



EAST TEXAS A&M
UNIVERSITY

ENG:1302, Section 08E, Written Argument/Research

COURSE SYLLABUS: SPRING 2024

INSTRUCTOR INFORMATION

Instructor: Stormy Montes

Office Location: DTH 126

Office Hours: Tues., 10:45am-12:15pm; Thurs., 3:30pm-5pm

Office Phone: N/A

Office Fax: N/A

University Email Address: Stormy.Montes@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Within **24 hours** on weekdays

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

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:

The syllabus/schedule are subject to change.

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

Course Description

ENG:1302, Written Argument/Research. Three semester 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.

Core Curriculum Course Objectives

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

English 1302 Learning Outcomes

1. **Define** important terms/concepts including, but not limited to, literacy, community, research, ethics, knowledge, ethnography, and writing processes;
2. **Discuss** the ways these terms expand based on cultural and communicative practices;
3. **Locate** scholarly research related to key terms/concepts;
4. **Examine** scholarly, personal, and/or multimodal texts that detail varying understandings and applications of key terms/concepts;
5. **Develop** writing and research processes appropriate for ethically studying the literacy of a specific community;
6. **Engage** in collaboration that supports individualized and communal understanding and writing development;
7. **Collect** primary ethnographic data;
8. **Organize** collected data in order to understand specific literacy community practices;

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9. **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), research methods, practices, styles, and/or languages;
10. **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;
11. **Reflect** on your writing experiences and literacy practices;
12. **Design** individualized learning goals appropriate for a first-year writing course; and
13. **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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

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

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Instructional Methods

This is a face-to-face class. We will meet on Tuesdays and Thursdays from 2pm to 3:15pm in DTH 201.

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

Student Responsibilities or Tips for Success in the Course

For each class meeting, come to class on time and prepared. Coming to class prepared means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and notetaking.

Here's a brief list of responsibilities and tips for success:

1. Successful students refer to the syllabus frequently throughout the semester.
2. Successful students attend class regularly.
3. Successful students communicate with their professors and peers regularly and respectfully.
4. Successful students plan their weeks with organizational tools.
5. Successful students study effectively with techniques like practice testing and distributed practice.

Note: This information is taken from "Some Habits for Success in College" in Writing Inquiry, 3rd edition. For the full version of these strategies, see your textbook in Top Hat.

Student/Class Civility Policy:

Your instructor reserves the right to ask any student to leave class if any student proves distracting, hostile, and/or disruptive to either the instructor and/or classmates. If a student is asked to leave, the student will meet with the instructor during the instructor's office hours before returning to class.

If incivility occurs, the student(s) may also have a "0" entered in the gradebook for any activities, quizzes, etc. that were to be completed in class on the day in question. If incivility occurs during group work, ALL parties will meet in my office, and the student(s) at fault may or may not receive a "0" for the assignment(s).

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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

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Assessments

Assignment	Percentage of Grade	Notes
Writing Assignment 1	10%	Identify a community of practice
Writing Assignment 2	15%	Find 4 credible sources related to a community of practice
Writing Assignment 3	15%	Develop a proposal for the Final Project
Writing Assignment 4	15%	Prepare field notes & develop conceptual memos
Writing Assignment 5	15%	Final Project Portfolio: paper, research artifacts, and reflection
Final/The Learning Showcase	10%	Final Project presentation
D2L Discussions & TopHat Readings	20%	Attend & participate in class discussions, Respond to D2L Discussion threads, and Answer TopHat Questions

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

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

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

COMMUNICATION AND SUPPORT

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

Technical Support

If you are having technical difficulty with any part of 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>

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Interaction with Instructor Statement

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

Please reach out to me, I want to hear from you! I am your instructor, but I am also here to be your mentor. I care about you and your academic experience in my class. Suggestions to make my course better? Trouble understanding the content? Need suggestions and advice on papers and assignments? Have you come down with an illness or any other kind of emergency? Simply want to stop and chat? Need letters of recommendation? Please email me as soon as possible or drop by during office hours! I am in your corner, and I want you to succeed in my class.

Emails: If you need to email me, please do so in the proper format. In the “subject” line of your

email, please give me a very short summary, in no more than a few words, as to why you are emailing me (i.e., “Sick— Will Not Be in Class Today”). Also, please compose your email with proper introductions (ex: “Ms. Trotter”), followed by your body paragraphs, and then end with proper salutations (ex: “Sincerely,” “Best”, etc.) with your name underneath them.

IMPORTANT NOTICE: This is college, an institution of higher learning, and therefore, we are in a setting where everyone is expected to act with professionalism. Everyone in class, including the instructor, is expected to conduct themselves as adults, which entails; following the schedule, turning in work on time, time management, communicating with the instructor and classmates, completing the readings on time, and professionalism, etc. Therefore, I expect ALL OF US to behave in a dignified and professional manner in class, with assignments, during office hours, and especially with emails.

Please see the example of a full proper email below:

“Dear Instructor Montes,

I am emailing you today to let you know that I am sick and will not be in-class. I will ask a classmate and/or lookout on D2L or Top Hat for assignments due today and the next class period of the week.

Sincerely,

John Doe”

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance Policy

Though I do not use attendance records to penalize your grade, I do take attendance at the beginning of each class session, and I do take note if you are tardy. That being said, please come to class and come to class on time. When you miss class, you are not only missing out on vital learning time and instruction, you are also missing out on announcements and the collaborative nature of the higher education classroom setting.

“What should I do when I miss class?”

If students need to miss class, it is the student’s responsibility to ask a classmate what we did in class that day or go to D2L and/or Top Hat to find out what you missed in class. However, this does not necessarily mean you will be able to make up the work you missed in class!

Make-Up Work Policy

Generally, I accept NO make-up work, except in extraordinary circumstances. Students must discuss the make-up work with me at least 24 hours before the assignment is due. As the instructor, it is my prerogative to approve or deny a students’ request for make-up work.

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>

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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>

ETAMU 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/rulesProcedure s/13students/academic/13.99.99.R0.01.pdf>

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 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

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

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

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

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

The syllabus/schedule are subject to change.

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

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

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.

Web url:

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

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.

East Texas A&M Supports Students' Mental Health

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. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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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. 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: 4th Floor, Room 406A
 - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

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

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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>

AI Use in Courses

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

Student 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 the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult [University Procedure 13.99.99.R0.05 \("Student Appeal of Instructor Evaluation"\)](#).

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Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the accreditation, throughout the semester I may collect some of the ungraded texts you produce solely for an assessment of program effectiveness that in no way affects students' course grades or GPAs.

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COURSE OUTLINE / CALENDAR

Week	Dates	Topic	Homework Due
Week 1	<p>1/14 (T) – First Day of Class</p> <p>1/16 (R)</p> <p>WRITING ASSIGNMENT: WRITING HISTORIES DUE 1/17, 11:59PM</p>	<p>Introduction to the Course & Unit 5</p> <p>T: Discuss syllabus and class policies; Demonstrate navigation of D2L and Top Hat</p> <p>R: Discuss readings; Review ENG:1301 key terms and concepts. Work on “Writing Histories and Your Goals Reflection” assignment</p>	<p>T: Check Leomail email and access D2L course shell. Read syllabus. Set up Top Hat access to Writing Inquiry textbook</p> <p>R: 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</p>
Week 2	<p>1/21 (T)</p> <p>1/23 (R)</p>	<p style="text-align: center;">Unit 5</p> <p>T: Preview the trajectory of Unit 5 and the course. Discuss Barton & Hamilton and Unit 5 Writing Assignment</p> <p>R: Review key terms from Barton & Hamilton. Discuss Carter and “Writing Processes.” Students brainstorm for “Writing Assignment: Considering Communities & Literacies”</p>	<p>T: Read “A Brief Introduction to ENG:1302 and Unit 5”. Then read Barton & Hamilton and “Writing Assignment: Considering Communities & Literacies” in Unit 5.</p> <p>R: Read Carter in Unit 5 and “Writing Processes” in Unit 10. Come to class prepared to brainstorm for “Writing Assignment: Considering Communities & Literacies”</p>
Week 3	1/28 (T)	T: Review Key terms from last week. Discuss Moss. Students brainstorm and	T: Read Moss in Unit 5. Read “Writing Genre in Context in Unit 10. Come

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	1/30 (R)	<p>outline "Writing Assignment; Considering Communities & Literacies"</p> <p>R: Review Moss key terms. Discuss readings. Students draft "Writing Assignment Considering Communities & Literacies"</p>	<p>to class prepared to work on your writing assignment</p> <p>R: Read Alvarez in Unit 5. Come to class prepared to work on your writing assignment</p>
Week 4	<p>2/4 (T)</p> <p>2/6 (R)</p> <p>WRITING ASSIGNMENT: CONSIDERING COMMUNITIES & LITERACIES DUE 2/7, 11:59PM</p>	<p>T: Discuss readings. Guide peer review for "Writing Assignment: Considering Communities & Literacies"</p> <p>R: Review Unit 5. Students' last in-class writing day for "Writing Assignment: Considering Communities & Literacies"</p>	<p>T: 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 peer review.</p> <p>R: Come to class prepared to revise "Writing Assignment: Considering Communities & Literacies"</p>
Week 5	<p>2/11 (T)</p> <p>2/13 (R)</p>	<p style="text-align: center;">Unit 6</p> <p>T: 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 Resources"</p> <p>R: Review Key terms. Discuss readings. As a class, create a sample</p>	<p>T: 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</p> <p>R: Before Class: Read "The Literacy Ethnography as Research," Pleasant,</p>

The syllabus/schedule are subject to change.

		reverse engineered visual with program of your choice. If time, students can start on homework	and “writing Activity: Reverse Engineering in Unit 6 After Class: Read Handling Family Business and complete “Writing Activity: Reverse Engineering” in Unit 6.
Week 6	2/18 (T)	T: Review key terms. Answer questions about “Activity; Rhetorical Précis.” Students work on activity in class. Students practice evaluating sources, quoting, and citing.	T: Read “Activity: Rhetorical Précis” and “Giving Credit and Avoiding Plagiarism” in Unit 10
	2/20 (R)	R: Review key terms. Discuss “Writing Assignment Preliminary Proposal and Annotated Bibliography.” Students brainstorm a list of Communities of Practice. Demonstrate library website navigational tips	R: Read Writing Assignment: Preliminary Proposal and Annotated bibliography in Unit 6 and “Capstone Assignment in Unit 9.
Week 7	2/25 (T)	T: Writing Conferences	T: Students work on “Writing Assignment: Preliminary Proposal and Annotated Bibliography”
	2/27 (R) WRITING ASSIGNMENT: PRELIMINARY PROPOSAL AND ANNOTATED BIBLIOGRAPHY DUE 2/28, 11:59PM	R: Writing Conferences	R: Students work on “Writing Assignment: Preliminary Proposal and Annotated Bibliography”
Week 8		Unit 7	

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	3/4 (T)	T: 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	T: Read “A Brief Introduction to Unit 7” and “Writing Assignment: Ethnographic Research Proposal”
	3/6 (R)	R: Discuss readings	R: Read “Listening For, Learning About, and Honoring Community Literacy Experiences” and “Toward Ethnographic Justice” in Unit 7
Week 9	SPRING BREAK 3/10-3/14	NO CLASSES, Enjoy your break!	
Week 10	3/18 (T)	T: Review key terms. Discuss readings. Students complete “Activity: Drafting a Statement of Ethics”	T: Read “Ethical Dilemmas within Online Literacy Research,” “Sample Statement of Ethics,” and “Sample Informed Consent in Unit 7
	3/20 (R)	R: Review key terms. Students complete “Activity: Identifying Your Research Questions and Developing Your Proposal”	R: Read “Activity: Identifying Your Research Questions and Developing Your Proposal in Unit 7 and “Capstone Assignment” in Unit 9
Week 11	3/25 (T)	Unit 7/Unit 8 T: Students complete “Activity: Drafting Interview Questions” and begin drafting “Writing Assignment: Ethnographic Research Proposal”	T: Come to class prepared to draft your interview questions and research proposal
	3/27 (R) WRITING ASSIGNMENT: ETHNOGRAPHIC	R: Review key terms from Unit 7. Discuss Unit 8 Introduction. Preview trajectory of Unit 8. Discuss “Collecting Data	R: Read “A Brief Introduction to Unit 8” and “collecting Data in the Field” in Unit 8. Bring access to your interview

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	RESEARCH PROPOSAL DUE 3/28, 11:59PM	in the Field in Unit 8. Students complete “Activity: Mock Interview.” Explain homework “Activity: Field Notes and Observations”	questions to participate in a mock interview.
Week 12	4/1 (T)	T: Discuss homework. Explain upcoming research day. Dismiss early for data collection.	T: Complete “Activity: Field Notes and Observations.” Bring any questions you have about data collection to class.
	4/3 (R)	R: No class – Research day	R: Research Day. Collect Data in the field
Week 13	4/8 (T)	T: Discuss reading. Students begin organizing data and drafting Conceptual Memo.	T: Read “Organizing and Coding Data from the Field.” Finish drafting Conceptual Memo after class.
	4/10 (R)	R: Review key terms. Students complete “Activity: Literacy Artifact Analysis” in class	R: 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.
Week 14	4/15 (T)	Unit 8/Unit 9 T: Review key terms and end-of-semester reminders. Discuss readings. Students complete “Activity: Preliminary Data Analysis’ in class.	T: Read “A Brief Introduction to Unit 9” and “Key Concept: Working with Data” in Unit 9
	4/17 (R)	R: Writing Day: Draft Zero	R: Read “The Zero Draft” in Unit 9. Come to class prepared to draft your “Capstone Assignment”
Week	4/22 (T)	T: Writing Day: Revision	T: Come to class prepared

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15	4/24 (R)	R: Writing Day: Higher Order Concerns & Presentation. Answer Questions about the Learning Showcase	to continue working on your "Capstone Assignment" R: Read "Presenting Your Research" and "The Learning Showcase." Come to class prepared to continue working on your "Capstone Assignment"
Week 16	4/29 (T) 5/1 (R) – Last Day of Class	T: Writing Day: Lower Order Concerns R: Writing Day	T: Read "Rhetorical Grammar." Come to class prepared to continue working on your "Capstone Assignment" R: Come to class prepared to continue working on your "Capstone Assignment"
Week 17	FINALS WEEK MAY 5TH-9TH CAPSTONE ASSIGNMENT DUE 5/4, 11:59PM THE LEARNING SHOWCASE PRESENTATION DUE	No regular classes – attend only your final exam times	CAPSTONE ASSIGNMENT DUE 5/4, 11:59PM PRESENT AT LEARNING SHOWCASE

The syllabus/schedule are subject to change.