English 1302: 4E, 9E, 10E
Written Argument and Research
Fall 2025

INSTRUCTOR INFORMATION

Instructor: Mr. Charles Stephens
Email: Charles.Stephens@etamu.edu
Office Location: Talbot Hall of Languages 117
Office Hours: T/Th 12:15-2:00, 3:15-3:30
Preferred Form of Communication: Email
Communication Response Time: Within 48 hours on Week Days

COURSE INFORMATION

Required Textbook

For this course, we will be using a platform called *Top Hat* that is included through TAMUC's Inclusive Access. This is the same online book used for 1301. No new purchase required unless you did not gain access previously. Through *Top Hat,* you will gain access to the following required course materials:

- *Writing Inquiry 3rd Edition*. Fountainhead Press, 2023

To gain access to Top Hat, it is your responsibility to create an account when you receive an email from the campus bookstore at the start of the semester. If you have any issues with Top Hat, you should contact support@tophat.com

Additional Required Materials
- Course readings (articles, excerpts) made available via D2L
- Digital storage (flash drive, cloud storage, etc.)

Note: You should check your email and D2L daily for updates pertaining to ENG 1302.

The *syllabus/schedule are subject to change.*

Course Description

ENG 1302 - GLB/US-Written Argument/Research

Hours: 3

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.

Student Learning Outcomes

Through a mixture of reading, writing, and discussion throughout the semester, students will:

- analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
- A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure in written, oral, and/or visual communication,
- work together toward a shared purpose relevant to the course or discipline with a sense of shared responsibility for meeting that purpose.
- understand and practice academic honesty
- view themselves as engaged citizen-writer-researchers whose actions impact their communities.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

You will need regular access to the internet, digital storage (hardware or cloud storage), a valid working TAMUC email address, knowledge of D2L, and a computer with a word processing software.

Instructional Methods

This class meets face-to-face on **Tuesday** and **Thursday** from
 Section 09E 9:30-10:45 am in Room EDS 127
 Section 10E 11-12:15 pm in Room DTH 208
 Section 04E 2-3:15 pm in Room DTH 305

What does a typical class look like?
I typically begin class with a review of the syllabus and follow with a short writing activity. The writing activity will be around 5-10 minutes and is usually based on topics from our

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assigned readings. This means that you should come to class having already read the assigned readings so that you can be successful in the short writing activities and discussions.

We then briefly discuss the short writing and then move on to discuss the readings for the day as a class. Following the discussion of the readings we usually have activities related to the readings or in-class writing. For activities, I often have students work in pairs or groups.

I encourage students to engage with the readings and participate in class discussions, asking questions and voicing opinions or concerns. I value your questions, opinions, and concerns, and your contributions during class will enrich our class discussions.

Student Responsibilities or Tips for Success in the Course

Your success in ENG 1302: GLB/US-Written Argument/Research is tied to active participation in digital spaces (D2L, TopHat), including the completion of all readings, activities, and assignments throughout the course.

General Overview of Expected Work

As a student enrolled in ENG 1302: GLB/US-Written Argument/Research, expect to post regularly to discussion boards and prepare weekly deliverables related to ethics, genre, audience, etc. as they develop an overview of professional writing.

In brief, you will work through the following tasks each week. Further details are provided on the ENG 1302: GLB/US-Written Argument/Research Course Schedule document.

- Work weeks begin on Mondays. Part of your weekly readings/assignments is to view information from me (D2L Announcements) on that day.
- You should use the provided book and additional resources to complete activities and assignments for the course.
- You will perform assignments designed to hone your understanding of literacy and writing. This includes discussion questions and writing assignments, among other activities.

GRADING

Grading Scale

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

A = 90%-100%
B = 80%-89%
C = 70%-79%

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D = 60%-69%

F = 59% or Below

Assessments

Activities	20%
Discussion Questions	30%
Writing Assignment: Writing Histories and Your Goals Reflection	P/F
Writing Assignment: Considering Communities and Literacies	10%
Writing Assignment: Preliminary Topic Proposal and Annotated Bibliography	10%
Writing Assignment: Ethnographic Research Proposal	10%
Capstone Assignment: English 1302 Semester Portfolio	20%

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

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

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

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

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@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 and course schedule are guides. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus and

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course schedule during the semester. Any changes made to the syllabus and course schedule will be announced in advance.

There will be no phone use during class time. If you have an emergency and are expecting a phone call, notify your professor before class begins, set your phone to vibrate, then leave the room to talk on your phone.

You may use a laptop or tablet if you like during class time, but using said device for anything other than class-related research and discussion will cost you your laptop privileges.

Attendance Policy

As mentioned earlier, active participation is the key to success in this section of ENG 1302: GLB/US-Written Argument/Research. Therefore, timeliness is required for assignments. Consistently failing to actively participate or submit assignments on time will impede your ability to pass this class.

AI Use Policy

As they currently exist, most AI based apps and programs are not suitable for student use. I encourage all students to do their work without using AI based apps and programs, and if I find proof that they have been used on student work, I will ask the student to repeat the work without them.

Short and Sweet: ChatGPT and related programs can and will destroy your ability to learn and think critically unless used with extreme caution. I also don't want to grade work written by AI. I take this very seriously, and consider the use of AI related apps to be cheating.

Late Work

It is imperative to our success as a class that your assignments are turned in on time**.** The acceptance and assessment of late work in this section of ENG 1302: GLB/US-Written Argument/Research is on a case-by-case basis. Late work will result in a grade reduction at the discretion of the instructor. Consistently turning in late work will impede your ability to pass the class. Extensions for the final exam are unavailable and Incompletes are reserved for extreme circumstances.

Statement on Antiracism

This course discusses things like economic class, educational opportunities, and other aspects of access to literacy that present a racial disparity in America. It is the position of this class to identify such structural deficiencies as wrong. This subject will potentially cause some discomfort, so please be patient as we discuss these topics together. This course does not tolerate willful insensitive language with respect to sex, race, gender, or orientation, but does attempt to understand how things like racism and sexism create barriers for people.

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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

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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/

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.

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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**

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

ENG 1302—Fall 2025

Week 1 August 25-31	
<u>Readings</u>	<u>Assignments Due</u>
Read: TopHat, Unit 1, "Why a Writing Course? An Explanation and an Invitation." **Read:** TopHat, Unit 1, "Writing Assignment: Writing Histories and Your Goals Reflection." **Read:** TopHat, Unit 10, "Active Reading." **Read:** TopHat, Unit 10, "The Writing Center is YOUR Resource."	
Week 2 September 1-7	
<u>Readings</u>	<u>Assignments Due</u>
Read: TopHat, Unit 5, "A Brief Introduction to English 1302 and Unit 5." **Read:** TopHat, Unit 5, "Barton and Hamilton: Literacy Practices." **Read:** TopHat, Unit 5, "Writing Assignment: Considering Communities and Literacies."	**Writing Assignment:** TopHat, Unit 1, "Writing Assignment: Writing Histories and Your Goals Reflection." - Submit to D2L **Activity:** Community Brainstorm: TopHat, Unit 5, "A Brief Introduction to English 1302 and Unit 5." **Discussion Questions (4):** TopHat, Unit 5, "Barton and Hamilton: Literacy Practices."
Week 3 September 8-14	

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Readings	Assignments Due
• **Read:** TopHat, Unit 5, "Carter: What is a Community of Practice?" • **Read:** TopHat, Unit 10, "Drawing Your Writing Process."	• **Discussion Questions (4):** TopHat, Unit 5, "Carter: What is a Community of Practice?" • **Activity:** TopHat, Unit 10, "Activity: Drawing Your Writing Process." ○ Submit to D2L

Week 4
September 15-21

Readings	Assignments Due
• **Read:** TopHat, Unit 5, "Moss: Creating a Community: Literacy Events in African-American Churches." • **Read:** TopHat, Unit 10, "Writing Genres (in) Context."	• **Discussion Questions (4):** TopHat, Unit 5, "Moss: Creating a Community: Literacy Events in African-American Churches."

Week 5
September 22-28

Readings	Assignments
• **Read:** TopHat, Unit 5, "Alvarez: Anyone Saying New York's Mexican Food Sucks Hasn't Visited Puebla York." • **Read:** TopHat, Unit 5, "Johnson and Arola: Tracing the Turn: The Rise of Multimodal Composition in the U.S." • **Read:** TopHat, Unit 10, "Littlejohn: Making Collaboration Worth It: Giving and Receiving Feedback."	• **Writing Assignment:** TopHat, Unit 5, "Writing Assignment: Considering Communities and Literacies." ○ Submit to D2L • **Discussion Questions (4):** TopHat, Unit 5, "Alvarez: Anyone Saying New York's Mexican Food Sucks Hasn't Visited Puebla York." • **Discussion Questions (4):** TopHat, Unit 5, "Johnson and Arola: Tracing the Turn: The Rise of Multimodal Composition in the U.S."

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Week 6 **September 29-October 5**	
<u>Readings</u> • **Read:** TopHat, Unit 6, "A Brief Introduction to Unit 6." • **Read:** TopHat, Unit 6, "R. McShane: Research: Primary, Secondary, and Evaluating, Oh My!" • **Read:** TopHat, Unit 6, "Northam: Information Literacy, Misinformation, and the Library as a Resource." • **Read:** TopHat, Unit 6, "Writing Assignment: Preliminary Topic Proposal and Annotated Bibliography."	<u>Assignments</u> • **Activity:** TopHat, Unit 6, "Activity: Finding and Evaluating Secondary Sources." o Submit to D2L
Week 7 **October 6-12**	
<u>Readings</u> • **Read:** TopHat, Unit 6, "Pleasant: Literacy Sponsors and Learning." • **Read:** TopHat, Unit 6, "The Literacy Ethnography as Research." • **Read:** TopHat, Unit 10, "Anatomy of the Academic Essay."	<u>Assignments</u> • **Discussion Questions (2):** TopHat, Unit 6, "Pleasant: Literacy Sponsors and Learning." • **Activity:** TopHat, Unit 6, "Activity: Reverse Engineering Literacy Ethnographies." o Submit to D2L
Week 8 **October 13-19**	
<u>Readings</u>	<u>Assignments</u>

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Readings	Assignments

• **Read:** TopHat, Unit 6, "Allen: Handling Family Business: Technical Communication Literacies in Black Family Reunions."
• **Read:** TopHat, Unit 10, "Giving Credit, Citing Sources, and Avoiding Plagiarism."
	• **Discussion Questions (2):** TopHat, Unit 6, "Allen: Handling Family Business: Technical Communication Literacies in Black Family Reunions."
	• **Activity:** TopHat, Unit 6, "Activity: Rhetorical Précis; or, Stating the Point."
	   o Submit to D2L
	• **Writing Assignment:** TopHat, Unit 6, "Writing Assignment: Preliminary Topic Proposal and Annotated Bibliography."
	   o Submit to D2L

Week 9
October 20-26

Readings	Assignments
• **Read:** TopHat, Unit 7, "A Brief Introduction to Unit 7." • **Read:** TopHat, Unit 7, "Listening For, Learning About, and Honoring Community Literacy Experiences." • **Read:** TopHat, Unit 7, "Crouse: Toward Ethnographic Justice: Equitable Research with and for Linguistically Diverse Communities." • **Read:** TopHat, Unit 7, "Writing Assignment: Ethnographic Research Proposal." • **Read:** TopHat, Unit 9, "Capstone Assignment: English 1302 Semester Portfolio."	• **Discussion Questions (3):** TopHat, Unit 7, "Crouse: Toward Ethnographic Justice: Equitable Research with and for Linguistically Diverse Communities."

Week 10
October 27-November 2

Readings	Assignments

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• **Read:** TopHat, Unit 7, "Curwood et al.: Ethical Dilemmas Within Online Literacy Research."
 • **Read:** TopHat, Unit 7, "Sample Statement of Ethics."
 • **Read:** TopHat, Unit 7, "Sample Informed Consent."
	• **Discussion Questions (3):** TopHat, Unit 7, "Curwood et al.: Ethical Dilemmas Within Online Literacy Research."
	 • **Activity:** TopHat, Unit 7, "Activity: Drafting a Statement of Ethics"
	     ○ Submit to D2L
	 • **Activity:** TopHat, Unit 7, "Activity: Identifying Your Research Questions and Developing Your Proposal."
	     ○ Submit to D2L

Week 11
November 3-9

<u>Readings</u>	<u>Assignments</u>
	• **Writing Assignment:** TopHat, Unit 7, "Writing Assignment: Ethnographic Research Proposal." ○ Submit to D2L

Week 12
November 10-16

<u>Readings</u>	<u>Assignments</u>
• **Read:** TopHat, Unit 8, "A Brief Introduction to Unit 8." • **Read:** TopHat, Unit 8, "Collecting Data in the Field."	• **Activity:** TopHat, Unit 8: "Activity: Field Notes and Observations." ○ Submit to D2L

Week 13
November 17-23

<u>Readings</u>	<u>Assignments</u>
• **Read:** TopHat, Unit 8, "Organizing and Coding Data from the Field."	• **Activity:** TopHat, Unit 8: "Activity: Literacy Artifact Analysis."

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	○ Submit to D2L • **Activity:** TopHat, Unit 8: "Activity: Activity: Preliminary Data Analysis." ○ Submit to D2L

Week 14 **November 24-30**	
<u>Readings</u> • **Read:** TopHat, Unit 9, "A Brief Introduction to Unit 9." • **Read:** TopHat, Unit 9, "Working with Data." • **Read:** TopHat, Unit 9, "Capstone Assignment: English 1302 Semester Portfolio."	<u>Assignments</u> • **Activity:** TopHat, Unit 9: "Activity: The Zero Draft." ○ Submit to D2L

Week 15 **December 1-7**	
<u>Readings</u> • **Read:** TopHat, Unit 9, "Presenting Your Research." • **Read:** TopHat, Unit 10, "Rhetorical Grammar." • **Read:** TopHat Unit 10: Multimodal Writing."	<u>Assignments</u>

Week 16 **December 8-14**	
<u>Readings</u>	<u>Assignments</u> • **Writing Assignment:** TopHat, Unit 9, "Capstone Assignment: English 1302 Semester Portfolio." ○ Submit to D2L

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