ENGLISH 1302.25 W: WRITTEN ARGUMENT & RESEARCH
COURSE SYLLABUS: SPRING 2026 • CRN: 21179

Class Meets: 1/12/2026 through 5/8/2026

INSTRUCTOR INFORMATION

Instructor: Dr. Reza Panahi (he/him)
Email: reza.panahi@etamu.edu
Office Location: No physical Office, Online: Zoom by Appointment
Student Visiting Hours: Schedule by email

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INSTRUCTIONAL METHODS

Course Structure & Format
This is a fully web-based course conducted entirely through the D2L and TopHat platforms.

The syllabus/schedule are subject to change.

There are no scheduled in-person meetings. All course content, including lectures, discussions, group work, and assignments, will be released weekly. You are expected to log in regularly and manage your time to complete all weekly reading and writing assignments by their specified due dates.

Access

Access is the process of designing for all types of bodies, minds, and experiences. This class design strives to be inclusive of all students. I recognize that our classroom is made up of an array of learners and am happy to make any reasonable accommodations to make sure every student has an equitable experience in my class. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Counseling Center, are available to all students. I recognize that disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course. Please also see the **Resources & Support section** below and course webpage for additional support services.

COURSE INFORMATION

Required Materials

For this course, we will be using a platform called Top Hat that is included through the East Texas A&M's Inclusive Access fee 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**.

You will then access the course through a special "Top Hat Basic Launch" link in D2L > Content > Course Documents.

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.

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

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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.

In addition to the University-mandated learning outcomes, throughout this course, you and I will work together to establish, interpret, revise, and remix individualized learning goals. We may struggle to achieve every goal we set, and that is okay! But, as your instructor, I provide the following resources to aid us in developing our critical reading, writing, and research skills:

•   **Engagement with a wide range of texts** related to our course topics and goals. These texts will provide insight into literacies and communities within and beyond the university. Furthermore, the texts—which may include academic essays, textbook chapters, popular news articles, social media content, video lectures, etc.—will challenge you to (re)consider your understanding of expertise, writing, and research across contexts.

•   **Insight through discussion** of those texts with your classmates, other scholars, and me. Sharing our expertise is the best way to enrich our knowledges and design practices to sustain ourselves and our communities.

•   **Frameworks for analysis and action** based on rhetorical practices outlined by scholars, teachers, activists, elders, and ancestors. Most prominently, we will engage critical practices for rendering visible dangerous gaps in research and ideologies that are shielded by tradition, bigotry, and institutional bureaucracy

•   **Responsible and honest feedback** toward your work. The most important part of my job is not delivering content – you can look most of this stuff up yourself – but rather guiding your engagement with that content through conversations and assessments.

COURSE WORKLOAD

This is a writing, reading, and research course. You should expect to write, read, and research consistently. Assigned readings will lead into class discussions that will lead into independent research that will lead into writing, and so on. As the semester progresses, you'll receive feedback on your writing from your classmates and me, and you'll have the chance to continue to develop and revise those pieces based on that feedback.

Tips for Success in the Course

•   **Establish a routine** and set consistent times (in a calendar or planner) to focus solely on this class. Use this time to check your email, check D2L, and work on assignments.

•   **Log into D2L and Top Hat regularly.** Be sure you are keeping up with weekly assignments and staying informed via announcements and class discussions.

•   **Engage in discussion activities:** The majority of the learning in this course will come from discussions on D2L; missing or not participating will negatively impact your potential for success.

•   **Begin working on your assignments early and use resources** such as the Writing Center and Waters Library

•   **Communicate with Dr. Panahi (me!) regularly**, especially if you find yourself struggling! I will work with you to strategize the best ways for you to reach your learning goals.

•   **Take breaks to rest, relax, and do the activities that bring you joy**! Whether it's taking a walk, drawing, playing a video game, or talking on the phone with a friend, schedule these things into your calendar. They are necessary parts of your success. And if you're ever feeling overwhelmed by this class, please reach out to me!

COURSE ASSESSMENTS & GRADING OVERVIEW

This is a writing class; therefore, no exams are given, and you will demonstrate your content knowledge, critical thinking, and research skills through formal and informal writing, presentations, and weekly work (discussions and in-class activities). Full prompts will be available in D2L.

Assignment Categories and Weights

Assignment Category	Components	Weight
Writing Assignments	Writing Histories & Goals Reflection; Considering Communities & Literacies; Preliminary Topic Proposal & Annotated Bibliography; Ethnographic Research Proposal; Learning Showcase Presentation	30%
English 1302 Semester Portfolio	Ethnographic Project, Process Artifacts, Final Reflection	50%
Writing Activities	D2L Discussions; Semester Glossary; Peer Reviews; Top Hat Questions	20%

Note: Weights should be considered within the context of holistic assessment. They are listed to help you prioritize your labor per the assessment model discussed below.

Grades Feedback & Assessment

Your professor thoroughly believes that grades are technologies of surveillance and control. They limit the learning process, create habits designed to "get the A," and cause more anxiety

The *syllabus/schedule are subject to change.*

than they are worth. However, grades are important data points for scholarships, majors, future jobs, and graduation. To balance this distrust of grades with university requirements, a feedback and collaborative assessment model is used. You will not receive individual letter grades on assignments. Instead, assignments will receive constructive feedback to revise, rethink, and remix your work.

Table 1: Course Grading Scale

e 1: Course Grading Scale

Grade	Percentage Range
A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% – 69%
F	≤ 59%

Table 2: Breakdown of Course Assessments

T: Course Assessments

Assignment	Percentage of Grade	Due Date	Notes
Writing Assignment 1	8.8%	Week 4	Identify a community of practice.
Writing Assignment 2	13.2%	Week 7	Find 4 credible sources related to a community of practice.
Writing Assignment 3	13.2%	Week 10	Develop a proposal for the Final Project.
Writing Assignment 4	13.2%	Week 12	Prepare field notes and develop conceptual memos.
Writing Assignment 5	13.2%	Week 15	Final Project Portfolio: Paper, research artifacts, and reflection.
Final / Learning Showcase (Presentation)	8.8%	Week 16	Final Project Presentation.
Participation (D2L discussions and TopHat work)	29.4%	Continuous	Participate in discussions, respond to D2L threads, and complete TopHat readings and quizzes.

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Total = 100%

This course is not "gradeless" as midterm and final course grades must be entered. Collaboratively, a grade will be determined using the East Texas A&M standard grading scheme of A-F. Your professor is committed to your learning and will provide feedback based on professional expertise. You are welcome to meet to discuss feedback on your writing and progress, though a specific "grade" will not be provided in lieu of a discussion.

Course Procedures

This course is designed to foster a supportive and inclusive online learning environment. Below are the key procedures to ensure your success in this course.

Communication with Your Professor

Effective communication is essential for success in this online course. I use D2L announcements to share general course information and updates. For individual communication, please use email, and I will respond within 24 hours, Monday through Friday (often sooner). Regular communication via email is highly encouraged to discuss your progress, feedback, or any concerns.

Crises Response

We live in a complex and often challenging world, marked by recent global events such as a pandemic, political unrest, environmental disasters, and financial disruptions. Many of you may also face personal, familial, or community challenges that can be mentally and physically exhausting. While I have high expectations for your work in this course, I recognize that school may not always be your top priority. As your instructor, I am committed to supporting your learning by making this course accessible and accommodating. If you experience a crisis, please contact me via email to discuss your circumstances. Additional support resources are available in the Access Policy, Tips for Success, and Campus Resources sections on D2L.

Learning Coalition

This online classroom is a community of researchers working together to form a learning coalition. This coalition is a space where diverse thinkers with varied knowledge and perspectives collaborate to achieve common goals. You may encounter moments of discomfort or challenge, which can lead to deeper understanding and growth. However, I will not tolerate racist, sexist, homophobic, ableist, xenophobic, or otherwise intolerant language or behavior in discussion boards, D2L, emails, or assignments. If inappropriate behavior occurs, you will receive a warning via email. Continued inappropriate behavior may result in removal from the course and a report for misconduct.

Participation in the discussion board

Active participation in discussion board activities and other online tasks is strongly encouraged to enrich your learning experience. Discussion participation directly affects your ability to complete the course. I will monitor participation and may reach out via email if I notice limited engagement

Grievance Procedure

If you have concerns about the course, please first contact me via email to seek a resolution. If you are unsatisfied with the outcome, you may schedule an appointment with Dr. Charles Woods, the Director of Writing (Charles.Woods@etamu.edu). If Dr. Woods is your instructor, contact Dr. Hunter Hayes, Head of the Department of Literature and Languages. Refer to University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation") for additional guidance.

Syllabus Change Policy

This syllabus serves as a guide and may be modified during the semester based on student progress or other circumstances. Any changes will be communicated in advance via D2L announcements.

UNIVERSITY PROCEDURES

Student Conduct & Nondiscrimination Notice

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

Civil Rights Protections and Compliance

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 based on race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination based on sexual orientation, gender identity, or gender expression will be maintained.

- **Texas Senate Bill 17**
  (https://capitol.texas.gov/tlodocs/88R/billtext/pdf/SB00017F.pdf; https://policies.tamus.edu/08-01.pdf), The recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas does not in any way affect content, instruction, or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech about topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and

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inclusion. SB 17 has additional exceptions protecting academic freedom in scholarly research, creative works, and other activities.

AI Use in Courses

Any use of generative AI technologies should be meaningful, ethically considered, and properly documented. I suspect that you may experiment with AI technologies. I encourage it (to the extent that you are comfortable)! Before doing so, I highly suggest that you carefully consider the ethical and privacy implications of employing any composing or AI-generative technology. You should absolutely never input the intellectual property of others into any AI system without express permission; that is, do not input course readings or other materials into AI. I'm happy to discuss further if needed.

Here is the University policy for your consideration:

> East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that have the capacity to generate content, 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 the use of such software entirely for particular 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

Academic Integrity

I believe it is our shared responsibility to honor others as we build our own knowledges and tell our own stories. One topic we will discuss extensively in this course is the idea of ownership – who owns knowledge? This, of course, is a very complex question that cannot easily be addressed in a policy on a syllabus. So, let me be honest: I expect your work to be your work. I want to know YOUR thoughts, YOUR ideas, and what YOU have to say based on the relations you are building through reading, writing, and living. Your work doesn't have to be perfect – it just needs to be from you. If you are struggling with an assignment or believe you may have misused a source, please come talk to me and we will figure it out! Our goal as researchers is to build knowledge in relational and accountable ways

If I suspect that a submitted assignment is not your work, I will reach out to you immediately. My first instinct is to help you revise any potentially plagiarized (stolen/appropriated) material.

If a pattern of dishonesty becomes apparent, I will move the case forward based on the University procedures listed below: https://aggiehonor.tamu.edu/

I promise to never use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: A university pays turinit.com for its services (with your tuition dollars). Teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. Therefore, turnitin.com and other tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article from the journal *Hybrid Pedagogy:* *https://hybridpedagogy.org/resisting-edtech/*

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
> Website: Office of Student Disability Resources and Services
> https://inside.tamuc.edu/campuslife/CampusLife/CampusServices/studentDisabilityResourcesAndServices/default.aspx

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RESOURCES

Student Mental Health Support

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections 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/

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—that 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.etamu.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.etamu.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!
   o   Waters Library Research Office: Second Floor, Room 213 o Waters Library University Archives: 4th Floor, Room 406A
   o   A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

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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, email hirealion@tamuc.edu, or go online by clicking Schedule an Appointment.

TECHNOLOGY REQUIREMENTS

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**.**

LMS (myLEO/D2L)

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 the technical requirements

LMS Requirements

LMS Browser Support

Zoom Video Conferencing

COURSE OVERVIEW

This overview lists the dates and topics for our class. For the most up-to-date information, refer to our D2L course site.

ENG 1302 Online Course Schedule – Spring 2026
(16-week term, meets January 12, 2026, through May 8, 2026 – web-based class)

Week	Dates	Topics & Tasks	Homework / Deadlines*
1	Jan 12–16	Unit 5: Course introduction; syllabus review; D2L/Top Hat setup; literacy practices.	Complete Week 1 readings and introductory activities by Sunday, 11:59 p.m.
2	Jan 19–23	Unit 5: Communities of practice and literacies; literacy as social practice.	Complete Week 2 discussion/activity and planning work for Writing Assignment 1 by Sunday, 11:59 p.m.
3	Jan 26–30	Unit 5: Writing Assignment 1 – Considering Communities & Literacies.	Writing Assignment 1 (700–1,000 words + glossary, MLA or APA) due Sunday, 11:59 p.m.
4	Feb 2–6	Multimodal composition: food, place, and culture as literacy practices.	Week 4 discussion/activity due Sunday, 11:59 p.m.

The *syllabus/schedule are subject to change.*

Week	Dates	Topics & Tasks	Homework / Deadlines*
5	Feb 9–13	Unit 6/7: Research basics; literacy sponsors; reverse engineering sources; annotated bibliography.	Complete reverse engineering activity and draft Preliminary Proposal & Annotated Bibliography.
6	Feb 16–20	Unit 6/7: Information literacy; evaluating secondary sources; research proposal groundwork.	Writing Assignment 2: Preliminary Topic Proposal & Annotated Bibliography due Sunday, 11:59 p.m.
7	Feb 23–27	Ethics in research; research questions; ethics add-on to WA2.	Revise WA2 with research questions, ethics discussion, and consent form appendix; resubmit under WA2 folder by Sunday, 11:59 p.m.
8	Mar 2–6	Spring Break – no required class meetings.	Optional: continue reviewing readings and planning Ethnographic Research Proposal (WA3).
9	Mar 9–13	Unit 7: Ethnographic research; communities of practice; proposal drafting.	Writing Assignment 3: Ethnographic Research Proposal (including ethics statement and appendices) due Sunday, 11:59 p.m.
10	Mar 16–20	Research ethics and ethnography; focusing on revising and refining WA3.	Continue working on WA3 revisions as needed; no discussion board this week.
11	Mar 23–27	Interviewing and data collection; field notes; organizing and coding data.	Interview and Data Analysis assignment (interview table and field notes) due Sunday, 11:59 p.m.
12	Mar 30–Apr 3	From data to insight: conceptual memo; artifact selection and analysis.	Submit Interview and Data Analysis and Conceptual Memo Connection documents by Sunday, 11:59 p.m.
13	Apr 6–10	From insight to synthesis; connecting themes; developing thesis and outline.	Theme connection paragraphs; preliminary thesis and outline; short reflection due Sunday, 11:59 p.m.
14	Apr 13–17	Unit 9: Working with data; zero draft of final ethnographic paper.	Complete Top Hat activities (Introduction to Unit 9, Working with Data, Zero Draft) and draft the zero version of the final paper.

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Week	Dates	Topics & Tasks	Homework / Deadlines*
15	Apr 20–24	Presentation preparation: elevator pitch, slides, and Learning Showcase planning.	Prepare and polish ethnography presentation (slides/script or video); practice delivery.
16	Apr 27– May 1	Ethnography presentations (final step of research project).	Ethnography Presentation (recorded slideshow or video) due this week in D2L.
17	May 4– 8	Spring Finals Week – Capstone and course wrap-up.	WA5: Final Reflection / Capstone Portfolio (500 words or 2 pages double-spaced) due by the course final deadline.

*Unless otherwise noted, all weekly work is due Sunday at 11:59 p.m.

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