



English 1302, 17E
Written Argument and Research
COURSE SYLLABUS: Spring 2025

INSTRUCTOR INFORMATION

Instructor: Haomei Meng-Briscoe

Office Location: 215

Office Hours: Mon, Wed, 11:00 am - 12:30 pm

University Email Address: Haomei.meng@tamuc.edu

Communication Response Time: 24 hours on weekdays. 48 hours on weekends.

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 Deep Link or the 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 teacher's specific directions and report any access issues immediately. **The join code is 049448.**

The syllabus/schedule are subject to change.

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

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

Software Required:

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

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;

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- Develop writing and research processes appropriate for ethically studying the literacy of a specific community;
- Engage in collaboration that supports individualized and communal understanding and writing development;
- Collect primary ethnographic data;
- Organize collected data in order to understand specific literacy community practices;
- Consider the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), research methods, practices, styles, and/or languages;
- Compose texts across different genres and media of writing that further expand key terms/ concepts based on primary ethnographic research and engagement with trustworthy secondary research;
- Reflect on your writing experiences and literacy practices;
- Design individualized learning goals appropriate for a first-year writing course; and
- Assess individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

Instructional Methods

This class is delivered face-to-face, and therefore, I will spend some of my time lecturing at the front of the classroom, and the rest of class time will be spent with students engaging with me and each other through critical discussion on the day's topics and readings. These student leading discussions on the readings, assignments, and papers will be done with my guidance, as I will delegate the groups (if this is group work) and facilitate the discussions as the instructor. Students will also be peer-reviewing each other's papers. In addition, the course information builds as we proceed with each new reading and/or chapter. Therefore, it is imperative that students come to class with the proper materials and having already read and/or completed the assignment.

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COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

TOPHAT	D2L	STUDENT EMAIL EXPECTATIONS	CLASSROOM EXPECTATIONS
Check/Logon: Everyday	Check/Login: Everyday	Check/Login: Ideally, Everyday	Come to Every Class Period. We have In-Class Activities for most class periods, which is part of the Participation score.
Textbook Access	Read Course Announcements	You MUST Provide a Short, Succinct "Title" for the Email. This title must give a brief description of what the email is about.	The Day's Readings MUST Be Read Before Class.
Reading Questions, due before midnight on Sunday (11:59 P.M.) of the week they are assigned.	Course Information/ Syllabus	Properly Address The person you are Emailing (Dear Professor/Ms./ Instructor Briscoe I am emailing you today...)	<i>Come in on Time and Leave When Class is Officially Over</i>
-	View Weekly Calendar	Address me as "Mrs. Briscoe"	Turn in Assignments on Time
Past Assignments Will Be in "Review Mode" After They are Due.	"Checklists" will be available every day with your homework and/ Assignments to complete along with their due dates.	Give a proper "Closing" to the Email When You are Done	Come Ready to Work, Write, Present, and Collaborate
	View PowerPoints. They Will Be Open and Available the Day of Lecture When Class Begins.	Break Up the "body" of the Email with Periods and Commas, Also, Use Paragraphs.	USE ELECTRONIC DEVICES ONLY WHEN INSTRUCTORS ASSIGN YOU ASSIGNMENTS REQUIRING INTERNET.

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COURSE ASSESSMENT

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).

I have ZERO (0) TOLERANCE FOR BULLYING OR HARRASSMENT OF ANY AND ALL FORMS.

Midterm and 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

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

Assignment	Percentage of Grade	Due Date	Notes
Writing Assignment 1	10 points (10%)	Week 4	Identify a community of practice
Writing Assignment 2	15 points (15%)	Week 7	Find 4 Credible sources related to a community of practice
Writing Assignment 3	15 points (15%)	Week 10	Develop a Proposal for the Final Project
Writing Assignment 4	15 points (15%)	Week 12	Prepare Field Notes & Develop Conceptual memos

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Assignment	Percentage of Grade	Due Date	Notes
Writing Assignment 5	15 points (15%)	Week 15	Final Project Portfolio: Paper, research artifacts and Reflection
Final/The Learning Showcase	10 points (10%)	Week 16	Final Project Presentation
Participation, D2L discussions & TOPHAT Readings	20 points (20%)	Continuous	Attend and participate in class discussions, Respond to D2L Discussion threads, and Answer TOPHAT Questions

Assignments

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

Late Work Policy

- If extraordinary circumstances prevent you from submitting a major writing assignment on time, email your instructor 24-hours in advance. Your instructor may or may not grant you an extension.
- **No late submission is accepted unless emailing your instructor for extension via email.**
- NOTE: In addition to saving your work on your device, ALWAYS save your work to a cloud-based service like Google Drive or Dropbox.com.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

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

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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 East Texas A&M campus open computer lab, etc.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Interaction with Instructor Statement

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.

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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

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.

Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

AI Use in Courses (Draft)

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.

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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 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>

Collection of Data for Measuring Institutional Effectiveness

To measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

Students with Disabilities-- ADA Statement

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

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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/)
[http://www.tamuc.edu/campusLife/campusServices/
studentDisabilityResourcesAndServices/](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 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](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.

RESOURCES

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

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

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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:

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

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COURSE OUTLINE / CALENDAR

ENGLISH 1302 Semester Outline Spring 2025

Week #1: January 13-17

Monday, January 13 is the first day of class.

Course Introduction

- Discuss the syllabus, course objectives, and discuss student goal setting
- Assign Writing Histories and Establishing Goal Reflection (see Unit 1)
 - **Writing Histories Reflection due at the end of Week 1**
 - Readings
 - “Why a Writing Course?”
 - “Writing Assignment: Writing Histories and Your Goals Reflection.”
 - “Active Reading” and “The Writing Center is YOUR Resource” in Unit 10.

WRITING ASSIGNMENT: WRITING HISTORIES DUE Jan 17, 11:59 P.M.

Week #2: January 20-24

Observe MLK, Jr. Day – Campus closed January 20

Unit 5

- Introduce Unit 5 and discuss literacy
- Discuss critical readings
- Assign Considering Communities and Literacies (see Unit 5)
- Establish Key Terms (*optional assignment*: Semester Glossary [Unit 10])
- Readings
 - “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: January 27-31

Census Day is January 29

Unit 5 continued

- 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
 - Alvarez,
 - Johnson & Arola
 - “Giving and Receiving Feedback” in Unit 10.

Week #4: February 3-7

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Unit 5 Continued

- * Discuss readings.
- * Guide peer review for “Writing Assignment: Considering Communities & Literacies.”
- * Review Unit 5. Students’ last in-class writing day for “Writing Assignment: Considering Communities & Literacies.”

Homework

- * 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.
- * Come to class prepared to revise “Writing Assignment: Considering Communities & Literacies.”

**WRITING ASSIGNMENT: CONSIDERING COMMUNITIES & LITERACIES DUE
Feb. 7 11:59 P.M.**

Week #5: February 10-14

Unit 6

- * Preview the trajectory of Unit 6 and the course.
- * Discuss readings.
- * Demonstrate navigation of library website for research.
- * Guide students through “Activity: Finding and Evaluating Secondary Sources.”
- * As a class, create a sample reverse engineered visual with program of your choice (Google Jamboard, Adobe Express, etc.).
- * Students can start on homework.

Homework

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.

Read “The Literacy Ethnography as Research,” Pleasant, and “Writing Activity: Reverse Engineering” in Unit 6. After Class: Read “Handling Family Business” and complete “Writing Activity: Reverse Engineering” in Unit 6. Submit to D2L before the next class.

Week #6: February 17-21

Unit 6

- * Review key terms.
- * Answer questions about “Activity: Rhetorical Précis.”
- * Students work on activity in class.
- * Students practice evaluating sources, quoting, and citing.
- * Review key terms. Discuss “Writing Assignment: Preliminary Proposal and Annotated Bibliography.”
- * Students brainstorm a list of Communities of Practice.
- * Demonstrate library website navigational tips.

Homework

- * Read “Activity: Rhetorical Précis” and “Giving Credit and Avoiding Plagiarism in Unit 10.
- * Read “Writing Assignment: Preliminary Proposal and Annotated Bibliography” in Unit 6 and “Capstone Assignment” In Unit 9.

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Week #7: February 24-28

Unit 6 continued/Catch up week

No Class—Writing Conferences (individual or small groups)

Note: Conferences are a good time to check in with students' research and their learning goals.

Homework

No F2F Class—Writing Conferences. Students work on “Writing Assignment: Preliminary Proposal and Annotated Bibliography.” Submit to D2L before the next class.

WRITING ASSIGNMENT: PRELIMINARY PROPOSAL AND ANNOTATED BIBLIOGRAPHY DUE Feb 28, 11:59 P.M.

Week #8: March 3-7

Unit 7

* Review Unit 5 and 6 key terms and skills. Discuss “A Brief Introduction to Unit 7.”

* Preview the trajectory of Unit 7 and the course.

* Discuss readings.

Homework

*Read “A Brief Introduction to Unit 7” and “Writing Assignment: Ethnographic Research Proposal.”

* Read “Listening For, Learning About, and Honoring Community Literacy Experiences” and “Toward Ethnographic Justice” in Unit 7.

Week #9: March 10-14

Spring Break – Campus Closed

NO CLASSES

Week #10: March 17-21

Unit 7

* Review key terms.

* Discuss readings. Students complete “Activity: Drafting a Statement of Ethics.”

* Students complete “Activity: Identifying Your Research Questions and Developing Your Proposal.”

Homework

* Read “Ethical Dilemmas within Online Literacy Research,” “Sample Statement of Ethics,” and “Sample Informed Consent” in Unit 7.

* Read “Activity: Identifying Your Research Questions and Developing Your Proposal in Unit 7 and “Capstone Assignment” in Unit 9.

Week #11: March 24-28

Midterm Grades due March 24

Unit 7/8

- * Students complete “Activity: Drafting Interview Questions” and begin drafting “Writing Assignment: Ethnographic Research Proposal.”
- * Review key terms from Unit 7. Discuss Unit 8 Introduction.
- * Preview trajectory of Unit 8 and the course.
- * Discuss “Collecting Data in the Field” in Unit 8. Students complete “Activity: Mock Interview.” Explain homework: “Activity: Field Notes and Observations.”

Homework

- * Come to class prepared to draft your interview questions and research proposal.
- * Read “A Brief Introduction to Unit 8” and “Collecting Data in the Field” in Unit 8. Bring access to your interview questions to participate in a mock interview.

WRITING ASSIGNMENT: ETHNOGRAPHIC RESEARCH PROPOSAL DUE March 30, 11:59 P.M.

Week #12: March 31-April 4

Unit 8

Discuss homework. Explain upcoming research day. Dismiss early for data collection.

No Class—Research Day

Homework

Complete “Activity: Field Notes and Observations.” Bring any questions you have about data collection to class.

No F2F Class—Research Day. Collect data in the field.

Week #13: April 7-11

Unit 8

- * Discuss reading. Students begin organizing data and drafting Conceptual Memo.
- * Review key terms.
- * Students complete “Activity: Literacy Artifact Analysis” in class.

Homework

- * Read “Organizing and Coding Data from the Field.” Finish drafting Conceptual Memo after class.
- * Read “Activity: Literacy Artifact Analysis.” Bring in an artifact (or a picture of one) from your Community of Practice. Be prepared to work on this activity in class.

Week #14: April 14-18

Unit 8/9

- * Review key terms and end-of-semester reminders.
- * Discuss readings. Students complete “Activity: Preliminary Data Analysis” in class.

Homework

Read “A Brief Introduction to Unit 9” and “Key Concept: Working with Data” in Unit 9.

Week #15: April 21-25

Unit 9

- * Writing Day: Draft Zero Draft.
- * Peer Review Zero Draft. Draft Revision Plan.

Homework

- * Read “The Zero Draft” in Unit 9. Come to class prepared to draft. Whatever you don’t finish in class, finish before the next class.
- * Re-Read “Giving and Receiving Feedback” in Unit 10. Come to class prepared to participate in peer review.

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Week #16: April 28-May 2

Last Day of Classes May 2

Last Week of Class

* Writing Day: Revision—Higher Order Concerns & Presentation. Answer questions about The Learning Showcase.

* Read “Presenting Your Research” and “The Learning Showcase.” Come to class prepared to continue working on your “Capstone Assignment.”

* Read “Rhetorical Grammar.” Come to class prepared to continue working on your “Capstone Assignment.”

CAPSTONE ASSIGNMENT DUE: May 2, 11:59 P.M.

Week #17: May 5-9

Finals Week. No regular classes held.

Final Grades due May 12 at 5:00 pm

Finals

- Capstone: Ethnographic portfolio due this week
- Capstone: The Learning Showcase on Wed., May 7 from 3:00-5:00 pm in Rayburn Student Center 2nd Floor