



**English 1302, P1E**  
**Written Argument and Research**  
COURSE SYLLABUS: Spring 2024

**INSTRUCTOR INFORMATION**

Instructor: Melissa Kamp  
Office Location: CHS Room 219  
Office Hours: Tuesday - 11:15am-12:15pm; Wednesday - 4:30pm-5:30pm;  
Thursday - 7:00am-8:00am  
University Email Address: melissa.kamp@tamuc.edu  
Communication Response Time: 24-48 hours during the week

**COURSE INFORMATION**

**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.

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**.

The join code for our course section is **177774**

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

Johnson, Gavin P., Ashanka Kumari, Emily Littlejohn, Brian McShane, and Rachel McShane, Eds. *Writing Inquiry* [2023 edition]. Top Hat.

**Software Required:**

- D2L
- Top Hat
- LeoMail
- A word processing program: *Students have free access to [Office 365](#).*

*The syllabus/schedule are subject to change.*

## Course Description

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

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## Instructional Methods

This is a face-to-face dual credit course. We will meet during Community High School's 4th period, Monday through Thursday. One of those days will serve as a study hall while the other days will be instructional days. This class will incorporate discussion and group work. Participation is required in order to be successful.

## COURSE REQUIREMENTS

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

**Communicate:** Be sure to utilize your Commerce email account to communicate with me. If you are going to miss class, are struggling with an assignment, etc. send me an email. Do not email me using either of our Community ISD email addresses. All communication should come through our Commerce email accounts.

**Attendance:** You need to be in class in order to participate. If you must miss a class, please communicate in advance and provide documentation for your absence. Remember that Community High School has a separate attendance policy for their Dual Credit Program.

**Syllabus:** Refer to the syllabus often and use it when planning your homework schedule. Make sure to complete reading assignments before you come to class and that you keep track of when major assignments are due.

**Utilizing Supports:** Attend office hours if you have questions or need assistance with any of your work. I also highly encourage you to take advantage of the Writing Center for your longer writing assignments.

## COURSE ASSESSMENT

For major writing assignments, a rubric specific to the assignment will be utilized, along with written or verbal feedback on the project. Expect a two-week turn-around for grading on these larger assignments. Smaller scale assignments should be graded within a week of submission and some will be scored based on percentages, contributions, and/or completion.

Midterm and final grades in this course will be based on the following scale (rounded to the nearest whole number):

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

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<b>Writing Assignments</b>	<b>45%</b>
Writing Histories and Your Goals Reflection	5%
Considering Communities and Literacies	10%
Preliminary Topic Proposal and Annotated Bibliography	10%
Ethnographic Research Proposal	10%
The Learning Showcase	10%
<b>English 1302 Semester Portfolio</b>	<b>30%</b>
<b>Writing Activities</b>	<b>15%</b>
<b>Top Hat Questions</b>	<b>10%</b>
<hr/>	
<b>TOTAL</b>	<b>100%</b>

### Assignments

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

**Writing Histories and Your Goals Reflection:** A short reflective piece that looks at your personal experiences with writing, your interpretation of the course outcomes, and your goals for the course.

**Considering Communities and Literacies:** For this assignment, identify a community you are a current or former member of, or a community you interact with either through writing, reading, participating, or more. This community can be a social club (book club), a school club (band, sports), or something less official (comic book fan, sneakerhead). It might also be a fan base you identify with (Marvel fans, Swifties, Dallas Cowboys, etc.), or a disciplinary community (such as sociology, nursing, or business). Additionally, it might be united in your love of coffee, dogs, or a specific genre of art. Your goal is to develop working definitions of **literacy**, **literacy practices**, and **literacy events** based on your community, then consider what it means to approach literacy as a social practice in this community. In preparation for this essay, you should reflect upon your initial understanding of these concepts and the specific, extensive ways the assigned readings in Unit 5 disrupted previous expectations.

**Preliminary Topic Proposal and Annotated Bibliography:** In this unit, you learned about primary and secondary sources, how to evaluate the credibility of sources, and strategies for integrating your sources in “Research: Primary, and Secondary, and Evaluating Sources, Oh My!” You applied these concepts in the “Finding and Evaluating Sources” activity. You also read about the different types of information in literacy ethnographies and how to analyze ethnographies. You even practiced reverse engineering a couple of articles. This assignment aims to combine all the concepts and strategies you’ve learned to advance your research, writing, and citing skills. This

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assignment is also one of the first and most essential steps to getting started on your own literacy ethnography.

**Ethnographic Research Proposal:** This proposal is your blueprint to a finished ethnography. With the feedback you received before you wrote it, as well as the feedback your instructor will provide on this copy, you will be able to begin data collection, and your project will begin to take shape. While this plan of action seems thorough, it's important to remain flexible as all plans change, and that's okay! Keep your instructor apprised of any major changes to this document as you begin the actual data collection.

**The Learning Showcase:** As your "final exam," you will be presenting your Ethnographic Research Project to an audience. Remember to present your research to an audience who has not done all the research you have. You want to tell them specifically what you learned and how. Do not assume that they will make the same connections you have made. Presentations are short, direct, and focus on your experience as an ethnographic researcher. You, as an English 1302 student, will briefly present your findings from their Ethnography Project. Presentations *might* include short "elevator pitches" of approximately 2–5 minutes describing the Literacy Community of Practice researched, the reason for conducting this research, the method of data collection, and one or two key findings from the project along with a small visual element. While this presentation acts as the "final exam" for English 1302, you should approach it as a celebration of your research and writing.

## TECHNOLOGY REQUIREMENTS

### Minimal Technical Skills Needed

#### 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)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

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## ACCESS AND NAVIGATION

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

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

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### Attendance Policy

Students who attend and participate regularly and actively have the best chance of doing well in this class. You are responsible for all material covered on any missed class days. I understand that Dual Credit students sometimes have campus obligations, and I am willing to work with you. You must notify me ahead of time about any scheduling conflicts. Dealing with it the day of or after the fact is not an option. Be prepared to provide written verification from a teacher or coach if necessary. In composition, attendance is essential to harness excellent writing skills that will be useful to you throughout your academic career. Students are expected to be present for each class session; however, sickness and special circumstances occasionally arise. If you must be absent, you are expected to be prepared for class like those present at the previous class session. Please consult D2L for assignments and contact a fellow student for class notes and discussion information. Chronic absences will be dealt with on an individual basis. In accordance with college policy, some chronic absences will result in failure of the course.

Unplanned emergencies do occur. If an emergency does occur, it is the student's responsibility to contact the instructor as soon as possible. If you know in advance that you will be absent, you should contact the instructor and discuss arrangements to avoid falling behind in class.

Please be aware of the Community High School Dual Credit Attendance Policy - no more than five absences are allowed per semester.

#### Late Work Policy

As a general rule, I do not accept late work. Each student, however, will have two opportunities to turn in an assignment late (up to two days) from the "Top Hat Questions" or "Writing Activities/Participation/Discussion" categories. This must be requested in via email and should be used wisely. This provides for internet/computer

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issues and/or conflicts with high school activities. Missing essays can earn half credit if completed at the end of the semester for the portfolio project.

If you are absent on a due date, your work is still due; please submit it through D2L. If a hard copy is required, you may either send it with a friend or bring it yourself later only if you have submitted it through D2L no later than the start of class on the due date. Otherwise, it will be viewed as late work and not accepted. Please understand that missing class does not entitle you to extra time to turn in work. This is not a high school course, and your high school makeup work policy does not apply. Arrangements to submit written work late must be made in advance with the instructor.

All assignments have a due date and time in D2L. Access to the work and the ability to turn in the work is LOCKED at a designated time. If you wait until the last minute to submit your work, you run the risk of encountering internet issues, and your work may not submit in time.

In the event of bad weather and/or school closings, refer to D2L for assignments and announcements.

### **Student Conduct**

Respect the class. All students are expected to participate in class and small group discussions, and all students are expected to behave maturely and respectfully. Disruptive behavior will not be tolerated. Any student who disrupts the class or interferes with classroom instruction or discussion will be asked to leave the class and not receive credit for attendance.

Additionally, by consistently engaging with electronic devices during class, you are actively disrespecting your classmates and me. I reserve the right to request that you put away the device. If you refuse or continue to use the device, I reserve the right to ask that you leave the class, and you will be counted absent. Habitual or chronic use of devices during lecture or group participation activities not designed to involve the use of devices may result in your participation grade lowering.

**Be prepared:** It is very important that you bring your books and supplies to class each time we meet. If you do not have your materials, you cannot participate fully in class; therefore, you will not receive class credit any time you fail to bring the necessary supplies.

**Cell phones:** Cell phones are to be silenced in the classroom. All phone conversations should occur outside the classroom. DO NOT read or send text messages during class. Students should give their full attention to learning for the time we are in the classroom. Using a cell phone for any reason during class disrespects the professor and your classmates.

Put away all personal electronic devices. Do not wear earbuds or headphones during class unless you ask permission. When we are working on independent assignments, I

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may allow you to listen to your music. However, you must use your earbuds/headphones, and the volume must be low enough that no one else can hear your music. If you use your devices without permission, you will be asked to leave the room and will be counted absent.

### **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](mailto: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](mailto:hunter.hayes@tamuc.edu)). Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

### **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.

## **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).  
<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>

### **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.

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## **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>

## **AI Use in Courses (Draft)**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, 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

13.99.99.R0.10 Graduate Student Academic Dishonesty

## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

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

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

## **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," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

## **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](mailto:studentdisabilityservices@tamuc.edu)

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

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

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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

Web url:

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

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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.

## RESOURCES

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

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

### Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit <https://www.tamuc.edu/writing-center>

### 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 our [chat service](#) on the main Library page: <https://www.tamuc.edu/library/>
- **Email** [ask@tamuc.libanswers.com](mailto:ask@tamuc.libanswers.com). We will respond to your email within 24 hours, often much sooner.
- **Text** your question to 903.225.2862.
- **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!** We'd love to meet you in-person!
  - Waters Library Research Office: Second Floor, Room 213
  - Waters Library University Archives: 4<sup>th</sup> Floor, Room 406A

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- 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](mailto:hirealion@tamuc.edu) or go online by clicking [schedule an appointment](#).

## 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>

## COURSE OUTLINE / CALENDAR

ENG 1302 Semester Schedule MWTh Spring 2023			
Week	Date	Topic	Homework <b>DUE</b>
Week 1: Introduction to the Course	1/10 (W) – First Day of Class	Discuss important syllabus policies. Demonstrate navigation of D2L and Top Hat. Review ENG 1301 key terms and concepts.	Check Leomail email and access D2L course shell. Read syllabus. Set up Top Hat access to Writing Inquiry 3 <sup>rd</sup> edition textbook.
	1/11 (Th)	Discuss readings. Review ENG 1301 key terms and concepts. Work on “Writing Assignment: Writing Histories and Your Goals Reflection.”	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.
	Weekend	N/A	<b>WRITING ASSIGNMENT:</b>

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			<b>WRITING HISTORIES DUE 1/15, 11:59 P.M.</b>
Week 2: Unit 5	1/15 (M) – MLK Jr. Day	No Class	No Class
	1/17 (W)	Discuss Barton & Hamilton and Unit 5 Writing Assignment.	Read “A Brief Introduction to ENG 1302 and Unit 5,” Barton & Hamilton, and “Writing Assignment: Considering Communities & Literacies” in Unit 5.
	1/18 (Th)	Review key terms from Barton & Hamilton. Discuss Carter and “Writing Processes.” Students brainstorm for “Writing Assignment: Considering Communities & Literacies.”	Read Carter in Unit 5 and “Writing Processes” in Unit 10. Come to class prepared to brainstorm for “Writing Assignment: Considering Communities & Literacies.”
Week 3: Unit 5, cont.	1/22 (M)	Review key terms from last week. Discuss Moss. Students brainstorm and outline “Writing Assignment: Considering Communities & Literacies.”	Read Moss in Unit 5. Read “Writing Genre in Context” in Unit 10. Come to class prepared to work on your writing assignment.
	1/24 (W)	Discuss Alvarez. Students draft “Writing Assignment: Considering Communities & Literacies.”	Read Alvarez in Unit 5. Come to class prepared to work on your writing assignment.
	1/25 (Th) – Census Day is 1/26	Discuss reading. Guide peer review for “Writing Assignment: Considering Communities & Literacies.”	Read Johnson & 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

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			peer review.
	Weekend	N/A	<b>WRITING ASSIGNMENT: CONSIDERING COMMUNITIES &amp; LITERACIES DUE 1/28, 11:59 P.M.</b>
Week 4: Unit 6	1/29 (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.”	Read “A Brief Introduction to Unit 6,” “RESEARCH! Primary, Secondary, & Evaluating Sources,” and “Information Literacy” in Unit 6. Read “Anatomy of the Academic Essay” in Unit 10.
	1/31 (W)	Review key terms. Discuss readings. As a class, create a sample reverse engineered visual with Google Jamboard. If time, students can start on homework.	Before Class: Read “The Literacy Ethnography as Research,” Pleasant, and “Writing Activity: Reverse Engineering” in Unit 6.
	2/01 (Th)	Answer questions about “Handling Family Business.” Students complete “Writing Activity: Reverse Engineering” in class and submit to D2L before the next class.	Read “Handling Family Business”
Week 5: Unit 6, cont.	2/5 (M)	Review key terms. Answer questions about “Activity: Rhetorical Précis.” Students work on activity in class. Students practice evaluating sources, quoting, and citing.	Read “Activity: Rhetorical Précis” and “Giving Credit and Avoiding Plagiarism in Unit 10.

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	2/7 (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.	Read “Writing Assignment: Preliminary Proposal and Annotated Bibliography” in Unit 6 and “Capstone Assignment” in Unit 9.
	2/8 (Th)	Students work on “Writing Assignment: Preliminary Proposal and Annotated Bibliography.”	Begin “Writing Assignment: Preliminary Proposal and Annotated Bibliography.”
Week 6: Unit 6, cont.	2/12 (M)	Students work on “Writing Assignment: Preliminary Proposal and Annotated Bibliography.”	Work on “Writing Assignment: Preliminary Proposal and Annotated Bibliography.”
	2/14 (W)	Peer Reviews and/or conferencing.	Work on “Writing Assignment: Preliminary Proposal and Annotated Bibliography.”
	2/15 (Th)	Peer Reviews and/or conferencing.	<b>WRITING ASSIGNMENT: PRELIMINARY PROPOSAL AND ANNOTATED BIBLIOGRAPHY DUE 2/15, 11:59 P.M.</b>
Week 7: Unit 7	2/19 (M)	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...”	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.
	2/21 (W)	Review key terms. Discuss “Toward Ethnographic Justice.”	Read “Toward Ethnographic Justice” in Unit 7.

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	2/22 (Th)	Review key terms. Discuss readings. Students complete “Activity: Drafting a Statement of Ethics.”	Read “Ethical Dilemmas within Online Literacy Research,” “Sample Statement of Ethics,” and “Sample Informed Consent” in Unit 7.
Week 8: Unit 7, cont.	2/26 (M)	Review key terms. Students complete Steps 1-2 of “Activity: Identifying Your Research Questions and Developing Your Proposal.”	Read “Activity: Identifying Your Research Questions and Developing Your Proposal in Unit 7 and “Capstone Assignment” in Unit 9.
	2/28 (W)	Students finish “Activity: Identifying Your Research Questions and Developing Your Proposal” in class and submit to D2L.	Review last class’s readings. Be prepared to continue working on the same activity in class.
	2/29 (Th)	Students complete “Activity: Drafting Interview Questions” and begin drafting “Writing Assignment: Ethnographic Research Proposal.”	Come to class prepared to draft your interview questions and research proposal.
	Weekend	N/A	<b>WRITING ASSIGNMENT: ETHNOGRAPHIC RESEARCH PROPOSAL DUE 3/03, 11:59 P.M.</b>
Week 9: Spring Break	3/04 (M)	No Class – Observing CHS Spring Break	No Class – Observing CHS Spring Break
	3/06 (W)	No Class – Observing CHS Spring Break	No Class – Observing CHS Spring Break
	3/07 (Th)	No Class – Observing CHS Spring Break	No Class – Observing CHS Spring Break
Week 10: Unit 8	3/11 (M)	Review key terms from Unit 7. Discuss Unit 8	Read “A Brief Introduction to Unit 8”

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		Introduction. Preview trajectory of Unit 8 and the course. Discuss “Collecting Data in the Field” in Unit 8. Complete “Activity: Mock Interview.”	and “Collecting Data in the Field” in Unit 8. Bring access to your interview questions to participate in a mock interview.
	3/13 (W)	Discuss homework. Explain upcoming research day.	Complete “Activity: Field Notes and Observations.” Bring any questions you have about data collection to class.
	3/14 (Th)	Research Day	Research Day
Week 11: Unit 8, cont.	3/18 (M)	Discuss reading. Students begin organizing data and drafting Conceptual Memo.	Read “Organizing and Coding Data from the Field.” Finish drafting Conceptual Memo after class.
	3/20 (W)	Review key terms. Students complete “Activity: Literacy Artifact Analysis” in class.	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.
	3/21 (Th)	Research Day	Research Day
Week 12: Unit 8, cont. & Unit 9	3/25 (M) – Midterm Grades Due 5pm	Research Day	Research Day
	3/27 (W)	Review key terms. Discuss readings. Students work on “Activity: Preliminary Data Analysis” in class.	Read “A Brief Introduction to Unit 9” and “Key Concept: Working with Data” in Unit 9.
	3/28 (Th) – last day to drop	Students finish “Activity: Preliminary Data Analysis” in class.	Continue organizing and analyzing your data.
Week 13: Unit 9, cont.	4/01 (M)	Writing Day: Students draft Zero Draft.	Read “The Zero Draft” in Unit 9. Come to class prepared to draft.

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	4/03 (W)	Writing Day: Students draft Zero Draft.	Come to class prepared to draft.
	4/04 (Th)	Writing Day: Students draft Zero Draft.	Come to class prepared to draft.
Week 14: Unit 9, cont.	4/08 (M)	Students conduct Peer Review of Zero Draft and draft Revision Plan.	Re-Read “Giving and Receiving Feedback” in Unit 10. Come to class prepared to participate in peer review.
	4/10 (W)	Writing Day: Revision—Higher Order Concerns	Come to class prepared to continue working on your “Capstone Assignment.”
	4/11 (Th)	Writing Day: Revision—Lower Order Concerns	Read “Rhetorical Grammar.” Come to class prepared to continue working on your “Capstone Assignment.”
Week 15: Unit 9, cont.	4/15 (M)	Discuss research presentations. Answer questions about The Learning Showcase. In-class writing day.	Read “Presenting Your Research” and “The Learning Showcase.” Come to class prepared to continue working on your “Capstone Assignment.”
	4/17 (W)	In-Class Writing Day	Come to class prepared to continue working on your “Capstone Assignment” and Learning Showcase Presentation.
	4/18 (Th) – last day to withdraw	Students practice presentations and draft Revision Plan.	Come to class prepared to practice your Learning Showcase Presentation.
Week 16: Unit 9, cont.	4/22 (M)	In-Class Writing Day	Come to class prepared to continue working on your “Capstone Assignment” and Learning Showcase Presentation.

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	4/24 (W)	Students revise Learning Showcase Presentations.	Come to class prepared to practice your Learning Showcase Presentation.
	4/25 (Th)	“Capstone Assignment” Peer Review.	Come to class prepared to participate in peer review.
Week 17: Conclusion	4/29 (M)	Cumulative semester review. End-of-semester reflection. End-of-semester reminders.	Come to class with any end-of-semester questions.
	5/01 (W)	Campus Study Days	Continue working on your “Capstone Assignment” and Learning Showcase Presentation.
	5/02 (Th)	Campus Study Days	Continue working on your “Capstone Assignment” and Learning Showcase Presentation.
Week 18: Finals Week	5/06 (M)	No regular classes	<b>CAPSTONE ASSIGNMENT DUE 5/06, 11:59 P.M.</b>
	5/08 (W)	No regular classes	<b>Learning Showcase</b>
	5/09 (Th)	No regular classes	

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