



## ENG 1302 (2E/3E): Written Argument and Research COURSE SYLLABUS: Spring 2026

### 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, as well as adapting writing to different audiences. Students will write weekly, including various types of texts such as journals, reading response logs, summaries of argumentative texts, argumentative papers, and longer papers that integrate 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, 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.

*The syllabus/schedule is subject to change. 142844*

### 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.

## INSTRUCTOR INFORMATION

Instructor: Dr. Zeeshan F. Siddique, Lecturer of English (he/him)

Email: [Zeeshan.Siddique@tamuc.edu](mailto:Zeeshan.Siddique@tamuc.edu).

Office Location: 316 Talbot

Office Hours: TBA

Office Phone: 903-886-5260 (Dept. of Literature & Languages)

Office Fax: 903-886-5980 (Dept. of Literature & Languages)

Communication Response Time: 24 hours during the week, longer on weekends.

## INSTRUCTIONAL METHODS

This is an in-person course that will take place regularly in 12E (21065): MWF/1-1:50 (FF 309) and 13E (21068): MWF/ 2-2:50 (FF 309). It will have a fixed meeting time with common deadlines (that will arrive in three-day clusters, with work due Wednesdays and Saturdays).

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### Textbook(s) Required

REQUIRED TEXTS: TopHat:

**P.S.: \*ALL SUPPLEMENTAL READINGS PROVIDED IN CLASS OR DIGITALLY. PLEASE DON'T BUY ANYTHING FOR THIS CLASS\***

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](mailto: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 redirected 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.

If you don’t get access to TopHat, no worries, most of the texts would be provided as PDFs.

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

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

#### 1. Please don't miss class.

- I designed this course so that our class time will help you develop the skills to succeed on the course projects. If you miss class, achieving success on those projects will be difficult.
- Missing more than **two classes** will impact your final grade.
- If you do miss class, **please email me**.
- If you must be isolated due to COVID-19 or another significant illness, like a cold or the flu, please let me know, and I will help you contact the right person.
- Our schedule will change. Up-to-date details will be projected on the screen at the start of every class meeting and in the announcements I send you every Sunday and Wednesday

#### 2. Do your homework.

- You’ll have something to read, watch, and write before almost every class meeting.
- I don't assign busy work. Everything I ask you to do will help you develop the skills to succeed.
- If you don't do the daily reading and writing, you could be behind and might lose your total points for the semester (see **Major assignments and percentage of final grade**). More importantly, you'll lose the learning experience.
- **Late work is accepted only on condition.** Please email and clarify the reason for your late work, and I will believe you. Uninformed late work (Submitting work after 48 hours without notice) is unprofessional and will impact the total grade.

#### 3. Pay attention.

- I'm going to call on you. Be attentive to what's being said so you can do your best.
4. **Do your best.**
    - This course is designed to challenge and help you achieve those challenges. I don't expect you to do everything perfectly, but I hope you do your best.
  5. **Ask questions!**
    - Ask if you have a question about a concept, an assignment, or anything.
  6. **Read instructions carefully.**
    - Details matter. Please read all instructions with care so you can complete tasks fully.
  7. **Keep communication lines open.**
    - Life is complicated. Let me know if you're in a situation that makes it difficult to succeed.
    - Email. I get many emails. When you write to me, put "ENGL 13901" with "CRN" on it and put a subject heading briefly describing what you're writing to me about (for example, ENGL 101: I was absent Monday/ need help with x assignment). If you don't hear back from me within 24 hours, please email and remind me.
    - Make sure to check D2L announcements.
  8. **If you are working on a computer**

There will be many occasions when I need you to have a computer in class. Let me know if you don't have one so I can help you get a loaner.
  9. **Technology use**

Use your technology only when I tell you. Looking, using, or being on the phone while I am teaching is disrespectful.

## COURSE POLICIES

1. **How many absences and late arrivals are allowed?**
  - Absences
    - **2 absences** are allowed with no penalty.
    - No excuse is required. I respect your privacy.
    - If absent more than **2 times**, please email/ inform me.
    - If you're in a situation where you expect many absences, let me know.
    - More than **4 absences** are equivalent to failing the class.
  - Late arrival
    - **2 late arrivals** are allowed.
    - If you're late more than two times, you will be **notified by me so that it doesn't impact your performance.**
2. **What to do if you miss class**
  - Contact me by email.
    - Please make sure to put "ENGL 101: Absence" in the subject line.
    - If there was a graded activity that day, I'll let you know how to make it up.
3. **Let me know about anything that affects your learning.**

Do you have a disability, learning challenge, or other condition affecting your learning or participation in class? Let me know. I want you to be the best learner you can be.

See More Details About Learning Support and Reasonable Accommodations below for more details.

**4. Show respect to yourself, your work, and others.**

- Listen, speak, read, and write thoughtfully and with an eye on how others perceive and feel.
- Respect the people around you. Please make our classroom a clean, safe, professional, collaborative environment for everyone. If someone is harming your experience, let me know.
- Respect each other's privacy. It's illegal to record audio or video or take pictures without the explicit consent of the other students and me. Do not share other people's writing without their permission.

**5. Use your technology wisely.**

- You're expected to have a working laptop computer, but you don't always need it in class. If you don't have one, let me know, and I'll help arrange a loan.
- If you prefer to work on a laptop in class, no problem.
- Please don't check messages, email, or social media during class. If you're off task, I'll give you one warning. After that, I'll count you absent for each additional warning.

**6. No cheating**

- You are expected to do your work. Use the words or ideas of others (family, friends, books, websites, whatever) without clearly signaling that you're doing so, and you're committing plagiarism. Committing plagiarism results in, at a minimum, earning a zero on the assignment.

## GENERAL OVERVIEW OF REQUIRED WORK

In brief, you will work through the following week:

**READ** – These course texts, all found in Top Hat, provide insight into academic research and writing, preparing you to compose a **PROPOSAL** for an ethnographic study of literacy.

**FREE WRITE & DISCUSS** – Embedded into some of The Top Hat chapters are questions and discussion posts to help you process the readings.

**WRITE** – You will have four major writing projects, all of which build into each other.

## When Your Grades Are Based on Labor

Read more at [tracigardner.com/labor](http://tracigardner.com/labor)



Your grades are based on your labor—on the time and intensity you put into your writing. Here's how to approach your projects.



### Focus on Ideas

Focus on your ideas, on what you're trying to say. Forget about the pressure to be perfect. Focusing on perfection can distract writers from developing their ideas. Because you are graded on labor, mistakes won't undermine your grade.



### Write for Yourself

You're studying the kinds of writing that are important in your field and developing a sense of what makes that writing effective. Don't worry about impressing me. Write what will make you successful in the workplace.



### Take Risks

Try kinds of writing that stretch your abilities and help you learn new things. There's no need to play it safe. After all, the safe, easy route doesn't push you improve your writing.



### Have a Do-Over

If you take a risk and it doesn't turn out, you can always try again. Just as in a game, you have unlimited do-overs. Making mistakes is part of the learning process. As long as you are trying to improve your work, you can't fail.



### Put In the Effort

You will write, rewrite, start over, and try again. All this work counts, as long as you listen to feedback, incorporate what you hear, and reflect on how to improve.

Credits: Infographic was created on canva.com. Icons are all from The Noun Project, used under a CC-BY 3.0 license: report by Lil Squid, Fluorescent Light Bulb by Matt Brooks, analytics by Wilson Joseph, aim by Gilbert Bages, Switch Controller by Daniel, and Gym by Sathish Selladurai.

## GRADING

I see grading and evaluation as technologies of surveillance and control. I have never found normal grading practices productive for learning, watching how they limit the learning process, create habits designed only to “get the A,” and cause harmful anxiety that is counter-productive to learning and thinking (and surviving school). Much research suggests the limits of grades and the benefits of going “gradeless.” However, our education systems depend on grades, and they are a major factor in your pathway towards your degree. As data points, they almost work like a form of currency that you need to obtain and maintain scholarships, employment, and sometimes reductions in insurance costs.

To balance my distrust of grades with the university's requirements, we will work on a feedback and labor model, which will be codified in a grading agreement we negotiate at the beginning of the semester. This means you will receive (a lot of) feedback from your colleagues and me throughout the semester, with the expectation that you use that feedback to continually revise, rethink, and remix your work. This course is not “gradeless.” In this US higher education system, I must enter a final course grade at the end of the term. At the end of the semester, I will review your work, my various responses to it throughout the semester, your attempts to compose something of quality, and your general fortitude, and then determine a final grade using our grading agreement and the standard ETAMU grading scale. You may always meet with me to discuss your progress in the course (though don't expect me to give you a “grade”). This grading policy is based on the pedagogical work of Traci Gardner, Gavin P. Johnson, & Ashanka Kumari.

## Assessment of Course Work

Percent	Course Project	Description
10	<b>Fortitude: Participation Communication &amp; Perseverance</b>	Participation, communication, and perseverance are combined because I will not know about your perseverance, if you do not communicate with me, and you cannot communicate if you do not participate.  To me, perseverance means that you reach out when either the content or the pacing of the course gets difficult, if you fall out of pace, you catch back up again. Higher marks here will come with an <b>TIMELY</b> communication—you ask for help or clarification as soon as you realize you need it, and you communicate about extensions 24 hours or more before the deadline.
10	<b>Collaboration</b>	Collaboration is your investment in your colleagues. You listen, respond, debate, and contribute your fair share. The goal of collaboration is to grow alongside your colleagues by making space for them.

		Contributing means sharing your thoughts and actions—and remembering, responding to, and inviting the thoughts and actions of your colleagues. Collaborative activities (including all the activities in Cluster G and Peer Response in Cluster I will be counted here as well.
<b>20</b>	<b>Low-Stakes Writing</b>	Responses to readings in Top Hat or any exercise titled “activity” that is completed individually.
<b>10</b>	<b>Project #1: Writing Histories and Your Goals Reflection</b>	A short piece where students reflect on their understanding about research: What is research? Why research matter? Refer to at least one type of research method that you have come across, heard, or implemented before. Write an essay of 450-500 words or equivalent.
<b>10</b>	<b>Project #2: Considering Communities and Literacies</b>	An essay that describes one community’s literacy and discourse practices. 700-1000 words or equivalent, plus glossary.
<b>15</b>	<b>Project #3: Preliminary Topic Proposal and Annotated Bibliography</b>	An initial idea and plan for a research topic (50-100 words) and an Annotated Bibliography with four sources and full entries and annotations.
<b>5</b>	<b>INITIAL Project #4: Ethnographic Research Proposal</b>	Initial draft of proposal (500+ words). Full citations.
<b>20</b>	<b>FINAL Project #4: Ethnographic Research Proposal</b>	Complete proposal (500-750 words), citations, statement of ethics, informed consent form, & interview questions (or other research tools).
<b>100</b>	<b>TOTAL</b>	

**Midterm and final grades in this course will be based on the following scale:**

*This syllabus is subject to change*

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.

## **TECHNOLOGY REQUIREMENTS**

~MINIMAL TECHNICAL SKILLS NEEDED~

### **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)

## **COURSE AND UNIVERSITY PROCEDURES, POLICIES & RESOURCES**

### **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.

### **Nondiscrimination Notice**

To me, diversity is the goal—and inclusion the practice—of valuing difference in higher education. If your colleagues share ideas and experiences you haven't encountered before, they are giving you something beyond the course that I have designed. Our readings, discussions, and activities may challenge how you perceive the world and your reality—and that challenge is at the heart of a liberal arts seminar.

To learn both from and alongside your colleagues is an immense privilege. Often, moments when our thinking and perceptions are altered or challenged, we are provided a window into a deeper understanding of critical thinking and complexity. My goal is to include the challenges that difference and non-normativity create, and to approach them with openness, curiosity, and generosity. In so doing, I hope we can better prepare each other for our next academic and professional contexts.

When it comes to your comfort zone, I intend that our beliefs and understandings are challenged, not our sense of value to our course community and campus community. I will not tolerate discrimination, rudeness, or insults (in person or online, in discussion or peer feedback, in voice or text). For questions, concerns, and problems related to discrimination based on race, ethnicity, class, disability, nationality, gender identity, sexuality, religion, veteran status, or other social or personal identity factors, if you are willing, please communicate with me. I intend to support my students by any means available to me.

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 based on race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination based on sexual orientation, gender identity, or gender expression will be maintained.

### **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>

### **Academic Integrity & Honesty**

In a nutshell, plagiarism is any attempt to pass off the ideas (or worse, the words) of another as your own. And this can happen mistakenly by not giving credit where credit is due. I want to hear your thoughts, ideas, inquiries, and language. My assignments are challenging, and I want to support you through them. Please, before intentionally plagiarizing, communicate with me. Plagiarism is never worth the risk.

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](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

TAMUC 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/13ststudents/academic/13.99.99.R0.01.pdf>

## COURSE OUTLINE / CALENDAR

Mo	Wk	Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
JUNE	1	2	3	4	P#1 5	6	7	8
	Cluster A – Introductions, Project #1				Cluster B – Literacy, Discourse, Community...			
	2	9	10	11	P#2 12	13	14	15
	Cluster C – Project #2				Cluster D – Research, Methods, & Sources			
3	16	17	18	P#3 19	20	21	22	
Cluster E – Project #3				Cluster F – Qualitative Research Methodology				
4	23	24	25	P#4 – INITIAL 26	27	28	29	
Cluster G – PEER WORK CLUSTER				Cluster H – FINAL PREP CLUSTER				
JULY	5	30	1	2	P#4 - FINAL 3	4	5	6
	Cluster I – PEER RESPONSE & REVISION CLUSTER				University Closed			

### Unit 1/ Week1

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1/12 Introduction Monday

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- **What is this course about?**

What is this course about? Why does it matter? How is it going to develop you? How are you going to accomplish it?

- **Discussion:** Course Goals, Objectives, Texts, Policies, Assignments, Grading

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1/14 Why a Writing Course Wednesday

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#### Read/ D2L/ PDF

- Why a Writing Course? An explanation and a Challenge
- Being Transparent about Course Objectives. Learning Outcomes and Student Goals.
- Loe: Good Writing is Always Hard

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1/16

Friday

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**Read D2L**

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- Research Basics: What is Research? Why does it matter? Duke University
- How will research be helpful? Creative Commons.

**Project #1: Writing a piece on what research is. Why research matters? How do you want to use it? See rubric on D2L**

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**MLK Holiday/ No Classes**

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**Unit II/ Week 2**

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1/21

**Research Why? What? How**

**Wednesday**

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**Read/ D2L**

Intro Rhetorical Analysis

How to analyze a text

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1/23

**Literacy, Discourse, Community. Practice, Ethnography**

**Friday**

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**Read/ D2L**

A Brief Intro to Unit 6

R. McShane: Research: Primary, Secondary, and Evaluation

Northam: Information Literacy, Misinformation, and

Activity:

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**1/26**                      **Considering Communities and Literacies/ Project #2**                      **Monday**

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**Read/ D2L**

Pleasant: Literacy Sponsors and Learning

Carter: What is Community of Practice?

Moss: Creating a community: Literacy Events in African American Churches

**Write: Unit 5 Reading Questions**

**Due by 1/25 Check Instructions**

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**1/28**                      **Considering Communities and Literacies**                      **Wednesday**

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**Read/ D2L**

Loe: The Writing Center is Your Resource| Activity: Booking a Session

(Writing Center Demonstration/ Arrival of Personnel)

**Write: Begin Project #2**

**Due on D2L Check Instruction**

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**1/30**                      **Continue: Considering Communities and...**                      **Friday**

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**Write:      Continue working and finish writing Project #2 Due on D2L Check Instruction**

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**2/2**                      **Research (ing) Literacies**                      **Monday**

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**Read/ D2L**

Research(ing) Literacies: A Brief Introduction to Unit 6

**Discussion:** Pleasant: Literacy, Sponsors, and Learning

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**2/4**

**Researching (ing) Literacies**

**Wednesday**

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**Write: Find and Evaluate Secondary Sources**

**Reverse Engineering Literacy Ethnographies**

**Due on D2L (Check instruction)**

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**2/6**

**Research, Methods, & Resources**

**Friday**

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**Read/ D2L**

Research (ing) Literacies: A Brief Intro to Unit 6

**Write: Finding and Evaluating Secondary Sources**

**Due on D2L (Check Instruction)**

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**2/9**

**Research, Methods, & Methods**

**Monday**

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**Read/ D2L**

R. McShane: Research: Primary. Secondary and evaluating. Oh My!

**Reverse Engineering Literacy Ethnography**

**Due on D2L (Check Instruction)**

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**2/11**

**Research (ing) Literacies**

**Wednesday**

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**Read/ D2L**

Northam: Information Literacy, Misinformation Literacy, and the Library as a Resource  
The Literacy Ethnography as Research

**Writing: Rhetorical Precis, or Stating the Point**

**D2L (Check Instruction)**

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**2/13 Writing Project #3: Preliminary Topic Proposal and Annotated Bib Friday**

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**Read/ D2L**

Writing Assignment: Preliminary Topic Proposal Annotated Bib.

**Project #3: Preliminary Topic Proposal and Annotated Bibliography D2L (Check Inst.)**

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**2/16 Continue: Writing Project #3 Monday**

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**Write:** Practice Proposal and Annotated Bibliography.

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**2/18 Qualitative Research Methodology Wednesday**

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**Read/ D2L**

A Brief Introduction to Unit 7: Course Toward Ethnographic Justice: Equitable Research with Linguistically Diverse Communities

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**2/20 Qualitative Research Methodology Friday**

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**Read/ D2L**

Listening For, Learning About, and Honoring Community Literacy Experiences

**Discussion/ Response:** Course Toward Ethnographic Justice: Equitable Research with and for Linguistically Diverse Communities

**Activity: Rhetorical Precis, or Station**

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2/23

**Qualitative Research Methodology**

**Monday**

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**Read and Discuss:** Sample Statement of Ethics

**Brief Introduction to Unit 7**

**DUE on D2L (Check Instructions)**

Listening for, learning About, and

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2/25

**PEER REVIEW**

**Wednesday**

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**Read:** Listening for, Learning about...

Course: Toward Ethnography Justice.

**Write:** Drafting a Statement of Ethics

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2/ 27

**PEER REVIEW**

**Friday**

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**Read:** Toward Ethnographic Justice

Curwood et al. Ethical Dilemmas

**Write:** Preparing Interview Questions

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3/2

**PEER REVIEW**

**Monday**

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**Write:** Identifying Your Research Questions and Developing a Research Proposal

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3/4

**PEER REVIEW**

**Wednesday**

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**Write:** (Continue) Identifying Your Research Questions and Developing a Research Proposal

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**3/6** **PEER REVIEW** **Friday**

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**Write:** (Continue) Identifying Your Research Questions and Developing a Research Proposal

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**3/9-3/13** **SPRING BREAK** **Monday-Friday**

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**3/16** **FINAL PROJECT #4 PHASE 1** **Monday**

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**Read/ D2L**

TBD

**Write:** Writing Assignments: Ethnographic Research Discussion

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**3/18** **FINAL PROJECT #4 (Continue) PHASE 1** **Wednesday**

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**Write:** Continue Ethnographic Research, Gathering Data/ Artefacts

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**3/20** **FINAL PROJECT #4 PHASE 1** **Friday**

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**Write:** Continue Ethnographic Research Gathering Data/ Artefacts

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**3/23** **FINAL PROJECT #4 PHASE 2** **Monday**

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**Write:** Continue Ethnographic Research (Writing Personnel Visit) Begin Proposal

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**3/ 25** **FINAL PROJECT #4 PHASE 2** **Wednesday**

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**Write:** Continue Ethnographic Research Revise Proposal

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**3/27** **FINAL PROJECT #4 PHASE 2** **Friday**

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**Write:** Continue Ethnographic Research Final Proposal Submission

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**3/30** **FINAL PROJECT #4 PHASE 3** **Monday**

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**Begin:** Ethnographic Research Begin Essay

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**4/1** **FINAL PROJECT #4 PHASE 3** **Wednesday**

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**Continue:** First Draft of the Ethnographic (Library). Gather the draft

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**4/3** **FINAL PROJECT #4 PHASE 3** **Friday**

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**Continue:** Finals Draft of the Ethnographic Revise draft

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**4/6** **FINAL PROJECT #4 PHASE 3** **Monday**

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**Continue:** Group Conference 1

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**4/8** **FINAL PROJECT #4 PHASE 3** **Wednesday**

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**Continue:** Group Conference 2

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Wrapping up: What did you learn?

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**4/25**

**PREP SESSION**

**Monday**

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Wrapping up: Work on the portfolio

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**4/27**

**PREP SESSION**

**Wednesday**

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Wrapping up: Working on the portfolio

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**4/29**

**FINAL PREP I**

**Friday**

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Final up: Wrapping

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**5/ 1**

**FINAL WEEK**  
**DUE ALL WORKS**

**Monday**

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