EAST TEXAS A&M UNIVERSITY

ENG 1302-06E: WRITTEN ARGUMENT & RESEARCH
COURSE SYLLABUS: FALL 2025

INSTRUCTOR INFORMATION

Instructor: Emily Littlejohn
Office Location: DTH 214
Office Hours: Tuesdays & Thursdays, 9:50 a.m. - 10:50 a.m. and 1:50 p.m. - 2:20 p.m.
University Email Address: emily.littlejohn@etamu.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 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. If you are new to Top Hat, create an account using your LeoMail (university email). If you have any issues with Top Hat, you should contact support@tophat.com. ***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*.

SOFTWARE REQUIRED

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

Note: If you use Apple Pages, Google Docs, or any other word processing program besides Microsoft Word, you must convert your document to a Word .docx or PDF file before submitting to D2L.

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;
- **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*. **Please set up your access by the end of Week 1.** If you have trouble setting up your access, visit CITE, the Center of IT Excellence, in the Business Administration Building Room 156 (Monday-Friday, 8:00 a.m. – 5:00 p.m.).

INSTRUCTIONAL METHODS

This is a face-to-face class. We will meet on Tuesdays and Thursdays from 11 a.m. - 12:15 p.m. in DTH 201. For most classes, we will start with a review from the previous class or of the reading homework due that day. From there, I will give a brief lecture of new material and then we will engage in a class discussion or activity. Leading up to a project due date I provide in-class writing time, so you have many opportunities to complete and seek help on assignments. I provide revision-based feedback on all major writing assignments submitted to D2L. For more information, see the "Course Assessment" section.

STUDENT RESPONSIBILITIES

Attend Class on Time and Prepared
Attendance is required. 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.

Manage Your Time Effectively
According to the U.S. Department of Education, for each hour students spend in a classroom, a minimum of two hours of outside work is expected (3). For a class that meets for 75 minutes on Tuesdays and Thursdays, this means that students are expected to spend at least 4 hours studying, reading, writing, or otherwise working on that course content outside of class each

week. Use the course schedule at the end of this syllabus to schedule your time each week so that you don't overextend yourself at work, with a student organization on campus, or with other hobbies at the expense of your learning. (This paragraph is adapted from "Some Habits for Success in College" in *Writing Inquiry*.)

Complete Assignments Large and Small

This is a reading, writing, and research-intensive course. You will have reading, writing, and/or research homework due before most class meetings. These homework assignments are crucial to your success in the course; they help you gain the knowledge and skills you need to complete your major writing projects. I can't cover everything in your textbook during class and your writing projects will require you to engage deeply with the readings in your textbook, *Writing Inquiry* (located in the Top Hat platform).

Take Responsibility for Your Learning

Your success in the course depends upon self-motived learning, risk-taking, and engagement with the course materials. It is your responsibility to motivate yourself to

- Check your syllabus course schedule, D2L Announcements, and LeoMail *daily*;
- Complete all required assignments in a timely manner (homework and projects);
- Find ways to make each activity/assignment interesting and useful to you academically and/or personally;
- Use your available resources (your textbook, documents/links on D2L, instructor office hours, the writing center, library databases, and librarian research support); and
- Solve problems proactively. Examples:
  - If the WiFi goes out in your dorm, find another way to get the work done (go to the library, go to Starbucks, use your phone's hotspot, etc.).
  - If you don't understand an assignment, ask a friend, your instructor and/or a writing center tutor well BEFORE the due date.
  - If you have trouble submitting something to D2L, change the file type, submit a Google link granting your instructor access to view your project, and/or email it to your instructor.

TIPS FOR SUCCESS IN THE COURSE

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.

"GRADING"

Did you know that, historically, conventional grades are founded on elitist and racist principles (Inoue, "Where Does Grading Come From?")? Plus, contemporary research shows that grades don't help you learn! Grades reduce interest, thought quality, and productive risk taking (Kohn qtd. in Inoue, "Do Grades Help Students Learn in Classrooms?").

That's why, as an instructor, my approach to classroom assessment is labor-based. This means that your labor—your work, time, thought, and energy—counts! In most grading systems you're accustomed to, only the (subjective and problematic) "quality" of your submissions determines your grade—no matter how much time, thought, energy, or risk you spent. I use a form of labor-based Gamified Learning which promotes self-motived learning, risk-taking, and engagement with the course materials over numerical grades. *While I am required by the University to enter grades*, *this labor-based approach balances that requirement with your own academic freedom and language rights*.

So, how does it work? On your quest through ENG 1302, some **missions** (required assignments/activities) are required, but you can choose which **side quests** (optional activities) you want to complete. Each mission and side quest are worth a certain number of points. You earn points by completing missions and side quests; this means you start at 0 and work your way up to the grade you want. You will receive full credit for all missions and side quests that you submit on time and that meet all the requirements. You may not receive full points if you complete a mission or side quest late or if you do not meet all the requirements (content, length, number and type of sources, etc.). You may re-attempt missions (revise assignments) for the chance to earn full credit.

The only reasons you may not receive full credit on missions or side quests are:
1. **Late submissions**: The original deadline is important—both for you (so you don't get behind) and your instructor (so feedback can be returned 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. (Note: This Extension Form is adapted from Dr. Rebecca Rowe's.) *I don't offer extensions on homework assignments, but I do offer them on most major writing projects*.
2. **Short Projects**: Each mission (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 may lose points if your project is significantly shorter than required.
3. **Misunderstood-the-Assignment**: Although many of the missions (major writing assignments) 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 a mission requires you to integrate 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.

AFFORDANCES

You might be wondering what you get out of this system. Here are the affordances of a labor-based classroom as described by Asao B. Inoue in "[What Does a Labor-Based Grading System Afford You as a Student and Learner in a Writing Course](#)?":

- **Academic Freedom**: "Good writers make decisions; they don't follow orders. This means that good readers do not give orders; they offer rich, thick descriptions of their experiences of texts."
- **Personal Responsibility**: "The absence of [conventional grading] frees you of the obligation to follow your teacher's or anyone else's orders. But it replaces that obligation with an ethical and compassionate responsibility to listen thoughtfully and carefully to others in order to consider the full range of things possible for you to do as a writer and reader."
- **Language Rights**: "And so, our [labor-based] classroom provides you as a writer with the best chances at democratically cultivating ethical and flexible language practices for future success, while at the same time providing you and your peers with conditions that afford your right to your own language, the language gifted to you by your family, friends, and past experiences."

FEEDBACK

I provide revision-based feedback on all your major writing projects submitted to D2L. This feedback is meant to promote improvement in your mission completion (writing process) so that your thinking, writing, and rhetorical skills improve with each new mission. This feedback is important not only for your learning, but also because each mission (writing project) gives you the knowledge and skills you need to complete the 40-point FINAL mission (Capstone Project). You may also use my feedback to help you revise past projects which you may submit as part of your Capstone Project.

TL;DR

In sum, you're assessed on how much labor you put into the course. You decide which (non-required) side quests 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. If you receive full credit on all missions (required assignments), then your final grade will be a "B" or 85%.

If you want an A, to make up for missing/partial credit/no credit work, and/or give yourself some cushion in case you don't earn full credit on your Capstone Project, then you must complete side-quests (optional assignments).

Missions (Required)	**85 points**
Attendance (R)	10 points (2/unit)
Reading & Writing Homework (R)	20 points (5/unit)
Writing Assignments (R)	15 points
Capstone Assignments (R)	40 points
Semester-Long Side Quests (Optional)	**15+ points**
Level 1: Apprenticeship	10 points
Level 2: Journeymanship (Unlocked after L1)	10 points
Level 3: Mastery (Unlocked after L2)	10 points
TOTAL	**100+ points**

ASSESSMENTS

Full prompts for missions/assignments and side quests/activities are available in D2L.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

- LMS Requirements: https://community.brightspace.com/s/article/Brightspace-Platform-Requirements
- LMS Browser Support: https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm
- Zoom Video Conferencing Tool: https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

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

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

COMMUNICATION AND SUPPORT

D2L 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.

TOP HAT SUPPORT

If you have any issues with Top Hat, you should contact support@tophat.com.

COUSE CONTENT

If you have any questions about the course material or assignments, please contact your instructor.

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 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.

INSTRUCTOR & 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.

ATTENDANCE

I take attendance during our review session at the beginning of each class. I will maintain an attendance record all semester. Your attendance is worth 10% of your grade. More importantly, "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. **You may miss 3 classes for any reason without losing points or explaining why you are missing class**. I do not need "proof" or "documentation" like doctor's notes, funeral programs, etc. If you choose to tell me the reason for your absence, I will believe you.

SUBMISSION GUIDELINES

The only thing submitted on Top Hat are your answers to the Top Hat reading questions integrated in some of the texts. You will submit all other work on D2L. You must use a D2L compliant file type such as Word .docx, PDF, etc. Apple Users: Pages is NOT a D2L compliant file type. For information about late work, see the "Grading" policy in the previous section.

ACADEMIC INTEGRITY

As the University's Academic Integrity Policy describes, academic integrity is important because it a) helps ensure that students learn the material and b) maintains the "value" of ETAMU degrees ("Integrity is Our Promise").

Academic dishonesty includes, but is not limited to:

- **Abuse** of University resources, fellow students, and/or instructors
- **Cheating**
    - Use of generative AI or "study" sites like Chegg and Course Hero to complete assignments
    - Getting someone else to do your work for you
- **Collusion**
    - Using resources, including peers, to complete individual work
    - Letting someone copy your answers
- **Plagiarism**
    - Using someone else's words/ideas without appropriate in-text and end-of-page citations
    - This means you need an in-text citation in each sentence that you use ideas, words, phrases, etc. from an outside source and a corresponding end-of-page citation on a Works Cited page.

For disciplinary action, more information about the definitions above, and preventative resources, see this brief Academic Integrity PowerPoint.

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

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/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.

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/)

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/34Safet yOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

EAST TEXAS A&M SUPPORTS STUDENTS' MENTAL HEALTH

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

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. Charles Woods, the Director of Writing (charles.woods@etamu.edu). In the case when the instructor is the Director of Writing, the student should contact Dr. Hunter Hayes, Department Head 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").

DATA COLLECTION 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.

- **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

Homework is due before class, unless otherwise noted.

KEY
- T: Tuesday
- R: Thursday
- ARN: Active Reading Notes (submitted on D2L)
- TH / TH ?s: Top Hat / TH questions
- O: Optional

Week	Homework	In class	Due
1	T: No homework R: Complete the ARN for "Being Transparent About Course Objectives…", "Some Habits for Success…", and "Writing Assignment: Writing Histories & Your Goals Reflection."	T: Course Introduction R: Discuss readings and academic integrity. Work on Writing Histories & Your Goals. Explain ARN and TH questions.	8/28: ARN **8/29 Writing Histories & Your Goals 11:59 p.m.**
2	T: Complete the ARN for "A Brief Introduction to English 1302" and Barton and Hamilton's "Literacy Practices." Then answer the TH questions for Barton & Hamilton. R: Complete the ARN for Loe's "Good Writing is Always Hard" and Carter's "What is a Community of Practice?" Then answer the TH ?s for Carter.	T: Preview Unit 5. Discuss Barton & Hamilton. R: Review key terms. Discuss readings. Brainstorm project ideas.	9/2: ARN + TH ?s 9/4: ARN + TH ?s

3	T: Complete the ARN for "Writing Assignment: Considering Communities & Literacies," "Writing Genres in Context," and "Multimodal Writing." R: Complete the ARN for "Activity: Peer Review." Bring a charged device (for D2L and project access) to class for peer review.	T: Review key terms. Discuss readings. Outline/draft project. Discuss upcoming peer review. R: Peer Review. Feedback due by 11:59 p.m.	9/9: ARN 9/10: Submit project draft to peer review discussion board by 5 p.m. 9/11: ARN **9/12 Considering Communities & Literacies 11:59 p.m.**
4	T: Complete the ARN for "A Brief Introduction to Unit 6," R. McShane, and Northam. R: Complete the ARN for "The Literacy Ethnography as Research" and Pleasant. Then answer the TH ?s for Pleasant.	T: Review Unit 5 and Preview Unit 6. Discuss readings. Demonstrate library website navigation. Guide students through "Activity: Finding and Evaluating Secondary Sources." R: Discuss readings. As a class, reverse engineer Pleasant. If time, students can start reverse engineering Allen.	9/16: ARN 9/17: Activity: Finding & Evaluating Secondary Sources, 11:59 p.m. 9/18: ARN + TH ?s 9/19: Allen Reverse Engineering, 11:59 p.m.
5	T: No reading homework. R: Complete the ARN for "Writing Assignment: Preliminary Proposal & Annotated Bibliography" and "Capstone Assignment: English 1302 Semester Portfolio."	T: Review key terms & practice citing. Students work on rhetorical précis in class. R: Review key terms. Discuss assignments. Brainstorm ideas. Library research tips. (Bring a charged device and be prepared to research your topic.) Go over reading log activities.	9/23: Rhetorical Précis, 11:59 p.m. 9/25: ARN 9/26: Reading Log 1, 11:59 p.m.

6	T: Start Reading Log 2 R: Draft topic proposal for Unit 6 project.	T: Work on Reading Log 2 R: Work on Annotated Bibliography	9/30: Reading Log 2, 11:59 p.m. **10/3 Preliminary Proposal & Annotated Bibliography 11:59 p.m.**
7	T: Complete the ARN for "A Brief Introduction to Unit 7" and "Listening For, Learning About, and Honoring Communities." R: Complete the ARN for Crouse, "Toward Ethnographic Justice" and Curwood et al., "Ethical Dilemmas." Then answer the TH questions.	T: Review Units 5 and 6 key terms. Preview Unit 7. Discuss readings. R: Discuss readings. If time, practice citation skills and work on Reading Log 3.	10/7: ARN 10/9: ARN + TH ?s
8	T: Complete the ARN for "Activity: Identifying Your Research Questions and Developing Your Proposal." R: Complete Reading Log 3	T: Discuss research questions. Activity peer review. R: Discuss research vs. interview questions. Activity: Preparing Interview Questions. Draft interview questions.	10/14: ARN 10/16: Reading Log 3 (before class) 10/16: Interview Questions, 11:59 p.m.
9	T: Complete the ARN "Writing Assignment: Ethnographic Research Proposal" and "Anatomy of an Academic Essay." R: Complete draft of Ethnographic Research Proposal.	T: Review key terms. Answer questions about assignments. Students draft proposals. R: Self-evaluation of project.	10/21: ARN **10/24 Ethnographic Research Proposal 11:59 p.m.**

10	T: Complete ARN for "A Brief Introduction to Unit 8" and "Collecting Data in the Field." Bring access to your interview questions to participate in mock interview. R: Complete "Activity: Field Notes & Observations" before class and submit to D2L. Bring an artifact to class.	T: Review key terms. Preview Unit 8. Students conduct mock interview. Discuss "Collecting Data." Explain homework: "Activity: Field Notes & Observations" and artifact. R: Discuss homework. Students complete artifact analysis activity. Explain upcoming research days and Conceptual Memos.	10/28: ARN 10/30: Activity: Field Notes & Observations
11	T: No Class—Research Day. Complete ARN for "Organizing and Coding Data in the Field." R: No Class—Research Day. Work on Conceptual Memo 2.	T: No Class—Research & Writing Day R: No Class—Research & Writing Day	11/4: ARN, Field Notes, & Conceptual Memo 1 11/6: Field Notes & Conceptual Memo 2
12	T: Reading Log 4 R: Complete the ARN for "A Brief Introduction to Unit 9," "Capstone Assignment: English 1301 Semester Portfolio," and "Capstone Assignment: The Learning Showcase."	T: Preliminary Data Analysis R: Preview Unit 9. Students complete "Working with Data."	11/11: Reading Log 4 11/12: Preliminary Data Analysis, 11:59 p.m. 11/13: ARN 11/14: Working with Data, 11:59 p.m.
13	T: Start Zero Draft.	T: Work on Zero Draft.	11/18: Zero Draft, 11:59 p.m.

	R: Bring access to zero draft and be prepared to participate in peer review.	R: Peer Review Day: Zero Draft	11/20: Peer Review Feedback, 11:59 p.m.
14	T: *Recommended: Start revising zero draft.* R: No Class—Holiday Break	**T: No Class—Holiday Break** **R: No Class—Holiday Break**	The *University* will close for the holiday Nov. 27-28. For EACH of your classes, check your syllabus schedule to see which of your instructors is holding or cancelling class the 24-26.
15	T: Read "Presenting Your Research" and "The Learning Showcase." R: Come prepared to write and practice your presentation.	T: Discuss presentation and learning showcase. Students work on Capstone Projects. R: Last Class Day	
16	No regular classes—attend only your final exam times.	**FINALS WEEK**	Capstone Assignment: Semester Portfolio 12/8, 11:59 P.M. (D2L) Capstone Assignment: The Learning Showcase 12/10, 3-5 P.M. (Student Center)