English 1302, 22E
Written Argument and Research
COURSE SYLLABUS: SPRING 2026

Mondays, Wednesdays, and Fridays from 10:00 - 10:50 am in Education South, Sowers (EDS) 127

INSTRUCTOR INFORMATION

Instructor: Yu Lei
Office Location: David Talbot Hall (DTH) 214
Office Hours for Students: M, W, F, 2:15 pm – 3:15 pm or by appointment
University Email Address: Yu.Lei@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 gain access to Top Hat, you will create an account using your LeoMail (university email) when you receive an email from the campus bookstore. Be on the lookout for this email at the start of the semester. If you have any issues with Top Hat, you should contact **support@tophat.com.**

To join Top Hat, you must click on the *Top Hat* link in your D2L course on a web browser. A Top Hat launch link should be in the "Content" menu. Upon being re-directed to Top Hat, you can create an account if you are new to Top Hat or log in if you have an existing account. ***Please follow your teacher's specific directions and report any access issues immediately.***

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

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

Software Required:
- D2L

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

Course Description

ENG 1302 – GLB/US Written Argument/Research • 3 credit hours. This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences. Students will write weekly, including such texts as journals, reading response logs, summaries of argumentative texts, argumentative papers, and longer papers integrating secondary research. Activities include close reading of sample texts, both student and professional. Some sections will emphasize special topics in both reading and writing. Prerequisites: Grade of C or better in English 1301 or advanced placement or CLEP.

Core Curriculum Course Objectives

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

English 1302 Learning Outcomes

- **Define** important terms/concepts including, but not limited to, literacy, community, research, ethics, knowledge, ethnography, and writing processes;
- **Discuss** the ways these terms expand based on cultural and communicative practices;
- **Locate** scholarly research related to key terms/concepts;
- **Examine** scholarly, personal, and/or multimodal texts that detail varying understandings and applications of key terms/concepts;
- **Develop** writing and research processes appropriate for ethically studying the literacy of a specific community;
- **Engage** in collaboration that supports individualized and communal understanding and writing development;
- **Collect** primary ethnographic data;
- **Organize** collected data in order to understand specific literacy community practices;
- **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), research methods, practices, styles, and/or languages;
- **Compose** texts across different genres and media of writing that further expand key terms/concepts based on primary ethnographic research and engagement with trustworthy secondary research;
- **Reflect** on your writing experiences and literacy practices;
- **Design** individualized learning goals appropriate for a first-year writing course; and
- **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

Instructional Methods

This is a face-to-face class. We will meet on Mondays, Wednesdays, and Fridays from Mondays, Wednesdays, and Fridays from 10:00 - 10:50 am in Education South, Sowers (EDS) 127.

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 major writing assignments submitted to D2L.

COURSE REQUIREMENTS

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 and/or writing 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 and schedule frequently throughout the semester**. The syllabus schedule is our foundational document that guides the course. You'll need it to plan your weeks effectively.
2. **Successful students attend class regularly**. Attendance matters! Really. Statistics show that 100% of students with 6 or less absences passed the course. Students with 10 or more absences are significantly more likely to fail the course.
3. **Successful students communicate with their professors and peers regularly and respectfully**. This class is not a lecture course which means you'll be mostly discussing, writing, and collaborating with your peers to make progress toward your learning goals and major writing projects. Be respectful of everyone's ideas, even if you don't agree with them. If you miss class or have questions, reach out to your accountability buddy or other peers in the class to find out what you missed or answer your question. When possible, email your professors to let them know you're missing class in advance. Once you've reviewed the syllabus schedule, weekly D2L module, and talked with your peers about what you missed, email your professors with any remaining questions that you have.
4. **Successful students plan their weeks with organizational tools**. I highly recommend a planner. If that's not your style, the Writing Center offers free organizational tools that you might find useful.
5. **Successful students study effectively with techniques like practice testing and distributed practice**. This means using flashcards (practice testing) to help you learn new concepts and reviewing them weekly (distributed practice). It also means working on writing projects a little bit each day leading up to the due date (distributed practice). In other words, don't cram the night before!

Note: This information adapted from "Some Habits for Success in College" in *Writing Inquiry*, 3rd edition. For more information about each of these strategies, see your textbook in Top Hat.

Here's some additional tips for success that I highly recommend:

- **Accountability Buddy**: Find someone in the class to help you stay on track. This is someone you can text or email with questions about the class, reminders about deadlines, and even form a study/writing group with.
- **Annotate Assignment Prompts**: Annotate each assignment prompt to help you understand the requirements, give you a chance to ask questions about what's confusing, and use as a checklist to complete your writing projects.

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is labor-based.
Here's how it works. Each assignment is worth a certain number of points. You earn points by completing assignments.
The semester portfolio will be graded as letter grades (e.g., A, B, etc.). Other major assignments will be graded **as: Accept (full credit), Revise (half credit), or No credit (0).**
In the D2L gradebook, assignments except the final project will be marked as:
● Full Credit when the project is fully completed according to the assignment prompt and turned in promptly. Strong effort is evident and only minor revisions would be beneficial.
● Half Credit when elements of the project are incomplete and/or the project was not turned in promptly. Some effort is evident but major revisions would be beneficial. For assignments marked Half Credit, you are able and encouraged to revise and resubmit.
● No credit when a project wasn't completed and/or wasn't turned in.

The only reasons you may not receive full credit on an assignment are:

1. **Late submissions**: The original deadline is important—both for you and your instructor! The day that you submit a major writing assignment marks the end of one unit and the beginning of a new one. This means that it is hard to catch up if you get behind. The deadline is also important for your instructor to provide feedback 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*. You will not lose points for a late assignment if you fill out the Extension form before the due date. (Note: This Extension Form is adapted from Dr. Rebecca Rowe's.) Late major assignments submitted without an extension form or beyond the extra days granted in your extension form will receive only half credit.
2. **Short Projects**: Each major 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 Projects**: Although many of the writing assignment prompts give you room to explore, there are certain requirements that still need to be met including engaging with the core concepts and questions included in the prompt. For example, if an assignment asks you to support your argument with 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.

Feeback

I provide revision-based feedback on all your major writing assignments submitted to D2L. This feedback is meant to promote improvement in your writing process so that your writing improves with each new assignment. For more information about higher order concerns and the writing process, see "Making Collaboration Worth It" and "Good Writing is Always Hard" in Unit 10 of *Writing Inquiry* on Top Hat. This feedback is important not only to your learning, but also because you may submit revised projects as part of your 40-point final mission (Capstone Project).

In sum, you're graded on how much labor you put into the course. 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 (ETAMU) and Dr. Rebecca Rowe's (ETAMU) labor-based grading policies and syllabi.

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

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

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

Attendance	**10%**
Writing Assignments	**43%**
Writing Histories and Your Goals Reflection	*complete/incomplete, 3%*
Considering Communities and Literacies	10%
Preliminary Topic Proposal and Annotated Bibliography	10%
Ethnographic Research Proposal	10%
English 1302 Capstone Portfolio	**40%**
Semester Portfolio	30%
The Learning Showcase	10%
Writing Activities	**10%**

Top Hat Questions	**7%**
TOTAL	**100%**

Assignments

Full prompts for assignments are available in D2L.

TECHNOLOGY 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 first day of class.

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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 ice breaker or review session at the beginning of each class. I will maintain an attendance record all semester. Attendance counts for 10% of your final grade. Three tardies count as one absence. Your attendance grade is graded as follows:
A 0-4 absences
B 5-9 absences
C 10-14 absences
D 15-18 absences
F 19 and more absences.

"It is important to attend class on time and come to class prepared (preparation means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and notetaking). 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 English 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."

For more information about attendance and participation, see "Some Habits for Success in College" in *Writing Inquiry* through your Top Hat platform.

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

Submission Guidelines
You will submit your writing assignments on D2L. You must use a D2L compliant file type such as Word .docx, PDF, PowerPoint .pptx, etc. Apple Users: Pages is not a D2L compliant file type.

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 above and in "Some Habits for Success in College" in *Writing Inquiry* (available on Top Hat). I respond to emails within 48-hours, Monday-Friday, 8 a.m. – 5 p.m.

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. Dr. Jason A. Walker, the Director of Writing** (Jason.Walker@etamu.edu). In the case when the Director of Writing is the instructor, the student should contact **Dr. Charles Woods, Chair of the Department of Literature and Languages** (Charles.Woods@etamu.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

East Texas A&M University Writing Program Artificial Intelligence Policy and Resources

East Texas A&M University (ETAMU) Writing Program acknowledges that there are legitimate uses of Artificial Intelligence (AI), Generative Artificial Intelligence (GenAI), and Artificial General Intelligence (AGI). The ETAMU Writing Program is guided by national, flagship organizations representing the discipline of English and the field of Writing Studies, including the Modern Language Association (MLA), National Council on the Teaching of English (NTCE), and the Conference on College Composition and Communication (CCCC) regarding the theorization and teaching of critical AI literacy. ETAMU Writing Program values a spectrum of beliefs about AI, GenAI, and AGI, ranging from ethical integration to absolute refusal. ETAMU Writing Program believes in and practices critical AI literacy alongside ethical, responsible integration of AI, GenAI, and AGI in our writing instruction, appropriately. We teach students to document their AI use in their writing and other curriculum deliverables while highlighting educational concerns about using these technologies. ETAMU Writing Program instructors share their position on and preferences for AI, GenAI, and AGI integration with students, and students follow the instructor's guidelines and the requirements of the course. Undocumented uses of AI, GenAI, and AGI can constitute an instance of academic dishonesty, including cases related to issues like plagiarism and misrepresentation in student deliverables.

Resources
1. East Texas A&M University Undergraduate Academic Dishonesty Protocol: https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03.pdf
2. ETAMU AI Policy (2023): https://acrobat.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A5f636e19-c70f-3f14-a988-18140fdf69f8&viewer%21megaVerb=group-discover
3. Modern Language Association: https://style.mla.org/citing-generative-ai-updated-revised/
4. MLA-CCCC Joint Task Force Working Papers: https://cccc.ncte.org/mla-cccc-joint-task-force-on-writing-and-ai
5. Texas A&M University Guidance: https://ai.tamu.edu/teach-with-ai/use-guidelines-and-ethics.html

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf](#)

[Graduate Student Academic Dishonesty Form](#)

[http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](#)

Collection of Data for Measuring Institutional Effectiveness

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

Students with Disabilities-- ADA Statement

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

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/](#)

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do

so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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

RESOURCES

East Texas A&M Supports Students' Mental Health

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

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here 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!
    - o Waters Library Research Office: Second Floor, Room 213
    - o Waters Library University Archives: 4th Floor, Room 406A
    - o A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing hirealion@tamuc.edu or go online by clicking schedule an appointment.

Technical Support

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

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

COURSE OUTLINE / CALENDAR

Week	Dates	Topic	Homework Due
Week 1		**Introduction to the Course & Unit 5**	
	1/12 (M) – First Day of Class	M: Introduction. 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 syllabus and readings;	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: Continue discussing readings. Work on "Writing Histories and Your Goals Reflection" assignment	F: Before class, read the instructions for "Writing Assignment: Writing Histories and Your Goals Reflection."

Week 2		**Unit 5**	
	1/19 (M) - MLK Jr. Day 1/21 (W) 1/23 (F)	M: No Class W: Introduce Unit 5. Discuss readings. F: Introduce "Considering Communities &	M: No Class 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. F: Read "Writing Assignment: Considering

		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) 1/28 (W) 1/30 (F)	M: Review Key terms from last week. Discuss readings. W: Review Moss key terms. Discuss readings. Students brainstorm and outline "Writing Assignment; Considering Communities & Literacies" F: Students draft "Writing Assignment: Considering Communities & Literacies"	M: Read Moss in Unit 5. Read "Writing Genres in Context" in Unit 10. W: Read Alvarez in Unit 5. Come to class prepared to work on your writing assignment 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) <mark>WRITING ASSIGNMENT 1: CONSIDERING COMMUNITIES & LITERACIES DUE 2/6, 11:59PM</mark>	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"

Week 5		**Unit 6**	
	2/09 (M)	M: Introduce Unit 6. 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"

	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."	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 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

	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) 4/03 (F)	W: No class – Research day F: No class – Research day	W: Research Day. Collect data in the field 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."
	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) <mark>WRITING ASSIGNMENT 4: PRELIMINARY DATA ANALYSIS DUE 4/17, 11:59PM</mark>	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

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

The *syllabus/schedule* are subject to change.