



EAST TEXAS A&M

— UNIVERSITY —

ENGL 1302.07E

Written Argument/Research | Spring 2026

1302.07E

TR 2.00 PM – 3.15 PM

Ferguson #313

INSTRUCTOR INFORMATION

Instructor: Gunderson, Joseph D.

Office Location: Talbot 119

Office Hours: MWF, 9.30 AM-10.30 AM, 1.30 PM-2.30 PM

Office Phone: N/A

Office Fax: N/A

University Email Address: joseph.gunderson@etamu.edu

Preferred Form of Communication: email

Communication Response Time: within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

For this course, we will be using a platform called Top Hat that is included through A&M-Commerce'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 redirected to Top Hat, you can create an account if you are new to Top Hat or log in if you have an existing account. Please follow your teacher's specific directions and report any access issues immediately.

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

Johnson, Gavin P., Ashanka Kumari, Emily Littlejohn, Brian McShane, and Rachel McShane, Eds. Writing Inquiry [2023 edition]. Top Hat.

Additional Software Required:

- D2L
- An active LeoMail account that you check daily
- A word processing program: Students have free access to Office 365.

Course Description

ENGL 1302: Written Argument/Research. Three semester 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 Core

Curriculum Course Objectives

Critical Thinking Skills: to include creative thinking, innovation, inquiry, 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; The syllabus/schedule are subject to change.

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;

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;

The syllabus/schedule are subject to change.

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.

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

Total points corresponding to the final letter grades

- A = 451- 500 Points
- B = 401- 450 Points
- C = 351- 400 Points
- D = 301- 350 Points
- F = 300 & > Points

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

Discussion Boards	2.5%
Research Training Certificate	5%
Advisor Approval Form	5%
Symposium Abstract	5%
Symposium Registration	5%
Rough Drafts	7.5%
Considering Communities & Literacies	10%
Topic Proposal & Annotated Bibliography	10%
Ethnographic Research Proposal	10%
Capstone – ARS Participation	20%
Capstone – Portfolio	20%
TOTAL	100%

Student Responsibilities or Tips for Success in the Course

Students can achieve success in this class through the following:

- Attending *every* class,
- Allocating a weekly reading and writing schedule,
- Asking for help from the Writing Center, or attending office hours

TECHNOLOGY REQUIREMENTS

Minimal technical skills needed.

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

The syllabus/schedule are subject to change.

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.etamu.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@etamu.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

Late Work

Late work will be penalized or will earn zero points, at the instructor's discretion. Missed assignments will earn zero points, unless PRIOR arrangements had been made with the instructor. In the case of extenuating circumstances beyond the students' reasonable control, the instructor will make a decision on a case-by-case basis. Failure to back up your work, system failures within the last 30 minutes of a submission window, or student error do not fall under extenuating circumstances. It is the students' responsibility to make sure that the assignments are properly submitted, on time, and backed up in multiple locations.

Interaction with Instructor Statement

You are encouraged to communicate with the instructor as frequently as you deem necessary to ensure your success in the course. It is the goal that emails be answered within 24 hours to

The syllabus/schedule are subject to change.

answer questions in a timely fashion. Emails should be formatted professionally and written in an appropriate tone and voice for professional communication. Emails that fail to include a subject, greeting, properly formatted body, and a salutation may not receive responses. Be respectful. Be professional.

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.

Community Accountability

I strongly recommend that you get contact information for one or two other classmates. If you are absent, contact one of these classmates to ask about what you might have missed, provide one another support. These classmates might be the first ones you turn to when you are confused, have a question about what's due/when it's due, or are running late to class.

Attendance

Attendance in this course is mandatory. Successful completion of this course is dependent on regular attendance in class. It is your responsibility to log your attendance on the sign-in sheet that will be in the classroom during each class session. Students who do not sign in or who are more than 30 minutes late to class will be considered absent.

You are allowed 3 “free” absences during the term. For each absence over three, you will receive a 2.5% deduction in your final grade in the course. So, for example, if you miss 7 class meetings, there will be a 10% deduction in your final grade (essentially the loss of one letter grade). If you know you will miss class, you should contact me prior to your absence.

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. Charles. Woods, Interim Chair of the Department of Literature and Languages** (Charles.woods@etamu.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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>

The syllabus/schedule are subject to change.

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)
<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

AI Use Policy

The East Texas A&M University (ETAMU) Writing Program acknowledges that there are legitimate uses of Artificial Intelligence (AI), Generative Artificial Intelligence (GenAI), and Artificial General Intelligence (AGI). The ETAMU Writing Program is guided by national, flagship organizations representing the discipline of English and the field of Writing Studies, including the Modern Language Association (MLA), National Council on the Teaching of English (NTCE), and the Conference on College Composition and Communication (CCCC) regarding the theorization and teaching of critical AI literacy. ETAMU Writing Program values a spectrum of beliefs about AI, GenAI, and AGI, ranging from ethical integration to absolute refusal. ETAMU Writing Program believes in and practices critical AI literacy alongside ethical, responsible integration of AI, GenAI, and AGI in our writing instruction, appropriately. We teach students to document their AI use in their writing and other curriculum deliverables while highlighting educational concerns about using these technologies. ETAMU Writing Program instructors share their position on and preferences for AI, GenAI, and AGI integration with students, and students follow the instructor's guidelines and the requirements of the course. Undocumented uses of AI, GenAI, and AGI can constitute an instance of academic dishonesty, including cases related to issues like plagiarism and misrepresentation in student deliverables.

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

The syllabus/schedule are subject to change.

Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu

Website: [Student Disability Services](http://www.etamu.edu/student-disability-services/)
<https://www.etamu.edu/student-disability-services/>

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.etamu.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

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.etamu.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

The syllabus/schedule are subject to change.

back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more

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.etamu.edu/library>
- **Email** ask@etamu.libraryanswers.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: 4th Floor, Room 406A
 A&M – Commerce at Mesquite Metroplex Center: 2nd Floor, Study Room

COURSE OUTLINE / CALENDAR

Week 1	Unit 5 - Finding Literacies in Communities	
13-Jan	In class:	
	For next class:	
15-Jan	In class:	
	For next class:	Read A Brief Introduction to English 1302 and Unit 5
Week 2	Unit 5 - Finding Literacies in Communities Reorientation/Introduction	
20-Jan	In class:	Discuss course direction Introduce research symposium (Capstone) Read Barton and Hamilton: Literacy Practices
	For next class:	Read Carter: What is a Community of Practice? Complete discussion board
22-Jan	In class:	Discuss readings. Read Multimodal "Writing"
	For next class:	Complete Responsible Conduct in Research Training Certificate to D2L due 1/25 by 11.59 PM.
Week 3	Unit 5 - Finding Literacies in Communities	
27-Jan	In class:	Discuss reading Pre-write for Considering Communities and Literacies (Small Groups)
	For next class:	Prepare rough draft, due before class on 1/29.
29-Jan	In class:	Peer-reviews. Read Research(ing) Literacies: A Brief Introduction to Unit 6
	For next class:	Read Research: Primary, Secondary, and Evaluating Sources, Oh My! Final Draft of Considering Communities and Literacies due 2/1 by 11.59 PM.

The syllabus/schedule are subject to change.

Week 4		Unit 6 - Research(ing) Literacies
3-Feb	In class:	Discuss the research process and potential resources. What might be a good primary source for your research?
	For next class:	Read Giving Credit, Citing Sources, and Avoiding Plagiarism
5-Feb	In class:	Activity: Finding and Evaluating Secondary Sources Discussion of attribution, citations, and bibliography Read The Literacy Ethnography as Research
	For next class:	Read Handling Family Business: Technical Communication Literacies in Black Family Reunions Complete discussion board
Week 5		Unit 6 - Research(ing) Literacies
10-Feb	In class:	Pre-write: Preliminary Topic Proposal and Annotated Bibliography
	For next class:	Rough draft for Preliminary Topic Proposal and Annotated Bibliography due before class 2/12.
12-Feb	In class:	Peer-review.
	For next class:	Final draft of Preliminary Topic Proposal and Annotated Bibliography due 2/15 by 11.59 PM.
Week 6		Unit 6 - Research(ing) Literacies
17-Feb	In class:	Discuss abstract writing
	For next class:	Complete the Advisor Approval Form
19-Feb	No class	Complete discussion board
	For next class:	Rough draft of Symposium Abstract due before class 2/24.
Week 7		Unit 6 - Research(ing) Literacies
24-Feb	In class:	Peer-review.
	For next class:	Final draft of Symposium Abstract due 2/25 by 11.59 PM.
26-Feb	In class:	Instructor Meeting/ Check-In Finalize registration for Annual Research Symposium 2026 Read A Brief Introduction to Unit 7 Read Listening For, Learning About, and Honoring Community Literacy Experiences
	For next class:	Read Toward Ethnographic Justice: Equitable Research with and for Linguistically Diverse Communities Read Ethical Dilemmas Within Online Literacy Research
Week 8		Unit 7 - Practicing Ethics and Building a Research Protocol
3-Mar	In class:	Discuss readings
	For next class:	Read Informed Consent Complete discussion board
5-Mar	No class:	Review Sample Statement of Ethics Activity: Drafting a Statement of Ethics Complete discussion board
	For next class:	N/A
SPRING BREAK 3/9 - 3/13		

The syllabus/schedule are subject to change.

Week 9		Unit 7 - Practicing Ethics and Building a Research Protocol
16-Mar	In class:	Activity: Identifying Your Research Questions and Developing Your Proposal
	For next class:	Activity: Preparing Interview Questions
17-Mar	In class:	Writing Session: Ethnographic Research Proposal
	For next class:	Rough draft of Ethnographic Research Proposal due before class 3/24.
Week 10		Unit 7 - Practicing Ethics and Building a Research Protocol
24-Mar	In class:	Peer-review.
	For next class:	N/A
26-Mar	In class:	Instructor Meeting/Check-In Read A Brief Introduction to Unit 8 Read Collecting Data in the Field
	For next class:	Read Organizing and Coding Data from the Field Final Draft of Ethnographic Research Proposal due 3/29 by 11.59 PM
Week 11		Unit 8 - Entering the Field
31-Mar	In class:	Activity: Literacy Artifact Analysis Activity: Preliminary Data Analysis A Brief Introduction to Unit 9
	For next class:	Read Working with Data Complete discussion board
2-Apr	In class:	Discuss presentations and poster formatting
	For next class:	N/A
Week 12		Unit 8 - Entering the Field
7-Apr	In class:	Poster/Presentation Workday
	For next class:	N/A
9-Apr	In class:	Poster/Presentation Workday
	For next class:	N/A
Week 13		Capstone Learning Showcase
14-Apr	In class:	Instructor Meeting/Check-In
	For next class:	Annual Research Symposium 4/15 from 1.00 PM - 6.30 PM.
16-Apr	No class	
	For next class:	Complete discussion board
Week 14		Capstone Portfolio
21-Apr	In class:	Reflection discussion on ARS experience.
	For next class:	Bring all portfolio documents
23-Apr	In class:	Peer-Review
	For next class:	N/A
Week 15		Capstone Portfolio
28-Apr	In class:	Course Wrap-Up
	For next class:	N/A
30-Apr	No Class	Work Day
	For next class:	Final Draft of Capstone Portfolio due 5/3 by 11.59 PM.
Week 16		
		FINALS WEEK 5/4-5/8

The syllabus/schedule are subject to change.