



EAST TEXAS A&M

— UNIVERSITY —

English 1302, A2E

Written Argument and Research

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Melissa Kamp

Office Location: CHS Room 219

Office Hours: Tuesday & Thursday - 8:45am-9:33am or by appointment

University Email Address: melissa.kamp@tamuc.edu

Communication Response Time: 24-48 hours during the week

COURSE INFORMATION

This is an Open Educational Resources course. All course material will be posted in D2L, the LMS used by East Texas A&M.

Software Required:

- D2L
- 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.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students need to be able to utilize a word processing program, presentation software, and navigate the LMS.

Instructional Methods

This is a hybrid dual credit course. To accommodate Community High School's schedule, we will meet during Community High School's 1st period, Monday and Wednesday. There will be a digital activity or discussion on Fridays. This class will incorporate discussion and group work. Participation is required in order to be successful.

Tips for Success in the Course

The syllabus/schedule are subject to change.

Communicate: Be sure to utilize your East Texas A&M email account to communicate with me. If you are going to miss class, are struggling with an assignment, etc. send me an email. Do not email me using either of our Community ISD email addresses. All communication should come through our East Texas A&M email accounts.

Attendance: You need to be in class in order to participate. If you must miss a class, please communicate in advance and provide documentation for your absence. Remember that Community High School has a separate attendance policy for their Dual Credit Program.

Syllabus: Refer to the syllabus often and use it when planning your homework schedule. Make sure to complete reading assignments before you come to class and that you keep track of when major assignments are due.

Utilizing Supports: Attend office hours if you have questions or need assistance with any of your work. I also highly encourage you to take advantage of the Writing Center for your longer writing assignments.

COURSE ASSESSMENT

For major writing assignments, a rubric specific to the assignment will be utilized, along with written or verbal feedback on the project. Expect a two-week turn-around for grading on these larger assignments. Smaller scale assignments should be graded within a week of submission and some will be scored based on percentages, contributions, and/or completion.

Midterm and final grades in this course will be based on the following scale (rounded to the nearest whole number:

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.

Writing Assignments	40%
Considering Communities and Literacies	5%
Time Capsule Project	5%
Preliminary Topic Proposal and Annotated Bibliography	10%
Digital Literacies Project	10%
Ethnographic Research Proposal	10%

The syllabus/schedule are subject to change.

English 1302 Semester Portfolio	30%
The Learning Showcase	10%
Writing Activities/Participation/Discussion	20%

TOTAL	100%
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Assignments

Considering Communities and Literacies: For this assignment, identify a community you are a current or former member of, or a community you interact with either through writing, reading, participating, or more. This community can be a social club (book club), a school club (band, sports), or something less official (comic book fan, sneakerhead). It might also be a fan base you identify with (Marvel fans, Swifties, Dallas Cowboys, etc.), or a disciplinary community (such as sociology, nursing, or business). Additionally, it might be united in your love of coffee, dogs, or a specific genre of art. Your goal is to develop working definitions of **literacy**, **literacy practices**, and **literacy events** based on your community, then consider what it means to approach literacy as a social practice in this community. In preparation for this essay, you should reflect upon your initial understanding of these concepts and the specific, extensive ways the assigned readings in Unit 5 disrupted previous expectations.

Time Capsule Project: The time capsule consists of five narratives and five peer-based comment sections. Students write, film or audio record narratives related to their college experience and/or aspects of their own identity. In class, students share those parts of the narrative they feel comfortable sharing. They then engage in discussion and leave a note on each other's comment sections. In the process, students form social connections while also developing their personal and academic goals. They also develop skills in multimodal composition.

Preliminary Topic Proposal and Annotated Bibliography: In this unit, you learned about primary and secondary sources, how to evaluate the credibility of sources, and strategies for integrating your sources in "Research: Primary, and Secondary, and Evaluating Sources, Oh My!" You applied these concepts in the "Finding and Evaluating Sources" activity. You also read about the different types of information in literacy ethnographies and how to analyze ethnographies. You even practiced reverse engineering a couple of articles. This assignment aims to combine all the concepts and strategies you've learned to advance your research, writing, and citing skills. This assignment is also one of the first and most essential steps to getting started on your own literacy ethnography.

The syllabus/schedule are subject to change.

Digital Literacies Project: After constructing a collaborative list of podcasts together as a class, this assignment asks students to choose a podcast on a particular topic and listen to a few episodes to form a research question. Ultimately, students will produce an annotated bibliography composed of the texts mentioned in their podcast and a number of outside sources that contribute to their research question.

Ethnographic Research Proposal: This proposal is your blueprint to a finished ethnography. With the feedback you received before you wrote it, as well as the feedback your instructor will provide on this copy, you will be able to begin data collection, and your project will begin to take shape. While this plan of action seems thorough, it's important to remain flexible as all plans change, and that's okay! Keep your instructor apprised of any major changes to this document as you begin the actual data collection.

The Learning Showcase: As your "final exam," you will be presenting your Ethnographic Research Project to an audience. Remember to present your research to an audience who has not done all the research you have. You want to tell them specifically what you learned and how. Do not assume that they will make the same connections you have made. Presentations are short, direct, and focus on your experience as an ethnographic researcher. You, as an English 1302 student, will briefly present your findings from their Ethnography Project. Presentations *might* include short "elevator pitches" of approximately 2–5 minutes describing the Literacy Community of Practice researched, the reason for conducting this research, the method of data collection, and one or two key findings from the project along with a small visual element. While this presentation acts as the "final exam" for English 1302, you should approach it as a celebration of your research and writing.

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

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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 ETAMU campus open computer lab, etc.

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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance Policy

Students who attend and participate regularly and actively have the best chance of doing well in this class. You are responsible for all material covered on any missed class days. I understand that Dual Credit students sometimes have campus obligations, and I am willing to work with you. You must notify me ahead of time about any scheduling conflicts. Dealing with it the day of or after the fact is not an option. Be prepared to provide written verification from a teacher or coach if necessary. In composition, attendance is essential to harness excellent writing skills that will be useful to you throughout your academic career. Students are expected to be present for each class session; however, sickness and special circumstances occasionally arise. If you must be absent, you are expected to be prepared for class like those present at the previous class session. Please consult D2L for assignments and contact a fellow student for class notes and discussion information. Chronic absences will be dealt with on an individual basis. In accordance with college policy, some chronic absences will result in failure of the course.

Unplanned emergencies do occur. If an emergency does occur, it is the student's responsibility to contact the instructor as soon as possible. If you know in advance that you will be absent, you should contact the instructor and discuss arrangements to avoid falling behind in class.

The syllabus/schedule are subject to change.

Please be aware of the Community High School Dual Credit Attendance Policy - no more than five absences are allowed per semester.

Late Work Policy

As a general rule, I do not accept late work. Each student, however, will have two opportunities to turn in an assignment late (up to two days) from the "Writing Activities/Participation/Discussion" categories. This must be requested via email and should be used wisely. This provides for internet/computer issues and/or conflicts with high school activities.

If you are absent on a due date, your work is still due; please submit it through D2L. If a hard copy is required, you may either send it with a friend or bring it yourself later only if you have submitted it through D2L no later than the start of class on the due date. Otherwise, it will be viewed as late work and not accepted. Please understand that missing class does not entitle you to extra time to turn in work. This is not a high school course, and your high school makeup work policy does not apply. Arrangements to submit written work late must be made in advance with the instructor.

All assignments have a due date and time in D2L. Access to the work and the ability to turn in the work is LOCKED at a designated time. If you wait until the last minute to submit your work, you run the risk of encountering internet issues, and your work may not submit in time.

In the event of bad weather and/or school closings, refer to D2L for assignments and announcements.

Student Conduct

Respect the class. All students are expected to participate in class and small group discussions, and all students are expected to behave maturely and respectfully. Disruptive behavior will not be tolerated. Any student who disrupts the class or interferes with classroom instruction or discussion will be asked to leave the class and not receive credit for attendance.

Additionally, by consistently engaging with electronic devices during class, you are actively disrespecting your classmates and me. I reserve the right to request that you put away the device. If you refuse or continue to use the device, I reserve the right to ask that you leave the class, and you will be counted absent. Habitual or chronic use of devices during lecture or group participation activities not designed to involve the use of devices may result in your participation grade lowering.

Be prepared

It is very important that you bring your books and supplies to class each time we meet. If you do not have your materials, you cannot participate fully in class; therefore, you will not receive class credit any time you fail to bring the necessary supplies.

The syllabus/schedule are subject to change.

Electronic Devices

Technology will be used frequently in class. You are expected to be on the course materials required for that lesson. If we are not using technology for part of the assignment, your computer should be closed.

Recording the class, taking photos, and/or live streaming in the classroom is prohibited unless it is part of an approved accommodation.

Community ISD Cell Phone Policy

To promote an optimal learning and social atmosphere within Community ISD, students are required to refrain from using their personal wireless communication device throughout the school day.

House Bill 1481 defines a "personal wireless communication device" as any electronic device, other than one provided by the school for instructional use, that is capable of transmitting or receiving data or engaging in digital communication. This includes, but is not limited to, cell phones, smartphones, tablets, smartwatches, and other devices like radios, pagers, or any device capable of sending or receiving data or messages. "Personal wireless communication device" also includes wireless headphones, FitBits, AirPods, ear pods, and other wireless devices. Hereafter, "personal wireless communication devices" will be referred to in these guidelines as a communication device.

Each student will have their communication device out of sight for the duration of the school day.

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.

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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>

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ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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 Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

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: [Student Disability Services](#)

<https://www.tamuc.edu/student-disability-services/>

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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 Texas A&M University-East Texas A&M buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-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 A&M-East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

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.

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<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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.

The syllabus/schedule are subject to change.

- **Chat with a Librarian!** Get immediate assistance with our [chat service](#) on the main Library page: <https://www.tamuc.edu/library/>
- **Email** ask@tamuc.libanswers.com. We will respond to your email within 24 hours, often much sooner.
- **Text** your question to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- **Meet With Us!** Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- **Visit Us!** We'd love to meet you in-person!
 - Waters Library Research Office: Second Floor, Room 213
 - Waters Library University Archives: 4th Floor, Room 406A
 - A&M – East Texas A&M 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](#).

COURSE OUTLINE / CALENDAR

ENG 1301 Semester Schedule MWF Fall 2025				
Week/Topic	Monday	Wednesday	Asynchronous Friday	Major Assignments Due
Week 1: Understanding Literacies 1/12/26 - 1/18/26	Course Introduction & Overview Activities: Communities Brainstorming and Glossary Set-Up	Discuss: "Giving Credit, Citing ..." and "Carter - What is a Community ..." Activity: Plagiarism	Rhetorical Grammar Activity: Brief Analysis of Grammar and Style"	
Week 2: Understanding Literacies 1/19/26 -	MLK Jr. Holiday - Campus Closed	Discuss: Barton and Hamilton - Literary	Activity: Considering Communities Brainstorming &	

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1/25/26		Practices” Activity: Considering Communities	Glossary	
Week 3: Understanding Literacies 1/26/26 - 2/1/26	Discuss “McShane - Research - Primary...” and “Northam - Information Literacy...”	Navigating the Library Databases Activity: Finding and Evaluating Secondary Sources	Digital Discussion & Activity: “The Literacy Ethnography as Research”	Major Writing Assignment #1: Considering Communities and Literacies due Sunday, 2/1/26
Week 4: Understanding Literacies 2/2/26 - 2/8/26	Time Capsule Part 1	Time Capsule Part 2 and 3	Time Capsule Part 4 and 5	Major Writing Assignment #2: Time Capsule due Sunday, 2/8/26
Week 5: Understanding Literacies 2/9/26 - 2/15/26	Preliminary Topic Proposal Draft	Preliminary Topic Proposal Sources	Peer Review of draft and sources.	
Week 6: Digital Literacies 2/16/26 - 2/22/26	Discuss “Definition of Literacy ...” and “Digital Literacy Brief”	Discuss “Undergradu ate Research and Information Literacy...”	Digital Discussion “Thinking Across Modes...”	Major Writing Assignment #3: Preliminary Topic Proposal due Sunday, 2/22
Week 7: Digital Literacies 2/23/26 - 3/1/26	Digital Literacy Project: model Podcast and Introduction to Assignment	Digital Literacy Project: Genre Research and Collaborative List	Digital Literacy Project: Podcast Research & Analysis	
Week 8: Digital Literacies 3/2/26 - 3/8/26	Digital Literacy Project: Annotated Bibliography	Discuss “Understandin g AI Literacy”	Digital Discussion “Unpacking Predominant Narratives ...”	Major Writing Assignment #4: Digital Literacy

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				Project due Sunday, 3/8
Week 9: Digital Literacies 3/9/26 - 3/15/26	Activity: Critical Assessment and Analysis Exercise of AI	Activity: LLMs and Chain Stories	Activity: Ethical Use of Generative AI	
SPRING BREAK 3/16/26 - 3/22/26	As this is an embedded Dual Credit course, students will be observing CHS Spring Break. We will therefore have class the week of 3/9 while ETAMU is on Spring Break and not have class the week of 3/16 when CHS is on Spring Break.			
Week 10: Practicing Ethics 3/23/26 - 3/29/26	Discuss “Listening For, Learning About, and...”	Discuss “Making Research Ethical” and “Doing Research is Fun...”	Activity: Drafting a Statement of Ethics and Informed Consent Form	
Week 11: Practicing Ethics / Entering the Field 3/30/26 - 4/5/26	Discuss of “Brief Introduction ... and “Collecting Data in the Field” Activity: Research / Interview Questions	Discuss “Organizing Data ...” Activity: Field Notes and Observations	Digital Discussion of “What are Research Methods”	
Week 12: Entering the Field 4/6/26 - 4/12/26	Discuss “Working with People” Activity: Field Notes and Observations, continued	Discuss “Working with Places and Things” Activity: Literacy Artifact Analysis	Activity: Preliminary Data Analysis	
Week 13: Research	Discuss “Anatomy of	Discuss “Working with	Peer Review of Proposal	Major Writing Assignment

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Proposal 4/13/26 - 4/19/26	the Academic Essay” Workshop Time	Sources” Activity: Dramatizing the Conversation		#5: Ethnographi c Research Proposal Due Sunday, 4/19
Week 14: Performing Ethnographic Research 4/20/26 - 4/26/26	Discuss “A Brief Introduction” and “Working With Data”	Activity: The Zero Draft	Capstone Workshop	
Week 15: Performing Ethnographic Research 4/27/26 - 5/1/26	Capstone Workshop	Elevator Pitches	English 1302 Semester Portfolio Due Friday, 5/1/26	
Week 16: Finals 5/2/26 - 5/8/26	Final Presentation: The Learning Showcase at East Texas A&M University - Date and Time is TBD			

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