



**English 1302, 23W & 24W**  
**Written Argument and Research**  
COURSE SYLLABUS: Spring 2026

**INSTRUCTOR INFORMATION**

Instructor: Dr. Mo Reeves  
Office Location: Virtual: <https://tamuc.zoom.us/j/3103849103>  
Office Hours: Virtual Tues/Thurs 2-4pm  
University Email Address: [mo.reeves@tamuc.edu](mailto:mo.reeves@tamuc.edu)  
Communication Response Time: 48 Hours

**COURSE INFORMATION**

**Textbook(s) Required:** 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.

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](mailto: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 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 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.

**Software Required:**

*The syllabus/schedule are subject to change.*

- 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;

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- **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.

### **Instructional Methods**

This course is 100% Online and asynchronous meaning you can log in and complete work any time. Each week there are reading and writing assignments due. Our final exam is your capstone project. I encourage you to attend in person if possible. A prerecorded presentation may be approved.

## **COURSE REQUIREMENTS**

### **COURSE ASSESSMENT**

As an instructor, my approach to classroom assessment revolves around revision. Always turn in your work even if it is not complete in time. It is better to turn what you have in, receive feedback, and revise than to receive a zero for not turning the work in. You will have opportunity to revise all assignments and improve your grade as the semester continues.

Midterm and 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

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

<b>Writing Assignments (100 points each)</b>	<b>50%</b>
Writing Histories and Your Goals Reflection	10%
Considering Communities and Literacies	10%
Preliminary Topic Proposal and Annotated Bibliography	10%
Ethnographic Research Proposal	10%
The Learning Showcase	10%

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<b>English 1302 Semester Portfolio (200 points)</b>	<b>20%</b>
<b>Participation (300 points total; 20 points per week)</b>	<b>30%</b>
Writing Activities	
Top Hat Questions	

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<b>TOTAL</b>	<b>100%</b>
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### **Assignments**

Full prompts for assignments are available in Top Hat.

## **TECHNOLOGY REQUIREMENTS**

Student will need access to a word processing program such as Word or Google Docs and the ability to convert their files to pDF for submission. Additionally students will need access to the internet and ability to access our coursework on TopHat. Please visit the Writing Center or contact me for a tutorial if 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

LMS Requirements:

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

LMS Browser Support:

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

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

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use of a computer at a friend's home, the local library, office service companies, Starbucks, a East Texas A&M campus open computer lab, etc.

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

### **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, the Director of Writing** (charles.woods@tamuc.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

### **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.

## **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).  
<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>

### **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.

### **Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

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<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## **AI Use in Courses (Draft)**

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.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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

To measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

## **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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **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>

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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.tamuc.edu/counsel](http://www.tamuc.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 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](mailto: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: 4<sup>th</sup> Floor, Room 406A

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- A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

## Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing [hirealion@tamuc.edu](mailto:hirealion@tamuc.edu) or go online by clicking [schedule an appointment](#).

## 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 OUTLINE / CALENDAR

Academic Calendar: <https://inside.tamuc.edu/admissions/registrar/academicCalendars/>

ENGLISH 1302 Semester Outline Spring 2025	
Week #1: January 12-16	<i>Monday, January 12 is the first day of class.</i>
<b>Course Introduction</b> <ul style="list-style-type: none"> <li>● Discuss the syllabus, course objectives, and discuss student goal setting</li> <li>● Assign Writing Histories and Establishing Goal Reflection (see Unit 1)               <ul style="list-style-type: none"> <li>○ Writing Histories Reflection due at the end of Week 1</li> </ul> </li> <li>● Readings               <ul style="list-style-type: none"> <li>○ “Why a Writing Course?”</li> <li>○ “Writing Assignment: Writing Histories and Your Goals Reflection.”</li> </ul> </li> </ul>	
Week #2: January 19-23	<i>Observe MLK, Jr. Day – Campus closed January 19</i>

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## Unit 5

- Introduce Unit 5 and discuss literacy
- Discuss critical readings
- Assign Considering Communities and Literacies (see Unit 5)
- Establish Key Terms (*optional assignment*: Semester Glossary [Unit 10])
- Readings
  - “A Brief Introduction to ENG 1302 and Unit 5,”
  - Barton & Hamilton, “Writing Assignment: Considering Communities & Literacies,”
  - Carter “Communities of Practice”,
  - Moss, “Creating a Community”
  - ~~“Writing Processes” and “Writing Genre in Context” (Unit 10).~~

Week #3: January 26-30

*Census Day is January 28*

## Unit 5 continued

- Review previous key terms
- Discuss critical readings
- Students continue working on Considering Communities and Literacies
- Workshop and/or Peer Review Considering Communities and Literacies
- Readings
  - Alvarez,
  - Johnson & Arola
  - “Giving and Receiving Feedback” in Unit 10.
  - “The Writing Center is YOUR Resource” in Unit 10.
- Considering Literacies and Communities due this week

Week #4: February 2-6

## Unit 6

- Preview Unit 6
- Demonstrate Library research tools and/or invite Librarians for a visit
- Assign Preliminary Proposal and Annotated Bibliography
- Potential activities: “Finding and Evaluating Secondary Sources” and “Reverse Engineering.”
- Readings
  - ~~“A Brief Introduction to Unit 6,”~~
  - “RESEARCH! Primary, Secondary, & Evaluating Sources,”
  - ~~“Information Literacy,”~~
  - “The Literacy Ethnography as Research,”
  - Pleasant: Literacy Sponsors and Learning
  - “Writing Activity: Reverse Engineering”
  - Allen “Handling Family Business”
  -

Week #5: February 9-13

## Unit 6 continued

- Continue Unit 6 discussions
- Continue supporting student secondary research
- Readings
  - “Activity: Rhetorical Précis”
  - “Giving Credit and Avoiding Plagiarism in Unit 10
  - “Anatomy of the Academic Essay” in Unit 10.
- *Optional* schedule one-on-one conferences and/or research time
- Preliminary Proposal and Annotated Bibliography due this week

Week #6: February 16-20

## Unit 7

- Review Unit 5 and 6 key terms and skills. Preview the trajectory of Unit 7 and the course. Discuss semester trajectory for ethnographic research.
- Assign Ethnographic Research Proposal
- Readings
  - “A Brief Introduction to Unit 7,”
  - “Writing Assignment: Ethnographic Research Proposal,”
  - “Listening For, Learning About, and Honoring Community Literacy Experiences,”

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<ul style="list-style-type: none"> <li>○ “Toward Ethnographic Justice,”</li> <li>○ “Ethical Dilemmas within Online Literacy Research,”</li> <li>○ “Sample Statement of Ethics,”</li> <li>○ “Sample Informed Consent”</li> <li>● Activity: Identifying Your Research Questions and Developing Your Proposal”</li> </ul>
Week #7: February 23-27
<p><b>Unit 7 continued/Catch up week</b></p> <ul style="list-style-type: none"> <li>● Continue working on Ethnographic Research Proposal</li> <li>● Ethnographic Research Proposal due this week</li> </ul>
Week #8: March 2-6
<p><b>Unit 8</b></p> <ul style="list-style-type: none"> <li>● Introduce (or reintroduce) Ethnography Portfolio</li> <li>● Preview Unit 8 trajectory</li> <li>● Readings <ul style="list-style-type: none"> <li>○ “A Brief Introduction to Unit 8”</li> <li>○ “Collecting Data in the Field”</li> </ul> </li> <li>● Activities: Mock Interview and Field Notes &amp; Observations</li> <li>● Begin Field Research</li> </ul>
Week #9: March 9-13
<i>Spring Break – Campus Closed</i>
<b>NO CLASSES</b>
Week #10: March 16-20
<p><b>Unit 8 continued/Catch up week</b></p> <ul style="list-style-type: none"> <li>● <i>optional midterm/writing meetings with students</i></li> <li>● Students continue field research</li> </ul>
Week #11: March 23-27
<i>Midterm Grades due March 24</i>
<p><b>Unit 8 continued/Catch up week</b></p> <ul style="list-style-type: none"> <li>● Discuss organizing and analyzing data</li> <li>● Readings <ul style="list-style-type: none"> <li>○ “Organizing and Coding Data from the Field.”</li> </ul> </li> <li>● Activities: Conceptual Memos; Literacy Artifact Analysis</li> </ul>

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<ul style="list-style-type: none"> <li>● Complete field research</li> </ul>
Week #12: March 30-April 3
<b>Unit 9</b> <ul style="list-style-type: none"> <li>● Introduce Unit 9</li> <li>● Readings <ul style="list-style-type: none"> <li>○ “A Brief Introduction to Unit 9”</li> </ul> </li> <li>● “Key Concept: Working with Data” Begin drafting the ethnography</li> <li>● Read “The Zero Draft”</li> </ul>
Week #13: April 6-10
<b>Unit 9 continued</b> <ul style="list-style-type: none"> <li>● Continue drafting</li> <li>● Conduct peer review and/or instructor feedback on drafts</li> <li>● Re-read “Giving and Receiving Feedback” in Unit 10.</li> </ul>
Week #14: April 13-17
<b>Unit 9 continued</b> <ul style="list-style-type: none"> <li>● Revision and writing continued</li> <li>● Assign The Learning Showcase assignment</li> </ul> <p>Read “Rhetorical Grammar,” “Presenting Your Research,” and “The Learning Showcase.”</p>
Week #15: April 20-24
<b>Unit 9 conclusion/Catch up week</b> <ul style="list-style-type: none"> <li>● In class writing workshops</li> <li>● In class presentation drafting and practice</li> </ul>
Week #16: April 27-May 1
<i>Last Day of Classes May 1</i>
<b>Last Week of Class</b> <ul style="list-style-type: none"> <li>● In class writing workshops (continued)</li> <li>● In class presentation drafting and practice (continued)</li> <li>● Wrap up class</li> <li>● Reflect on semester objectives, outcomes, and goals</li> <li>● Remind students about course evaluations</li> </ul>
Week #17: May 4-8
<i>Finals Week. No regular classes held. Final Grades due May 11 at 5:00 pm</i>

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**Finals**

- Capstone: Ethnographic portfolio due this week
- Capstone: The Learning Showcase on Wed., May 7 from 3:00-5:00 pm in Rayburn Student Center 2<sup>nd</sup> Floor