



EAST TEXAS A&M
UNIVERSITY

English 1302: 1E, 4E, 5E
Written Argument and Research
Spring 2026

INSTRUCTOR INFORMATION

Instructor: Mr. Charles Stephens
Email: Charles.Stephens@etamu.edu
Office Location: Talbot Hall of Languages 117
Office Hours: MWF 11-12, TTH 12:15-1
Preferred Form of Communication: Email
Communication Response Time: With 48 hours on weekdays

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.)
- A Bluebook (available at the book store) for specified Writing Assignments

The syllabus/schedule are subject to change.

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

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

Section 01E on MWF from 12-12:50 pm in Room DTH 302

Section 04E on TR from 9:30-10:45 am in Room SS 304

Section 05E on TR from 11-12:15 pm in Room SS 304

What does a typical class look like?

We always start with taking roll, as soon as class begins. Be here on time.

The syllabus/schedule are subject to change.

We then review the syllabus and discuss the assigned readings and assignments for the week. Sometimes there will be quizzes or short writing prompts. This means that you should come to class having already read the assigned readings.

Sometimes have in-class activities related to your upcoming Writing Assignments. For activities, I often allow students to work in pairs or groups, and some assignments require working in a group.

You get out of this class what you put into it. Don't be afraid to offer an opinion or argument. We're going to do a whole lot of discussion, and it's more memorable for students who take part in that discussion.

Work weeks begin on Mondays. Part of your weekly readings/assignments is to view information from me (D2L Announcements) daily so you can keep current. **Readings for the week are expected to be completed by the time class starts on Mondays.**

Student Responsibilities or Tips for Success in the Course

Your success in this course is tied to active participation in digital spaces (D2L, TopHat), including the completion of most readings, activities, and assignments throughout the course. **This class is completion based. That means if you do all the reading and turn in all the work, you will very likely pass the class with a decent grade.**

GRADING

Grading Scale

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

Assessments

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| Activities | 20% |
| Discussion Questions | 25% |

The syllabus/schedule are subject to change.

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| Writing Assignment: Writing Histories and Your Goals Reflection | 5% |
| 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

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

The syllabus/schedule are subject to change.

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 course schedule during the semester. Any changes made to the syllabus and course schedule will be announced in advance and posted in D2L.

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.

The syllabus/schedule are subject to change.

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

Attendance Policy

I take attendance every time class meets. But there are no penalties for missing class. You should try to be here every single day. But I don't care about excused or unexcused absences. I assume you are all adults who can manage their own time. Occasionally I am required to report attendance, and I don't lie about it.

Please do not ask me, before, during, or after class, or via email, to explain to you what you missed. That's your responsibility, and I cannot summarize a whole class in just a few minutes. I will post my class notes on a daily basis. You should consider "buddying up" with a fellow student, so the two of you can assist each other with notes when one of you misses class. You can also swing by my office during office hours, and I'll be happy to answer any class-related questions you have.

AI Use Policy

As they currently exist, most AI based apps and programs are not suitable for student use. All students must do their work without using AI/LLM based apps and programs (like ChatGPT), and if I find proof that they have been used on student work, the student will have one chance 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

Turn your assignments in on time. If you need a little more time, go ahead and ask me for it via email. I will almost always give you two more days to work on things, as long as you ask before the due date and you don't abuse the privilege. If you turn in late work consistently and/or without an approved extension, it may result in grade reductions. If you turn in late work consistently, it will be very hard to pass the class with a decent grade.

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.

The syllabus/schedule are subject to change.

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.

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

ENG 1302—Fall 2025

| Week 1 January 12-18 | |
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| <p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • 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.” | <p style="text-align: center;"><u>Assignments Due</u></p> <ul style="list-style-type: none"> • Check Leomail email and access D2L course shell. • Read syllabus. • Set up Top Hat access to Writing Inquiry 3rd edition textbook. |
| Week 2 January 19-25 | |
| <p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • 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.” | <p style="text-align: center;"><u>Assignments Due</u></p> <ul style="list-style-type: none"> • Writing Assignment: Writing Histories and Your Goals Reflection.” DUE TUESDAY JANUARY 20 IN CLASS • **BLUEBOOK REQUIRED • Discussion Questions: TopHat, Unit 5, “Barton and Hamilton: Literacy Practices.” due Wednesday January 21 by 11:59 pm in D2L |
| Week 3 January 26-February 1 | |
| <p style="text-align: center;"><u>Readings</u></p> | <p style="text-align: center;"><u>Assignments Due</u></p> |

The syllabus/schedule are subject to change.

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| <ul style="list-style-type: none"> • Read: TopHat, Unit 5, “Carter: What is a Community of Practice?” • Read: TopHat, Unit 10, “Drawing Your Writing Process.” | <ul style="list-style-type: none"> • Discussion Questions: TopHat, Unit 5, “Carter: What is a Community of Practice?” due Monday January 26 by 11:59 pm in D2L |
| <p>Week 4 February 2-8</p> | |
| <p><u>Readings</u></p> <ul style="list-style-type: none"> • Read: TopHat, Unit 5, “Moss: Creating a Community: Literacy Events in African-American Churches.” • Read: TopHat, Unit 10, “Writing Genres (in) Context.” | <p><u>Assignments Due</u></p> <ul style="list-style-type: none"> • Discussion Questions: TopHat, Unit 5, “Moss: Creating a Community: Literacy Events in African-American Churches.” due Monday February 2 by 11:59 pm in D2L |
| <p>Week 5 February 9-15</p> | |
| <p><u>Readings</u></p> <ul style="list-style-type: none"> • 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.” | <p><u>Assignments</u></p> <ul style="list-style-type: none"> • Writing Assignment: TopHat, Unit 5, “Writing Assignment: Considering Communities and Literacies.” DUE TUESDAY FEBRUARY 10 IN CLASS • **BLUEBOOK REQUIRED • Discussion Questions: TopHat, Unit 5, “Alvarez: Anyone Saying New York’s Mexican Food Sucks Hasn’t Visited Puebla York.” due Wednesday February 11 by 11:59 pm in D2L • Discussion Questions: TopHat, Unit 5, “Johnson and Arola: Tracing the Turn: The Rise of Multimodal Composition in the U.S.” due Wednesday February 11 by 11:59 pm in D2L |

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| Week 6 February 16-22 | |
| <u>Readings</u> | <u>Assignments</u> |
| <ul style="list-style-type: none"> • 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.” | |
| Week 7 February 23-March 1 | |
| <u>Readings</u> | <u>Assignments</u> |
| <ul style="list-style-type: none"> • 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.” | <ul style="list-style-type: none"> • Discussion Questions: TopHat, Unit 6, “Pleasant: Literacy Sponsors and Learning.” due Monday February 23 by 11:59 pm in D2L |
| Week 8 March 2-8 | |
| <u>Readings</u> | <u>Assignments</u> |

The syllabus/schedule are subject to change.

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| <ul style="list-style-type: none"> • 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.” | <ul style="list-style-type: none"> • Discussion Questions: TopHat, Unit 6, “Allen: Handling Family Business: Technical Communication Literacies in Black Family Reunions.” due Monday March 2 by 11:59 pm in D2L • Writing Assignment: TopHat, Unit 6, “Writing Assignment: Preliminary Topic Proposal and Annotated Bibliography.” DUE FRIDAY MARCH 6 AT 11:59 PM IN CANVAS |
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**Week 0: Spring Break
March 16-22**

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| <u>Be Careful!</u> | <u>Have Fun!</u> |
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**Week 9
March 16-22**

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| <u>Readings</u> | <u>Assignments</u> |
| <ul style="list-style-type: none"> • 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.” | <ul style="list-style-type: none"> • Discussion Questions: TopHat, Unit 7, “Crouse: Toward Ethnographic Justice: Equitable Research with and for Linguistically Diverse Communities.” due Monday March 16 by 11:59 pm in D2L |

Week 10

The syllabus/schedule are subject to change.

| March 23-29 | |
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| <u>Readings</u> | <u>Assignments</u> |
| <ul style="list-style-type: none"> • 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.” | <ul style="list-style-type: none"> • Discussion Questions: TopHat, Unit 7, “Curwood et al.: Ethical Dilemmas Within Online Literacy Research.” due Monday March 23 by 11:59 pm in D2L |
| Week 11 March 30-April 5 | |
| <u>Readings</u> | <u>Assignments</u> |
| | <ul style="list-style-type: none"> • Writing Assignment: TopHat, Unit 7, “Writing Assignment: Ethnographic Research Proposal.” DUE FRIDAY MARCH 30 AT 11:59 PM IN D2L |
| Week 12 April 6-12 | |
| <u>Readings</u> | <u>Assignments</u> |
| <ul style="list-style-type: none"> • Read: TopHat, Unit 8, “A Brief Introduction to Unit 8.” • Read: TopHat, Unit 8, “Collecting Data in the Field.” | |
| Week 13 April 13-19 | |
| <u>Readings</u> | <u>Assignments</u> |
| <ul style="list-style-type: none"> • Read: TopHat, Unit 8, “Organizing and Coding Data from the Field.” | |

The syllabus/schedule are subject to change.

| Week 14 April 20-26 | |
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| <u>Readings</u> | <u>Assignments</u> |
| <ul style="list-style-type: none"> • 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.” | |
| Week 15 April 27-May 1 | |
| <u>Readings</u> | <u>Assignments</u> |
| <ul style="list-style-type: none"> • Read: TopHat, Unit 9, “Presenting Your Research.” • Read: TopHat, Unit 10, “Rhetorical Grammar.” • Read: TopHat Unit 10: Multimodal Writing.” | |
| Week 16 May 2-8 | |
| <u>Readings</u> | <u>Assignments</u> |
| | <ul style="list-style-type: none"> • Writing Assignment: TopHat, Unit 9, “Capstone Assignment: English 1302 Semester Portfolio.” DUE IN D2L |

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