ENG 1302-08E: Written Argument & Research

Course Syllabus Spring 2026

INSTRUCTOR INFORMATION

Instructor: Emily Littlejohn
Office Location: DTH 214
Office Hours: Tuesdays & Thursdays, 11 a.m. to 12:30 p.m. and by appointment
University Email Address: emily.littlejohn@etamu.edu
Communication Response Time: I reply to emails within 48-hours, M-F, 8 a.m. – 5 p.m.

COURSE INFORMATION

Textbook(s) Required

1. For this course, we will be using a platform called Top Hat that is included through East Texas A&M's Inclusive Access fee that was charged to your bursar account when you registered for this course. **You will not need to make any additional purchases.** Top Hat will be accessible through our course shell in D2L. While you will receive an email about being able to opt out of this inclusive access, Top Hat is required for the course.
2. To join Top Hat, you must click on the Top Hat link in your D2L course on a web browser. A Top Hat launch link should be in the "Content" menu. Upon being re-directed to Top Hat, you can create an account if you are new to Top Hat or log in if you have an existing account. *Please follow your instructor'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*.

Software Required
- D2L
- Top Hat
- LeoMail
- A word processing program: *Students have free access to Office 365*.

Course Description

ENG 1302 – GLB/US Written Argument/Research • 3 credit hours. This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences. Students will write weekly, including such texts as journals, reading response logs, summaries of argumentative texts, argumentative papers, and longer papers integrating secondary research. Activities include close reading of sample texts, both student and professional. Some sections will emphasize special topics in both reading and writing. Prerequisites: Grade of C or better in English 1301 or advanced placement or CLEP.

Core Curriculum Course Objectives

- **Critical Thinking Skills**: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making.

English 1302 Learning Outcomes

- **Define** important terms/concepts including, but not limited to, literacy, community, research, ethics, knowledge, ethnography, and writing processes;
- **Discuss** the ways these terms expand based on cultural and communicative practices;
- **Locate** scholarly research related to key terms/concepts;
- **Examine** scholarly, personal, and/or multimodal texts that detail varying understandings and applications of key terms/concepts;
- **Develop** writing and research processes appropriate for ethically studying the literacy of a specific community;
- **Engage** in collaboration that supports individualized and communal understanding and writing development;
- **Collect** primary ethnographic data;
- **Organize** collected data in order to understand specific literacy community practices;
- **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), research methods, practices, styles, and/or languages;
- **Compose** texts across different genres and media of writing that further expand key terms/concepts based on primary ethnographic research and engagement with trustworthy secondary research;
- **Reflect** on your writing experiences and literacy practices;
- **Design** individualized learning goals appropriate for a first-year writing course; and
- **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

COURSE REQUIREMENTS & INSTRUCTOR POLICIES

Minimal Technical Skills Needed

Students must navigate our course platforms (D2L and Top Hat) as well as a word processing system such as Microsoft Word. *Students have free access to [Office 365](). * Please set up your access by the first day of class.

Instructional Methods

This is a face-to-face class. We will meet on Tuesdays and Thursdays from 9:30 a.m. - 10:45 a.m. in SS 313. For most classes, we will start with a review from the previous class or of the reading homework due that day. From there, I will give a brief lecture of new material and then we will engage in a class discussion or activity. I provide as much in-class writing time as possible, so you have many opportunities to seek help on assignments. I provide revision-based feedback on all major writing assignments submitted to D2L.

Student Responsibilities, Academic Integrity, & AI Use

Before each class, you will need to read a variety of primary and secondary sources in order to participate in our class conversations and activities. I treat the classroom as a space for mutual collaboration, so I expect you to share your TQEs (thoughts, questions, epiphanies)* about our course materials. True learning—lasting learning—requires more than listening to a 75-minute lecture twice a week. It involves active participation and effort, both individually and as a community.
*Marissa Thompson developed the [TQE method]().

You will also need to complete four major projects and a variety of engagement assignments to meet our learning outcomes. For assignments large and small, you are expected to maintain high standards of integrity and honesty. You can read definitions of academic integrity, academic dishonesty procedures, and citing resources [here](). In this course, learning requires your human thoughts, revelations, and experiences; AI would hinder my ability to evaluate what you learned from your work. **Thus, no generative AI use is permitted. Any AI use will be treated as academic dishonesty.**

For success tips, see "Some Habits for Success in College" in your textbook *Writing Inquiry* on Top Hat.

Attendance Policy & Make-Up Work*

Attendance is required. Learning is a social activity that is only impactful if you attend, engage, and participate. However, I know illness and other unforeseen circumstances may occasionally affect your ability to attend class, so you have 3 freebies. In other words, **you may miss 6 classes—for any reason—without penalty**. You do not have to tell me why you are absent or provide documentation (like a doctor's note). I will notify you, via email, when you have used up your freebies. **After your freebies, you will lose 2 points for every absence**.

You may also lose points, or be counted absent, for regular and/or significant tardiness and early departures. For instance, if you attend only the first (or last) 15-20 minutes of a class, you won't be counted as present because you did not experience/participate in most of our 75-minute meeting.

If you are absent, you can complete a **make-up activity** by emailing me to receive the specific activity for that day. Completing make-up work will count as your attendance (rather than losing 2 points!) and will keep you up to date with our course's concepts, goals, and objectives. Because I provide make-up work, **your 6 absence freebies include any and all of ETAMU's excused absences** like university competitions. Even if you miss class for an excused reason, you will need to stay up to date with the course content by completing make-up work when possible.
This policy is adapted from Dr. Rebecca Rowe's.

Interaction with Instructor Statement

My goal is to be as flexible and compassionate as possible. I am here to help you meet your learning goals. If you have questions or need support, please email me or come to my office hours. Don't know how to start an email? Get started with Portwood-Stacer's humorous explanation/template combo titled "How to Email Your Professor (without being annoying AF)" here.

Grading*

My approach to classroom assessment (i.e. grading) is labor-based—based on the labor/work you do instead of the quality of your work. I use a form of Gameful Learning which promotes self-motivated learning, risk-taking, and engagement with the course materials rather than numerical grades. **This should make the course less stressful because *you* are in control of your learning path and grade**.

There are many assignments in this course, and each one is worth a certain number of points. While some assignments are required (the major projects), many are not. Like many games, you'll earn experience points (XP) by completing assignments. You choose *which* and *how many* (non-required) assignments to complete to earn the grade you want. While I assign points to each assignment, your grade rests mostly on completion. If you do all that is asked of you in the manner and spirit it is asked, you will earn all the points that assignment is worth. This is why I emphasize *experience* in the XP system: **your grade in this course is about how much you experienced (or engaged with) the course content**.

This is a points-based class. **Your grade is determined by total XP—*not* a percentage**. While your *grade* is determined by completion, my *feedback* is based on the quality of your work. My feedback will propose ideas and recommend strategies to help you improve your analysis and writing skills.

Here's what you can expect from my rubric or global feedback throughout the semester:

Assignment Criteria	XP (Experience Points)	Instructor Feedback
Ideas	How you think and write will not affect your XP. I may disagree or misunderstand your ideas, but if you put in the labor, you are guaranteed full points.	My feedback will help you refine your ideas, deepen your analysis, etc.
Timeliness	Most work for this class is due Sunday night by 11:59 p.m., but this is a soft deadline. As long as it's in before I start working the next day, it's fine. After that, late projects will lose 1 XP each calendar day they are late. If you need an extension, fill out the **Extension Request Form** *before* the due date. Extensions are *not* available for end-of-semester work or short assignments (like discussion boards).	You're expected to know this policy, so I may or may not comment explaining why you lost XP.
Length	Any project that does not meet the minimum length requirements will lose points according to how much of the project is missing. For example, if the assignment requires 1,000 words and you submit 500, you can only earn half credit because you only completed half of the experience.	You're expected to know this policy, so I may or may not comment explaining why you lost XP.
Requirements	Even though I'm flexible with how students interpret prompts, if you do not complete the project asked of you, you cannot receive full points. For example, if you submit a project that requires research but include no research, the assignment would be incomplete and will receive no more than half of the possible points. Likewise, if you write an essay when a podcase is required, you cannot receive full points because you have not engaged with the public aspect of the project.	I will explain what you're missing, how the submission doesn't meet the assignment requirements, and why this is a problem for the project as a whole. My requirements are important because they help you engage with the course to your fullest and achieve the expected learning outcomes.
Grammar	Grammar will not affect your XP.	Generally, I do not give feedback on grammar unless it impedes readability. Then, I will offer suggestions to help you communicate more effectively.
Formatting	How you format your project will not affect your XP unless the formatting you choose goes directly against the assignment prompt. For example, if I assign a flyer and you submit a PowerPoint instead, you've not used the required formatting.	Generally, I will not give feedback on formatting unless it impedes readability or goes against the assignment prompt.
Citations	Your citation style will not affect your XP unless you have (1) plagiarized by not citing the sources you used; (2) not used any sources when they have been required; (3) forgotten a Works Cited completely; (4) submitted a list of links instead of a Works Cited.	I may occasionally offer suggestions to help you cite more effectively, but you won't lose XP or receive significant commenting regarding citations unless you do any of the 4 things listed to the left.

Your final grade for the semester will be determined by how many XP you have at the end:

A = 90+ XP
B = 80 – 89 XP
C = 70 – 79 XP
D = 60 – 69 XP
F = less than 60 XP
These grading and feedback policies were developed by Dr. Rebecca Rowe. While I changed some of the language, most of the language is borrowed.

Assessments*

Required Assignments	**80 XP**
Reading Activities	10 XP
Research/Writing Activities	10 XP
Major Writing Projects	20 XP
Capstone Project/Semester Portfolio	30 XP
Learning Showcase Presentation	10 XP
Additional (Community Engagement) Assignments	**20+ XP**
Class notes	3 XP each, 5 times max
Office Hours	3 XP each, 5 times max
Course Resource	3 XP each, 5 times max
Discussion Boards	3 XP each
Course Reflection	3 XP

Assessing Progress
As you can see in the point breakdown above, if you earn full XP on all the required assignments, you will earn 80 XP / 80% / a "B" in the class. If you only complete the required assignments but do not earn full credit on them, then you will earn less than a "B."

Throughout the semester, you can estimate your final XP using this formula: **current XP + expected XP**. For example, let's say it's midterm and you have earned full credit on the Major Writing Projects and the Reading Activities. This means your current XP is 30. If you expect to earn full credit on the Capstone Project (30 XP), the Learning Showcase Presentation (10 XP), the Writing Activities (10 XP), and the Course Reflection (3 XP), then your expected XP is 83. 30 current XP+ 53 expected XP = estimated 83 XP by the end of the semester.

Most of these assignments, as well as their designation as required or additional, are adapted from Dr. Rebecca Rowe's.

COURSE OUTLINE / CALENDAR
Homework is due before class, unless otherwise noted.

UNIVERSITY POLICIES & PROCEDURES
Technology Requirements & Support

LMS (D2L Brightspace and Zoom)

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

Technical Support

If you are having technical difficulty with any part of D2L 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

Access and Assignment Completion

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.

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 ETAMU campus open computer lab, etc.

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 online in the Student Guidebook. Your instructor reserves the right to ask any student to leave the class if they prove distracting or disruptive to their instructor and/or peers. Students should also consult the Rules of Netiquette Webpage for more information regarding how to interact with students in an online forum.

ETAMU Attendance

For more information about the attendance policy, please view the Attendance Webpage and the Class Attendance Policy

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

- Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03
- Undergraduate Student Academic Dishonesty Form

Use of Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.
Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. **If no instructions are provided the student should assume that the use of such software is disallowed**. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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@etamu.edu
Website: Office of 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 ETAMU 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.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health – Counseling Services

The Counseling Center at East Texas A&M University, 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 https://www.etamu.edu/counseling-center/.

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.

DEPARTMENTAL-SPECIFIC PROCEDURES

Writing Program AI Policy & Resources

See link above.

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 Dr. Jason Walker, the Director of Writing (jason.walker@etamu.edu). 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.

ADDITIONAL RESOURCES

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit https://www.tamuc.edu/writing-center.

Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

- **Chat with a Librarian!** Get immediate assistance with our chat service on the main Library page: https://www.tamuc.edu/library/
- **Email** ask@tamuc.libanswers.com. 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: Second Floor, Study Room