



**English 1302, 23W**  
**Written Argument and Research**  
COURSE SYLLABUS: SPRING 2025

**INSTRUCTOR INFORMATION**

Instructor: Dr. Victoria Lynne Scholz  
Office Location: Online  
Office Hours: MW 10:30am-12pm and 1pm-3:30pm; TR 11am-1pm  
University Email Address: victoria.scholz@tamuc.edu  
Communication Response Time: 24-48 hours M-F excluding weekends

**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. The join code for this class will be listed under Announcements on the first day of class.***

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.

*The syllabus/schedule are subject to change.*

### 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;

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- **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 completed entirely online. Video overviews, instructions, and weekly discussions will be provided each week on D2L under Activities -> Discussions -> Week #, typically on Mondays. Unless otherwise noted, all initial posts for discussions are due by 11:59pm on Wednesdays with appropriate responses to your peers due by 11:59pm on Saturdays. All major assignments, unless otherwise noted, will be due by 11:59pm on Saturdays. Late assignments are given a 10% penalty per day late, up to three days; any assignment submitted after three days will result in a 0/F for the assignment except in extreme circumstances and at my discretion.

Any questions regarding assignments or expectations should be emailed directly to me—I respond much quicker to email than I do discussion posts.

## **COURSE REQUIREMENTS**

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

As the professor, I ask that students come into ENGL 1302 with an open mind for writing, and that they leave negative feelings and past experiences at the door when they enter the classroom. Students have a more positive experience in this course if they are more optimistic with learning the process of writing. Additionally, I am here, as the instructor, to assist students any way that I can with improving and fine-tuning their writing skills; however, **I put a lot of responsibility on students to be active participants in their learning and to keep up with the components of the course.**

With that said, the following are some common pitfalls that students tend to make that greatly hamper their success in, or result in failure of, ENGL 1302:

- Not being active in the course or completing assignments;
- Not completing the assigned readings on Top Hat;
- Not contributing anything to the course discussions;
- Refusing to critically and analytically think to solve complex questions regarding writing and composition;
- Not meeting STRICT deadlines or being accountable for submission dates;
- Not taking responsibility for learning and depending on the work of others;
- Making up excuses when assignments are due;

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- Wanting an “easy A” without putting forth the BEST effort OR feeling entitled to an “A” simply because tuition is paid;
- Blaming the professor or others for failure or lack of academic success;
- Expecting a lot of “hand-holding” and refusing to solve problems and answer questions independently;
- Sitting back and relying on others, including the professor and classmates, to do the work;
- Refusing to read and/or follow directions and independently interpret information;
- Not accepting of consequences when procedures and policies are not properly followed;
- Having a negative and or/disrespectful attitude toward writing, the course, the professor, learning, or college in general.

It is important that students understand what habits and work ethics are necessary for this course so that they can make informed decisions about their **own** learning and academic success. The standards of college courses are high, and students should not expect for this course to be conducted at a lower standard.

Some tips for success include:

- Ask questions to gain understanding.
- Keep up with assignments and assigned readings.
- Stay organized and engage in time management strategies.
- Monitor your progress by checking your grades and feedback regularly.

## **COURSE ASSESSMENT**

As an instructor, my approach to classroom assessment is to check for understanding of the content. I expect students to lead discussions under my guidance, but I typically will not participate in weekly discussions or provide feedback on assignments completed in Top Hat unless I see something on one end of either extreme—whether good or bad.

I do provide written feedback to all major assignments. It is up to you, the student, to check the text comments and email me with any questions. I will guide you through each step of the course, providing basic instructions, but it is your responsibility to read the instructions and think critically about them....

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%

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F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

<b>Writing Assignments</b>	<b>40%</b>
Writing Histories and Your Goals Reflection	<i>complete/incomplete</i>
Considering Communities and Literacies	10%
Preliminary Topic Proposal and Annotated Bibliography	10%
Ethnographic Research Proposal	10%
The Learning Showcase	10%
<b>English 1302 Semester Portfolio</b>	<b>40%</b>
<b>Writing Activities</b>	<b>10%</b>
<b>Top Hat Questions</b>	<b>10%</b>
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<b>TOTAL</b>	<b>100%</b>

### Assignments

Full prompts for assignments are available in Top Hat and/or D2L. Most assignments will be given weekly, although larger assignments will be given in advance.

The Writing Histories assignment is to see where you are in regard to understanding literacy outside of “the ability to read and write.” It leads into the next assignment, Considering Communities and Literacies, in which you explain your understanding in relation to a discourse community that you belong to.

The Preliminary Topic Proposal & Annotated Bibliography is the time for you to find a general discourse community that you are interested in studying for the remainder of the semester while gathering academic sources to support your research. The Ethnographic Research Proposal is perhaps the most important assignment of the semester as it is required to pass the course—you must have an approved community to study by the due date listed on the schedule; without an approved Ethnographic Research Proposal, you cannot complete *ethical* research.

The Learning Showcase and the Semester Portfolio are two overlapping assignments—one is the culmination of research and writing put together in a presentation (Learning Showcase) while the other is all of the work you did throughout the semester to complete the presentation. Because this course is online, you do not have to physically attend the Learning Showcase, but you *must* submit a presentation to the appropriate place on time to receive credit.

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Writing Activities are online discussions, drafts, peer reviews, conferences, and anything else that is not a major assignment.

Top Hat questions are participation points as long as you do them correctly—you will be given readings on Top Hat, many of which will have questions for you to answer both before and after you read. If you do not do the Top Hat readings, then you will struggle in this course as Top Hat is our text book.

## TECHNOLOGY REQUIREMENTS

### Minimal Technical Skills Needed

For this class, you need to have reliable internet access and basic understanding of navigating websites. For D2L, I use the following format to instruct you where to find information: “Activities -> Assignments -> Assignment Name” or “Activities -> Discussions -> Week # -> Forum Title -> Board Title.”

Additionally, you need to know how to use YouTube, Microsoft Office (Word and PowerPoint should be enough), and/or Google Docs/Slides.

### 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.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](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](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

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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**

#### **Communication, Attendance, Withdrawing, and Assignments**

A. Communication: The most important part of your success in this course is communication. While the policies may be strict, I will be as flexible as possible if you keep in contact with me and let me know what's going on. There will be times when I cannot accept late work regardless of the situation (university deadlines, or submitting the proposal at the end of the semester which means trying to complete 2 months of work in 2 days), so don't wait until the last minute.

B. Course Attendance: For online courses, the general guideline is to login every day. I strongly suggest students check e-mail daily Monday through Friday. Sometimes I post "friendly reminders," additional writing tips, or information about assignments, directly to the class Discord server. Please note, I enable "statistics tracking" on D2L, and I can "see" how often you log-in to the course, where you go, and how many posts you've contributed, and what you've written. Students should make sure to participate in the class frequently, engaging with the professor, with the other students, and submitting assignments pursuant to deadlines.

Attendance starts on the first scheduled day on which the class meets. Students who do not attend class or otherwise make contact with the instructor prior to the Census date may be withdrawn.

If you have not participated in two months, you may not be able to pass the class. Each assignment builds upon prior work, and it may not be possible for you to catch up on the work and understanding of the materials.

C. Make up Work: Because assignments are posted in advance, late work (beyond the three-day penalty) is not accepted except in extreme circumstances and at my discretion. Students should make sure to keep up with assignments and submit work in a timely manner. **If you are having issues, please contact me ASAP ahead of assignment deadlines so I can direct you for help.**

**\*Please see the procedures below regarding health or personal emergencies.**

IMPORTANT: If a student has a personal or health emergency, the professor needs to be notified **as soon as possible** (preferably 48 hours) BEFORE assignment deadlines, so that the student can get help to submit assignment(s) ON TIME, if at all possible. **Waiting until the deadline has passed to get assistance is not acceptable, but I also understand that we cannot plan emergencies.**

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**Students should not depend on being able to submit assignments after the deadlines as a part of available assistance.**

D. MLA Style and Format: A vital aspect of the course is the correct use of the Modern Language Association (MLA) style for assignment format, documentation and citation. A portion of all assignment grades will be based on proper MLA formatting and *substantial* deductions will be made on assignments not properly formatted. To that end, ALL assignments MUST be:

- COMPLETELY double-spaced with NO spaces between header information (name, professor's name, class, date)
- No extra space between paragraphs
- In 12-point type ONLY (no larger or smaller);
- Times New Roman font ONLY (NO other font type will be accepted).

Students should the Purdue OWL MLA guide, ask questions of myself, and/or schedule tutoring sessions in the Writing Center. I strongly suggest students frequently access this information as they complete their assignments. I will also be providing a template for students to use; this template has all spacing and font formatted so students only need to overwrite the information but it may not work for all assignments.

E. Incomplete Assignments: Incomplete assignments (work that does not meet minimum word count requirements) will not be accepted and will receive an automatic zero. **Partial credit (i.e. receiving half credit for half work) is not given in this course.** Students should make sure to check the word requirement for each assignment and that their work meets at least the minimum word count.

F. Submission of Assignments: Students will be required to upload assignments to the D2L assignment portal for that particular assignment. Specific instructions will be provided for submitting assignments to D2L. **NOTE: Once the due date passes, I will not check for late assignments unless you contact me directly to tell me that you have submitted an assignment. Once the penalty window passes, I will NOT accept (grade) any assignments except in extreme circumstances.** Students should upload their work early to D2L in anticipation of possible technological issues. NOTE: DO NOT wait until 11:59 p.m. to upload work because D2L may close during uploading. Give yourself time to submit work in case there are technical issues.

This is NON-NEGOTIABLE and technological issues are NOT valid excuses for work not submitted by the portal deadline.

Assignments MUST be uploaded to the D2L portal for proper grading and **should not be e-mailed to the professor under any circumstances.**

**Please do not email the professor excuses after the penalty deadline for why assignments are not submitted on time unless it is an extreme circumstance.**

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Assignments MUST be submitted in either .doc, .docx, or .pdf formats. **I CANNOT open documents uploaded in .pages format.** It is imperative that students upload assignments correctly before the deadlines.

All major essays will receive an origination (plagiarism and AI writing) report through the *Turnitin* system.

### **Additional Policies**

A. Disruptive/Disrespectful Behavior: **This is a college course**, and as such, all members of the class will be expected to conduct themselves in an adult, mature, and professional manner. Disruptive, disrespectful, harassing, and/or rude behavior from students absolutely will not be tolerated.

Be aware that we may discuss controversial topics, but we do so in a respectful way that is relevant to the study of literacy and ethnography.

While students are encouraged to voice their opinions, any biased or discriminatory language directed towards the professor, other students, or groups of students, will NOT be tolerated. As a part of the college experience, it is important to be aware of alternate views that may go against your values or that you may not particularly agree with. It is important to understand that in a course with a diverse student body YOUR position may not be the only position. With this in mind, disrespectful, rude, or demeaning comments directed at either the professor or classmates WILL NOT be tolerated. My classroom is a safe space of love and respect.

Students with these issues will be promptly reported to the Dean of Student Services. ***Please be aware that extremely rude and/or disruptive behavior may result in the student being immediately removed and ultimately withdrawn from the course.***

If you are particularly sensitive with openly and intelligently discussing these issues and topics, then I strongly suggest discussing it with me early in the semester because all topics are related to the course objectives, and the learning objectives outlined by the college, and will not be altered due to sensitivity.

Extremely disrespectful, rude, or threatening behavior directed toward students or the professor will be referred to the Dean of Student Services for disciplinary action and/or removal from the course.

### **Interaction with Instructor Statement**

All formal communication with the instructor must happen via email first with video chat as the second step. While I do have a Discord server set up to help students more easily communicate with one another (and have access to additional resources not necessarily required for the course, such as research tips), it should not be relied upon

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for discussing grades or other assignments. In many cases, I will use Discord for virtual office hours or video conferences, but any important discussion beyond a general question must be sent as an email to my university address ([Victoria.scholz@tamuc.edu](mailto:Victoria.scholz@tamuc.edu)).

Please note that I do not discuss grades with students via text. To discuss grades, you must set up a video conference with me and have your camera both turned on and aimed directly at your face. Video conferences may be via Zoom or Discord, usually the choice of the student but may be limited to campus availability.

I also ask that you understand that my availability is not 24/7. I typically respond to emails within 24-48 hours throughout the week, but if you email me after 4pm on a Friday, you can expect a response on Monday morning.

### **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](mailto: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](mailto: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/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. **(Note: see instructions below under "Course Specific Policy.")**

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

### **Course Specific Policy:**

Plagiarism includes the use of a quotation, that is, the exact words of a text (interview, lecture, periodical, book, or website) without both quotation marks and documentation (both in-text and works cited page citations); the paraphrasing of ideas or passages from a text without documentation (both in-text citations and works cited page citations); the inclusion from a text of information not generally known to the general public without documentation; the following of the structure or style of a secondary source without documentation; missing in-text citations; and a missing works cited page. Plagiarism, whether it is intentional or not, or

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cheating of any kind will result in severe penalties, including an “F” grade for the assignment, an “F” grade for the class, and/or a referral to the Dean of Students. Additionally, you may not resubmit work from another class. You must engage yourself in the writing process and submit original work for each major project.

AI/ChatGPT Statement: All papers will be scanned for originality and AI writing on D2L. The AI writing review is highly accurate; all instances of AI writing detected, regardless of percentage, will be reviewed by me. Remember that any writing not done by you, whether through a Google search, AI writing, a translation machine for more than a few words of text, or having someone else write for you, falls under academic dishonesty; the penalty for such actions can result in failing the assignment or the entire course, depending on the severity. Please refer to the Polk State College Student Handbook for additional information on plagiarism policies. If you previously took this course with me or another instructor, please note that you must either compose new assignments or substantially revise previous ones before submitting them. You may not simply resubmit material from a previous semester without changing the content and correcting errors. You may also not submit work written for another course, as you are required to write new assignments for this course. Any such work submitted will receive a zero. Please contact me to discuss, if needed.

### **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

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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](mailto: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**

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## 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](http://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](mailto: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: 4<sup>th</sup> 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

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appointment, you can either call 903.468.3223, emailing [hirealion@tamuc.edu](mailto: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: <https://inside.tamuc.edu/admissions/registrar/academicCalendars/>

ENGLISH 1302 Semester Outline Spring 2025	
Week #1: January 13-18	<i>Monday, January 13 is the first day of class.</i>
<b>Course Introduction</b>	<ul style="list-style-type: none"><li>● Discuss the syllabus, course objectives, and discuss student goal setting</li><li>● Assign Writing Histories and Establishing Goal Reflection (see Unit 1)<ul style="list-style-type: none"><li>○ Writing Histories Reflection due by 11:59pm on Saturday, January 18</li></ul></li><li>● Readings<ul style="list-style-type: none"><li>○ “Why a Writing Course?”</li><li>○ “Writing Assignment: Writing Histories and Your Goals Reflection.”</li><li>○ “Active Reading” and “The Writing Center is YOUR Resource” in Unit 10.</li></ul></li></ul>
Week #2: January 19-25	<i>Observe MLK, Jr. Day – Campus closed January 20</i>
<b>Unit 5</b>	<ul style="list-style-type: none"><li>● Introduce Unit 5 and discuss literacy</li><li>● Discuss critical readings (initial posts due 11:59pm on Wednesday with replies due by 11:59pm on Saturday)</li><li>● Assign Considering Communities and Literacies (see Unit 5)</li><li>● Establish Key Terms (Semester Glossary [Unit 10])</li><li>● Readings<ul style="list-style-type: none"><li>○ “A Brief Introduction to ENG 1302 and Unit 5,”</li><li>○ Barton &amp; Hamilton, “Writing Assignment: Considering Communities &amp; Literacies,”</li></ul></li></ul>

*The syllabus/schedule are subject to change.*

- Carter “Communities of Practice”,
- Moss,
- “Writing Processes” and “Writing Genre in Context” (Unit 10).

Week #3: January 26- February 1

*Census Day is January 29*

**Unit 5 continued**

- Review previous key terms
- Discuss critical readings (initial posts due 11:59pm on Wednesday with replies due by 11:59pm on Saturday)
- 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.
- **Considering Literacies and Communities due** by 11:59pm on Saturday, February 1

Week #4: February 2-8

**Unit 6**

- Preview Unit 6
- Demonstrate Library research tools and/or invite Librarians for a visit
- 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,”
  - “Information Literacy,”
  - “The Literacy Ethnography as Research,”
  - Pleasant
  - “Writing Activity: Reverse Engineering”
  - Allen “Handling Family Business”
  - “Anatomy of the Academic Essay” in Unit 10.

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Week #5: February 9-15

**Unit 6 continued**

- Continue Unit 6 discussions (initial posts due 11:59pm on Wednesday with replies due by 11:59pm on Saturday)
- Continue supporting student secondary research
- Readings
  - “Activity: Rhetorical Précis”
  - “Giving Credit and Avoiding Plagiarism in Unit 10
- *Optional* schedule one-on-one conferences and/or research time
- Preliminary Proposal and Annotated Bibliography due by 11:59pm on Saturday, February 15

Week #6: February 16-22

**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,”
  - “Sample Informed Consent”
- Activity: Identifying Your Research Questions and Developing Your Proposal” (initial posts due 11:59pm on Wednesday with replies due by 11:59pm on Saturday)

Week #7: February 23- March 1

**Unit 7 continued/Catch up week**

- Continue working on Ethnographic Research Proposal
- Ethnographic Research Proposal due by 11:59pm on Saturday, March 1

Week #8: March 2-8

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<p><b>Unit 8</b></p> <ul style="list-style-type: none"> <li>● Introduce (or reintroduce) Ethnography Portfolio</li> <li>● Preview Unit 8 trajectory</li> <li>● Readings <ul style="list-style-type: none"> <li>○ “A Brief Introduction to Unit 8”</li> <li>○ “Collecting Data in the Field”</li> </ul> </li> <li>● Activities: Mock Interview and Field Notes &amp; Observations</li> <li>● Begin Field Research</li> </ul>
<p>Week #9: March 9-15 <span style="float: right;"><i>Spring Break – Campus Closed</i></span></p>
<p><b>NO CLASSES</b></p>
<p>Week #10: March 16-22</p>
<p><b>Unit 8 continued/Catch up week</b></p> <ul style="list-style-type: none"> <li>● <i>midterm/writing meetings with students</i></li> <li>● Students continue field research</li> </ul>
<p>Week #11: March 23-29 <span style="float: right;"><i>Midterm Grades due March 24</i></span></p>
<p><b>Unit 8 continued/Catch up week</b></p> <ul style="list-style-type: none"> <li>● Discuss organizing and analyzing data (initial posts due 11:59pm on Wednesday with replies due by 11:59pm on Saturday)</li> <li>● Readings <ul style="list-style-type: none"> <li>○ “Organizing and Coding Data from the Field.”</li> </ul> </li> <li>● Activities: Conceptual Memos; Literacy Artifact Analysis</li> <li>● Complete field research</li> </ul>
<p>Week #12: March 30-April 5</p>
<p><b>Unit 9</b></p> <ul style="list-style-type: none"> <li>● Introduce Unit 9</li> <li>● Readings <ul style="list-style-type: none"> <li>○ “A Brief Introduction to Unit 9”</li> </ul> </li> <li>● “Key Concept: Working with Data” and Begin drafting the ethnography</li> <li>● Read “The Zero Draft”</li> </ul>
<p>Week #13: April 6-12</p>

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**Unit 9 continued**

- Continue drafting
- Conduct peer review and/or instructor feedback on drafts (initial posts due 11:59pm on Wednesday with replies due by 11:59pm on Saturday)
- Re-read “Giving and Receiving Feedback” in Unit 10.

Week #14: April 13-19

**Unit 9 continued**

- Revision and writing continued
- Assign The Learning Showcase assignment

Read “Rhetorical Grammar,” “Presenting Your Research,” and “The Learning Showcase.”

Week #15: April 20-26

**Unit 9 conclusion/Catch up week**

- Virtual writing/presentation workshops

Week #16: April 27-May 3

*Last Day of Classes May 2*

**Last Week of Class**

- Learning Showcase Submission due by 11:59pm on Wednesday, April 30
- Online Presentations due (initial posts due 11:59pm on Wednesday with replies due by 11:59pm on Saturday)
- Wrap up class
- Reflect on semester objectives, outcomes, and goals
- Remind students about course evaluations

Week #17: May 5-9

*Finals Week. No regular classes held.  
Final Grades due May 12 at 5:00 pm*

**Finals**

- Capstone: Ethnographic portfolio due by 11:59pm on Tuesday, May 7
- Capstone: The Learning Showcase on Wed., May 7 from 3:00-5:00 pm in Rayburn Student Center 2<sup>nd</sup> Floor (optional attendance for online sections but highly recommended)