



**EAST TEXAS A&M**  
UNIVERSITY

**ENGL 1302 SECTION, & ENGLISH College Writing II**  
ENGL 1302 2025

**INSTRUCTOR INFORMATION**

**Instructor Information**

Name: Anthony Burns

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**Course Information**

Course Title: College Writing II

Course Number: ENGL 1302

Section Number:

Semester/Year: Spring 2024

Credit Hours: 3

Class Meeting Time/Location: GPCI 227 – 7<sup>th</sup> period

Last Day to Withdraw: 4/17/2025

**COURSE INFORMATION**

- Access to D2L Handouts
- Access to D2I

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

*The syllabus/schedule are subject to change.*

## Course Description

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. (3 Lec.)

After successful completion of this course the student should be able to:

- Demonstrate knowledge of individual and collaborative research processes.
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- Apply the conventions of style manuals for specific academic disciplines (e.g. APA, CMS, MLA, etc).

## Texas Core Objectives

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

## GRADING

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

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

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## Graded Work

The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

### Summary of Graded Work

Assignments	Percentage
Quiz / Peer reviews	20%
Paper 1	15%
Paper 2	20%
Research Portfolio	20%
Research Paper	25%

**TOTAL: 100%**

### Final Grade

Percentages	Letter Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

### Description of Graded Work

**Quizzes:** The reading quizzes each have 5 multiple-choice questions (usually).

**Peer Reviews :** Typed rough draft of your paper, which will be typed, printed and ready for the class, and edited by peers within your class.

**Essay 1 & 2 :** A close reading of a piece of literature. Tone, organization, pacing, argument and use of quotes will be looked at specifically here.

**Research Portfolio :** A catalogue of the research done for your research paper. It will include an abstract, annotated bibliographies and works cited page.

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**Research Paper** : An argumentative paper of a piece of literature. Quote usage (both primary and secondary sources) will be closely monitored.

### **Assignments:**

Assignments are to be received on due date. Please note: If assignments are not completed in the designated day, it will receive a zero. If an assignment is turned in late, it will still receive a zero.

### **Assignment and Formatting:**

**Assignments must be formatted as follows when submitted:**

1" margins all around

Double Spaced

Times New Roman, 12 font

### **Attendance and Your Final Grade**

See course attendance commitment attached. Attendance is a necessity, if you wish to both participate in class discuss and hope to pass the overall class. A vast majority of works completed during the week accounts for the weekly attendance. If 90% of work is not complete, student will be considered absent for the week.

### **Late Work Policy**

Late work is not accepted. No exceptions.

Work must be turned in the week it is due (though it can be turned in slightly early). I must be notified 48 hours in advance, if you know you will not be in class to make up daily assignment.

### **Assessments**

The instructor reserves the right to amend this syllabus as necessary.

A (Excellent: 90-100) The A paper represents original outstanding work; it shows careful thought, fresh insights, and stylistic maturity. Having practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. Word choice is marked by a high degree of precision and a varied, advanced vocabulary; sentences are structured in a manner that creates interest and rhetorical power. The tone is appropriate for the designated audience. The reader moves through the A paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. Having finished, the reader feels that he has learned something, that he has received some unexpected and welcome illumination. In the A paper all research material (when required) is correctly documented, and formatting

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adheres to current standards of the Modern Language Association. Directly quoted passages are gracefully integrated into the text with appropriate attribution.

· B (Above Average: 80-89) The B paper is significantly more than competent. Besides being almost free of mechanical errors, the B paper delivers substantial information and makes cogent, fresh arguments--that is, in both quality and interest-value. Its specific points are logically ordered, well developed, and supported, and unified around a clear organizing principle that is apparent early in the paper. The B paper's relatively few syntactic, usage, and mechanical errors do not seriously distract the reader, but the language, while neither trite nor bureaucratic, probably lacks the candor and the precision of the most memorable writing. Its transitions, while appropriate, emphasize the logical turnings of the writer's mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself. In the B paper all research material (when required) is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

· C (Average: 70-79) The C paper represents average college-level work. It is a competent expression of ordinary thoughts in ordinary language; its content/focus is general, commonplace, or trivial, or not adequately related to the assignment; its development is vague, incomplete, or inconsistent; its organization lacks adequate or appropriate transitions or relation of ideas. The C paper, in addition to meeting all the requirements of the assignment, exhibits a writing style that is basically correct and is marred by a relatively few syntactic, usage, and mechanical errors. By relying on generalities rather than precise, illustrative details, the writer of a C paper leaves the reader feeling not much better informed than when the reader first picked up the essay. In the C paper all research material (when required) is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

· D (Below Average: 60-69) The D paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his time and attention were of little concern to the writer.

NB: A paper exhibiting major weaknesses in any specific area--content, development, organization, grammar and mechanics, documentation conventions, writing style--or, indeed, a failure to address the assignment is usually considered, at best, a D paper.

· F (Unsatisfactory: 0-59) As writing that falls below minimal standards for college-level literacy, the F paper shows lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper--the writer, for instance, may not have control of punctuation, producing fragments or comma splices in almost every paragraph; however, serious weaknesses usually occur in several areas of concern.

· 0 (Plagiarism/Cheating) A paper should earn the grade zero if it contains plagiarized

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content in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s). A paper can earn a zero if it does not address the assigned topic or if directions have been either ignored or not followed.

### Tips for Student Success

Use the full amount of time allotted for each assignment and do not procrastinate. I do not teach a “blow-off” class. Any course, freshman or higher, “general ed” or major, should be approached with diligence and urgency. It is extremely easy to keep up with this class, but if you fall behind for whatever reason, legitimate or irresponsible, and do not make an effort to catch up quickly, it will be difficult to keep up. The major assignments make sense only when completed in order.

Approach the course with an open mind and a willingness to learn. College education is much more than job training; it implies a certain intellectual growth and standard beyond the sheer pragmatics of any career field. The critical thinking skills fostered in ENGL 1302 are paramount to social and cultural life, especially in an environment that is increasingly anti-intellectual and irrational. In other words, this is not a meaningless hoop to jump through.

Make a consistent, genuine effort and you will find me easygoing and accommodating. I understand that most of you are responsible for more than just school; thus, I am happy to work things out. However, these other responsibilities are not an excuse for a lack of effort. Habitual skipping, late or missing assignments, ignorance of or ignoring instructions, notes, due dates, or comments, or contempt for the class or education will be met with equal apathy on my end.

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

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

LMS Requirements:

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

LMS Browser Support:

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

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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 use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

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

### **Technical Support**

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

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

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

### **Course Specific 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.

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## University Specific Procedures

### Student Conduct

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

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### TAMUC 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>

### 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>

### 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

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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/>

### **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.

### **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.

### **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

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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)

## **Department or Accrediting Agency Required Content**

### **Departmental-Specific Procedures**

#### **Student 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 the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult [University Procedure 13.99.99.R0.05 \("Student Appeal of Instructor Evaluation"\)](#).

#### **Collection of Data for Measuring Institutional Effectiveness**

In order to measure the level of compliance with the accreditation, throughout the semester I may collect some of the ungraded texts you produce solely for an assessment of program effectiveness that in no way affects students' course grades or GPAs.

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## COURSE OUTLINE / CALENDAR

Week	Date	Topics and Activities	Assignments Due
	1/7	1 – Course Introduction 2 - Amy Tan “Two Kinds” Focus: Note Taking Discuss outline	
1	1/13	1- Araby / Creating an argument using quotes from a primary source Discuss Organizing Paper 1  2 - The Things They Carried”	Prompt 1 <b>HOMEWORK: Start thinking about creating an Outline using the format we discussed in class.</b>
2	1/20	1- A Hunger Artist And “The Handsomest Drowned Man,”  2 — ” The Man in the Well ”	Outline will be due on Friday.
3	1/27	1 – Peer Review  2 – “Fall of the House of Usher”	
4	2/3	1 - Peer Review 2 - ”Battle Royal”,	
5	2/10	1 - Peer review 2 - Handout - “The Circular Ruins;” “The Yellow Wallpaper”	<b>DUE TODAY: PAPER 1 Prompt 2</b>
6	2/17	1 –New Paper Prompt; “A Rose for Emily”  2 - Peer Review	

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7	2/24	1 – Peer Review 2- Harrison Bergeron” by Kurt Vonnegut	
8	3/3	1 - Peer Review 2 – The Lottery	
9	3/10	SPRING BREAK!!!!	
	3/17	1 – Peer Review 2 – Discuss Research Portfolio and Paper And Discuss Library Databases	<b><i>Due today: Paper 2</i></b>
10	3/24	1 - MLA Citation Workshop Topic: Finding Great Sources and Using Them Well  2 - Library Day	<b>HOMEWORK: Complete a draft of your abstract</b>  <b><i>First draft of your Abstract</i></b>

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11	3/31	1 - Focus: In-text citations and <i>The Saboteur</i> 2 – <i>Library Day</i>	<b>Complete 4 Annotations for your Research Portfolio</b>
12	4/7	1 – “The Swimmer” 2 – Writing Day, Portfolio Due	<b>Due this week: Completed Research Portfolio</b>
13	<b>4/14</b>	1 – Peer Review 2 – Work on Paper	
14	4/21	1 - <i>Peer Review</i> 2 – <i>Library Day</i>	
15	4/28	1 - Peer Review 2 – Paper is due	Research Essay Due
16	5/5	Finals Week	<b>Nothing Due</b>

\*All Handouts are on D2L in our class under the folder marked Handouts.

\*This syllabus is not a binding contract. All dates are subject to change. The best way to find out about those changes is to show up to class. Students are responsible for knowing new dates, regardless of their attendance in class.

\*Peer review days are days when students come in with the appropriate content for papers, AND rough drafts are typed, printed off and in the correct format. Student will be marked absent and receive a zero if the above requirements are not met.

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