



To access COVID-19 information, please visit the [Stay Healthy Lions Webpage](#).

## English 1302: Written Argument/Research

### COURSE SYLLABUS

#### INSTRUCTOR INFORMATION

**Instructor: Professor Julia G. Nelson**  
**Office Location: Commerce Campus Library**  
**Office Hours: By Appointment**  
**Office Phone: 469-701-3228**  
**University Email Address: NelsonJulia@TAMUC.edu**  
**Preferred Form of Communication: Text**  
**Communication Response Time: 24 Hours or Less**

#### COURSE INFORMATION

**Special Note:** CID has new, more strict policies regarding plagiarism. Not only do we search each submission for copy/paste plagiarism, purchased papers, and other old-school tricks, we also search for use of paraphrase software AND AI SOFTWARE as well as other programs. **Plagiarism does not have to be intentional in order to be plagiarism.** This means that failing to cite your sources counts as plagiarism. Upon first offense, you will receive a zero on the assignment. Upon second offense, you will receive a zero in the course and I will personally recommend your expulsion from TAMUC. Write your own work or drop out.

#### Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

#### Course Description

This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences.

QEP Global Course: This course has been selected as a Global Course – tied to the QEP. The university QEP seeks to prepare students for an interconnected world. In relation to the QEP, students completing this course will be able to (LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems), (LO2

apply knowledge of the interconnectedness of global dynamics, and/ or (LO3) view themselves as engaged citizens within an interconnected and diverse world. This course will provide information, activities, experiences, and opportunities to accomplish at least one of the QEP learning outcomes.

## **Student Learning Outcomes**

1. Students will learn to identify appropriate argumentative discourse techniques and organizational methods used to structure an argumentative essay.
2. Students will learn how to compose an argumentative essay in a manner appropriate to audience and occasion, with an evident message and organizational structure
3. Students will learn how to respond critically to a variety of written texts
4. Students will learn how to conduct research and use it effectively in written works

## **REGULAR AND SUBSTANTIVE COURSE INTERACTION**

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

## **COURSE REQUIREMENTS**

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

**Instructional Methods:** This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

**Student Responsibilities or Tips for Success in the Course:** To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

## **A NOTE ABOUT COMPETENCY-BASED EDUCATION**

This course is designed to give you credit for the knowledge and skills that you have already developed in your various careers, as well as providing an opportunity for you to refine and polish your writing skills. That is why we have a “House Rules” version of

the course for those who are ready to accelerate:

**If you get an 80% or higher on the initial pre-test, you may proceed directly to the Final Research Paper.**

Sounds too good to be true? *It is*. First, there is no guarantee that you will make an 80% on your first attempt on the pre-test. Second, in order to adequately complete the research paper, you WILL need to review all course materials, you are just exempt from taking the rest of the pre- and post-tests (unless you would like more feedback on your writing skills, in which case, please communicate that request to me).

**If you make less than an 80% in the pre-test,** follow the usual course instructions including reviewing all course materials, and taking all pre- and post-tests.

You must score at least an 80% in the course to pass.

In addition to the four competencies, there is a final course essay that must be completed successfully in order to pass the course. You also have to score a minimum of 80% on the paper.

You will have three attempts on each assignment. If you fail to get an 80% or above on your first two tries, please contact me so that we can walk through your mistakes and make sure you have an excellent chance of getting above an 80% on your final attempt.

## **Instructional Methods**

The course is divided into four competencies:

Competency 1: **Argumentative Discourse** covers the elements of argumentation, the elements of critical decision making, the concept of argumentation and being reasonable, and the bases of reason in argumentation. In this competency you learn to identify and understanding the important elements in argument essays which can enable you to construct arguments that are more logical and to ultimately write more persuasively.

Competency 2: **Writing Arguments** you will learn how to apply different organizational strategies to make effective written and verbal arguments. You will learn the structures for writing narration, description, illustration, and classification. Finally, you will see how to write in a style appropriate to the context of a communication, varying your diction and avoiding sexist or exclusive usage.

Competency 3: **Reading Academic Texts** teaches you efficient academic reading strategies. Academic reading is a specific category of reading. It's helpful to remember that academic reading is an act of performance. Rather than sitting back and passively receiving information we read in college, we will be asked to directly act upon that information in some way. We will be quizzed or tested. We will be asked to debate, analyze, or critique what we read. We will need to read closely, remember the text accurately, and compare it to other texts for style and content.

Competency 4: **Research** teaches you techniques for finding information using library resources, including search techniques to narrow your findings and further evaluation techniques for assessing research materials for informational value, quality, and reliability. You will also learn how to read scholarly writing for information and how to apply this information in your writing.

Within each competency there is a pretest, a list of course readings specific to that competency and a post-test. The course readings will provide you with the information you need to be successful on the post-test. While there are a few multiple-choice questions on the tests, the majority of the questions on the pre-tests and post-tests are extended short answer (at least a paragraph length answer is expected) or essay (a fully developed multi-paragraph length answer is expected). Many of the questions on the post-tests specifically reference materials in the readings, so general knowledge will not be sufficient to answer those questions; reading the material is a must.

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

Because we are working in a 7-week term with 4 competencies, I suggest an approximate 1-week time frame for each competency. This will give you some wiggle room and help you stay on track to complete all four competencies by the end of the term.

You should begin by taking the pre-test. The pretest is meant to be a baseline from which to begin studying the material in the course in preparation for the posttest. The pretest will give you several important pieces of information, what you already know, so you will know what to study (there is no point in studying things you are already knowledgeable about), as well as what you do not know (even if you assumed you did know).

Once you complete the pre-test, you should begin reading and studying for the post-test. All readings are listed in each competency and all are required, unless otherwise noted. When you feel ready, you can move on to the post-test.

### **Assessment**

Students must achieve 80% or higher for the pre- and post-tests as well as the culminating project to demonstrate competency and pass the course.

### **Pre-tests**

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pre-test is required before you begin studying course materials. **If students do not make at least 80% on the pretest, they will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project.** Students are required to complete the post-test even if scoring 80% or higher on the pre-test.

## Post-tests

The end-of-module comprehensive exams that assess student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. A **score of 80% or higher is required** to demonstrate competency. **DUE: Last day of week 7, Friday by 11:59 PM CST.**

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. Students who fail the post-test should review feedback from the instructor before reattempting the post-test. If the post-test score is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term.

## Final Course Essay

The Final Course Essay assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

**If you are planning to accelerate, the DUE DATE if you want feedback and a chance for revisions: Wednesday of week 5. Failure to submit all required assignments before the 5<sup>th</sup> Friday may result in your inability to accelerate.**

If students score less than 80% on the Essay, they will have an opportunity to review the material and resubmit the essay up to two additional times. If the essay is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

## GRADING

### Grades

Your final grade in the course is based on the average of your scores on four post-tests and one final course essay (each post-test is worth 20% of your final grade and the final course essay is worth 20%).

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

F = 79% and below

## Acceleration Process

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for

maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Students may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

**If you are planning to accelerate, the DUE DATE if you want feedback and a chance for revisions: Wednesday of week 5. Failure to submit all required assignments before the 5<sup>th</sup> Friday may result in your inability to accelerate.**

### Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only). **You must contact the instructor and ask for this confirmation email.**
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce 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)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## 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](mailto: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 TAMUC campus open computer lab, etc.

## **Technical Support**

If you are having technical difficulty with any part of Brightspace (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

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

## **COMMUNICATION AND SUPPORT**

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

### **Interaction with Instructor Statement**

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

**All emails from students should include:**

- **Course name and subject in the subject line (ex. EDCB 517 – Posttest)**
- **Salutation**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Syllabus Change Policy**

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

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail 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>



## **TAMUC Attendance**

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

## **Academic Integrity**

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

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

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty Form](#)

## **CID Policy on Academic Integrity**

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

## **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**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

## **Nondiscrimination Notice**

Texas A&M University-Commerce 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.

## **A&M-Commerce Supports Students' Mental Health – Counseling Services**

The Counseling Center at A&M-Commerce, 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](http://www.tamuc.edu/counsel)

## **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-Commerce 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-Commerce 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-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **COURSE OUTLINE / CALENDAR**

Due to the nature of this competency-based course, time is tied to the dates of the current term. All coursework must be completed by 11:59 pm on the last day of the term. Failure to submit all coursework by the last day of the term may result in earning a non-passing grade.

Important Dates for May Term 2023:

First Day of Classes: 5/15/2023

Last Day To Drop: 6/13/2023

Acceleration Deadline: 6/16/2023

Last Day To Withdraw: 6/21/2023

Last Day of Classes: 7/1/2023