



## ENGL 1302 - WRITTEN ARGUMENT AND RESEARCH

COURSE SYLLABUS: SPRING 2026

### INSTRUCTOR INFORMATION

Instructor: Melissa Cox

Office Location: LC 18

Office Hours: M-F, 3:00 pm -4:00 pm, by appointment

University Email Address: melissa.cox@tamuc.edu

Preferred Form of Communication: **Email**

Communication Response Time: within 48 hours during weekdays

### COURSE INFORMATION

**Textbook(s) Required:** This course utilizes Open Educational Resources (OER) to provide free, high-quality learning materials. OER supports accessible and equitable education by allowing us to customize content while reducing costs for students. You can access all course materials online anytime at no additional charge.

#### Software Required:

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

### Course Description

**Prerequisites:** A grade of “C” or better in English 1301

ENGL 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. Prerequisites: Grade of C or better in English 1301 or advanced placement or CLEP.

*The syllabus/schedule are subject to change.*

## 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.

## Student 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

- D2L course that you check every day (set up notifications so you don't miss important updates)
  - You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your VWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903-468-6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).
- Regular internet access
- Regular access to a computer

NOTE: Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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.

### Instructional Methods

This is a face-to-face class. We meet during your scheduled class period. The weekly calendar is posted Sundays at 8 am. If you are absent, it is your responsibility to communicate with the instructor and turn in any work that is due that day. We will have weekly discussion posts, and I provide as much in-class work time as possible, so you have many opportunities to seek help on assignments. I provide revision-based feedback on all writing assignments submitted to D2L.

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

Balancing your classes, job, personal life, and everything else in-between is incredibly difficult, even under ideal circumstances. An important part of being healthy and happy is prioritizing the activities that address your human needs, including taking breaks to rest, relax, and do the activities that bring you joy. Whether it's taking a walk, drawing, playing a video game, or talking on the phone with a friend, schedule these things into your calendar. They are necessary parts of your success. And if you're ever feeling overwhelmed by this class, please reach out to me.

Students are expected to complete all of the reading assignments, discussions as directed, and all steps of the writing process as we move through each major paper. Students should turn in final products as their last draft for grading after revision and edit has been completed.

All students should log in to D2L several times per week, if not daily. They should check

*The syllabus/schedule are subject to change.*

their leomail daily. Students should be mindful of their time, completing assignments on time. Pay attention to deadlines and larger projects that might overlap with daily work.

The syllabus and calendar are both flexible and should be checked regularly. We will adjust readings, assignments, etc. as needed as we move through the material. I prioritize quality over quantity. With that being said, we will cover everything we need to and not get bogged down in details.

## GRADING

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.

<b>Major Writing Assignments</b>	<b>40%</b>
Considering Communities and Literacies	10%
Preliminary Topic Proposal and Annotated Bibliography	10%
Ethnographic Research Proposal	10%
The Learning Showcase	10%
<b>Ethnographic Research Portfolio</b>	<b>35%</b>
<b>Writing Practice &amp; Course Activities</b>	<b>15%</b>
<b>Discussion Boards</b>	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>
<b>TOTAL</b>	<b>100%</b>

## Assignments

The *syllabus/schedule* are subject to change.

Full prompts for assignments are available in D2L.

## TECHNOLOGY REQUIREMENTS

### LMS

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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.etamu.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](mailto: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.

## 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>

*The syllabus/schedule are subject to change.*

## Interaction with Instructor Statement

# COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

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. Gavin P. Johnson, the Director of Writing** ([gavin.johnson@tamuc.edu](mailto:gavin.johnson@tamuc.edu)). In the case when the Director of Writing is the instructor, the student should contact **Dr. Hunter Hayes, Chair of the Department of Literature and Languages** ([hunter.hayes@tamuc.edu](mailto:hunter.hayes@tamuc.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.

<https://inside.etamu.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>

#### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.etamu.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](#)

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<http://www.etamu.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.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.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@etamu.edu](mailto:studentdisabilityservices@etamu.edu)

Website: [Student Disability Services](http://www.etamu.edu/student-disability-services/)

[https://www.etamu.edu/student-disability-services/](http://www.etamu.edu/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.

*The syllabus/schedule are subject to change.*

## 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.etamu.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.

## 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.etamu.edu/counsel](http://www.etamu.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.



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

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## 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

## Department or Accrediting Agency Required Content

### 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](mailto:ask@tamuc.libanswers.com). We will respond to your email within 24 hours, often much sooner.

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- **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: 4<sup>th</sup> Floor, Room 406A
  - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room
- Relevant research guides:
  - [Research and Campus Resources for New Students](#)
  - [Resources and Services for Online Learners](#)
  - [Getting Started with OneSearch](#)
  - [Dual Credit Resources](#)
- Research consultations
  - [Inbar's Appointment Schedule](#)
  - [Karen's Appointment Schedule](#)

You can find additional information about library services on the [Library Instruction Services research guide](#).

## 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](mailto:hirealion@tamuc.edu) or go online by clicking [schedule an appointment](#).

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## COURSE OUTLINE / CALENDAR

### ENGLISH 1302 Semester Outline Spring 2026

Week #1: January 12-16

*Monday, January 12 is the first day of class.*

#### Unit 0- Course Introduction, Unit 8 Lesson 1 - Finding Literacies

- Discuss the syllabus, course objectives, outline, activities
- **Readings and Activities:**
  - “A Brief Introduction to ENG 1302 and Unit 5”
    - **Discussion Board 1 - Introductions - Your Literacies/Communities**
      - (Initial due Wednesday, January 14, 2026 by 11:59 PM;  
Responses due Friday, January 16, 2026 by 11:59 PM)
  - “Rhetorical Grammar”
    - Activity - Iron Chef, Grammar Analysis, Tuesday, January 13, 2026
- **Assignment:**
  - Week 1 Grammar Practice (Sentence Combining) - **Due Thursday, January 15, 2026**
  - Time Capsule Narratives, **Due Tuesday, January 20, 2026 by 11:59 PM**

**Ongoing** - Semester Glossary, **Due Friday, April 24, 2026**

Week #2: January 19-23

*Observe MLK Day Campus closed January 19*

#### Unit 8 Lesson 1 - Finding Literacies Continued

- **Readings and Activities:**
  - “Literacy Practices”,
    - **Week 2 Socratic Seminar, Thursday, January 22, 2026**
  - “What is a Community of Practice?”
    - **Discussion Board 2 - Communities of Practice**
      - (Initial due Wednesday, January 21, 2026 by 11:59 PM;  
Responses due Friday, January 23, 2026 by 11:59 PM)
  - Giving Credit, Citing Sources, and Avoiding Plagiarism
    - Activity - Finding and Evaluating Secondary Sources, **Due Friday, January 23, 2026**
- **Assignment(s):**

*The syllabus/schedule are subject to change.*

- Time Capsule Narratives, Due Tuesday, January 20, 2026 by 11:59 PM
- Considering Communities and Literacies, Due Friday, January 30, 2026 by 11:59 PM

Ongoing - Semester Glossary, Due Friday, April 24, 2026

Week #3: January 26-30

Census Day is January 28

## Unit 8 Lesson 2 - Researching Literacies

- **Readings and Activities:**
  - "Research: Primary, Secondary, and Evaluating Sources, Oh My!"
    - Activity - Further Source Evaluation, Due Thursday, January 29, 2026 by 11:59 pm
  - "Information Literacy, Misinformation, and the Library As a Resource"
    - **Discussion Board 3 - Information Literacy**
      - (Initial due Wednesday, January 28, 2026 by 11:59 PM; Responses due Friday, January 30, 2026 by 11:59 PM)
  - "The Literacy Ethnography as Research"
    - Activity - Iron Chef, Ethnographic Research
  - Library - Research with Mrs. Whitlock - January 29, 2026
- **Assignment(s):**
  - Week 3 Grammar Practice (Fragments) - Due Tuesday, January 27, 2026 by 11:59 pm
  - Further Source Evaluation, Due Thursday, January 29, 2026 by 11:59 pm
  - Considering Communities and Literacies, Due Friday, January 30, 2026 by 11:59 PM
  - Preliminary Topic Proposal and Annotated Bibliography, Due Friday, February 13, 2026 by 11:59 pm

Ongoing - Semester Glossary, Due Friday, April 24, 2026

Week #4: February 2-6

## Unit 9 Lesson 1 - Developing Digital Literacies

- **Readings and Activities:**
  - The Writing Commons. "Information Literacy"
    - \*Use Sections 1 and 4 for Annotated Bibliography\*
  - "Thinking Across Modes and Media (and Baking Cake): Two Techniques for Writing with Video, Audio, and Images"
    - **Discussion Board 4 - Digital Literacy**

The syllabus/schedule are subject to change.

- (Initial due Wednesday, February 4, 2026 by 11:59 PM;  
Responses due Friday, February 6, 2026 by 11:59 PM)
  - “Digital Literacy Brief”
    - Padlet Annotations (only 1 per section) - Complete 2 “annotations” on the Padlet by Thurs, Feb 5, 2026
  - “Undergraduate Research and Information Literacy in the Digital Environment”
    - Padlet Annotations (only 1 per section) - Complete 3 “annotations” on the Padlet by Thurs, Feb 5, 2026
  - Activity (In Class) - Rhetorical Precis - Wednesday, February 4, 2026
- **Assignment(s):**
  - Week 4 Grammar Practice (Verb Tenses) - Due Tuesday, Feb 3, 2026 by 11:59 pm
  - Preliminary Topic Proposal and Annotated Bibliography, Due Friday, February 13, 2026 by 11:59 pm

**Ongoing** - Semester Glossary, Due Friday, April 24, 2026

Week #5: February 9-13

## Unit 9 Lesson 2 - Critical AI Literacy

- **Readings and Activities:**
  - “Unpacking Predominant Narratives about Generative AI and Education”,  
■ Week 5 Socratic Seminar, Thursday, February 12, 2026
  - “Understanding AI Literacy”
    - **Discussion Board 5 - AI Literacy**
      - (Initial due Wednesday, February 11, 2026 by 11:59 PM;  
Responses due Friday, February 13, 2026 by 11:59 PM)
  - “Critical AI Literacy”
    - Cornell Notes, Due Thursday, February 12, 2026 by 11:59 pm
  - Activity (In Class) - Ethical Use of Generative AI for Research - Tuesday, February 10, 2026
  - Activity (In Class) - LLMs and Chain Stories: An Exploration of Creativity and AI - Wednesday, February 11, 2026
- **Assignment(s):**
  - Preliminary Topic Proposal and Annotated Bibliography, Due Friday, February 13, 2026 by 11:59 pm

**Ongoing** - Semester Glossary, Due Friday, April 24, 2026

Week #6: February 16-20

The *syllabus/schedule* are subject to change.

## Unit 10 Lesson 2 - Digital Ethics

- **Readings and Activities:**

- “Understanding and Maintaining Your Privacy When Writing with Digital Technologies”
  - **Week 6 Socratic Seminar, Thursday, February 19, 2026**
- “Ethical Concerns with Generative AI Tools”
  - **Discussion Board 6 - Digital Ethics**
    - (Initial due Wednesday, February 18, 2026 by 11:59 PM; Responses due Friday, February 20, 2026 by 11:59 PM)
- “Ethical Dilemmas Within Online Literacy Research”
  - Padlet Annotations (only 1 per section) - **Complete 5 “annotations” on the Padlet by Fri, Feb 20, 2026**
- Activity (In Class) - Summaries: GAI vs. Human - Tues-Wed, February 17-18, 2026

- **Assignment(s):**

- Week 6 Grammar Practice (Run Ons) - **Due Tuesday, Feb 17, 2026 by 11:59 pm**

**Ongoing** - Semester Glossary, **Due Friday, April 24, 2026**

Week #7: February 23-27

## Unit 10 Lesson 1 - Research Ethics

- **Readings and Activities:**

- “Chapter 2. Making Research Ethical”
  - In Class Activity - Activities and People that Impact Your Ethos
  - In Class Activity - Making an Argument for Your Research
  - In Class Activity - Considering Ethical Research
- “Doing Research Is Fun; Citing Sources Is Not”: Understanding the Fuzzy Definition of Plagiarism
  - **Discussion Board 7 - Plagiarism**
    - (Initial due Wednesday, February 25, 2026 by 11:59 PM; Responses due Friday, February 27, 2026 by 11:59 PM)
- “Listening For, Learning About, and Honoring Community Literacy Experiences”
  - Cornell Notes, **Due Thursday, February 26, 2026 by 11:59 pm**
- “Sample Statement of Ethics”
- “Sample Informed Consent”

- **Assignment(s):**

The *syllabus/schedule* are subject to change.

- Statement of Ethics and Informed Consent Letter- Due Friday, Feb 27, 2026 by 11:59 pm
- Ethnographic Research Proposal - Due Friday, March 6, 2026 by 11:59 pm

**Ongoing** - Semester Glossary, Due Friday, April 24, 2026

Week #8: March 2-6

Junior MAP Testing - March 2

### **Unit 11 Lesson 2 - Research Methods**

- **Readings and Activities:**
  - “Chapter 1. What are Research Methods?”
    - In Class Activity - Your Awareness of Research Methods (Gallery Walk)
    - In Class Activity - Consider Everyday Contexts You Have Engaged in Research
  - “Introduction to Primary Research: Observations, Surveys, and Interviews”
    - **Discussion Board 8 - Primary Research**
      - (Initial due Wednesday, March 4, 2026 by 11:59 PM; Responses due Friday, March 6, 2026 by 11:59 PM)
  - “Ch. 5 Working with People” AND “Ch. 6 Working with Places and Things”
    - Cornell Notes, Due Thursday, March 5, 2026 by 11:59 pm
- **Assignment(s):**
  - Week 8 Grammar Practice (Commas, Colons, and Semicolons) - Due Tuesday, March 3, 2026 by 11:59 pm
  - Ethnographic Research Proposal - Due Friday, March 6, 2026 by 11:59 pm

**Ongoing** - Semester Glossary, Due Friday, April 24, 2026

Week #9: March 9-13

ETAMU Spring Break  
Junior SAT - March 11

### **Unit 11 Lesson 1- Navigating Expertise**

- **Readings and Activities:**
  - “Entering the Field: A Brief Introduction to Unit 8”
    - **Discussion Board 9 - Primary Research**
      - (Initial due Wednesday, March 11, 2026 by 11:59 PM; Responses due Friday, March 13, 2026 by 11:59 PM)
  - “Collecting Data in the Field” AND “Organizing and Coding Data from the Field”
    - Padlet Annotations (only 2 per article), Due Thursday, March 12, 2026 by 11:59 pm

The *syllabus/schedule* are subject to change.

- Activity: Field Notes and Observations AND Activity: Preliminary Data Analysis- Due Thursday, March 12, 2026 by 11:59 pm
- **Assignment(s):**
  - Field Notes, Observations, and Preliminary Data Analysis- Due Thursday, March 12, 2026 by 11:59 pm
  - Ethnographic Research Topic Proposal *Revisions* - Due Friday, March 13, 2026 by 11:59 pm

**Ongoing** - Semester Glossary, Due Friday, April 24, 2026

March 16-20

RCISD Spring Break  
Midterm grades due March 23 at 5:00 pm

**Catch up week**

Midterm Check In - Google Form in Google Classroom (Complete by Friday 3/27)

Week #10: March 23-27

**Unit 13 Lesson 1 - Working with Data**

**\*Preview Ethnographic Research Portfolio Capstone Final\***

- **Readings and Activities:**
  - “Composing and Presenting Ethnographic Research: A Brief Introduction to Unit 9”
  - “Strategies for Analyzing and Composing Data Stories”
    - **Discussion Board 10 - Working With Data**
      - (Initial due Wednesday, March 25, 2026 by 11:59 PM; Responses due Friday, March 27, 2026 by 11:59 PM)
  - “Working With Data”
    - Cornell Notes - Due Thursday, March 26, 2026 by 11:59 pm
  - Activity: Organizing and Coding Data
  - Activity: Literary Artifact Analysis - Due Friday, March 27, 2026
- **Assignment(s):**
  - Week 10 Grammar Practice (Commonly Confused Words 2) - Due Tuesday, March 24, 2026 by 11:59 pm
  - Literary Artifact Analysis - Due Friday, March 27, 2026

**Ongoing** - Semester Glossary, Due Friday, April 24, 2026

The *syllabus/schedule* are subject to change.

Week #11: March 30- April 3

## Unit 12 Lesson 1 - Building the Research Writing

- **Readings and Activities:**

- “Ch. 5 Working with Sources”

- **Discussion Board 12 - Working with Sources**

- (Initial due Wednesday, April 1, 2026 by 11:59 PM; Responses due Friday, April 3, 2026 by 11:59 PM)

- Activity: Dramatizing the Conversation: Creating Dialogue Scripts to support Source Synthesis
- Activity: Learning to Incorporate Source Material with a Full Menu of Options
- Activity: The Zero Draft - Due Friday, April 10, 2026

- **Assignment(s):**

- Week 11 Grammar Practice (Commonly Confused Words 3) - Due Thursday April 2, 2026 by 11:59 pm
- Working With Sources - Due Friday, April 3, 2026

**Ongoing** - Semester Glossary, Due Friday, April 24, 2026

Week #12: April 6-10

## Unit 12 Lesson 1 continued - Building the Research Writing

- **Readings and Activities:**

- “Textual Research Methods”

- **Discussion Board 12 - Textual Research Methods**

- (Initial due Wednesday, April 8, 2026 by 11:59 PM; Responses due Friday, April 10, 2026 by 11:59 PM)

- **Assignment(s):**

- Week 12 Grammar Practice (Commonly Confused Words 4) - Due Thursday April 9, 2026 by 11:59 pm
- The Zero Draft - Due Friday, April 10, 2026
- Data Collection - Due Friday, April 17, 2026

**Ongoing** - Semester Glossary, Due Friday, April 24, 2026

Week #13: April 13-17

The *syllabus/schedule* are subject to change.

## Unit 12 Lesson 2 - Presenting Research

**\*Preview The Learning Showcase for the Capstone Final\***

- **Readings and Activities:**

- Capstone - Writing Conferences Week
- "Chapter 8. Research and the Rhetorical Forms It Takes"

- **Discussion Board 13 - Presenting your Research**

- (Initial due Wednesday, April 15, 2026 by 11:59 PM;  
Responses due Friday, April 17, 2026 by 11:59 PM)

- Activity: The Elevator Pitch- Due Tuesday, April 21, 2026

- **Assignment(s):**

- Data Collection - Due Friday, April 17, 2026
- The Elevator Pitch- Due Tuesday, April 21, 2026

**Ongoing** - Semester Glossary, Due Friday, April 24, 2026

Week #14: April 20-24

## Unit 14 - Capstone: Ethnographic Research Portfolio & Learning Showcase Presentations

- **Readings and Activities:**

- Capstone - Writing Conferences Week
- "The Importance of Transfer in your First Year Writing Course"

- **Discussion Board 14 - Research Reflection**

- (Initial due Wednesday, April 22, 2026 by 11:59 PM;  
Responses due Friday, April 24, 2026 by 11:59 PM)

- **Assignment(s):**

- The Elevator Pitch- Due Tuesday, April 21, 2026
- Semester Glossary, Due Friday, April 24, 2026

Week #15: April 27- May 1, 2025

## Unit 14 continued - Capstone: Ethnographic Research Portfolio & Learning Showcase Presentations

- **Readings and Activities:**

- Capstone - Writing Conferences Week

- **Assignment(s):**

- Ethnographic Research Portfolio & Learning Showcase Presentations

- **Ethnographic Research Portfolio Due Friday, May 1, 2026**

The syllabus/schedule are subject to change.

