access
- Regular access to a computer

NOTE: Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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.

### Writing Center

The Writing Center offers writers **free**, one-on-one assistance. We currently offer 45 min., face-to-face or 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 works 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 blank pages 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 non-academic). 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).

### 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]). **Undergraduate Academic Dishonesty 13.99.99.R0.03**

### AI Use in Courses

I anticipate that AI will be a topic of conversation this semester, and you may even choose to research it or use it to enhance your own writing process. I highly suggest that you carefully consider the ethical and privacy implications of employing any kind of composing and AI-generative technology. You should never input the intellectual property of others into any AI system without expressed permission; that is, do not input course readings or other materials into the AI. I'm happy to discuss this further, as needed.

Here is the University policy for your consideration:

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate content, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### 13.99.99.R0.03 Undergraduate Academic Dishonesty

#### **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 expression will be maintained.

#### **Students with Disability—ADA Statement**

The Americans with Disabilities (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons 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**

Velma K. Waters Library Rm 162

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

Fax: (903) 469-8148

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

Website: <https://www.tamuc.edu/student-disability-services/>

#### **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 Counseling Crisis'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).

#### **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 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.

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) 886-5668 or 911.

### Instructor Policies

#### Email

1. The subject line should follow this format: Eleanor Shellstrop. ENG 1302-01E. 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 reflects your academic persona.
4. Closing—End your email with an appropriate closing followed by your name.

#### Attendance

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 TAMUC according to the Registrar's attendance policy:

<http://www.tamuc.edu/admissions/registrar/generalinformation/attendance.aspx>. 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 & with their instructor for makeup work.

### 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: In addition to saving your work on your device, ALWAYS save your work to a cloud-based service like Google Drive or Dropbox.com.

### Grievance Procedure

If you have concerns regarding this course, you should first address those concerns with me (the assigned instructor) to reach a resolution. If you are unsatisfied with the outcome of that conversation or have not been able to meet individually with me, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with **Dr. Gavin P. Johnson, the Director of Writing** (gavin.johnson@tamuc.edu).

- In the case when the Director of Writing is the instructor (he is!), you should contact **Dr. Hunter Hayes, Chair of the Department of Literature and Languages** (hunter.hayes@tamuc.edu). Where applicable, you should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

### Civility

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Cody of Student Conduct is described in detail in the [Student Guidebook](#). 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. Also, all students are expected to abide by the points below to maintain a highly engaging class:

- 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.
- 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.
- 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.
- Students will respect the instructor and their peers' views, interpretations, and concerns.
- Students will respond to emails and check D2L frequently (at least twice per day) during normal working hours.

### Course Assessment

Midterm and 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

### Assessments

Assignment	Percentage of Grade	Due Date	Notes
Writing Assignment 1	10 points (10%)	Week 4	Identify a community of practice
Writing Assignment 2	15 points (15%)	Week 7	Find 4 Credible sources related to a community of practice
Writing Assignment 3	15 points (15%)	Week 10	Develop a Proposal for the Final Project
Writing Assignment 4	15 points (15%)	Week 12	Prepare Field Notes & Develop Conceptual memos
Writing Assignment 5	15 points (15%)	Week 15	Final Project Portfolio: Paper, research artifacts and Reflection
Final/The Learning Showcase	10 points (10%)	Week 16	Final Project Presentation
Participation, D2L discussions & TOPHAT Readings	20 points (20%)	Continuou s	Attend and participate in class discussions, Respond to D2L Discussion threads, and Answer TOPHAT Questions

## Feedback

In addition to your numerical grade, I will provide written feedback on each major writing assignment. The feedback will outline the strengths and areas for improvement. You should use this feedback to revise assignments as needed and to improve your writing on future assignments.

Example ENG 1302 Semester Schedule MWF Spring 2024			
Week	Date	Topic	Homework Due
Week 1	(W)—First Day of Class	Introduction to the Course & Unit 5  W: Discuss important syllabus policies. Demonstrate navigation of D2L and Top Hat.	W: Check Leomail email and access D2L course shell. Read syllabus. Set up Top Hat access to Writing Inquiry 3 <sup>rd</sup> edition textbook.
	(W)	F: Discuss readings. Review ENG 1301 key terms and concepts. Work on “Writing Assignment: Writing Histories and Your Goals Reflection.”	F: Before class, read “Why a Writing Course?” and “Writing Assignment: Writing Histories and Your Goals Reflection.” Then read “Active Reading” and “The Writing Center is YOUR Resource” in Unit 10.
	(F)	F: Discuss Barton & Hamilton and Unit 5 Writing Assignment.	F: Read “A Brief Introduction to ENG 1302 and Unit 5,” Barton & Hamilton, and “Writing Assignment: Considering Communities & Literacies” in Unit 5.
	<b>WRITING ASSIGNMENT: WRITING HISTORIES DUE 2/1, 11:59 P.M.</b>		

<p><b>Week 2</b></p>	<p>(M)— <b>Martin Luther King Jr. Day</b></p> <p>(W)</p> <p>(F)</p>	<p style="text-align: center;">Unit 5</p> <p><b>M: No Class</b></p> <p>W: Review key terms from Barton &amp; Hamilton. Discuss Carter and “Writing Processes.” Students brainstorm for “Writing Assignment: Considering Communities &amp; Literacies.”</p> <p>F: Review key terms from last week. Discuss Moss. Students brainstorm and outline “Writing Assignment: Considering Communities &amp; Literacies.”</p>	<p><b>M: No Class</b></p> <p>W: Read Carter in Unit 5 and “Writing Processes” in Unit 10. Come to class prepared to brainstorm for “Writing Assignment: Considering Communities &amp; Literacies.”</p> <p>F: Read Moss in Unit 5. Read “Writing Genre in Context” in Unit 10. Come to class prepared to work on your writing assignment.</p>
<p><b>Week 3</b></p>	<p>(M)</p> <p>(W)</p> <p>(F)</p> <p><b>WRITING ASSIGNMENT: CONSIDERING COMMUNITIES &amp; LITERACIES</b></p>	<p style="text-align: center;">Unit 5</p> <p>M: Review Moss key terms. Discuss Alvarez. Students draft “Writing Assignment: Considering Communities &amp; Literacies.”</p> <p>W: Discuss reading. Guide peer review for “Writing Assignment: Considering Communities &amp; Literacies.”</p> <p>F: Review Unit 5. Students’ last in-class writing day for “Writing Assignment: Considering Communities &amp; Literacies.”</p>	<p>M: Read Alvarez in Unit 5. Come to class prepared to work on your writing assignment.</p> <p>W: Read Johnson &amp; Arola in Unit 5 and “Giving and Receiving Feedback” in Unit 10. Come to class with access to a full draft of your writing assignment and prepared to participate in peer review.</p> <p>F: Come to class prepared to revise “Writing Assignment: Considering Communities &amp; Literacies.”</p>

<p><b>Week 4</b></p>		<p style="text-align: center;">Unit 6</p> <p>M: Preview the trajectory of Unit 6 and the course. Discuss readings. Demonstrate navigation of library website for research. Guide students through “Activity: Finding and Evaluating Secondary Sources.”</p> <p>W: Review key terms. Discuss readings. As a class, create a sample reverse engineered visual with program of your choice (Google Jamboard, Adobe Express, etc.). If time, students can start on homework.</p> <p>F: Answer questions about “Handling Family Business.” Students complete “Writing Activity: Reverse Engineering” in class and submit to D2L before the next class.</p>	<p>M: Read “A Brief Introduction to Unit 6,” “RESEARCH! Primary, Secondary, &amp; Evaluating Sources,” and “Information Literacy” in Unit 6. Read “Anatomy of the Academic Essay” in Unit 10.</p> <p>W: Before Class: Read “The Literacy Ethnography as Research,” Pleasant, and “Writing Activity: Reverse Engineering” in Unit 6.</p> <p>F: Read “Handling Family Business”</p>
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<p><b>Week 5</b></p>		<p style="text-align: center;">Unit 7</p> <p>M: Review key terms. Answer questions about “Activity: Rhetorical Précis.” Students work on activity in class. Students practice evaluating sources, quoting, and citing.</p> <p>W: Review key terms. Discuss “Writing Assignment: Preliminary Proposal and Annotated Bibliography.” Students brainstorm a list of Communities of Practice. Demonstrate library website navigational tips.</p> <p>F: No Class—Writing Conferences (individual or small groups)</p> <p>Note: Conferences are a good time to check in with students’ research and their learning goals.</p>	<p>M: Read “Activity: Rhetorical Précis” and “Giving Credit and Avoiding Plagiarism in Unit 10.</p> <p>W: Read “Writing Assignment: Preliminary Proposal and Annotated Bibliography” in Unit 6 and “Capstone Assignment” in Unit 9.</p> <p>F: No F2F Class—Writing Conferences. Students work on “Writing Assignment: Preliminary Proposal and Annotated Bibliography.”</p>
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<p><b>Week 6</b></p>	<p>(M)</p> <p>(W)</p> <p>(F)</p> <p><b>WRITING ASSIGNMENT: PRELIMINARY PROPOSAL AND ANNOTATED BIBLIOGRAPHY.</b></p>	<p>Unit 7</p> <p>M: No Class—Writing Conferences (individual or small groups)</p> <p>W: Review Unit 5 and 6 key terms and skills. Discuss “A Brief Introduction to Unit 7.” Preview the trajectory of Unit 7 and the course. Discuss “Listening For…”</p> <p>F: Review key terms. Discuss “Toward Ethnographic Justice.”</p>	<p>M: No F2F Class—Writing Conferences. Students work on “Writing Assignment: Preliminary Proposal and Annotated Bibliography.” Submit to D2L before the next class.</p> <p>W: First read “A Brief Introduction to Unit 7” and “Writing Assignment: Ethnographic Research Proposal.” Then read “Listening For, Learning About, and Honoring Community Literacy Experiences” in Unit 7.</p> <p>F: Read “Toward Ethnographic Justice” in Unit 7.</p>
<p><b>Week 7</b></p>	<p>(M)</p> <p>(W)</p> <p>(F)</p>	<p>Unit 7</p> <p>M: Review key terms. Discuss readings. Students complete “Activity: Drafting a Statement of Ethics.”</p> <p>W: Review key terms. Students complete Steps 1-2 of “Activity: Identifying Your Research Questions and Developing Your Proposal.”</p> <p>F: Students finish “Activity: Identifying Your Research Questions and Developing Your Proposal” in class and submit to D2L.</p>	<p>M: Read “Ethical Dilemmas within Online Literacy Research,” “Sample Statement of Ethics,” and “Sample Informed Consent” in Unit 7.</p> <p>W: Read “Activity: Identifying Your Research Questions and Developing Your Proposal in Unit 7 and “Capstone Assignment” in Unit 9.</p> <p>F: Review last class’s readings. Be prepared to continue working on the same activity in class.</p>

<p><b>Week 8</b></p>	<p>(M)</p> <p>(W)</p> <p>(F)</p> <p><b>WRITING ASSIGNMENT: ETHNOGRAPHIC RESEARCH PROPOSAL</b></p>	<p>Unit 7/Unit 8</p> <p>M: Students complete “Activity: Drafting Interview Questions” and begin drafting “Writing Assignment: Ethnographic Research Proposal.”</p> <p>W: Review key terms from Unit 7. Discuss Unit 8 Introduction. Preview trajectory of Unit 8 and the course. Discuss “Collecting Data in the Field” in Unit 8. Complete “Activity: Mock Interview.”</p> <p>F: Discuss homework. Explain upcoming research day. Students continue working on “Writing Assignment: Ethnographic Research Proposal.”</p>	<p>M: Come to class prepared to draft your interview questions and research proposal.</p> <p>W: Read “A Brief Introduction to Unit 8” and “Collecting Data in the Field” in Unit 8. Bring access to your interview questions to participate in a mock interview.</p> <p>F: Complete “Activity: Field Notes and Observations.” Bring any questions you have about data collection to class.</p>
<p><b>Week 9</b></p>	<p>(M)</p> <p>(W)</p> <p>(F)</p>	<p>Unit 8</p> <p>M: No Class—Research Day</p> <p>W: Discuss reading. Students begin organizing data and drafting Conceptual Memo.</p> <p>F: Review key terms. Students complete “Activity: Literacy Artifact Analysis” in class.</p>	<p>M: No F2F Class—Research Day. Collect data in the field.</p> <p>W: Read “Organizing and Coding Data from the Field.” Finish drafting Conceptual Memo after class.</p> <p>F: Read “Activity: Literacy Artifact Analysis.” Bring in an artifact (or a picture of one) from your Community of Practice. Be prepared to work on this activity in class.</p>

<b>Week 10</b>	(M)  (W)  (F)	Unit 8/Unit 9  M: No Class—Research Day  W: Review key terms. Discuss readings. Students work on “Activity: Preliminary Data Analysis” in class.  F: Students finish “Activity: Preliminary Data Analysis” in class.	M: No F2F Class—Research Day. Collect data in the field.  W: Read “A Brief Introduction to Unit 9” and “Key Concept: Working with Data” in Unit 9.  F: Continue organizing and analyzing your data.
<b>Week 11</b>	(M)  (W)  (F)	Unit 9  M: No Class—Research Day  W: Writing Day: Student draft Zero Draft.  F: Writing Day: Students draft Zero Draft.	M: No F2F Class—Research Day. Collect data in the field.  W: Read “The Zero Draft” in Unit 9. Come to class prepared to draft.  F: Come to class prepared to draft.
<b>Week 12</b>	(M)  (W)  (F)	Unit 9  M: Writing Day: Students draft Zero Draft.  W: Students conduct Peer Review of Zero Draft and draft Revision Plan.  F: Writing Day: Revision—Higher Order Concerns	M: Come to class prepared to draft.  W: Re-Read “Giving and Receiving Feedback” in Unit 10. Come to class prepared to participate in peer review.  F: Come to class prepared to continue working on your “Capstone Assignment.”

<p><b>Week 13</b></p>	<p>(M)</p> <p>(W)</p> <p>(F)—</p>	<p>Unit 9</p> <p>M: Writing Day: Revision— Lower Order Concerns</p> <p>W: Discuss research presentations. Answer questions about The Learning Showcase. In-class writing day.</p> <p>F:</p>	<p>M: Read “Rhetorical Grammar.” Come to class prepared to continue working on your “Capstone Assignment.”</p> <p>W: Read “Presenting Your Research” and “The Learning Showcase.” Come to class prepared to continue working on your “Capstone Assignment.”</p> <p>F:</p>
<p><b>Week 14</b></p>	<p>(M)</p> <p>(W)</p> <p>(F)</p>	<p>Unit 9</p> <p>M: In-Class Writing Day</p> <p>W: Students practice presentations and draft Revision Plan.</p> <p>F: No Class—Asynchronous Writing Day</p>	<p>M: Come to class prepared to continue working on your “Capstone Assignment” and Learning Showcase Presentation.</p> <p>W: Come to class prepared to practice your Learning Showcase Presentation.</p> <p>F: No Class—Asynchronous Writing Day. Continue working on your “Capstone Assignment.”</p>
<p><b>Week 15</b></p>	<p>(M)</p> <p>(W)</p> <p>(F)—Last Day of Class</p>	<p>Unit 9</p> <p>M: Students revise Learning Showcase Presentations.</p> <p>W: “Capstone Assignment” Peer Review.</p> <p>F: Cumulative semester review. End-of-semester reflection. End-of-semester reminders.</p>	<p>M: Come to class prepared to practice your Learning Showcase Presentation.</p> <p>W: Come to class prepared to participate in peer review.</p> <p>F: Come to class with any end-of-semester questions.</p>

<b>Week 16 FINALS WEEK</b>	12/11 – 12/15  <b>CAPSTONE ASSIGNMENT DUE: 12/9, 11:59 P.M.</b>  <b>THE LEARNING SHOWCASE PRESENTATION</b>	No regular classes—attend only your final exam times.	<b>CAPSTONE ASSIGNMENT DUE 12/9, 11:59 P.M.</b>  <b>PRESENT AT LEARNING SHOWCASE: Wednesday, December 13 from 3:00-5:00 pm in Rayburn Student Center (2nd floor)</b>
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