



English 1302 section 09E
Written Argument and Research
Spring 2025 Syllabus

INSTRUCTOR INFORMATION

Instructor: Paige Van Speybroeck

Office Location: David Talbot Hall (DTH) Rm 215

Drop-in Hours: TBD

University Email Address: Paige.VanSpeybroeck@tamuc.edu

Preferred Form of Communication: email

Communication Response Time is within 48 hrs. weekdays. If you do not hear back from me, please send another email, see me in class, or come to office hours.

COURSE INFORMATION

Textbook Required:

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].

For this course, we will be using a platform called Top Hat that is included through 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. You may receive an email about being able to opt out of this inclusive access; however, Top Hat is required for the course.

To gain access to Top Hat, you will need to create an account using your LeoMail account (university email). The campus bookstore will send you an email about this. 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 or 1-888-663-5491.

If you already have an account with TopHat, please know that the link is specific to this class. You can find this link in under the Content tab for this course on D2L. We will make sure everyone has access on the first day of class as there is a reading assignment due.

The syllabus/schedule are subject to change.

Software Required:

- D2L
- TopHat
- LeoMail (This is your university email account.)
- **MS Word:** We will use Word exclusively in this class. Students have free access to [Office 365](#). All documents will be submitted as .docx. Google docs, Pages, PDF, .odt etc., will NOT be accepted.

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;

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- **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), research methods, practices, styles, and/or languages;
- **Compose** texts across different genres and media of writing that further expand key terms/concepts based on primary ethnographic research and engagement with trustworthy secondary research;
- **Reflect** on your writing experiences and literacy practices;
- **Design** individualized learning goals appropriate for a first-year writing course; and
- **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

You will need:

- Flash drive, data stick, thumb drive, or other means of storing digital versions of the essays and other material you generate. *Always keep a backup of EVERYTHING you turn in.
- A valid, working, university email address that you check every day.
- Regular internet access.
- Access to a computer with a word processing program and a printer. Your assignments must be typed and **uploaded into D2L in a .doc or .docx file format**. Google docs, Apple pages, Apache open office, PDF etc. will not be accepted in this class.

Instructional Methods

This is a F2F section that meets Tuesday and Thursday each week unless there is a University holiday. There is no provision for online or hybrid options for class attendance.

Student Responsibilities aka Tips for Success in the Course

You are expected to be present at every class meeting and participate in the discussions and activities. This is the easiest part of your grade to earn. Please make sure you complete the reading assignments prior to class so you can participate fully and make the most of the in-class discussion. Writing assignments need to be completed and submitted prior to or on the date they are due unless arrangements have been made with me **24 hours PRIOR to the due date**. If you need extra time for an assignment, let's talk about it. I can be very flexible if I know beforehand. If you wait until after the due date, there is very little I can do for you.

A note about Attendance and Participation:

- **put your phone away** – silence your phone and do not text or surf while in class; this includes earbuds/headphones, etc.
- **prepare** – before coming to class by completing any reading & writing assignments
- **be on time**

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- **participate** – by engaging in class discussions, listening attentively, taking notes, asking questions when confused, answering questions, etc.
- **stay in class until dismissed** – There is no such thing as partial attendance, you are either here for the entire class or you are absent. Please see me if you need to be absent so we can discuss any homework/assignments.

COURSE ASSESSMENT

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

Writing Assignments 1, 2, 3, and 4	4 assignments at 10 pts each = 40 pts total
Daily Journal Writing and Class Activities	30
Writing Assignment 5 – Capstone Project	30
Total Points possible	100

Full prompts and due dates for each assignment will be available in D2L and discussed in class.

At the beginning of each class, you will write for 10 minutes in your journal. Since this class is about writing, we will make it a priority to write. It is necessary for you to be here for every class to receive full points toward your Daily Journal Writing assignment. These cannot be made up.

We will have 4 Writing Assignments. A1, A2, A3, and A4 are 10 points each whereas A5 (Capstone Project) is scored at 30 points. There is daily journal writing and class activities such as short writing, peer review, etc. which are worth 30 points. To earn all the necessary points to pass this class, it is imperative that you come to class and participate. Many of the assignments are difficult, at best, to make up if you miss class and journal writing cannot be made up. It is my intention to assist everyone in passing the class, but I need you to let me know what is going on and how best to help you.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). 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

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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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.

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 solutions might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the campus library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Interaction with Instructor Statement

Communication is SO important in this course! If you communicate with me, I can and will do whatever I can to best help you. However, if you do not communicate with me, I cannot even begin to know what you need or how I can help. Communication is key. You can email me, talk with me before or after class, or come by during my drop-in hours. I am here however you need, but help me help you by utilizing communication

If you email me Monday-Friday, expect a response within 48-hours. If I do not respond within that time, feel free to send up a follow email...seriously! Please do! I get a LOT of emails and sometimes one might get lost in the shuffle, or I simply might not have seen it. **Never feel bad about following-up.** If you email me after 5pm on a Friday, though, you will most likely not get a response until Monday at the earliest. I like my weekends just like you. You are welcome to email me nonetheless, just please be aware the response will not be as quick as an email sent during the week. You are always welcome to come to drop-in hours in my office.

Attendance

It is expected that you will be here for each and every class meeting. Having said that, I know that life gets in the way sometimes. Please let me know if you need to miss class for any reason. I do not need specifics about the situation; I just need to know what to expect regarding your attendance. The University does not recognize excused absences unless it is for a university sponsored event, and I do not have a policy for excused absences.

Class Etiquette

What is etiquette? According to Wordnik, etiquette is the “Conventional requirement or custom in regard to social behavior or observance; propriety of conduct as established in any class or

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community or for any occasion; good manners; polite behavior”. In this class, we will display etiquette in various ways. Some of those ways include removing earphones, listening to each other, setting aside your phone, arriving on time, and asking and answering questions. There are other ways and we will discuss them as situations arise, but this is a good place to start.

Students who choose to engage in inappropriate behavior will be directed to leave class. If a student is directed to leave class, they will need to meet with me during drop-in hours before returning to class. If inappropriate behavior is engaged during the group project, ALL parties will meet with me in my office before returning to class and the student(s) at fault may or may not receive a “0” for the assignment. I have ZERO tolerance for bullying or harassment of any and all forms.

Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with **Dr. Gavin P. Johnson, the Director of Writing** (gavin.johnson@tamuc.edu). In the case when the Director of Writing is the instructor, the student should contact **Dr. Christian Hempelmann, Chair of the Department of Literature and Languages** (c.hempelmann@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 and will always be to the students’ benefit.

AI Use in this Course

AI (chat bot) use **will not be allowed** in this course per university policy (see below). Writing is a skill that one must practice in order to get better at it. Despite what you may think, writing is still a necessary skill for employment. Composing may be virtual now but you still need to know how to put words together and how to make appropriate rhetorical choices to get your message across.

Academic Honesty/Plagiarism:

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

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If you ever have any questions about a particular use of a source, always ask your instructor (me). They (I) want you to avoid plagiarism, too, so they (I) will help you do so whenever and wherever they (I) can. Do what you can to take advantage of this support – to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty or plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

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>

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.

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

East Texas A&M University 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.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

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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 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>

<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.

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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

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>

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

East Texas A&M 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

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calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit 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. 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, emailing 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:

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<https://community.brightspace.com/support/s/contactsupport>

(proposed) COURSE OUTLINE / CALENDAR

Full writing prompts, reading details, and class activities will be located on D2L.

Week 1	Course Introduction	<p>Reading</p> <ul style="list-style-type: none"> ○ “Why a Writing Course?” ○ “Writing Assignment: Writing Histories and Your Goals Reflection.” ○ “Active Reading” and “The Writing Center is YOUR Resource” in Unit 10. 	Assignment 1 (A1) Due Sunday Jan 19, 11:59pm
Week 2	Unit 5	<ul style="list-style-type: none"> • Introduce Unit 5 and discuss literacy • Discuss critical readings • Assign Considering Communities and Literacies (see Unit 5) • Establish Key Terms (<i>optional assignment</i>: Semester Glossary [Unit 10]) • Readings <ul style="list-style-type: none"> ○ “A Brief Introduction to ENG 1302 and Unit 5,” ○ Barton & Hamilton, “Writing Assignment: Considering Communities & Literacies,” ○ Carter “Communities of Practice”, ○ Moss, ○ “Writing Processes” and “Writing Genre in Context” (Unit 10). 	
Week 3	Unit 5 cont.	<ul style="list-style-type: none"> • Review previous key terms • Discuss critical readings • Students continue working on Considering Communities and Literacies • Workshop and/or Peer Review Considering Communities and Literacies • Readings <ul style="list-style-type: none"> ○ Alvarez, ○ Johnson & Arola ○ “Giving and Receiving Feedback” in Unit 10 	A2 Due Sunday Feb 2, 11:59pm
Week 4	Unit 6	<ul style="list-style-type: none"> • Preview Unit 6 • Demonstrate Library research tools and/or invite Librarians for a visit • Assign Preliminary Proposal and Annotated Bibliography • Potential activities: “Finding and Evaluating Secondary Sources” and “Reverse Engineering.” • Readings <ul style="list-style-type: none"> ○ “A Brief Introduction to Unit 6,” 	

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		<ul style="list-style-type: none"> ○ “RESEARCH! Primary, Secondary, & Evaluating Sources,” ○ “Information Literacy,” ○ “The Literacy Ethnography as Research,” ○ Pleasant ○ “Writing Activity: Reverse Engineering” ○ Allen “Handling Family Business” ○ “Anatomy of the Academic Essay” in Unit 10. 	
Week 5	Unit 6 cont.	<ul style="list-style-type: none"> • Continue Unit 6 discussions • Continue supporting student secondary research • Readings <ul style="list-style-type: none"> ○ “Activity: Rhetorical Précis” ○ “Giving Credit and Avoiding Plagiarism in Unit 10 <p><i>Optional</i> schedule one-on-one conferences and/or research time</p>	A3 Due
Week 6	Unit 7	<ul style="list-style-type: none"> • Review Unit 5 and 6 key terms and skills. Preview the trajectory of Unit 7 and the course. Discuss semester trajectory for ethnographic research. • Assign Ethnographic Research Proposal • Readings <ul style="list-style-type: none"> ○ “A Brief Introduction to Unit 7,” ○ “Writing Assignment: Ethnographic Research Proposal,” ○ “Listening For, Learning About, and Honoring Community Literacy Experiences,” ○ “Toward Ethnographic Justice,” ○ “Ethical Dilemmas within Online Literacy Research,” ○ “Sample Statement of Ethics,” ○ “Sample Informed Consent” 	Activity: Identifying Your Research Questions and Developing Your Proposal”
Week 7	Unit 7	<p>Catch up week</p> <ul style="list-style-type: none"> • Continue working on Ethnographic Research Proposal 	A4 Due
Week 8	Unit 8	<ul style="list-style-type: none"> • Introduce (or reintroduce) Ethnography Portfolio • Preview Unit 8 trajectory • Readings <ul style="list-style-type: none"> ○ “A Brief Introduction to Unit 8” ○ “Collecting Data in the Field” • Activities: Mock Interview and Field Notes & Observations • Begin Field Research 	
Week 9	Spring Break	No Classes – Spring Break	
Week 10	Unit 8 cont.	<ul style="list-style-type: none"> • optional midterm/writing meetings with students • Students continue field research 	
Week 11	Unit 8 cont.	<ul style="list-style-type: none"> • Discuss organizing and analyzing data • Readings <ul style="list-style-type: none"> ○ “Organizing and Coding Data from the Field.” • Activities: Conceptual Memos; Literacy Artifact Analysis • Complete field research 	

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Week 12	Unit 9	<ul style="list-style-type: none"> • Introduce Unit 9 • Readings <ul style="list-style-type: none"> ◦ “A Brief Introduction to Unit 9” • “Key Concept: Working with Data” Begin drafting the ethnography • Read “The Zero Draft” 	
Week 13	Unit 9 cont.	<ul style="list-style-type: none"> • Continue drafting • Conduct peer review and/or instructor feedback on drafts • Re-read “Giving and Receiving Feedback” in Unit 10. 	
Week 14	Unit 9 cont.	<ul style="list-style-type: none"> • Revision and writing continued • Assign The Learning Showcase assignment <p>Read “Rhetorical Grammar,” “Presenting Your Research,” and “The Learning Showcase.”</p>	
Week 15	Unit 9 cont.	<ul style="list-style-type: none"> • In class writing workshops • In class presentation drafting and practice 	
Week 16		<ul style="list-style-type: none"> • In class writing workshops (continued) • In class presentation drafting and practice (continued) • Wrap up class • Reflect on semester objectives, outcomes, and goals • Remind students about course evaluations 	
Week 17	Finals Week	<ul style="list-style-type: none"> • Capstone: Ethnographic portfolio due this week <p>Capstone: The Learning Showcase on Wed., May 7 from 3:00-5:00 pm in Rayburn Student Center 2nd Floor</p>	A5 Due Learning Showcase Wed May 7, 3 – 5pm Rayburn Student Center

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