



EAST TEXAS A&M
UNIVERSITY

ENG 1302-11E: WRITTEN ARGUMENT & RESEARCH
COURSE SYLLABUS: SPRING 2025

INSTRUCTOR INFORMATION

Instructor: Emily Littlejohn

Office Location: DTH 214

Office Hours: Tuesdays & Thursdays, 11:20 a.m. – 12:20 p.m. & 3:20 p.m. – 3:50 p.m.

University Email Address: Emily.littlejohn@tamuc.edu

Communication Response Time: I reply to emails within 48-hours, M-F, 8 a.m. – 5 p.m.

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.

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.

To join Top Hat, you must click on the Top Hat link in your D2L course on a web browser. A Top Hat launch link should be in the "Content" menu. Upon being re-directed to Top Hat, you can create an account if you are new to Top Hat or log in if you have an existing account. ***Please follow your instructor's specific directions and report any access issues immediately.***

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*.

The syllabus/schedule are subject to change.

Software Required:

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

COURSE DESCRIPTION

ENG 1302 – GLB/US Written Argument/Research • 3 credit hours. This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences. Students will write weekly, including such texts as journals, reading response logs, summaries of argumentative texts, argumentative papers, and longer papers integrating secondary research. Activities include close reading of sample texts, both student and professional. Some sections will emphasize special topics in both reading and writing. Prerequisites: Grade of C or better in English 1301 or advanced placement or CLEP.

CORE CURRICULUM COURSE OBJECTIVES

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

ENGLISH 1302 LEARNING OUTCOMES

- **Define** important terms/concepts including, but not limited to, literacy, community, research, ethics, knowledge, ethnography, and writing processes;
- **Discuss** the ways these terms expand based on cultural and communicative practices;
- **Locate** scholarly research related to key terms/concepts;
- **Examine** scholarly, personal, and/or multimodal texts that detail varying understandings and applications of key terms/concepts;
- **Develop** writing and research processes appropriate for ethically studying the literacy of a specific community;
- **Engage** in collaboration that supports individualized and communal understanding and writing development;
- **Collect** primary ethnographic data;
- **Organize** collected data in order to understand specific literacy community practices;
- **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), research methods, practices, styles, and/or languages;

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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 must navigate our course platforms (D2L and Top Hat) as well as a word processing system such as Microsoft Word. *Students have free access to [Office 365](#).*

Instructional Methods

This is a face-to-face class. We will meet on Tuesdays and Thursdays from 12:30 p.m. – 1:45 p.m. in DTH 208.

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 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/writing 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.

For more information about these strategies, see “Some Habits for Success in College” in your textbook *Writing Inquiry* on Top Hat.

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COURSE ASSESSMENT

“Grading”

As an instructor, my approach to classroom assessment is labor-based. I use a form of Gameful Learning which promotes self-motivated learning, risk-taking, and engagement with the course materials over numerical grades. You can learn more about Gameful Learning [here](#).

Here’s how it works. While some assignments are required, you choose the other assignments you want to complete. Each assignment is worth a certain number of points. You earn points by completing assignments. You will receive full credit for all assignments that you submit on time and that meet all the assignment requirements. You will not receive full points if you turn in an assignment late or if you do not meet all the assignment requirements (word count, number of sources, content requested in the prompt, etc.).

The only reasons you may not receive full credit on an assignment are:

1. **Late submissions:** The original deadline is important—both for you and your instructor. The day that you submit a major writing assignment marks the end of one unit and the beginning of a new one. This means that it is hard to catch up if you get behind. The deadline is also important for your instructor to provide feedback in a timely manner. However, I understand that sometimes mental or physical illness, family emergencies, work, and other unforeseen circumstances may affect your ability to complete work on time. If you need more time to complete an assignment, fill out the **Extension Form** before the due date. *You will only lose points on a late assignment if you DO NOT fill out the Extension Form.* You will not lose points for a late assignment if you fill out the Extension Form before the due date. (Note: This Extension Form is adapted from Dr. Rebecca Rowe’s.)
2. **Short Projects:** Each major writing assignment you complete this semester gives you room to explore the unit’s concepts within a certain length—a word count for an essay, a time length for a podcast or video, etc. You will not lose points if you’re within 50 words for minor assignments and 100 words for longer assignments (or 30 seconds for minor assignments and 1 minute for longer assignments). However, you may lose points if your project is significantly shorter than required.
3. **Misunderstood-the-Assignment Projects:** Although many of the writing assignment prompts give you room to explore, there are certain requirements that still need to be met including engaging with core concepts and questions included in the prompt. For example, if the prompt asks you to define X and analyze Y in context of Z, but you only define X and summarize the context of Z, then you may not receive full credit. Or, if an assignment asks you to support your argument with credible sources and you do not include any secondary sources or only include sources that are not credible, then you may not receive full credit.

Feedback

I provide revision-based feedback on all your major writing assignments submitted to D2L. This feedback is meant to promote improvement in your writing process so that your writing improves with each new assignment. For more information about higher order concerns and the writing process, see “Making Collaboration Worth It” and “Good Writing is Always Hard” in Unit 10 of *Writing Inquiry* on Top Hat. This feedback is important not only for your learning, but also

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because your final project (worth 40 points!) requires reflections on and revisions of previous assignments along with new writing.

TL;DR

In sum, you're graded on how much labor you put into the course. You decide which (non-required) assignments to complete and how many to earn the grade you want. This should make the class less stressful because you are in control of your learning path and grade.

*My assessment approach is inspired by and adapted from Dr. Ashanka Kumari and Dr. Rebecca Rowe's labor-based grading policies and syllabi.

Final grades in this course will be based on the following scale:

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = 59 or less points

Weights of the assessments in the calculation of the final letter grade. (R) denotes required assignments.

Writing Assignments (R)	40 points
Writing Histories & Your Goals Reflection (R)	<i>complete/incomplete</i>
Considering Communities and Literacies (R)	10 points
Preliminary Topic Proposal and Annotated Bibliography (R)	10 points
Ethnographic Research Proposal (R)	10 points
The Learning Showcase (R)	10 points
ENG 1302 Capstone Project: Semester Portfolio (R)	40 points
Writing Activities	10 points
Considering Communities Peer Review	1 point
Reverse Engineering	1 point
Rhetorical Précis	1 point
Drafting a Statement of Ethics	1 point
Identifying Your Research Questions	1 point
Drafting Interview Questions	1 point
Field Notes & Observations	1 point
Conceptual Memo	1 point

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Zero Draft	1 point
Zero Draft Peer Review	1 point
Reading Activities	10 points
Unit 5 Top Hat Questions	2 points
Unit 6 Top Hat Questions	2 points
Unit 7 Top Hat Questions	2 points
Unit 8 Reading Quiz	2 points
Unit 9 Reading Quiz	2 points
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TOTAL	100 points

Assessments

Full prompts for assignments are available in Top Hat.

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.t.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.

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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 campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions about 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>.

Interaction with Instructor Statement

My goal is to be as flexible and compassionate as possible. If you have questions or need support, please email me or come to my office hours. I will do whatever I can to help you meet your learning goals. To answer emails as quickly and accurately as possible, please follow the email etiquette guidelines described in below and in “Some Habits for Success in College” (*Writing Inquiry* in Top Hat). I respond to emails within 48-hours, Monday-Friday, 8 a.m. – 5p.m.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Email Etiquette

For a light-hearted and humorous explanation of academic email etiquette, read “How to Email Your Professor (without being annoying AF)” by Laura Portwood-Stacer [here](#).

In sum, all emails to your instructor should include the following elements:

1. **Subject Line:** Your subject line should be clear and specific. Recommended format: Name. Class and Section #. Topic of Email.
2. **Salutation:** Greet your instructor by their preferred name.
3. **Body:** Keep your message clear, concise, and respectful (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and that every interaction is a reflection of your academic persona.
4. **Closing:** End your email with an appropriate closing followed by your full name.

For more details about these elements, an example email, and a template, see “Some Habits for Success in College” in *Writing Inquiry* through your Top Hat platform.

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Attendance

I take attendance during our review session at the beginning of each class. I will maintain an attendance record all semester—per university policy—but your attendance is not *directly* factored into your grade.

While your attendance does not directly impact your grade, “attending class on time ensures that you do not miss any course announcements, reminders, lectures, or activities. Attending your writing class is important beyond receiving information because your writing classes are not primarily ‘lecture’ courses. Instead, English 1301 and 1302 help you build your critical reading, writing, and thinking skills through class discussions, in-class activities, and peer-to-peer collaboration. Learning, in these classes specifically, is a social activity that is only impactful if you attend, engage, and participate” (Littlejohn). For more information about attendance and participation, see “Some Habits for Success in College” in *Writing Inquiry* through your Top Hat platform.

Submission Guidelines

You will submit your writing assignments on D2L. You must use a D2L compliant file type such as Word .docx, PDF, PowerPoint .pptx, etc. Apple Users: Pages is NOT a D2L compliant file type. Preferred: Word .docx.

Civility

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a possible learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. Your instructor reserves the right to ask any student to leave the class if they prove distracting or disruptive to their instructor and/or peers. Disruptive behavior includes, but is not limited to, purposefully using harmful language related to identity (race, gender, class, age, orientation etc.). If a student is asked to leave, the student must meet with the instructor during office hours before returning to class.

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/Policies

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>

East Texas A&M 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>

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/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>

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, 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.

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13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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/>

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/rulesProcedures/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.

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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

Departmental-Specific Procedures

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

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.

ADDITIONAL RESOURCES

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.

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- **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

COURSE OUTLINE / CALENDAR

Homework is due before class, unless otherwise noted.

Week	Dates	Homework	In class	Work Due
1	1/14 1/16	T: “Start Here” module on D2L. R: Week 1 Readings on D2L.	T: Course Introduction R: Discuss readings. Annotate an Assignment Prompt. Work on Writing Histories & Your Goals.	Writing Histories & Your Goals 1/17 11:59 p.m.
2	1/21 1/23	T: Read “A Brief Introduction,” Barton & Hamilton, and “Writing Assignment: Considering Communities & Literacies.” R: Read Carter and Loe.	T: Preview Unit 5. Discuss Barton & Hamilton. Introduce writing assignment. R: Review key terms. Discuss readings. Brainstorm.	Top Hat Questions 1/21 & 1/23 Before Class

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3	1/28	T: Read Moss and “Writing Genres (in) Context”	T: Review key terms. Discuss readings. Outline project.	Top Hat Questions
	1/30	R: Read Alvarez and Johnson & Arola 1/29: Spring Census Day. Last Day to Drop with 100% Refund.	R: Discuss readings. Draft projects.	1/28 & 1/30 Before Class
4	2/4	T: Read “Activity: Peer Review.” Bring full draft of project to class and a charged device for peer review.	T: Peer Review	Considering Communities & Literacies 2/7 11:59 p.m.
	2/6	R: Read “A Brief Introduction to Unit 6,” R. McShane, and Northam.	R: Preview Unit 6. Discuss readings. Demonstrate library website navigation. Guide students through “Activity: Finding and Evaluating Secondary Sources.” Submit to D2L after class.	
5	2/11	T: Read “The Literacy Ethnography as Research,” Pleasant, and “Writing Activity: Reverse Engineering” (only read; do not complete yet).	T: Discuss readings. As a class, reverse engineer Pleasant. If time, students can start reverse engineering Allen.	Top Hat Questions 2/11 Before Class ----- Allen TH ?s & Reverse Engineering
	2/13	R: Read “Activity: Rhetorical Précis” (but do not yet complete) and “Giving Credit and Avoiding Plagiarism”	R: Review key terms. Answer questions about activity. Students work on activity in class.	2/12 11:59 p.m. ----- Rhetorical Précis 2/14 11:59 p.m.

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6	2/18	T: Read “Writing Assignment: Preliminary Proposal & Annotated Bibliography,” “Capstone Assignment: English 1302 Semester Portfolio,” and “Anatomy of an Academic Essay”	T: Review key terms. Discuss assignments. Library research tips. Brainstorm.	
	2/20	R: Work on project	R: No Class—Writing Conferences	
7	2/25	T: Work on Project	T: No Class—Writing Conferences	Preliminary Proposal & Annotated Bibliography 2/28 11:59 p.m.
	2/27	R: Read “A Brief Introduction to Unit 7,” “Listening For, Learning About, and Honoring Communities,” and “Writing Assignment: Ethnographic Research Proposal.	R: Review Units 5 and 6 key terms. Preview Unit 7. Discuss readings.	
8	3/4	T: Read Crouse & Curwood et al.	T: Discuss readings.	Top Hat Questions 3/4 Before Class ----- Drafting a Statement of Ethics 3/7 11:59 p.m.
	3/6	R: Read “Sample Statement of Ethics” and “Sample Informed Consent.”	R: Discuss readings. Work on “Activity: Drafting a Statement of Ethics.”	
9	3/11		Spring Break. No classes!	
	3/13			

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10	3/18	T: Read “Activity: Identifying Your Research Questions and Developing Your Proposal,” “Writing Assignment: Ethnographic Research Proposal,” and “Capstone Assignment.”	T: Review key terms. Answer questions about assignments. Discuss research vs. interview questions. Students work on activity.	Identifying Your Research Questions & Developing Your Proposal 3/19 11:59 p.m. ----- Ethnographic Research Proposal 3/21 11:59 p.m.
	3/20	R: Read “Activity: Preparing Interview Questions” and draft your interview questions.	R: Students complete interview activity in class and work on proposals.	
11	3/25	T: Read “A Brief Introduction to Unit 8” and “Collecting Data in the Field.” Bring access to your interview questions to participate in mock interview.	T: Review key terms. Preview Unit 8. Students conduct mock interview. Discuss “Collecting Data.” Explain homework: “Activity: Field Notes & Observations.”	Field Notes & Observations 3/27 Before Class
	3/27	R: Complete “Activity: Field Notes & Observations” before class and submit to D2L. Read “Activity: Literacy Artifact Analysis” and bring artifact to class. 3/28: Last Day to Drop (no refund).	R: Review key terms. Discuss homework. Students complete artifact analysis activity. Explain upcoming research days. Remind students of upcoming activities requiring data and artifacts to analyze.	
12	4/1	T: No Class— Research Day	T: No Class— Research Day	
	4/3	R: No Class— Research Day	R: No Class— Research Day	

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13	4/8	T: Read “Organizing and Coding Data from the Field.”	T: Discuss Reading. Work on Conceptual Memo.	Conceptual Memo 4/9 11:59 p.m.
	4/10	R: Read “Activity: Preliminary Data Analysis” (but do not yet complete).	R: Work on activity in class.	----- Unit 8 Reading Quiz 4/11 11:59 p.m.
14	4/15	T: Read “A Brief Introduction to Unit 9” and “Working with Data” (but do not yet complete).	T: Review key terms. Preview Unit 9. Students complete “Working with Data.”	Zero Draft 4/21 11:59 p.m.
	4/17	R: Read “Activity: The Zero Draft” (but do not yet complete).	R: In-Class Writing Day. Work on Zero Draft.	
15	4/22	T: Bring access to zero draft and be prepared to participate in peer review.	T: Peer Review Day: Zero Draft	Unit 9 Reading Quiz
	4/24	R: Read “Presenting Your Research” and “The Learning Showcase.”	R: Discuss presentation and learning showcase. Students work on Capstone Projects.	4/24 11:59 p.m.
16	4/29	T: Come prepared to write.	T: In-Class Writing Day.	
	5/1	R: Come prepared to write and/or practice your presentation.	R: In-Class Writing Day. Last Class Day	

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17	5/5 through 5/9	No regular classes— attend only your final exam times.	FINALS WEEK	Capstone Assignment 5/5 11:59 p.m. ----- The Learning Showcase Presentation 5/7 3-5 p.m.
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