



## ENG 1302.07E: Written Argument and Research

(CRN 21098)

COURSE SYLLABUS: SPRING 2025

TR 12:30 PM – 1:45 PM

201 David A. Talbot Hall

### INSTRUCTOR INFORMATION

**Instructor:** Dr. Deborah M. Scaggs, PhD  
**Office Location:** 227 David A. Talbot Hall  
**Office Hours:** or by appointment  
**University Email Address:** [deborah.scaggs@tamuc.edu](mailto:deborah.scaggs@tamuc.edu)  
**Preferred Form of Communication:** email  
**Communication Response Time:** 48-72 hours



### COURSE INFORMATION



**Textbook(s) Required:** For this course, we will be using a [platform called Top Hat](#) that is included through East Texas A&M'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 362168.** 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](mailto:support@tophat.com).

#### Software Required

1. Microsoft Word or its equivalent. Students using MACs **must** save documents as .rtf or .pdf files.

*The syllabus/schedule are subject to change.*

- Students using [GoogleDocs](#) or [Office 365](#) are responsible for ensuring that their submissions are fully compatible with dropboxes in D2L and *TurnItIn*. **Do NOT use links.** (The hyperlinks direct you to instructions for converting to .doc files.)
  - Get [FREE Office 365](#) through ETAMU.
2. Adobe Reader for PDF files.
  3. Webcam and microphone for submitting online work. This is **REQUIRED**.

### Other Texts and/or Materials

1. [Adobe® Creative Cloud](#), provided by ETAMU. (Includes Adobe Reader.)
2. Dictionary (hardcopy or mobile app).
3. All students *must* have a working ETAMU e-mail address.
4. Access to a computer and high-speed internet for writing, saving, and submitting assignments electronically and for accessing online resources.
5. Familiarity with [Discussion Forums in D2L](#) (DFs) for submitting responses to discussion questions.
6. Familiarity with using your webcam for recording videos for submission to D2L assignment dropboxes and discussion forums.



### Important Dates:

January 13: First day of classes

January 29: Last day to drop with 100% refund

March 28: Last day to drop with no refund

March 10-14: Spring Break

May 2: Last Class Day

Final Grades Due: Monday, May 12 by 5:00 PM

**\*Final Exam Date:** Wednesday, May 7 from 3:00-5:00 PM in **Rayburn Student Center, 2nd Floor**

\*The final exam will be the “Learning Showcase” that is **required** for this course. This event is for all ENG 1302 students who will be presenting their ethnographic projects in a public setting. Students in this section of ENG 1302 will present to the instructor during Week 16 in preparation for this event.

## 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.

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**In this section of ENGL 1302 Student Learning Outcomes (SLOs):** Upon successful completion of this course, students will be able to:

1. construct cogent, logical, effective, and ethical arguments in writing;
2. compose texts that effectively employ the features of a given genre;
3. identify reliable and appropriate sources;
4. integrate appropriate sources effectively and ethically in their own texts;
5. participate effectively in groups with an emphasis on listening, critical and reflective thinking, and responding; and
6. compose texts that effectively address audience, purpose, style, and content. (This includes: clear focus, structurally unified development of ideas, appropriate rhetorical style, correct use of Standard American Academic English (SAAE), and ethically appropriate use of research.)

### **Core Curriculum Course Objectives**

1. **Critical Thinking Skills:** includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLOs #1, 2, 3, 4, 5, 6)
2. **Communication Skills:** includes effective written, oral, and visual communication. (SLOs#1, 2, 3, 4, 5, 6)
3. **Teamwork:** includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (SLO #5)
4. **Personal Responsibility:** includes the ability to connect choices, actions, and consequences to ethical decision making. (SLO #1, 6)

### **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;
- **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;

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- **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 (e.g., using Word), and engaging in online sources. Ability to use Word (or its equivalent), Adobe Reader, and [D2L Brightspace](#) (D2L) as its Course Management System (CMS). Students are expected to know how to use Discussion Forums ([DFs](#)) for [submitting responses to discussion questions](#). 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](mailto:helpdesk@tamuc.edu).

### Instructional Methods

This course relies on class lecture and discussion, independent reading and writing, in-depth research using ETAMU's library databases (online), the use of an ebook in Top Hat, the active use of D2L, 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

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

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## 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	55%
	a. Project 1: Considering Communities and Literacies	10%
	b. Project 2: Topic with Annotated Bibliography	10%
	c. Project 3: Proposal	15%
	d. Project 4: Ethnography	20%
2.	English 1302 Semester Portfolio	20%
	a. Supplemental Materials	
	b. Reflection on Learning	
3.	The Learning Showcase Presentation (REQUIRED)	
	a. In class presentation	10%
4.	On Demand	15%
	a. Top Hat Activities	
	b. Other Activities	

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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:

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

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**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)

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**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.

**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**

- **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.

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- **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 work as assigned by the instructor.
  - ❖ 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 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.

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- **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 the writing in this course will be submitted online, there really is no excuse for late or missing work. Late work will lose points. A student may **request** an extension by communicating with the instructor, in person or via e-mail, **at least 48 hours in advance of a deadline**, but the granting of an extension is dependent upon the circumstances and is at the sole discretion of the instructor. **If** a student has an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting deadlines, then they should **communicate with the instructor as soon as possible** so that a solution to the problem can be found.

NOTE: Some assignments—like drafts and peer reviews—are highly dependent upon timely submission in order to receive feedback for revision. Other assignments—like brainstorming or reading activities—are solely for the individual learner to maintain progress in learning. If work is turned in late without prior approval, students should expect to lose points, earn a zero (0), or be lowered a letter grade for each day’s delay, and a student has up to three (3) days (including weekends) to present the late work, after which no credit is possible

- **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 ETAMU 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.

## TECHNOLOGY REQUIREMENTS

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## LMS

All course sections offered by East Texas A&M University 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](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 ETAMU 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

### Course Specific Procedures/Policies

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## 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 their 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 two (2) 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 will not 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. Routine, short-term support of infant and parent health care matters;
4. Illness of a dependent family member;
5. Participation in legal proceedings or administrative procedures that require a student’s presence;
6. Religious holy days;
7. Illness that is too severe or contagious for the student to attend class;
8. Required participation in military duties;
9. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
10. Doctor visits that can not be rescheduled or that require travel.

Students are responsible for providing satisfactory evidence (e.g., physician’s note, military orders, 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](mailto:gavin.johnson@tamuc.edu)). In the case when the Director of Writing is the instructor, the student should contact **Dr. Christian Hempelmann, Chair of the Department of Literature and Languages** ([christian.hempelmann@tamuc.edu](mailto:christian.hempelmann@tamuc.edu)). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

## **University Specific Procedures and Rules**

### **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.

### **ETAMU Attendance**

Students are expected to attend classes. 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 East Texas A&M University 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**

East Texas A&M University

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)

## **Nondiscrimination Notice**

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## East Texas A&M Supports Students' Mental Health

**Counseling Center:** The Counseling Center at East Texas A&M, 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.



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**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](mailto:LionPantry@tamuc.edu)! They are open Wednesdays, 11:00-4:00 PM.

## 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 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](mailto:ask@tamuc.libanswers.com). They will respond to emails within 24 hours, often much sooner.
- **Text** questions to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 to discuss research needs.
- **Meet with Them!** Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with a librarian.
- **Visit Them!** They'd love to meet in-person!



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- Waters Library Research Office: Second Floor, Room 213
- Waters Library University Archives: 4<sup>th</sup> Floor, Room 406A
- East Texas A&M at Mesquite Metroplex Center: Second Floor, Study Room



**Student Career Preparedness Office:** Meet with career advisors who can help with the resources and tools needed to prepare for a career and opportunities post-graduation. To schedule an appointment, call 903.468.3223, email [hirealion@tamuc.edu](mailto:hirealion@tamuc.edu), or go online by clicking [schedule an appointment](#).

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**Land Acknowledgement:** East Texas A&M University acknowledges that the land we are meeting on today is within the historic homelands of the Wichita, Caddo, Kiikaapoi, and Tawakoni nations. We acknowledge the painful history of genocide and forced removal from this territory. We honor and respect the many diverse indigenous peoples who are connected to this land on which we gather.

**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.

**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 ETAMU 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](#).

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**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: 362168**

English 1302 Semester Outline Spring 2025	
Week #1: January 13–17	
<i>Tuesday, January 14 is the first day of class.</i>	
<b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i>	
<b>T</b>	<p><b>Course Introduction</b></p> <ul style="list-style-type: none"> <li>• Discuss the syllabus, course objectives, and discuss student goal setting</li> <li>• <b>Access:</b> Top Hat Course <a href="#">Registration Page</a> <ul style="list-style-type: none"> <li>○ <b>Enter:</b> Top Hat course using join code: <b>362168</b> <ul style="list-style-type: none"> <li>▪ <i>NOTE: You only use this code once. Then, you use just your credentials.</i></li> </ul> </li> </ul> </li> <li>• <b>Read:</b> From Unit 1 in Top Hat:           <ul style="list-style-type: none"> <li>○ “Writing Assignment: Writing Histories and Your Goals Reflection”               <ul style="list-style-type: none"> <li>▪ Writing Histories Reflection due Thursday!</li> </ul> </li> </ul> </li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> From Unit 1 in Top Hat:           <ul style="list-style-type: none"> <li>○ Activity: Brainstorming Goals</li> </ul> </li> <li>➤ <b>Complete:</b> Writing Histories Reflection           <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L by <b>1:45 PM</b></li> </ul> </li> <li>• <b>Read:</b> From UNIT 10 in Top Hat:           <ul style="list-style-type: none"> <li>○ “Multimodal ‘Writing’”</li> <li>○ Littlejohn’s “Active Reading”</li> <li>○ Loe’s “The Writing Center Is YOUR Resource”</li> </ul> </li> <li>• <b>In-Class:</b> Overview of Semester’s Projects</li> </ul>
Week #2: January 20—24	
<i>Observe MLK, Jr. Day. Campus closed January 20</i>	
<b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i>	
<b>T</b>	<p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> From Unit 5 in Top Hat:           <ul style="list-style-type: none"> <li>○ “A Brief Introduction to ENG 1302 and Unit 5”</li> <li>○ Barton and Hamilton’s “Literacy Practices”</li> <li>○ Carter’s “What Is a Community of Practice?”               <ul style="list-style-type: none"> <li>★ Engage in active reading, highlighting major ideas, concepts, and key terms and their definitions</li> </ul> </li> </ul> </li> <li>➤ <b>Complete (In-class):</b> “Activity: Community Brainstorming”           <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L dropbox by <b>1:45 PM</b></li> </ul> </li> </ul>

*The syllabus/schedule are subject to change.*

	<ul style="list-style-type: none"> <li>➤ <b>Complete:</b> All discussion questions found in Top Hat for the reading(s).</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> From UNIT 10 in Top Hat: <ul style="list-style-type: none"> <li>○ “Writing Processes”</li> </ul> </li> <li>➤ <b>Complete:</b> “Activity: Drawing Your Writing Process” <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L dropbox by <b>12:30 PM</b></li> </ul> </li> <li>• <b>Read:</b> From UNIT 10 in Top Hat: <ul style="list-style-type: none"> <li>○ “Writing Genre in Context”</li> </ul> </li> <li>• <b>Read:</b> From Unit 5 in Top Hat: <ul style="list-style-type: none"> <li>○ Project 1: “Writing Assignment: Considering Communities and Literacies”</li> <li>○ Moss’ “Creating a Community: Literacy Events in African-American Churches” <ul style="list-style-type: none"> <li>★ Engage in active reading, highlighting major ideas, concepts, and key terms and their definitions</li> </ul> </li> </ul> </li> <li>➤ <b>Complete:</b> All discussion questions found in Top Hat for the reading(s).</li> </ul>

Week #3: January 27—31	
<i>Census Day is January 29</i>	
<b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i>	
<b>T</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> from Unit 10 in Top Hat: <ul style="list-style-type: none"> <li>○ “Rhetorical Grammar”</li> </ul> </li> <li><b>Unit 5 continued</b></li> <li>• Review previous key terms</li> <li>• <b>Read:</b> From Unit 10 in Top Hat: <ul style="list-style-type: none"> <li>○ “Activity: Peer Review”</li> </ul> </li> <li>➤ <b>DRAFT:</b> Project 1: “Considering Literacies and Communities” <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L drobox by <b>12:30 PM</b></li> <li>AND</li> <li>○ <b>Submit</b> to D2L Discussion Forum by <b>12:30 PM</b></li> </ul> </li> <li>➤ <b>PEER REVIEW (in-class):</b> Project 1: “Considering Communities and Literacies” <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L Discussion Forum by <b>1:45 PM</b></li> </ul> </li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> From Unit 5 in Top Hat: <ul style="list-style-type: none"> <li>○ Alvarez’s “Anyone Saying New York’s Mexican Food Sucks Hasn’t Visited Puebla York” <ul style="list-style-type: none"> <li>★ Engage in active reading, highlighting major ideas, concepts, and key terms and their definitions</li> </ul> </li> </ul> </li> <li>➤ <b>Complete:</b> All discussion questions found in Top Hat for the readings</li> <li>➤ <b>FINAL PRODUCT</b> Project 1: “Considering Communities and Literacies” <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L Dropbox by <b>1:45 PM</b></li> </ul> </li> </ul>

Week #4: February 3—7	
<b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i>	

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<b>T</b>	<p><b>Unit 6</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> From Unit 6 in Top Hat: <ul style="list-style-type: none"> <li>○ “A Brief Introduction to Unit 6”</li> <li>○ Project 2: “Writing Assignment: Topic and Annotated Bibliography”</li> <li>○ McShane’s “Research: Primary, Secondary, and Evaluating, Oh, My!”</li> </ul> </li> <li>• <b>Read:</b> From Unit 10 in Top Hat: <ul style="list-style-type: none"> <li>○ “Anatomy of the Academic Essay”</li> </ul> </li> <li>• <b>Read:</b> From Unit 6 in Top Hat: <ul style="list-style-type: none"> <li>○ Allen’s “Handling Family Business: Technical Communication Literacies in Black Family Reunions” <ul style="list-style-type: none"> <li>★ Engage in active reading, highlighting major ideas, concepts, and key terms and their definitions</li> </ul> </li> </ul> </li> </ul> <p>➤ <b>Complete:</b> All discussion questions found in Top Hat for the readings.</p>
<b>R</b>	<p>➤ <b>Complete:</b> Unit 6’s “Writing Activity: Reverse Engineering”</p> <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L dropbox by <b>12:30 PM</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Read:</b> From Unit 6 in Top Hat: <ul style="list-style-type: none"> <li>○ Northam’s “Information Literacy, Misinformation, and the Library as a Resource”</li> <li>○ Pleasant’s “Literacy Sponsors and Learning” <ul style="list-style-type: none"> <li>★ Engage in active reading, highlighting major ideas, concepts, and key terms and their definitions</li> </ul> </li> <li>○ “The Literacy Ethnography as Research”</li> </ul> </li> </ul> <p>➤ <b>Complete:</b> All discussion questions found in Top Hat for the readings</p>

<b>Week #5: February 10—14</b>	
<p><b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i></p>	
<b>T</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> From Unit 10 in Top Hat <ul style="list-style-type: none"> <li>○ “Giving Credit, Citing Sources, and Avoiding Plagiarism”</li> </ul> </li> <li>• <b>Read:</b> From Unit 6 in Top Hat <ul style="list-style-type: none"> <li>○ “Activity: Rhetorical Précis; or, Stating the Point”</li> </ul> </li> </ul> <p>➤ <b>Complete:</b> A rhetorical précis on one of the articles you have read so far this semester</p> <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L dropbox by <b>1:45 PM</b></li> </ul>
<b>R</b>	<p>➤ <b>Complete:</b> <a href="#">Tutorial on Researching in the Arts and Humanities</a></p> <ul style="list-style-type: none"> <li>○ <b>Submit</b> certificate to D2L dropbox by <b>12:30 PM</b>.</li> </ul> <p>➤ <b>Complete:</b> <a href="#">Tutorial on Researching in the Social Sciences</a></p> <ul style="list-style-type: none"> <li>○ <b>Submit</b> certificate to D2L dropbox by <b>12:30 PM</b>.</li> </ul> <p>★ <b>In-class:</b> Research/Writing</p> <ul style="list-style-type: none"> <li>○ Using what you learned from the tutorials, locate at least 2 (two) articles that cover how groups function, interact, or operate OR articles that are specific to your literacy community. Develop rhetorical précis for each.</li> </ul>

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Week #6: February 17—21	
<b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i>	
T	<ul style="list-style-type: none"> <li>➤ <b>DRAFT:</b> Project 2: “Topic with Annotated Bibliography”               <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L dropbox by <b>12:30 PM</b></li> <li>AND</li> <li>○ <b>Submit</b> to D2L Discussion Forum by <b>12:30 PM</b></li> </ul> </li> <li>➤ <b>PEER REVIEW (in class):</b> Project 2: “Topic with Annotated Bibliography”               <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L Discussion Forum by <b>1:45 PM</b></li> </ul> </li> </ul>
R	<ul style="list-style-type: none"> <li>➤ <b>FINAL PRODUCT:</b> Project 2: “Topic with Annotated Bibliography”               <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L dropbox by <b>11:59 PM</b></li> </ul> </li> </ul>

Week #7: February 24—28	
<b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i>	
T	<ul style="list-style-type: none"> <li>● <b>Read:</b> From Unit 7 in Top Hat:               <ul style="list-style-type: none"> <li>○ “A Brief Introduction to Unit 7”</li> <li>○ Project 3: “Writing Assignment: Ethnographic Research Proposal”</li> </ul> </li> <li>● <b>Examine In Class:</b> PDF: “Sample ‘Ethnographic Research Proposal’”</li> <li>● <b>Read:</b> From Unit 7 in Top Hat:               <ul style="list-style-type: none"> <li>○ “Listening For, Learning About, and Honoring Community Literacy Experiences”</li> <li>○ Crouse’s “Toward Ethnographic Justice”</li> <li>○ Curwood et al.’s “Ethical Dilemmas within Online Literacy Research”</li> <li>○ “Sample Statement of Ethics”</li> <li>○ “Sample Informed Consent”</li> </ul> </li> <li>➤ <b>Complete:</b> All discussion questions found in Top Hat for the readings.</li> </ul>
R	<ul style="list-style-type: none"> <li>● <b>Re-read:</b> From Unit 7 in Top Hat:               <ul style="list-style-type: none"> <li>○ “Sample Informed Consent”                   <ul style="list-style-type: none"> <li>▪ Develop “Informed Consent” and bring to class</li> </ul> </li> </ul> </li> <li>● <b>Read:</b> From Unit 7 in Top Hat:               <ul style="list-style-type: none"> <li>○ “Activity: Identifying Your Research Questions and Developing Your Proposal”                   <ul style="list-style-type: none"> <li>▪ Develop “Research Questions” and bring to class</li> </ul> </li> <li>○ “Activity: Drafting a Statement of Ethics”                   <ul style="list-style-type: none"> <li>▪ Develop “Statement of Ethics” and bring to class</li> </ul> </li> </ul> </li> <li>★ <b>In-class workshopping/peer reviewing</b> <ul style="list-style-type: none"> <li>○ <b>Submit:</b> Revised versions after workshopping the following:                   <ul style="list-style-type: none"> <li>▪ “Research Questions,” Statement of Ethics,” and “Informed Consent,” to D2L Discussion Forum by <b>1:45 PM</b></li> </ul> </li> </ul> </li> <li>➤ <b>Complete:</b> All discussion questions found in Top Hat for the readings.</li> </ul>

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Week #8: March 3—7	
<b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i>	
<b>T</b>	<ul style="list-style-type: none"> <li>➤ <b>DRAFT:</b> Project 3: “Ethnographic Research Proposal” <ul style="list-style-type: none"> <li>▪ Include research questions</li> <li>▪ Include statement of ethics</li> <li>▪ Include informed consent form</li> </ul> </li> <li>○ <b>Submit</b> to D2L dropbox by <b>12:30 PM</b></li> <li>AND</li> <li>○ <b>Submit</b> to D2L Discussion Forum by <b>12:30 PM</b></li> <li>➤ <b>PEER REVIEW (in class):</b> Project 3: “Ethnographic Research Proposal” <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L Discussion Forum</li> </ul> </li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>➤ <b>FINAL PRODUCT:</b> Project 3: “Ethnographic Research Proposal” <ul style="list-style-type: none"> <li>▪ Include finalized research questions</li> <li>▪ Include finalized statement of ethics</li> <li>▪ Include finalized informed consent form</li> </ul> </li> <li>○ <b>Submit</b> to D2L dropbox by <b>11:59 PM</b></li> </ul>

Week #9: March 10–14	
<b>Observe Spring Break. Campus closed March 10-14</b>	
<b>No Classes</b>	

Week #10: March 17—21	
<b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i>	
<b>T</b>	<ul style="list-style-type: none"> <li>● <b>Read:</b> From Unit 8 in Top Hat: <ul style="list-style-type: none"> <li>○ “A Brief Introduction to Unit 8”</li> <li>○ “Collecting Data in the Field”</li> <li>○ “Activity: Field Notes and Observations”</li> <li>○ “Activity: Preparing Interview Questions”</li> </ul> </li> <li>★ <b>In class:</b> Discussion of Field Notes, Observations, Interviewing <ul style="list-style-type: none"> <li>○ Use PDF: “Field Notes Template”</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>○ Create your own method for collection</li> </ul> </li> <li>★ <b>In class:</b> Develop interview questions</li> <li>➤ <b>Complete:</b> All discussion questions found in Top Hat for the readings.</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>➤ <b>Complete:</b> Finalized interview questions <ul style="list-style-type: none"> <li>○ <b>Submit:</b> to D2L Dropbox by <b>12:30 PM</b></li> </ul> </li> <li>➤ <b>Complete:</b> “Activity: Field Notes and Observations” (First set of Field Notes [FNs])</li> </ul>

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	<ul style="list-style-type: none"> <li>○ <b>Submit:</b> to D2L Dropbox by <b>12:30 PM</b></li> </ul> <p>➤ <b>Complete:</b> All discussion questions found in Top Hat for the readings.</p>
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Week #11: March 24—28	
<p><b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i></p>	
<b>T</b>	<ul style="list-style-type: none"> <li>➤ <b>Complete:</b> Second set of Field Notes (FNs) <ul style="list-style-type: none"> <li>○ <b>Submit:</b> to D2L Dropbox by <b>12:30 PM</b></li> </ul> </li> <li>● <b>Read:</b> From Unit 8 in Top Hat: <ul style="list-style-type: none"> <li>○ “Organizing and Coding Data from the Field” <ul style="list-style-type: none"> <li>▪ “The Conceptual Memo”</li> </ul> </li> <li>○ “Activity: Preliminary Data Analysis”</li> <li>○ “Activity: The Conceptual Memo”</li> </ul> </li> <li>★ <b>In class:</b> Discussion of FNs <ul style="list-style-type: none"> <li>○ Organize and Code FNs</li> <li>○ Draft “Conceptual Memo”</li> </ul> </li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>➤ <b>Complete:</b> Third set of Field Notes (FNs) <ul style="list-style-type: none"> <li>○ <b>Submit:</b> to D2L Dropbox by <b>12:30 PM</b></li> </ul> </li> <li>➤ <b>Complete:</b> “Conceptual Memo” <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L by <b>12:30 PM</b></li> </ul> </li> <li>● <b>Read:</b> from Unit 8 in Top Hat: <ul style="list-style-type: none"> <li>○ “Activity: Literacy Artifact Analysis” <ul style="list-style-type: none"> <li>▪ <b>Bring</b> to class your literacy artifact</li> </ul> </li> </ul> </li> <li>★ <b>In class,</b> you will analyze the artifact <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L Dropbox by <b>1:45 PM</b></li> </ul> </li> </ul>
<p><b>START:</b> Organizing and coding materials from interviews, field notes, literacy artifact analysis, and secondary research.</p>	

Week #12: March 31—April 4	
<p><b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i></p>	
<b>T</b>	<ul style="list-style-type: none"> <li>❖ <b>Have Interviews completed</b></li> <li>● <b>Read:</b> from Unit 9 in Top Hat: <ul style="list-style-type: none"> <li>○ “A Brief Introduction to Unit 9”</li> <li>○ “Capstone Assignment: English 1302 Semester Portfolio” <ul style="list-style-type: none"> <li>▪ Project 4: “Ethnography” Parts 1 and 2</li> <li>▪ Portfolio, Parts 3-4</li> </ul> </li> <li>○ “Working with Data”</li> <li>○ “The Zero Draft”</li> </ul> </li> </ul>

*The syllabus/schedule are subject to change.*

	<ul style="list-style-type: none"> <li>• <b>Read:</b> PDF: “Possible Organization of Ethnography Essay” (in D2L)</li> <li>• <b>Examine:</b> PDF: “Sample ‘Ethnographic Essay’” (in D2L)</li> </ul>
R	<ul style="list-style-type: none"> <li>• Bring all research materials to class <ul style="list-style-type: none"> <li>○ Includes: FNs, Interviews, Research Articles, Artifact Analysis, and Other Data</li> </ul> </li> </ul>
<b>START:</b> Drafting your Ethnography and answering your research questions.	

Week #13: April 7—11	
T	<ul style="list-style-type: none"> <li>➤ <b>DRAFT 1:</b> Project 4: “Ethnography” <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L dropbox by <b>12:30 PM</b></li> <li>AND</li> <li>○ <b>Submit</b> to D2L Discussion Forum by <b>12:30 PM</b></li> </ul> </li> </ul>
R	<ul style="list-style-type: none"> <li>➤ <b>PEER REVIEW (in class):</b> Project 4: “Ethnography” <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L Discussion Forum by <b>1:45 PM</b></li> </ul> </li> </ul>
<b>REVISE:</b> Ethnography based on feedback.	
<b>START:</b> Developing ideas for Portfolio.	

Week #14: April 14—18	
T	<ul style="list-style-type: none"> <li>➤ <b>DRAFT 2:</b> Project 4: “Ethnography” <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L dropbox by <b>12:30 PM</b></li> <li>AND</li> <li>○ <b>Submit</b> to D2L Discussion Forum by <b>12:30 PM</b></li> </ul> </li> <li>➤ <b>PEER REVIEW (in class):</b> Project 4: “Ethnography” <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L Discussion Forum by <b>1:45 PM</b></li> </ul> </li> </ul>
R	<ul style="list-style-type: none"> <li>➤ <b>FINAL PRODUCT:</b> Project 4: “Ethnography” <ul style="list-style-type: none"> <li>○ <b>Submit</b> to D2L dropbox by <b>11:59 PM</b></li> </ul> </li> <li>• <b>Re-read:</b> From Unit 9 in Top Hat: <ul style="list-style-type: none"> <li>○ “Capstone Assignment: English 1302 Semester Portfolio,” Parts 3 and 4</li> </ul> </li> <li>• <b>Access:</b> <a href="#">Adobe Express</a> and explore possible options for developing your English 1302 Portfolio, Parts 3 and 4</li> </ul>
<b>START:</b> Putting together your portfolio and writing reflection.	
<b>Access:</b> <a href="#">Adobe Express</a> and choose option for developing your oral presentation for the Learning Showcase of Project 4.	

The *syllabus/schedule* are subject to change.

Week #15: April 21—25	
<b>T</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> from Unit 9 in Top Hat:               <ul style="list-style-type: none"> <li>○ “Presenting Your Research”</li> <li>○ “The Learning Showcase”</li> </ul> </li> <li>• <b>On Your Own:</b> <ul style="list-style-type: none"> <li>○ Start working on Learning Showcase presentation</li> <li>○ Work on visual aid for the Learning Showcase, using <a href="#">Adobe Express</a></li> </ul> </li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>➤ <b>Capstone:</b> ENG 1302 Semester Portfolio DUE               <ul style="list-style-type: none"> <li>○ <b>Submit</b> in class to D2L dropbox by <b>12:30 PM</b></li> </ul> </li> <li>• In class presentation drafting</li> <li>• <b>On Your Own:</b> <ul style="list-style-type: none"> <li>○ Work on visual aid for the Learning Showcase, using <a href="#">Adobe Express</a></li> </ul> </li> </ul>

Week #16: April 28—May 2	
<b>Complete:</b> Any and all discussion questions/quizzes found in Top Hat for the reading(s). <i>DUE in Top Hat by 12:30 PM</i>	
<b>T</b>	➤ Presentations in Class
<b>R</b>	➤ Presentations in Class

### FINAL EXAM WEEK

The Learning Showcase on Wednesday, May 7 from 3:00-5:00 pm  
 in Rayburn Student Center 2<sup>nd</sup> Floor  
 Attendance is REQUIRED

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