



## ENG 1302.[B0E], Written Argument and Research

COURSE SYLLABUS: SPRING 2025

### INSTRUCTOR INFORMATION

**Instructor: Carol Dale, M.Ed.**

**Office Location: Boles High School**

**Office Hours: Tuesday-Friday 8:50-9:47am and Tuesday-Thursday 4:20-4:45pm**

**Office Phone: 903-883-4464**

**University Email Address: Carol.Dale@tamuc.edu**

**Preferred Form of Communication: e-mail**

**Communication Response Time: 1-2 hours**

### 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**.

**The join code for our course section is #####**

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* [2024 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](#).*

**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.

## **Instructional Methods**

This is a f2f class with some online course time.

## **COURSE REQUIREMENTS**

### **Student Responsibilities or Tips for Success in the Course**

It is expected that you will participate in Top Hat every week, usually on multiple occasions. Students are expected to be in class and complete all assignments in a timely manner. To succeed in this course, you should also complete all the required reading and activities in Top Hat.

## **COURSE ASSESSMENT**

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.

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<b>Writing Assignments</b>	<b>40%</b>
Writing Histories and Your Goals Reflection	<i>complete/incomplete</i>
Considering Communities and Literacies	10%
Preliminary Topic Proposal and Annotated Bibliography	10%
Ethnographic Research Proposal	10%
The Learning Showcase	10%
<b>English 1302 Semester Portfolio</b>	<b>40%</b>
<b>Writing Activities</b>	<b>10%</b>
<b>Top Hat Questions</b>	<b>10%</b>
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<b>TOTAL</b>	<b>100%</b>

## **Assignments**

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

## **TECHNOLOGY REQUIREMENTS**

### **Minimal Technical Skills Needed**

You will need:

- Flash drive or other means (dropbox.com account, for example) of storing digital versions of the essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A valid, working email address that you check often (everyday). I will email the class through D2L, so be sure that that email is the one you check.
- Regular internet access
- Access to a computer with a word processing program and a printer (assignments must be typed uploaded through D2L in a doc or docx file)

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## 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](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](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](mailto:helpdesk@tamuc.edu).

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

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

Participation will be counted partly through your use of Top Hat (10%) and partly through the work you do in class discussions (online or f2f), in drafting your writing assignments, in group work, etc. When you answer the Before and After Reading questions in Top Hat, you will gain participation points. If you miss a deadline, you must contact your instructor to ask for extra time to work in Top Hat. It is your responsibility to ask for this extra time. Consistent lateness may cause a deduction of participation points.

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## **Interaction with Instructor Statement**

I will respond to your emails within 24 hours on weekdays. If you do not hear from me in that time frame (and 48 hours on weekends), please contact me again. Remember, email glitches sometimes. So, always email again if you do not hear a response.

## **Grievance Procedure**

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

## **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>

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.

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## **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**

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

## **Academic Integrity**

Students at Texas A&M University-Commerce 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](#)

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<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:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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

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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

### **A&M-Commerce 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 calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://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](mailto:ask@tamuc.libanswers.com). We will respond to your email within 24 hours, often much sooner.
- **Text** your question to 903.225.2862.

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- **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: 4<sup>th</sup> 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](mailto: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>

## COURSE OUTLINE / CALENDAR

Week	Topic	Homework Due
<b>Week 1</b> <b>January 13-17</b> <b>Introduction to the Course &amp; Unit 5</b>  <b>WRITING ASSIGNMENT: WRITING HISTORIES DUE</b>	<p>&gt;Discuss important syllabus policies. Demonstrate navigation of D2L and Top Hat.</p> <p>&gt;Discuss readings. Review ENG 1301 key terms and concepts. Work on “Writing Assignment: Writing Histories and Your Goals Reflection.”</p>	<p>&gt;Check Leomail email and access D2L course shell. Read syllabus. Set up Top Hat access to Writing Inquiry 3rd edition textbook.</p> <p>&gt;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>
<b>Week 2</b> <b>January 20-24</b> <b>Unit 5</b>	<p>&gt;Preview the trajectory of Unit 5 and the course. Discuss Barton &amp; Hamilton and Unit 5 Writing Assignment.</p> <p>&gt;Review key terms from Barton &amp; Hamilton. Discuss Carter and “Writing Processes.” Students brainstorm for “Writing Assignment: Considering Communities &amp; Literacies.”</p>	<p>&gt;First read “A Brief Introduction to ENG 1302 and Unit 5” in Unit 5. Then read Barton &amp; Hamilton and “Writing Assignment: Considering Communities &amp; Literacies” in Unit 5.</p> <p>&gt;Read Carter in Unit 5 and “Writing Processes” in Unit 10. Come to class prepared to brainstorm for “Writing Assignment: Considering Communities &amp; Literacies.”</p>
<b>Week 3</b> <b>January 27-31</b> <b>Unit 5</b>	<p>&gt;Review key terms from last week. Discuss Moss. Students brainstorm and outline “Writing Assignment: Considering Communities &amp; Literacies.”</p> <p>&gt;Review Moss key terms. Discuss readings. Students draft “Writing Assignment:</p>	<p>&gt;Read Moss in Unit 5. Read “Writing Genre in Context” in Unit 10. Come to class prepared to work on your writing assignment.</p> <p>&gt;Read Alvarez in Unit 5. Come to class prepared to work on your writing assignment.</p>

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Week	Topic	Homework Due
	Considering Communities & Literacies.”	
<p><b>Week 4</b> <b>February 3-7</b> <b>Unit 5</b></p> <p><b>WRITING ASSIGNMENT: CONSIDERING COMMUNITIES &amp; LITERACIES DUE</b></p>	<p>&gt;Discuss readings. Guide peer review for “Writing Assignment: Considering Communities &amp; Literacies.”</p> <p>&gt;Review Unit 5. Students’ last in-class writing day for “Writing Assignment: Considering Communities &amp; Literacies.”</p>	<p>&gt;Read Johnson &amp; 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>&gt;Come to class prepared to revise “Writing Assignment: Considering Communities &amp; Literacies.”</p>
<p><b>Week 5</b> <b>February 10-14</b> <b>Unit 6</b></p>	<p>&gt;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.”</p> <p>&gt;Review key terms. Discuss readings. As a class, create a sample reverse engineered visual with program of your choice (Google Jamboard, Adobe Express, etc.). If time, students can start on homework.</p>	<p>&gt;Read “A Brief Introduction to Unit 6,” “RESEARCH! Primary, Secondary, &amp; Evaluating Sources,” and “Information Literacy” in Unit 6. Read “Anatomy of the Academic Essay” in Unit 10.</p> <p>&gt;Before Class: Read “The Literacy Ethnography as Research,” Pleasant, and “Writing Activity: Reverse Engineering” in Unit 6.</p> <p>&gt;After Class: Read “Handling Family Business” and complete “Writing Activity: Reverse Engineering” in Unit 6. Submit to D2L before the next class.</p>

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Week	Topic	Homework Due
<p><b>Week 6</b> <b>February 17-21</b> <b>Unit 6</b></p>	<p>&gt;Review key terms. Answer questions about “Activity: Rhetorical Précis.” Students work on activity in class. Students practice evaluating sources, quoting, and citing.</p> <p>&gt;Review key terms. Discuss “Writing Assignment: Preliminary Proposal and Annotated Bibliography.” Students brainstorm a list of Communities of Practice. Demonstrate library website navigational tips.</p>	<p>&gt;Read “Activity: Rhetorical Précis” and “Giving Credit and Avoiding Plagiarism in Unit 10.</p> <p>&gt;Read “Writing Assignment: Preliminary Proposal and Annotated Bibliography” in Unit 6 and “Capstone Assignment” In Unit 9.</p>
<p><b>Week 7</b> <b>February 24-28</b> <b>Unit 6</b></p> <p><b>WRITING ASSIGNMENT: PRELIMINARY PROPOSAL AND ANNOTATED BIBLIOGRAPHY DUE</b></p>	<p>&gt;Writing Conferences (individual or small groups)</p> <p>Note: Conferences are a good time to check in with students’ research and their learning goals.</p>	<p>&gt;Writing Conferences. Students work on “Writing Assignment: Preliminary Proposal and Annotated Bibliography.” Submit to D2L before the next class.</p>
<p><b>Week 8</b> <b>March 3-7</b> <b>Unit 7</b></p>	<p>&gt;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.</p> <p>&gt;Discuss readings.</p>	<p>&gt;Read “A Brief Introduction to Unit 7” and “Writing Assignment: Ethnographic Research Proposal.”</p> <p>&gt;Read “Listening For, Learning About, and Honoring Community Literacy Experiences” and “Toward Ethnographic Justice” in Unit 7.</p>

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Week	Topic	Homework Due
<p><b>Week 9</b>  <b>March 17-21</b>  <b>Unit 7</b></p>	<p>&gt;Review key terms. Discuss readings. Students complete “Activity: Drafting a Statement of Ethics.”</p> <p>&gt;Review key terms. Students complete “Activity: Identifying Your Research Questions and Developing Your Proposal.”</p>	<p>&gt;Read “Ethical Dilemmas within Online Literacy Research,” “Sample Statement of Ethics,” and “Sample Informed Consent” in Unit 7.</p> <p>&gt;Read “Activity: Identifying Your Research Questions and Developing Your Proposal in Unit 7 and “Capstone Assignment” in Unit 9.</p>
<p><b>Week 10</b>  <b>March 24-28</b>  <b>Unit 7-8</b>  <b>WRITING ASSIGNMENT: ETHNOGRAPHIC RESEARCH PROPOSAL DUE</b></p>	<p>&gt;Students complete “Activity: Drafting Interview Questions” and begin drafting “Writing Assignment: Ethnographic Research Proposal.”</p> <p>&gt;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.”</p>	<p>&gt;Come to class prepared to draft your interview questions and research proposal.</p> <p>&gt;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.</p>
<p><b>Week 11</b>  <b>March 31-April 4</b>  <b>Unit 8</b></p>	<p>&gt;Discuss homework. Explain upcoming research day.</p> <p>&gt;Research</p>	<p>&gt;Complete “Activity: Field Notes and Observations.” Bring any questions you have about data collection to class.</p> <p>&gt;Collect data in the field.</p>
<p><b>Week 12</b>  <b>April 7-11</b>  <b>Unit 8</b></p>	<p>&gt;Discuss reading. Students begin organizing data and drafting Conceptual Memo.</p>	<p>&gt;Read “Organizing and Coding Data from the Field.” Finish drafting Conceptual Memo after class.</p>

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Week	Topic	Homework Due
	>Review key terms. Students complete “Activity: Literacy Artifact Analysis” in 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.
<b>Week 13</b> <b>April 14-18</b> <b>Unit 8-9</b>	>Review key terms and end-of-semester reminders. Discuss readings. Students complete “Activity: Preliminary Data Analysis” in class.	>Read “A Brief Introduction to Unit 9” and “Key Concept: Working with Data” in Unit 9.
<b>Week 14</b> <b>April 21-25</b> <b>Unit 9</b>	>Writing Day: Draft Zero Draft.  >Peer Review Zero Draft. Draft Revision Plan.	>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.
<b>Week 15</b> <b>April 28-May 2</b> <b>Unit 9</b>	>Writing Day: Revision—Higher Order Concerns & Presentation. Answer questions about The Learning Showcase.  >Writing Day: Revision—Lower Order Concerns	>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.”
<b>Week 16</b> <b>May 5-9</b> <b>FINALS WEEK</b>		>PRESENTATIONS IN CLASS

*The syllabus/schedule are subject to change.*

<b>Week</b>	<b>Topic</b>	<b>Homework Due</b>
<b>CAPSTONE ASSIGNMENT DUE</b>  <b>THE LEARNING SHOWCASE PRESENTATION DUE</b>		

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