



ENG 1302.10E: Written Argument and Research

(CRN 20290)

COURSE SYLLABUS: SPRING 2024

MWF 11:00 AM – 11:50 AM

303 David A. Talbot Hall

INSTRUCTOR INFORMATION

Instructor: Dr. Deborah M. Scaggs, PhD

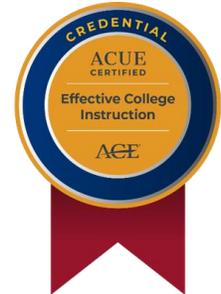
Office Location: 227 David A. Talbot Hall

Office Hours: MWF 10:00 AM - 10:50 PM or by appointment

University Email Address: deborah.scaggs@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 48-72 hours



COURSE INFORMATION



TOP HAT

Textbook(s) Required: For this course, we will be using a [platform called Top Hat](#) that is included through A&M-Commerce's Inclusive Access fee that was charged to your Bursar account when you registered for this course. **You will not need to make any additional purchases.** 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. **The join code for our course section is 612526.** Through Top Hat, you will gain access to the following course materials:

Johnson, Gavin P., et al., editors. *Writing Inquiry*. Top Hat, 2023.

To gain access to Top Hat, you will create an account using your LeoMail (university email) 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.

Software Required

1. Microsoft Word or its equivalent. Students using MACs **must** save documents as .rtf files. Students have free access to [Office 365](#).
2. Adobe Reader for PDF files.

The syllabus/schedule are subject to change.

Other Texts and/or Materials

1. [Adobe Creative Cloud](#), provided by TAMUC. (Includes Adobe Reader.)
2. Dictionary (hardcopy or mobile app).
3. All students *must* have a working TAMUC e-mail address.
4. Access to a computer and high-speed internet for writing, saving, and submitting assignments electronically and for accessing online resources.



Important Dates:

January 10: First day of classes

January 26: Last day to drop with 100% refund

March 28: Last day to drop with no refund

March 11-15: Spring Break

April 30: Last Class Day

May 1-3: Reading Days

Final Grades Due: Monday, May 13 by 5:00 PM

Final Exam Date: Wednesday, May 8 from 3:00-5:00 PM in **Rayburn Student Center, 2nd Floor**

Course Description

ENG 1302 – GLB/US Written Argument/Research (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.

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 Student Learning Outcomes

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

- **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;

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- **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.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students are expected to be able to use a computer for accessing content, completing and submitting assignments, and engaging in online sources. Ability to use Word (or its equivalent), Adobe Reader, and D2L are needed. If you have issues with your browser, then you should try [clearing cache, cookies, and history](#) and try again. If that still does not fix the issue, then you need to call the Center for IT Excellence (CITE) at 903.468.6000 or email them at helpdesk@tamuc.edu.

Instructional Methods

This course relies on class lecture and discussion; PowerPoints; out-of-class research; in-depth, close reading of texts; and collaboration with peers. There will also be handouts made available to enhance instruction.

Student Responsibilities or Tips for Success in the Course

The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation/discussion. Staying on top of the assignments, doing them seriously, and being prepared for class is crucial for student success in this course. Students should come prepared with all relevant texts and on time every day. Students should expect to spend about **5 hours a week outside of class** for reading, writing, thinking, and studying.

GRADING

The syllabus/schedule are subject to change.

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

Assignments and Evaluation

The most important consideration for all essays is content (argument, structure, primary and secondary source explication); however, grammar and usage are also important because 1) a person's literacy is often judged according to the number of distracting sentence errors that appear in writing, and 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively. Therefore, students will need to achieve control of Standard Academic American English (SAAE).

Evaluation breakdown of assignments is as follows:

1. Writing Assignments	40%	
a. Writing Histories and Your Goals Reflection		<i>complete/incomplete</i>
b. Considering Communities and Literacies	10%	
c. Preliminary Topic Proposal and Annotated Bibliography	10%	
d. Ethnographic Research Proposal	10%	
e. The Learning Showcase	10%	
2. English 1302 Semester Portfolio	40%	
3. Writing Activities	10%	
4. Top Hat Questions	10%	
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TOTAL	100%	

Assignments

Full prompts for assignments are available in Top Hat and/or D2L.

Project Score Breakdown: Since this course emphasizes and encourages the *writing process*, 20% of a writing project's score is derived from preliminary drafts and peer-reviewing and 80% is derived from the final product. This adds up to the 100% total score and applies to each of the essays. Points are earned based on **completion of minimum requirements, on-time submission, quality, and rubric**. Below is an example of the breakdown of a written assignment that has one (1) preliminary draft, one (1) peer review, and the final product, with evaluation criteria described within parentheses:

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10 pts. – Draft #1* (points earned from correct format, appropriate citations, minimum word count completion, minimum sources requirement, assignment adherence, and on-time submission)

10 pts. – Peer Review on Draft #1** (points earned from percentage of completion, quality, and on-time submission)

100 pts. – Final Draft*** (points earned from correct format, minimum word count completion, minimum sources requirement, on-time submission, assignment adherence, and rubric)

120 pts. possible per project

***NOTE:** All drafts must be completed in order for students to have a final draft graded. Failure to submit a draft on time will result in a student jeopardizing success in this course.

****NOTE:** Drafts will be peer reviewed (and, when possible, commented on by the instructor). Failure to submit a draft on time makes it harder for peers to complete the peer feedback. The originating writer who submits late, therefore, will be penalized with points deduction.

*****NOTE:** Final drafts will be graded solely by the instructor. Feedback on final drafts should be used to improve writing for subsequent writing.

NOTE: Uncorrected errors will affect final paper grades. Students who do not learn to control grammar, spelling, and usage will find it difficult to earn a passing grade. Writing means communicating, and if the writing is hard to read or understand, then the writer is failing to communicate.

NOTE: Students who do not learn to control MLA document design and documentation will find it difficult to earn a passing grade. Part of academic writing is being able to control information and source material. Writers **MUST** learn to use source material ethically.



- With direct quotes, any missing open or close quotes = Plagiarism.
- With paraphrases or summaries, any missing citations = Plagiarism.
- Missing in-text citations = Plagiarism.
- Using sources, quoting them, but not including them in a bibliography = Plagiarism.
- Intentionally misrepresenting a source's ideas by saying it says something it does not say = Academic Dishonesty.
- Including sources in a bibliography without using them in the essay is either plagiarism (you used a source but did not cite it) or academic dishonesty (you are attempting to obfuscate the fact that you have not used the required sources).

Unintentional plagiarism is still plagiarism.

Note on Coursework

The syllabus/schedule are subject to change.

- **Grading Timetable:** The instructor will make every effort possible to return grades and comments on essays *within two (2) weeks*, but the instructor also reserves the right to require more time if needed and will notify students if this is the case.

- **All drafts** must be completed in order for students to have a final draft graded.

- **No “recycled” essays**, essays written in other classes, in other sections of this course, or at other institutions are permitted *unless and until* the instructor(s) provide(s) written consent, using official university email or letterhead.

- **TurnItIn:** This is web-based anti-plagiarism software that all students must incorporate into their submission process for all essays.

- ❖ Working drafts (all drafts that are composed prior to final essay submission) and final products submitted for final evaluation must include all necessary, appropriate, and accurate citations for source material.
- ❖ It is the responsibility of the student to make sure that all drafts are submitted to the correct *TurnItIn* drop box on time. Work that is **not submitted to TurnItIn will not be accepted** for grading. The instructor will evaluate the report generated by the software to determine if there are any academic integrity infractions.
- ❖ Students should save all digital receipts generated by *TurnItIn* to verify that assignments were submitted on time.

- **Generative Artificial Intelligence (GenAI):** The development and wide availability of GenAI (e.g., ChatGPT) has created a great deal of discussion in academic settings about what its availability means for learning. In fact, this new tool raises questions about how writers think of themselves *as writers* and what it means to use technology to write ethically.



Tools like GenAI are not without problems because research is showing that the algorithms it depends upon can not fully detect bias, accuracy of information, or verification of source material in the data it uses. Therefore, users can not be sure that all of the information it provides is true, accurate, or usable. Information that GenAI provides is often not cited, making it difficult for users to verify claims and ideas it presents. Additionally, to fully rely on GenAI means that users assume its output is factual, accurate, reliable, and harmless. Simply put, this is not universally the case. Ultimately, students are fully responsible for any work they submit and the veracity and usability of its information.

Generally speaking, the work students turn in for this course should be composed by the individual student alone. If students were to use a GenAI tool to generate ideas or to develop an essay, then they would need to (1) first get permission from the instructor after a discussion about how it will be used and (2) cite any ideas that *it* generates, giving *it* credit for the work. The audience needs to be able to distinguish between what are writers’ original ideas and thinking and what is not, just like any time source material is used. Plus, if students are

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merely relying on a program to think for them, then they are not learning nor thinking for themselves.

TurnItIn also detects possible GenAI compositions or contributions, and I will review the GenAI report for any possible academic infringements.

- **Format:** All compositions will be electronically submitted. If students are using a Macintosh computer, they should save work as an “RTF” document (.rtf) (to ensure computer software compatibility). Students will use discipline-specific document design and citation format for English, which is MLA. Students using [GoogleDocs](#) or [Office 365](#) are responsible for ensuring that their documents are fully compatible with the submission dropboxes in D2L and in *TurnItIn*. (The hyperlinks direct you to instructions for converting to .doc files.)
- **Drafting:** First drafts, although not polished, should be developed and focused enough so that peer-reviews can be fruitful. Incomplete drafts or drafts that show shoddy or careless writing will not earn points. Peer-reviewers should provide feedback that is substantive, moving beyond simple judgments of “this is good” or “fix spelling.” Final drafts must show significant revision.
- **Revising** means that students will not only change the grammatical and usage errors, but they will develop their paper by adding more examples, removing poor examples, or unnecessary sentences, or the student might supply a more focused controlling idea, clearer topic sentences, or better organization throughout the assigned piece of writing.
- **Late Work:** Regardless of the assignment, deadlines are deadlines. Since most of the writing in this course will be submitted electronically, there really is no excuse for late or missing work due to absence unless there is an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting a deadline. In such cases, the student should communicate with the instructor so that a solution to the problem can be found. A student may **request** an extension by communicating with the instructor, in person or via e-mail, **as soon as possible in advance of a deadline**, but the granting of an extension is dependent upon the circumstances. If work is turned in late without prior approval, then the work will be lowered a letter grade for each weekday’s delay, and a student has up to three (3) days (including weekends) to present the late work.

RECOMMENDATION: While it is not required, students are strongly encouraged to use the Writing Center to receive extra attention and help on writing assignments. The Writing Center is a wonderful resource at TAMUC and is located in 103 David A. Talbot Hall. The Writing Center also has virtual writing sessions. For further information, please visit the [Writing Center’s Website](#).

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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). Visit D2L Brightspace webpages for the [LMS requirements](#) and for [LMS Browser Support](#). The university also uses Zoom, when needed. Users will need to prepare for the use of Zoom by verifying [Zoom 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.

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 D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or visit [D2L Brightspace's support page](#).

Interaction with Instructor Statement

There will be many opportunities to interact with the instructor. First, the instructor is open to questions, observations, or needs for clarification during class. Second, the instructor will provide feedback on final drafts and on discussions. Third, the instructor has office hours where students are welcome to attend to discuss class materials, writing concerns, or future endeavors, or to receive academic advising.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

The syllabus/schedule are subject to change.

Course Specific Procedures/Policies

Attendance and Tardiness



Students are expected to attend classes on-time and in their entirety and to complete all assignments. If there are extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time or remaining in the class for its duration, then it is the student’s responsibility to communicate absences with his/her professor.

Tardiness: If a student is more than 10 minutes late to class or if a student leaves class 10 minutes or more early, this will count toward attendance. Three (3) “tardies” or leaving early equals one (1) absence.

Absence: If students have excessive, unexcused absences from class, they will fail this course. “Excessive, unexcused absences” are determined as follows: four (4) or more in a MW or TR course, six (6) or more in a MWF course, and three (3) or more in a MTWR summer course or in a once-a-week graduate course.

All absences are considered unexcused **until and unless** the student persuades the instructor that the absence merits being excused. Instructors require documentation within seven (7) calendar days for the absence to be excused and missing assignments to warrant acceptance. Acceptable reasons for an absence, which cannot affect a student’s grade, include, but are not limited to:

1. Participation in University sponsored activity at the request of University Authorities;
2. Death or major illness in a student’s immediate family;
3. Illness of a dependent family member;
4. Participation in legal proceedings or administrative procedures that require a student’s presence;
5. Religious holy days;
6. Illness that is too severe or contagious for the student to attend class;
7. Required participation in military duties;
8. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
9. Doctor visits that can not be rescheduled or that require travel.

Students are responsible for providing satisfactory evidence (i.e., physician note, medical release, etc.) to the faculty member within seven (7) calendar days of their absence and return to class. They must substantiate the reason for absence. If an off-campus licensed physician provides evidence of a student’s illness, the written excuse, orders or documentation must contain:

- the date and time of the doctor’s appointment,
- the prognosis of illness,
- the doctor’s opinion and recommendations for the individual student, and

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--the opinion on whether or not the student is able to attend class.

If an absence is not an excused absence, the faculty member will decide whether makeup work will be allowed. In some courses, attendance and in-class participation are ongoing requirements and an integral part of the work of the course.

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.

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 **Dr. Gavin P. Johnson, the Director of Writing** (gavin.johnson@tamuc.edu). In the case when the Director of Writing is the instructor, the student should contact **Dr. Hunter Hayes, Chair of the Department of Literature and Languages** (hunter.hayes@tamuc.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

University Specific Procedures

Student Conduct

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](#). Some key elements that are part of "common decency and acceptable behavior" include:

1. Using the "silent" mode on cell phones for the duration of class.
2. Removing headphones or earphones for the duration of class.
3. Not accessing the web or apps on cell phones, tablets, or laptops unless it is directly related to the current course (i.e., ebooks, notetaking).
4. Arriving to class on time.
5. Not speaking while others are speaking.
6. Not bringing children to class.

If there is an emergency or an issue that demands attention, then students should step out of the classroom to address it. Students should also consult the [Rules of Netiquette](#) for more information regarding how to interact with students in an online forum.

TAMUC Attendance

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

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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 Policy 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

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

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. 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.

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A&M-Commerce Supports Students' Mental Health

Counseling Center: 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. Visit the [Counseling Center website](#) for events and confidential services.





The Lion Food Pantry: Now located in 103 Halladay Student Services Building, the [Lion Food Pantry](#) supports students who struggle with food security. Without good food, it is difficult to sleep or to keep up with your academics or engage in social activities. This service also provides personal care items. If you need help, then reach out to them: LionPantry@tamuc.edu! They are open Wednesdays, 11:00-4:00 PM.

Course Content Disclaimer: Students may find that readings, class discussions, or assignments address issues that are unfamiliar, controversial, or uncomfortable. They do not necessarily reflect the viewpoints of the faculty, department, college, or institution. The course activities are meant to engage critical thinking and intellectual inquiry and honor the concept of free speech. Civil disagreement is fine. Bullying, name-calling, yelling, or other acts of aggression will not be tolerated. The policy of "Student Conduct" applies to the examination of course content as well as to participant interaction in, and out of, the classroom

Collection of Data for Measuring Institutional Effectiveness

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](#)"). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

- **Chat with a Librarian!** Get immediate assistance with their [chat service](#) on the main Library page: <https://www.tamuc.edu/library/>
- **Email** ask@tamuc.libanswers.com. They will respond to your email within 24 hours, often much sooner.
- **Text** your question to 903.225.2862.

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- **Call** the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- **Meet With Us!** Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- **Visit Us!** They'd love to meet you in-person!
 - Waters Library Research Office: Second Floor, Room 213
 - Waters Library University Archives: 4th Floor, Room 406A
 - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing hirealion@tamuc.edu or go online by clicking [schedule an appointment](#).

Final Note: As students enter the university, they are also entering a research community where faculty and students are studying not only the world outside of the university, but also the teaching and learning that occurs inside of the university. On occasion, other faculty members may observe classes in order to provide feedback to the faculty member about the course activities, the goal, of which, is to improve individual teaching and the design of this course so that they work as effectively as possible in preparing all students for academic and professional success. Therefore, any writing that a student passes in this semester may be read by other faculty members here at TAMUC but without names so that the student, as the writer, remains anonymous. **NOTE: Students should keep in mind that any subject matter they disclose about past, present, or future abuse, assault, harassment, or mortal will be reported to the appropriate authorities in accordance with federal and state laws.** For more information, please see the [University's Privacy Policy](#) and [Student Rights and Responsibilities](#).

The syllabus/schedule are subject to change.

Note: The following is our tentative schedule of activities and due dates for this course. Any changes that are made will be given well in advance in class. *The assigned readings for each class period should be done before coming to class.*

Top Hat Join Code: 612526

English 1302 Semester Outline Spring 2023	
Week #1: January 10–12	<i>Wednesday, January 10 is the first day of class.</i>
Course Introduction <ul style="list-style-type: none">• Discuss the syllabus, course objectives, and discuss student goal setting• Assign Writing Histories and Establishing Goal Reflection (see Unit 1)<ul style="list-style-type: none">○ Writing Histories Reflection due at the end of Week 1• 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.	
Week #2: January 15–19	<i>Observe MLK, Jr. Day. Campus closed January 15</i>
Unit 5 <ul style="list-style-type: none">• Introduce Unit 5 and discuss literacy• Discuss critical readings• Assign Considering Communities and Literacies (see Unit 5)• Establish Key Terms (<i>optional assignment</i>: Semester Glossary [Unit 10])• Read “A Brief Introduction to ENG 1302 and Unit 5,” Barton & Hamilton, “Writing Assignment: Considering Communities and Literacies,” Carter “Communities of Practice”, Moss, and “Writing Processes” and “Writing Genre in Context” (Unit 10).	
Week #3: January 22–26	<i>Census Day is January 26.</i>
Unit 5 continued <ul style="list-style-type: none">• Review previous key terms• Discuss critical readings• Students continue working on Considering Communities and Literacies• Workshop and/or Peer Review Considering Communities and Literacies• Read Alvarez, Johnson and Arola and “Giving and Receiving Feedback” in Unit 10.<ul style="list-style-type: none">○ Considering Literacies and Communities due this week	

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Week #4: January 29–February 2

Unit 6

- Preview Unit 6
- Demonstrate Library research tools and/or invite Librarians for a visit
- Assign Preliminary Proposal and Annotated Bibliography
- Potential activities: “Finding and Evaluating Secondary Sources” and “Reverse Engineering.”
- Read “A Brief Introduction to Unit 6,” “RESEARCH! Primary, Secondary, & Evaluating Sources,” “Information Literacy,” “The Literacy Ethnography as Research,” Pleasant, and “Writing Activity: Reverse Engineering” Allen “Handling Family Business” in Unit 6. Read “Anatomy of the Academic Essay” in Unit 10.

Week #5: February 5–9

Unit 6 continued

- Continue Unit 6 discussions
- Continue supporting student secondary research
- Read “Activity: Rhetorical Précis” and “Giving Credit and Avoiding Plagiarism in Unit 10
- *Optional* schedule one-on-one conferences and/or research time

Week #6: February 12–16

Unit 6 continued/Catch up week

- *Optional* schedule one-on-one conferences and/or research time
 - Preliminary Proposal and Annotated Bibliography due this week

Week #7: February 19–23

Unit 7

- Review Unit 5 and 6 key terms and skills. Preview the trajectory of Unit 7 and the course. Discuss semester trajectory for ethnographic research.
- Assign Ethnographic Research Proposal
- Read “A Brief Introduction to Unit 7,” “Writing Assignment: Ethnographic Research Proposal,” “Listening For, Learning About, and Honoring Community Literacy Experiences,” “Toward Ethnographic Justice,” “Ethical Dilemmas within Online Literacy Research,” “Sample Statement of Ethics,” and “Sample Informed Consent”
- Activity: Identifying Your Research Questions and Developing Your Proposal”

Week #8: February 26–March 1

Unit 7 continued/Catch up week

- Continue working on Ethnographic Research Proposal
 - Ethnographic Research Proposal due this week

Week #9: March 4–8

The syllabus/schedule are subject to change.

Unit 8
<ul style="list-style-type: none"> • Introduce (or reintroduce) Ethnography Portfolio • Preview Unit 8 trajectory • Read “A Brief Introduction to Unit 8” and “Collecting Data in the Field” • Activities: Mock Interview and Field Notes & Observations • Begin Field Research
Week #10: March 11–15
<i>Observe Spring Break. Campus closed March 11-15</i>
No Classes
Week #11: March 18–22
Unit 8 continued
<ul style="list-style-type: none"> • Discuss organizing and analyzing data • Read “Organizing and Coding Data from the Field.” • Activities: Conceptual Memos; Literacy Artifact Analysis
Week #12: March 25–29
<i>Mid-term grades due Monday, March 25 at 5:00 pm.</i>
Unit 8 continued/Start Unit 9/Catch up week
<ul style="list-style-type: none"> • Complete field research • Introduce Unit 9 • Read “A Brief Introduction to Unit 9” and “Key Concept: Working with Data”
Week #13: April 1–5
Unit 9 continued
<ul style="list-style-type: none"> • Begin drafting the ethnography • Read “The Zero Draft”
Week #14: April 8–12
Unit 9 continued
<ul style="list-style-type: none"> • Continue drafting • Conduct peer review and/or instructor feedback on drafts • Re-read “Giving and Receiving Feedback” in Unit 10.
Week #15: April 15–19
Unit 9 continued
<ul style="list-style-type: none"> • Revision and writing continued • Assign The Learning Showcase assignment • Read “Rhetorical Grammar,” “Presenting Your Research,” and “The Learning Showcase.”
Week #16: April 22–26

The syllabus/schedule are subject to change.

Unit 9 conclusion/Catch up week

- In class writing workshops
- In class presentation drafting and practice

Week #17: April 29–May3

Observe campus study days May 1, 2, 3. No classes held.

Last Week of Class

- Wrap up class
- Reflect on semester objectives, outcomes, and goals
- Remind students about course evaluations

Week #18: May 6–10

Finals Week. No regular classes held.

Finals

- Capstone: Ethnographic portfolio due this week
- Capstone: The Learning Showcase on Wed., May 8 from 3:00-5:00 pm in Rayburn Student Center 2nd Floor

The syllabus/schedule are subject to change.