



English 1302.16E
Written Argument and Research
COURSE SYLLABUS: SPRING 2025

INSTRUCTOR INFORMATION

Instructor: Ms. Lia Schuermann
Office Location: Talbot (DTH) 317 - 3rd floor
Office Hours: Monday & Tuesday 3pm - 4:30pm (in-person at office OR Zoom (schedule meetings at <https://lschuermann.youcanbook.me/>))
University Email Address: Lia.Schuermann@tamuc.edu
Communication Response Time: within 48 hours on weekdays for email (& weekly announcements on D2L)

COURSE INFORMATION

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

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

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

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

The syllabus/schedule are subject to change.

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;

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- **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 a face-to-face course that meets Tuesday and Thursday from 2:00-3:15pm in the Ferguson Social Sciences (SS) Building in Room 304. Also, I will have daily agendas posted at least a week in advance to help you be aware of what we are doing with our class time and what we will be doing. And while I'm designing and guiding the activities and assignments in our course, what we are learning and writing will be a collaborative process. This collaboration will be encouraged through small group discussions, class discussions, peer and instructor review/feedback, and writing workshops. Each of us have different knowledge, experiences, and writing styles that we can share and learn from each other that will help us be stronger writers and communicators.

COURSE REQUIREMENTS

Student Responsibilities

You will be required to attend class in-person and participate in class activities and discussions for at least 80% (25 of 31) of our scheduled class sessions and their activities and assignments, which means you'll need to be present in class, as most activities cannot be done before or after class and require your peers to complete. So, **you cannot miss more than 6 class sessions.**

Tips for Success in the Course

I encourage you to keep track of the due dates of the assignments. As part of the assessment, turning in assignments on time is really important. Also, I recommend reading the assignment sheets thoroughly. This will help you avoid misinterpreting the instructions and help you meet the assignment requirements. Making as many classes as you can and completing the assignments will also really help you when it comes to major assignments (essays). Each of the assignments and activities are intentionally designed to support your understanding of the assignment expectations and your writing process. Also, I highly recommend reaching out to me (preferably via email) to let me know about any sudden changes/obstacles to completing assignments or making it to class. I will do my best to reasonably accommodate and work with you to help you be successful in the course.

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COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is focused on transparency and equity, and so I use a labor contract grading system. A labor contract sets out specific, baseline expectations for criteria for assignments. Labor contract-based grading rewards individual labor and gives space for individual learner differences in the class over imposing biased grading standards. As Asao Inoue, a prominent scholar on the topic, states, "Designing fair and meaningful grading practices is about cultivating with our students an ecology, a place where every student, no matter where they come from or how they speak or write, can have access to the entire range of final course grades possible."

Meeting the criteria for each assignment will guarantee students a "Complete" for that assignment. East Texas A&M University (ETAMU) requires letter grades, so a **"Complete" equals a "B"** and an **"Incomplete" equals a "C" and below**. Also, **receiving an "A" is based on revision, good attendance, turning in assignments on time and participation**. The specific criteria for each assignment (in their individual assignment sheet) will detail the criteria for that assignment, and, more importantly, what skills you are learning and will receive feedback on.

Therefore the default grade for the course is a "B." If you do all the labor asked of you (in the manner and spirit it is asked), you will receive a "B" course grade. However, if you miss class (do not participate fully), turn in assignments late/incomplete, forget to do assignments, or do not follow the labor instructions precisely, you will get a lower course grade. The specific requirements/condition for a "B" in this labor contract is as follows:

- **Participation** - You agree to **fully participate in at least 80%** (25 of 31) of our scheduled class sessions and their activities and assignments, which means you'll need to be present in class, as most activities cannot be done before or after class and require your peers to complete. So, you **cannot miss more than 9 class sessions**. Attendance in class equals participation. **Also**, assignments not turned in because of an absence, either ones assigned on the schedule or ones assigned on earlier days in class, will be late or missed work.

Any absence can be considered independently of the above attendance policy, as long as the student has FIRST informed me as soon as they are aware of the day/s they will be absent. Each of these circumstances will be determined on a case-by-case basis in consultation between the instructor and the student in a manner that is fair to all parties involved. **However**, if you miss more than 50% (22) of our scheduled class sessions with excused absences in mind, you can be failed in this course.

- **Lateness** - You agree to come on time or early to class. Walking into class 5 to 10 minutes late due to distance/traffic is understandable. However, if lateness becomes a regular occurrence, please consult me to help us mediate and discuss the issue. Otherwise, this may result in missing important announcements and class information.

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- **Sharing and Collaboration** - You agree to work cooperatively and collegially in groups. Part of what we'll be experiencing and learning in this course is that writing/composing is a collaborative process where we learn from each other's lived experiences and perspectives to become stronger writers.
- **Late Work** - You agree to turn all expected work and assignments in properly and on time according to each assignment's criteria. Also, if you believe that your work will be turned in later than the deadline, please contact me via email as soon as possible to discuss deadline extensions. **Extensions** do not come with a penalty as long as they are discussed BEFORE the due date. I am willing to work with you if you are willing to work to complete your assignments in a timely manner and keep me updated regarding your situation.
 - Also, I do understand that extenuating circumstances can arise, and so, our contract allows you to turn in a few assignments late. The exact number of late assignments is shown in the table further below.
 - Accumulating late work will keep you from meeting our contract expectations (as shown in the table below), and so I will also provide a Google Doc explaining how to make up Missing Work. However there is a hard deadline for the first half of the semester, due by midterm, and the second half of the semester, due by the last day of class.
- **Missing Work** - You agree not to ignore any work expected of you. Missing work, is any assignment unaccounted for in the semester - that is, I have no record of you doing it or turning it in.
 - Also, I do understand that extenuating circumstances can arise, and so, our contract allows you to miss a few assignments (except for major writing assignments). The exact number of missing assignments is shown in the table further below.
 - Accumulating "missing work" will keep you from meeting our contract expectations (as shown in the table below), and so I will also provide a Google Doc explaining how to make up Missing Work. However there is a hard deadline for the first half of the semester, due by midterm, and the second half of the semester, due by the last day of class.
- **All Work/Labor and Writing** - You agree to turn in on time and in the appropriate manner complete essays, writing, or other labor assigned that meet all of our agreed upon expectations. This means you'll be honest about completing labor that asks particular time commitments of you (for example, "write for 20 minutes," etc.).

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Below is a **table** that shows/breaks down the main components that affect your successful compliance with our contract:

	Participation/ Attendance	Late/Incomplete Work (submitted after the deadline or doesn't complete all criteria)	Missing Work (not submitted or inaccessible file / incorrect assignment)	Major Writing Assignments Submitted
A	90% (attend 28 of 31 (3 unexcused absences))	4 or less	4 or less	5
B	80% (attend 25 of 31 (6 unexcused absences))	6 or less	6 or less	5
C	70% (attend 22 of 31 (9 unexcused absences))	8 or less	8 or less	5
D	60% (attend 19 of 31 (12 unexcused absences))	10 or less	10 or less	5
F	0% (only attend 18 of 31 or less)	11 or more	11 or more	4 or less

Also, the point breakdown of your assignments are as follows:

- 2 out of 2 = one complete/submitted work
- 1 out of 2 = one late OR incomplete work
- 0 out of 2 = one missing work

Knowing Where You Stand

This system should work better than regular grading for giving you a clear idea of what your final grade looks like at any moment. If you are doing everything as directed and turning things in on time (no matter what anyone says), you are getting a B. As for participation in class, you'll have to keep track of it (especially with absences and lateness), but you can check with me at any time. I'll tell you what I have recorded. By looking at the point breakdown and your grades for your assignments, you should also be able to tell where your grade is currently at.

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Improving your Contracted Grade

The grade of B depends primarily on behavior and labor. Have you shown responsible effort and consistency in our class? Have you done what was asked of you in the spirit it was asked? Higher grades than the default, however, require more labor. **The specific requirements/condition for a “A” in this labor contract is as follows:**

Participation - You **fully participate in at least 90%** (28 of 31) of our scheduled class sessions and their activities and assignments. So, you **cannot miss more than 3 class sessions** (does not include excused absences as mentioned earlier under ‘participation’).

Late/Missing Work - You turn in all expected work and assignments properly and on time according to the assignment’s criteria (with only 4 or less missing or late/incomplete assignment/s).

Pleas

Because we all know that life isn’t perfect and that each semester does not always go according to our plans, I offer you one plea that you can make to me to change your progress in the course. For instance, you might plea to get a late or missed assignment removed from your record so that you may still meet our contract, etc. **Anyone can make a plea to me once during the semester.** However, there must be some kind of special or extenuating circumstances that warrants the plea. You may not plead a case just because you want something removed from your record.

Things to Keep In Mind:

- Everyone gets **1 free two-day extension for 1 major unit assignment.** But you **have to send an email letting me know** you are using your extension before the assignment is due.
- As per departmental policy, **all major assignments must be turned in,** no matter the grade, to receive credit for this course. Assignments that have not received an extension and are not turned in within three days of their due date will be marked as “missed” work.
- An “Incomplete” assignment (marked as 2 out of 3 OR 1 out of 3 due to incomplete criteria) can be revised to a “Complete” if the revision demonstrates enough effort.
- This **grading system is intended to relieve the guesswork of traditional grading systems** and to spare students the subjective expectations of institutions designed to privilege privilege. For this class, it is intended to let you feel free to experiment because you are not beholden to my perspectives for how a thing “should be” made; it is also intended to give you room to develop skills you may have never attempted to develop before. It is NOT intended to cause anxiety. **If you are feeling confused or scared, please feel free to reach out to me** via email (Lia.Schuermann@tamuc.edu) or office hours, and we can talk about the grading system and ensure your understanding.

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- Midterm and final grades in this course will be based on this above guidelines/table.
- Feedback will be given on your drafts through written responses in the form of comments on a Google Doc. Also, we can meet during office hours (via Zoom or on campus) if you'd like feedback in one-on-one sessions

Assignments

Major Writing Assignments

Considering Literacies and Communities
 Preliminary Proposal and Annotated Bibliography
 Ethnographic Research Proposal
 Semester Portfolio
 The Learning Showcase

Other Assignments

Writing History Reflection
 Bi-weekly Journals
 Class Participation
 Class Discussions
 Peer Reviews
 Writing Workshops

Full prompts for assignments are available in D2L.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

You'll need to have knowledge of using a word processing program, such as Microsoft Word, to draft and submit your major writing assignments. You'll also need to know how to use D2L, TAMUC's learning management system, where you'll access our daily agendas & other course information and submit your assignments along with Google Drive, where assignment handouts/instructions can be located. And finally, you'll want to know how to use Zoom, a video conferencing tool, when you want to meet with me online during my office hours.

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>

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LMS Browser Support:

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

Zoom Video Conferencing Tool

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

ACCESS AND NAVIGATION

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

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Sharing Writing + Ideas

Writing is public. Even when writing is in draft form, professional writers circulate copies of what they are working on for feedback. Even when writing is meant to be private, it leaks into the public realm with startling regularity. For this reason, writers need to become comfortable sharing their writing with others and hearing, seeing, or reading reactions to it. In this class, you can expect to share your work with your peers, either face-to-face or one-on-one or, at times, with the entire class at once. This sharing is intended to provide you with models of effective writing, feedback to improve your writing, and give you experience offering feedback. It is imperative we all respect this process and come to class prepared to share writing and comment constructively.

Intellectual Property

All course materials and course content are the intellectual property of me, your classmates, and/or their respective authors. As a result, recording audio or video of the class, as well as the duplication of or forwarding of email and Canvas postings is prohibited without written permission. This means, for example, that you may not post materials from the class, audio of class discussions, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may,

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however, request permission from the instructor to record class discussions or content for personal academic use.

Preparing Assignments

Major writing assignments should be prepared from an accessible digital file, double-spaced, and in black ink using a Times New Roman or Arial font (no larger or smaller than 12pt). Use either MLA or APA guidelines for spacing, margins, heading, and page numbering.

Professional Etiquette

You and your classmates are paying to be here and most of you are trying to get things right the first time, which can demand concentration. I am trying to help all of you. For these reasons, please be professional in all activities associated with this class. Often, the same rules you follow in a movie theater work for the classroom: Turning off or silencing cell phones, putting away ear-buds, saving your text messaging until after class, and keeping your computer screen focused on class-related activities help everyone stay focused, too. If I see such activities, I will politely ask you to stop; if you continue, I may ask you to leave the classroom so that other students can focus on the lessons. Disruptive behavior that makes teaching or learning difficult or a pattern of non-participation or lack of preparation can lead to you being marked absent even if you are here physically.

Community Standards and Expectations

Our classroom is a place for the free exchange of ideas in an environment of mutual respect. In order to create an environment in which everyone contributes, our course will uphold these values:

Give courtesy. All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. The same rules apply online as they do in person. Turning off or silencing cell phones, saving your text messaging until after class, and keeping your computer screen focused on class-related activities help everyone stay focused. Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity.

Listen to others. We all have different perspectives and experiences. Our social locations also mean we bring a set of assumptions to the classroom. You are not required to accept your classmates' beliefs, but please listen and respect what they have to say and respond in a constructive manner that supports the goals of the class.

Be respectful. We are a community in this classroom, a community from diverse backgrounds, experiences, beliefs, and physicalities. Racist, LGBTQIA+phobic, sexist, ableist, ageist, or any other discriminatory language or actions in this classroom works against our community goals. This environment can only exist when mutual respect and open-mindedness flourish. You and your classmates are meant to feel safe in this space and that cannot happen with such language or actions.

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Affirm all identities. This includes when they do not match legal documentation. I ask that you please let me know early in the semester your preferred name and pronouns so that I can make the necessary changes to my records and so that I do not misgender or misname you.

Interaction with Instructor Statement

Email Correspondence

- As an instructor, I only reply to emails sent from ETAMU accounts and sent to my ETAMU email address (Lia.Schuermann@tamuc.edu).
- Also, emails are written communication, and you should be aware of your audience. **Craft a subject line** that reflects the main purpose of your message, **use appropriate language**, and **sign your name** (first and last) as well as indicate your class by section, day, and time.
- I will make every effort to reply to emails in a timely fashion during the week; however, I do not normally respond to student emails on weekends.

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. Gavin P. Johnson, the Director of Writing** (gavin.johnson@tamuc.edu). In the case when the Director of Writing is the instructor, the student should contact **Dr. Christian Hempelmann, Chair of the Department of Literature and Languages** (c.hempelmann@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](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<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>

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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.

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/rulesProcedure/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](#)

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<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)

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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/rulesProcedure/s/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.

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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: 4th Floor, Room 406A
 - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing hirealio@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

Calendar will be available in D2L.

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