



English 1302, 27W
Written Argument and Research
COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Rachel Harsin (she/her/hers)
Office Hours: Thursday 12-3 pm (online)
Email Address: Rachel.Harsin@etamu.edu
Communication Response Time: Within 48 hours on weekdays

COURSE INFORMATION

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

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

To complete the sign-up process for TopHat, you will need to obtain a code through a process here on D2L. There is a tab called "BibliU" under Content. That is where you will find the access code for Top Hat. So,

1. Go to Content.
2. Click on BibliU to extend the tab, and then click on BibliU beside the building block.

3. Scroll down the page to where it says "College Reading and Writing" and click on the pink "Courseware" book that says "ENG 1301/1302" at the bottom.
4. It will show the access code. Click on the purple "Copy code" button.
5. Clicking that button will both copy the code and take you to Top Hat. Either sign in or register for Top Hat.
6. Whenever it asks you to "Redeem Bookstore Access Keys," you paste that access code.
7. You should be able to click "Continue" and "Submit" to complete checking out without paying anything.

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 course is 100% Online and asynchronous, meaning you can log in and complete work any time. Each week, there are reading and writing assignments due. Our final exam is your capstone project.

COURSE REQUIREMENTS

Tips for Success in the Course

- ★ With every course, it is your responsibility to ensure you keep up with the readings and coursework, but with an online course, without a class to attend regularly to remind you to do the readings and classmates you see in person and talk to about the assignments, personal motivation and responsibility become even more important. There are deadlines. If you get behind, you can work with me (the professor) to catch up, but it is extremely difficult to do so. Do your best to turn things in on time, but if they are a couple of hours late, then so be it. Just do your best and do not let things pile up.
- ★ Communicate with me! If you have any type of issue in the class, whether that is reading comprehension, understanding assignments, or getting assignments done on time, please come to me about it. If you need an extension for anything, communicate with me about it before the assignment is due so that you do not lose any credit for it. If you email me, I will generally respond within a day.
- ★ I will have virtual office hours every Thursday from noon to 3 pm. That means I am available to meet during those hours without any notice; you may “drop in” by sending me an email requesting a meeting, and even if it is 2:45pm, as long as I am not already in a meeting, I will send you a Zoom link, and we can have a virtual meeting. If you email me within that time frame, I will return the email promptly. You may email me at any time during the week to make an appointment for my office hours, or, if that time does not work for you, then email me and I will work with you to schedule a different meeting time.
- ★ In my courses, I respect all Englishes. The English language has evolved into many different dialects, and no one of them is better than the rest – they are all equals. I won’t be grading to correct your language into the Standard American English that is White Mainstream English.

COURSE ASSESSMENT

Grades are technologies of surveillance and control, used to uphold a racist, classist patriarchal structure in the academy. They do far more harm than good.

This syllabus and schedule are subject to change.

Unfortunately, grades are still required at the end of this course and still affect you in terms of your scholarships, majors, ability to graduate, attend graduate schools, and even obtain future jobs. In this course, labor and effort are far more important. I will be giving your assignments assessments based on the labor, effort, and how well you met the requirements of the assignment. Your assignments will receive constructive written feedback that you should use to revise, rethink, and remix your work.

Each assignment will receive one of three responses on D2L:

- **Accept** - 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.
- **Revise** - when elements of the project are incomplete and/or the project was not turned in promptly. Some effort is evident but major revisions (changes/fixes/improvements) would be beneficial. For assignments marked Revise, you are able and encouraged to revise and resubmit. Once resubmitted, if the revisions are sufficient, the status will be changed to Accept.
- **No Credit** - when a project wasn't completed according to the prompt and/or wasn't turned in. I accept late work, so even if something has been marked as No Credit, you can still turn in the assignment until 11:59 pm on 5/1/2026, and if it meets the assignment criteria, the status will be changed to Revise.

Unfortunately, I am required to assign a grade at the end of this course. If you look below at the Assignments table, you will see each assignment is a portion of the final grade. At midterm and final grades, any assignment that has the status Accept will receive 100% of that assignment's portion. Any assignment that has the status Revise will receive 80% of that assignment's portion. Any assignment that has the status No Credit will receive 0% of that assignment's portion.

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.

Writing Assignments (100 points each)	50%
Writing Histories and Your Goals Reflection	10%

Considering Communities and Literacies	10%
Preliminary Topic Proposal and Annotated Bibliography	10%
Ethnographic Research Proposal	10%
The Learning Showcase	10%
English 1302 Semester Portfolio (200 points)	20%
Participation (300 points total; 20 points per week)	30%
Writing Activities	
Top Hat Questions	
<hr/>	
TOTAL	100%

Assignments

Full prompts for assignments are available in Top Hat.

TECHNOLOGY REQUIREMENTS

Student will need access to a word processing program such as Word or Google Docs and the ability to convert their files to pdf for submission. Additionally students will need access to the internet and ability to access our coursework on TopHat. Please visit the Writing Center or contact me for a tutorial if needed.

LMS

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

LMS Requirements:

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

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, an East Texas A&M campus open computer lab, etc.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work Policy

I believe due dates are ableist and classist, as an assumption that all students have the same time, experiences, and access. However, due dates are helpful motivators, so I will not get rid of them entirely. If you talk to me before the due date about an extension, I am extremely willing to work with you and you can earn an Accept. If you do not communicate with me and just turn in assignments late, the best status the assignment can receive is Revise. Assignments can be turned in after the due date up to the last day of class for a "Revise" status. Assignments can be turned in up to the last class day, May 1, 2026, no later.

Access

Access is the process of designing for all types of bodies, minds, and experiences. Our classroom is made up of a diverse array of learners and I am happy to make reasonable accommodations to make sure you and your colleagues have as much

access to accomplishing course goals as possible. Disabilities are documented and undocumented, visible and invisible. If you need an accommodation for any reason, please communicate with me. If you find an issue with accessibility with any part of the course, whether it is in the discussions, assignments, or structure, please communicate with me. If you find yourself struggling for whatever reason, please communicate with me. In whatever workplace or academic context you enter next, you'll be best served by articulating your needs, challenges, and strengths as a learner and as a colleague.

Please see below for some support and resources on campus.

Emailing the Professor

A note on emailing me, the professor. As I have said, it is important to keep in contact with me and email me with any issues or questions. When you email me or any other professor, please do so from your university provided email account so that we may discuss your course performance and materials per FERPA guidelines. Also, please refer to your professors as Professor _____ or Dr. _____ (if you know they have their Ph.D. or MD or Ed.D., etc.). While it does not need to be a formal email, please do not use slang.

Professor Harsin's AI Policy

The use of generative AI is strictly prohibited in this course, except when the professor advises students may use it for a specific assignment. The use of AI to check for punctuation, spelling, and grammar – for example, basic Grammarly – is allowed, as long as you are not using the AI to generate content for your writing assignments. The content of your writing assignments must be your own.

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. Charles Woods, the Director of Writing** (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.

Attendance

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

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

AI Use in Courses

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

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!
 - Waters Library Research Office: Second Floor, Room 213
 - Waters Library University Archives: 4th Floor, Room 406A
 - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

This syllabus and schedule are subject to change.

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

Academic Calendar 25-26: [2526 Academic Calendar.pdf](#)

ENGLISH 1302 Semester Outline Spring 2026	
Week #2: January 19-23	<i>Observe MLK, Jr. Day – Campus closed January 19</i>
Course Introduction <ul style="list-style-type: none">• Discuss the syllabus, course objectives, and discuss student goal setting• Assign Writing Histories and Establishing Goal Reflection (see Unit 1)<ul style="list-style-type: none">○ Writing Histories Reflection due at the end of Week 2• Readings<ul style="list-style-type: none">○ “Why a Writing Course?”○ “Writing Assignment: Writing Histories and Your Goals Reflection.”	
Week #3: January 26-30	<i>Census Day is January 28</i>

Unit 5

- Introduce Unit 5 and discuss literacy
- Discuss critical readings
- Assign Considering Communities and Literacies (see Unit 5)
- Readings
 - “A Brief Introduction to ENG 1302 and Unit 5,”
 - Barton & Hamilton, “Writing Assignment: Considering Communities & Literacies,”
 - Carter “Communities of Practice”,
 - Moss, “Creating a Community”

Week #4: February 2-6

Unit 5 continued

- Discuss critical readings
- Students continue working on Considering Communities and Literacies
- Workshop and/or Peer Review Considering Communities and Literacies
- Readings
 - Alvarez,
 - Johnson & Arola
 - “Giving and Receiving Feedback” in Unit 10.
 - “The Writing Center is YOUR Resource” in Unit 10.
- **Considering Literacies and Communities due this week**

Week #5: February 9-13

Unit 6

- Preview Unit 6
- Demonstrate Library research tools
- Assign Preliminary Proposal and Annotated Bibliography
- Potential activities: “Finding and Evaluating Secondary Sources” and “Reverse Engineering.”
- Readings
 - “A Brief Introduction to Unit 6,”
 - “RESEARCH! Primary, Secondary, & Evaluating Sources,”

- “The Literacy Ethnography as Research,”
- Pleasant: Literacy Sponsors and Learning
- “Writing Activity: Reverse Engineering”
- Allen “Handling Family Business”

Week #6: February 16-20

Unit 6 continued

- Continue Unit 6 discussions
- Continue supporting student secondary research
- Readings
 - “Activity: Rhetorical Précis”
 - “Giving Credit and Avoiding Plagiarism” in Unit 10
 - “Anatomy of the Academic Essay” in Unit 10.
- *Optional* schedule one-on-one conferences and/or research time
- Preliminary Proposal and Annotated Bibliography due this week

Week #7: February 23-27

Unit 7

- Review Unit 5 and 6 key terms and skills. Preview the trajectory of Unit 7 and the course. Discuss semester trajectory for ethnographic research.
- Assign Ethnographic Research Proposal
- Readings
 - “A Brief Introduction to Unit 7,”
 - “Writing Assignment: Ethnographic Research Proposal,”
 - “Listening For, Learning About, and Honoring Community Literacy Experiences,”
 - “Toward Ethnographic Justice,”
 - “Ethical Dilemmas within Online Literacy Research,”
 - “Sample Statement of Ethics,”

<ul style="list-style-type: none"> ○ “Sample Informed Consent” ● Activity: “Identifying Your Research Questions and Developing Your Proposal”
<p>Week #8: March 2-6</p>
<p>Unit 7 continued/Catch up week</p> <ul style="list-style-type: none"> ● Continue working on Ethnographic Research Proposal ● Ethnographic Research Proposal due this week
<p>Week #9: March 9-13</p> <p style="text-align: right;"><i>Spring Break – Campus Closed</i></p>
<p>NO CLASSES</p>
<p>Week #10: March 16-20</p>
<p>Unit 8</p> <ul style="list-style-type: none"> ● Introduce (or reintroduce) Ethnography Portfolio ● Preview Unit 8 trajectory ● Readings <ul style="list-style-type: none"> ○ “A Brief Introduction to Unit 8” ○ “Collecting Data in the Field” ● Activities: Mock Interview and Field Notes & Observations ● Begin Field Research
<p>Week #11: March 23-27</p> <p style="text-align: right;"><i>Midterm Grades due March 24</i></p>
<p>Unit 8 continued/Catch up week</p> <ul style="list-style-type: none"> ● <i>optional midterm/writing meetings with students</i> ● Students continue field research
<p>Week #12: March 30 – April 3</p>

Unit 8 continued/Catch up week

- Discuss organizing and analyzing data
- Readings
 - “Organizing and Coding Data from the Field.”
- Activities: Conceptual Memos; Literacy Artifact Analysis
- Complete field research

Week #13: April 6-10

Unit 9

- Introduce Unit 9
- Readings
 - “A Brief Introduction to Unit 9”
- “Key Concept: Working with Data”
- Begin drafting the ethnography
- Read “The Zero Draft”

Week #14: April 13-17

Unit 9 continued

- Continue drafting
- Conduct peer review and/or instructor feedback on drafts
- Re-read “Giving and Receiving Feedback” in Unit 10.

Week #15: April 20-24

Unit 9 continued

- Revision and writing continued
- Assign The Learning Showcase assignment
- Readings
 - “Rhetorical Grammar”
 - “Presenting Your Research”
 - “The Learning Showcase”

Week #16: April 27 – May 1

Last Day of Classes May 1

Unit 9 conclusion/Last Week

- Writing workshops
- Presentation drafting and practice
- Reflect on semester objectives, outcomes, and goals
- Remind students about course evaluations

Week #17: May 4-8

*Finals Week. No regular classes held.
Final Grades due May 11 at 5:00 pm*

Finals

- Capstone: Ethnographic portfolio due this week
- Capstone: The Learning Showcase on Wed., May 7 from 3:00-5:00 pm in Rayburn Student Center 2nd Floor