ENG:1302, Section 10E, Written Argument/Research

COURSE SYLLABUS: SPRING 2026

INSTRUCTOR INFORMATION

Instructor: Stormy Montes
Office Location: DTH 126
Office Hours: **Wednesdays** 4pm-5:30pm and **Fridays** 11am-12:30pm
Office Phone: N/A
Office Fax: N/A
University Email Address: Stormy.Montes@etamu.edu
Preferred Form of Communcation: Email
Communication Response Time: Within **24 hours** on weekdays

COURSE INFORMATION

Textbook(s) Required:

For this course, we will be using a platform called Top Hat that is included through East Texas A&M's Inclusive Access fee that was charged to your bursar account when you registered for this course. You will not need to make any additional purchases. Top Hat will be accessible through our course shell in D2L. While you will receive an email about being able to opt out of this inclusive access, Top Hat is required for the course.

To gain access to Top Hat, you will create an account using your LeoMail (university email) when you receive an email from the campus bookstore. Be on the lookout for this email at the start of the semester. If you have any issues with Top Hat, you should contact support@tophat.com

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:

The *syllabus/schedule are subject to change.*

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

Course Description

ENG:1302, Written Argument/Research. Three semester 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.

Core Curriculum Course Objectives

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

English 1302 Learning Outcomes

1. **Define** important terms/concepts including, but not limited to, literacy, community, research, ethics, knowledge, ethnography, and writing processes;
2. **Discuss** the ways these terms expand based on cultural and communicative practices;
3. **Locate** scholarly research related to key terms/concepts;
4. **Examine** scholarly, personal, and/or multimodal texts that detail varying understandings and applications of key terms/concepts;
5. **Develop** writing and research processes appropriate for ethically studying the literacy of a specific community;
6. **Engage** in collaboration that supports individualized and communal understanding and writing development;
7. **Collect** primary ethnographic data;
8. **Organize** collected data in order to understand specific literacy community practices;

The syllabus/schedule are subject to change.

9. **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), research methods, practices, styles, and/or languages;

10. **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;

11. **Reflect** on your writing experiences and literacy practices;

12. **Design** individualized learning goals appropriate for a first-year writing course; and

13. **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

COURSE REQUIREMENTS

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@etamu.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.

The *syllabus/schedule are subject to change.*

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:
https://community.brightspace.com/support/s/contactsupport

STUDENT RESPONSIBILITIES FOR COURSE

CWID and Password

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@etamu.edu.

Technology-Related Issues

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 ETAMU campus open computer lab, etc.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Minimal Technical Skills Needed

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Learning Management System (LMS) – D2L

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 the technical requirements:
- View the Learning Management System Requirements Webpage.
- Learn more on the LMS Browser Support Webpage.

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 on the Brightspace Support Webpage.

The syllabus/schedule are subject to change.

Instructional Methods

This is a face-to-face class. We will meet on Mondays, Wednesdays, and Fridays from 10am to 10:50am in 313 Ferguson Social Sciences Building.

For most classes, we will start with a review from the previous class or of the reading homework due that day. From there, I will give a brief lecture of new material and then we will engage in a class discussion or activity. I provide as much in-class writing time as possible, so you have many opportunities to seek help on assignments. I provide revision-based feedback on all writing activities and major writing assignments submitted to D2L.

Student Responsibilities or Tips for Success in the Course

For each class meeting, come to class on time and prepared. Coming to class prepared means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and notetaking.

Here's a brief list of responsibilities and tips for success:

1. Successful students refer to the syllabus frequently throughout the semester.
2. Successful students attend class regularly.
3. Successful students communicate with their professors and peers regularly and respectfully.
4. Successful students plan their weeks with organizational tools.
5. Successful students study effectively with techniques like practice testing and distributed practice.

Note: This information is taken from "Some Habits for Success in College" in Writing Inquiry, 3rd edition. For the full version of these strategies, see your textbook in Top Hat.

Student/Class Civility Policy:

Your instructor reserves the right to ask any student to leave class if any student proves distracting, hostile, and/or disruptive to either the instructor and/or classmates. If a student is asked to leave, the student will meet with the instructor during the instructor's office hours before returning to class.

If incivility occurs, the student(s) may also have a "0" entered in the gradebook for any activities, quizzes, etc. that were to be completed in class on the day in question. If incivility occurs during group work, ALL parties will meet in my office, and the student(s) at fault may or may not receive a "0" for the assignment(s).

The *syllabus/schedule are subject to change.*

GRADING

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

Assessments

Assignment	Percentage of Grade	Notes
Writing Assignment 1	10%	Identify a community of practice
Writing Assignment 2	15%	Find 4 credible sources related to a community of practice
Writing Assignment 3	15%	Develop a proposal for the Final Project
Writing Assignment 4	15%	Prepare field notes & develop conceptual memos
Writing Assignment 5	15%	Final Project Portfolio: paper, research artifacts, and reflection
Final/The Learning Showcase	10%	Final Project presentation
D2L Discussions & TopHat Readings	20%	Attend & participate in class discussions, Respond to D2L Discussion threads, and Answer TopHat Questions

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your instructor.

Please reach out to me, I want to hear from you! I am your instructor, but I am also here to be your mentor. I care about you and your academic experience in my class. Suggestions to make my course better? Trouble understanding the content? Need suggestions and advice on papers and assignments? Have you come down with an illness or any other kind of emergency? Simply want to stop and chat? Need letters of

The syllabus/schedule are subject to change.

recommendation? Please email me as soon as possible or drop by during office hours! I am in your corner, and I want you to succeed in my class.

Emails: If you need to email me, please do so in the proper format. In the "subject" line of your email, please give me a very short summary, in no more than a few words, as to why you are emailing me (i.e., "Sick— Will Not Be in Class Today"). Also, please compose your email with proper introductions, followed by your body paragraphs, and then end with proper salutations (ex: "Sincerely," "Best", etc.) with your name underneath them.

IMPORTANT NOTICE: This is college, an institution of higher learning, and therefore, we are in a setting where everyone is expected to act with professionalism. Everyone in class, including the instructor, is expected to conduct themselves as adults, which entails; following the schedule, turning in work on time, time management, communicating with the instructor and classmates, completing the readings on time, and professionalism, etc. Therefore, I expect ALL OF US to behave in a dignified and professional manner in class, with assignments, during office hours, and especially with emails.

Please see the example of a full proper email below:

"Dear Instructor Montes,

I am emailing you today to let you know that I am sick and will not be in-class. I will ask a classmate and/or lookout on D2L or Top Hat for assignments due today and the next class period of the week.

Sincerely,

John Doe"

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance Policy

Though I do not use attendance records to penalize your grade, I do take attendance at the beginning of each class session, and I do take note if you are tardy. That being said, please come to class and come to class on time. When you miss class, you are not only missing out on vital learning time and instruction, you are also missing out on announcements and the collaborative nature of the higher education classroom setting.

"What should I do when I miss class?"

If students need to miss class, it is the student's responsibility to ask a classmate what we did in class that day or go to D2L and/or Top Hat to find out what you missed in

The syllabus/schedule are subject to change.

class. However, this does not necessarily mean you will be able to make up the work you missed in class!

Make-Up Work Policy

Students must discuss the make-up work with me at least 24 hours before the assignment is due. As the instructor, it is my prerogative to approve or deny a students' request for make-up work, as it is assessed on a case-by-case basis.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

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 online in the Student Guidebook.
Students should also consult the Rules of Netiquette Webpage for more information regarding how to interact with students in an online forum.

ETAMU Attendance

For more information about the attendance policy, please view the Attendance Webpage and the Class Attendance Policy

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:
Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form
Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10
Graduate Student Academic Dishonesty Form

Use of Artificial Intelligence

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

The syllabus/schedule are subject to change.

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

In this course, I DO NOT allow the use of AI. If you are found to be utilizing AI to complete your assignments, it will result in a zero (0) for the assignment.

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@etamu.edu
Website: Office of Student Disability Services

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 ETAMU 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.

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

East Texas A&M Supports Students' Mental Health – Counseling Services

The *syllabus/schedule are subject to change.*

The Counseling Center at East Texas A&M University, 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

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: Musician Health and Safety - East Texas A&M University

Department and Accrediting Agency Statement:
School of Music Mission Statement:
The School of Music at East Texas A&M University promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

Writing Center

The Writing Center offers free, one-on-one assistance. We currently offer 45-minute, face-to-face or online sessions that you can book from our website.

We welcome all writers, majors, and disciplines—undergraduate and graduate students alike (faculty and staff too!). Research shows that all workers benefit from sharing their work with a focused reader. The Writing Center staff is trained to support writers in any stage of the writing process (from the blank page to polishing sentences), and we work with writers to verbalize writing goals and to stay on track with larger writing projects. We work with any form of writing (academic and nonacademic). The writers with whom

The syllabus/schedule are subject to change.

we work usually bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. Contact us with any questions here: WritingCenter@etamu.edu

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.

- 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!

  - Research Help Desk: 1st Floor, Room 132

  - Waters Library University Archives: 4th Floor, Room 406A

- https://www.etamu.edu/research-help-and-faculty-support/

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, email hirealion@etamu.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

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

The syllabus/schedule are subject to change.

another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the accreditation, throughout the semester I may collect some of the ungraded texts you produce solely for an assessment of program effectiveness that in no way affects students' course grades or GPAs.

COURSE OUTLINE / CALENDAR

Week	Dates	Topic	Homework Due
Week 1		**Introduction to the Course & Unit 5**	
	1/12 (M) – First Day of Class	M: Discuss syllabus and class policies; Demonstrate navigation of D2L and Top Hat	M: Check Leomail email and access D2L course shell. Read syllabus. Set up Top Hat access to Writing Inquiry textbook
	1/14 (W)	W: Discuss readings; Review ENG:1301 key terms and concepts	R: Before class, read "Why a Writing Course?" Then read "Active Reading" and "The Writing Center is YOUR Resource" in Unit 10
	1/16 (F) **WRITING ASSIGNMENT: WRITING HISTORIES DUE 1/16, 11:59PM**	F: Work on "Writing Histories and Your Goals Reflection" assignment	F: Before class, read "Writing Assignment: Writing Histories and Your Goals Reflection."
Week 2		**Unit 5**	
	1/19 (M) - MLK Jr. Day	M: No Class	M: No Class
	1/21 (W)	W: Preview the trajectory of Unit 5 and the course. Discuss readings. "Drawing Your Writing Process" activity	W: Read "A Brief Introduction to ENG:1302 and Unit 5". Then read Barton & Hamilton . Read Carter in Unit 5 and "Good Writing Is Always Hard: An Introduction to Writing Processes" in Unit 10.
	1/23 (F)	F: Introduce "Considering Communities &	F: Read "Writing Assignment: Considering

The syllabus/schedule are subject to change.

		Literacies" assignment. Students brainstorm for "Writing Assignment: Considering Communities & Literacies"	Communities & Literacies" in Unit 5. Come to class prepared to brainstorm for "Writing Assignment: Considering Communities & Literacies"
Week 3	1/26 (M)	M: Review Key terms from last week. Discuss readings.	M: Read Moss in Unit 5. Read "Writing Genres in Context" in Unit 10.
	1/28 (W)	W: Review Moss key terms. Discuss readings. Students brainstorm and outline "Writing Assignment; Considering Communities & Literacies"	W: Read Alvarez in Unit 5. Come to class prepared to work on your writing assignment
	1/30 (F)	F: Students draft "Writing Assignment: Considering Communities & Literacies"	F: Come to class prepared to work on your writing assignment
Week 4	2/02(M)	M: Discuss readings. Students finish drafting "Considering Communities & Literacies"	M: Read Johnson & Arola in Unit 5 and "Giving and Receiving Feedback" in Unit 10.
	2/04 (W)	W: Guide peer review for "Writing Assignment: Considering Communities & Literacies"	W: Come to class with access to a full draft of your writing assignment and prepared to participate in peer review.
	2/06 (F) **WRITING ASSIGNMENT 1: CONSIDERING COMMUNITIES & LITERACIES DUE 2/6, 11:59PM**	F: Review Unit 5. Students' last in-class writing day for "Writing Assignment: Considering Communities & Literacies"	F: Come to class prepared to revise "Writing Assignment: Considering Communities & LIteracies"

The *syllabus/schedule are subject to change.*

Week 5		Unit 6	
	2/09 (M)	M: 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 Resources"	M: Read "A Brief Introduction to Unit 6," "RESEARCH! Primary, Secondary, & Evaluating Sources," and "Information Literacy" in Unit 6. Read "Anatomy of the Academic Essay" in Unit 10
	2/11 (W)	W: Review key terms. Discuss readings.	W: Before Class: Read Pleasant and "The Literacy Ethnography as Research"
	2/13 (F)	F: Discuss readings, complete "Reverse Engineering" activity	F: Read "Handling Family Business"
Week 6	2/16 (M)	M: Review key terms. Answer questions about "Activity; Rhetorical Précis." Students work on activity in class.	M: Read "Activity: Rhetorical Précis"
	2/18 (W)	W: Students practice evaluating sources, quoting, and citing.	W: Read "Giving Credit, Citing Sources, and Avoiding Plagiarism" in Unit 10
	2/20 (F)	F: Review key terms. Discuss "Writing Assignment Preliminary Proposal and Annotated Bibliography." Students brainstorm a list of Communities of Practice. Demonstrate library website navigational tips	F: Read "Writing Assignment: Preliminary Proposal and Annotated Bibliography" in Unit 6 and "Capstone Assignment in Unit 9.
Week 7	2/23 (M)	M: Writing Conferences, Students work on "Writing Assignment: Preliminary Proposal and Annotated Bibliography"	M: Work on "Writing Assignment: Preliminary Proposal and Annotated Bibliography"

The *syllabus/schedule are subject to change.*

	2/25 (W)	W: Writing Conferences, Students work on "Writing Assignment: Preliminary Proposal and Annotated Bibliography"	W: Work on "Writing Assignment: Preliminary Proposal and Annotated Bibliography"
	2/27 (F) **WRITING ASSIGNMENT 2: PRELIMINARY PROPOSAL AND ANNOTATED BIBLIOGRAPHY DUE 2/27, 11:59PM**	F: Writing Conferences, Students work on "Writing Assignment: Preliminary Proposal and Annotated Bibliography"	F: Work on "Writing Assignment: Preliminary Proposal and Annotated Bibliography"
Week 8		**Unit 7**	
	3/02 (M)	M: 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	M: Read "A Brief Introduction to Unit 7" and "Writing Assignment: Ethnographic Research Proposal"
	3/04 (W)	W: Discuss readings	W: Read "Listening For, Learning About, and Honoring Community Literacy Experiences"
	3/06 (F)	F: Discuss readings	F: "Toward Ethnographic Justice" in Unit 7
Week 9	**SPRING BREAK 3/09-3/13**	NO CLASSES, Enjoy your break!	
Week 10	3/16 (M)	M: Review key terms. Discuss readings.	M: Read "Ethical Dilemmas within Online Literacy Research"
	3/18 (W)	W: Students complete "Activity: Drafting a Statement of Ethics"	W: Read "Sample Statement of Ethics" and "Sample Informed Consent" in Unit 7

The *syllabus/schedule are subject to change.*

	3/20 (F)	F: Review key terms. Students complete "Activity: Identifying Your Research Questions and Developing Your Proposal"	F: Read "Activity: Identifying Your Research Questions and Developing Your Proposal" in Unit 7 and "Capstone Assignment" in Unit 9
Week 11		**Unit 7/Unit 8**	
	3/23 (M)	T: Students complete "Activity: Preparing Interview Questions" and	T: Come to class prepared to draft your interview questions and research proposal
	3/25 (W)	W: Begin drafting "Writing Assignment: Ethnographic Research Proposal"	W: Come to class prepared to draft research proposal
	3/27 (F) **WRITING ASSIGNMENT 3: ETHNOGRAPHIC RESEARCH PROPOSAL DUE 3/27, 11:59PM**	R: Review key terms from Unit 7. Discuss Unit 8 Introduction. Preview trajectory of Unit 8. Discuss "Collecting Data in the Field in Unit 8. Students complete "Activity: Mock Interview."	R: Read "A Brief Introduction to Unit 8." Bring access to your interview questions to participate in a mock interview.
Week 12	3/30 (M)	M: Discuss "Collecting Data in the Field" in Unit 8. Discuss homework. Explain upcoming research days. Dismiss early for data collection.	M: Read "Collecting Data in the Field" in Unit 8
	4/01 (W)	W: No class – Research day	W: Research Day. Collect data in the field
	4/03 (F)	F: No class – Research day	F: Research Day. Collect data in the field
Week 13	4/06 (M)	M: Discuss reading. Students begin organizing data	M: Read "Organizing and Coding Data from the Field."

The *syllabus/schedule are subject to change.*

	4/08(W)	W: Students draft Conceptual Memo.	W: Come to class prepared to draft a Conceptual Memo
	4/10(F)	F: Review key terms. Students complete "Activity: Literacy Artifact Analysis" in class	F: Read "Activity: Literacy Artifact Analysis." Bring in an artifact (or a picture of one) from your Community of Practice. Be prepared to work on this activity in class.
Week 14		**Unit 8/Unit 9**	
	4/13 (M)	M: Review key terms and end-of-semester reminders. Students complete "Activity: Preliminary Data Analysis' in class.	T: Come to class prepared to analyze your data
	4/15 (W)	W: Discuss Readings	W: Read "A Brief Introduction to Unit 9" and "Key Concept: Working with Data" in Unit 9
	4/17 (F) **WRITING ASSIGNMENT 4: PRELIMINARY DATA ANALYSIS DUE 4/17, 11:59PM**	R: Writing Day: Draft Zero	R: Read "The Zero Draft" in Unit 9. Come to class prepared to draft your "Capstone Assignment"
Week 15	4/20 (M)	M: Writing Day: Revision. Capstone Peer Review	M: Read "Giving and Receiving Feedback" in Unit 10. Come to class with a draft of your Capstone Assignment
	4/22 (W)	W: Writing Day: Revision.	W: Read "Rhetorical Grammar" in Unit 10. Come to class prepared to continue working on your

The *syllabus/schedule are subject to change.*

			"Capstone Assignment"
	4/24 (F)	F: Writing Day: Higher Order Concerns & Presentation.	F: Read "Anatomy of the Academic Essay" in Unit 10. Come to class prepared to continue working on your "Capstone Assignment"
Week 16	4/27 (M)	T: Students draft elevator pitches for The Learning Showcase	T: Read "Presenting Your Research" and "The Learning Showcase" in Unit 9
	4/29 (W)	W: Students present elevator pitches; Writing Day	W: Bring your elevator pitch to class. Be prepared to continue working on your "Capstone Assignment"
	5/01(F)	R: Writing Day; Final Reminders	R: Come to class prepared to continue working on your "Capstone Assignment"
Week 17	**FINALS WEEK MAY 2ND-8TH** **CAPSTONE ASSIGNMENT DUE 5/05, 11:59PM** **THE LEARNING SHOWCASE PRESENTATION DUE WEDNESDAY MAY 6, 3:00 TO 5:00 PM**	No regular classes – attend only your final exam times	CAPSTONE ASSIGNMENT DUE 5/05, 11:59PM PRESENT AT LEARNING SHOWCASE WEDNESDAY 5/06, 3 TO 5PM, RAYBURN STUDENT CENTER 2ND FLOOR

The *syllabus/schedule are subject to change.*