



English 1302, 01E
Argument and Research
 COURSE SYLLABUS: Fall 2026

Tuesdays, and Thursdays from 9:30 - 10:45 am in Education South, Sowers (EDS) 135

INSTRUCTOR INFORMATION

Instructor: Yu Lei

Office Location: David Talbot Hall (DTH) 214

Office Hours for Students: T, R 2:00 pm – 3:00 pm or by appointment

University Email Address: Yu.Lei@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: 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**.

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 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:

- D2L

The syllabus/schedule are subject to change.

- 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.

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Instructional Methods

This is a face-to-face class. We will meet on Mondays, Wednesdays, and Fridays from Mondays, Wednesdays, and Fridays from 10:00 - 10:50 am in Education South, Sowers (EDS) 127.

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.

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

For each class meeting, come to class on time and prepared. Coming to class prepared means having completed any reading and/or writing homework beforehand and bringing the required materials like a charged device for textbook access and notetaking.

Here's a brief list of responsibilities and tips for success:

1. **Successful students refer to the syllabus and schedule frequently throughout the semester.** The syllabus schedule is our foundational document that guides the course. You'll need it to plan your weeks effectively.
2. **Successful students attend class regularly.** Attendance matters! Really. Statistics show that 100% of students with 6 or less absences passed the course. Students with 10 or more absences are significantly more likely to fail the course.
3. **Successful students communicate with their professors and peers regularly and respectfully.** This class is not a lecture course which means you'll be mostly discussing, writing, and collaborating with your peers to make progress toward your learning goals and major writing projects. Be respectful of everyone's ideas, even if you don't agree with them. If you miss class or have questions, reach out to your accountability buddy or other peers in the class to find out what you missed or answer your question. When possible, email your professors to let them know you're missing class in advance. Once you've reviewed the syllabus schedule, weekly D2L module, and talked with your peers about what you missed, email your professors with any remaining questions that you have.
4. **Successful students plan their weeks with organizational tools.** I highly recommend a planner. If that's not your style, the Writing Center offers free organizational tools that you might find useful.
5. **Successful students study effectively with techniques like practice testing and distributed practice.** This means using flashcards (practice testing) to help you learn new concepts and reviewing them weekly (distributed practice). It also means working on writing projects a little bit each day leading up to the due date (distributed practice). In other words, don't cram the night before!

Note: This information adapted from "Some Habits for Success in College" in *Writing Inquiry*, 3rd edition. For more information about each of these strategies, see your textbook in Top Hat.

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Here's some additional tips for success that I highly recommend:

- **Accountability Buddy:** Find someone in the class to help you stay on track. This is someone you can text or email with questions about the class, reminders about deadlines, and even form a study/writing group with.
- **Annotate Assignment Prompts:** Annotate each assignment prompt to help you understand the requirements, give you a chance to ask questions about what's confusing, and use as a checklist to complete your writing projects.

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is labor-based.

Here's how it works. Each assignment is worth a certain number of points. You earn points by completing assignments.

The semester portfolio will be graded as letter grades (e.g., A, B, etc.). Other major assignments will be graded **as: Accept (full credit), Revise (half credit), or No credit (0).**

In the D2L gradebook, assignments except the final project will be marked as:

- Full Credit when the project is fully completed according to the assignment prompt and turned in promptly. Strong effort is evident and only minor revisions would be beneficial.
- Half Credit when elements of the project are incomplete and/or the project was not turned in promptly. Some effort is evident but major revisions would be beneficial. For assignments marked Half Credit, you are able and encouraged to revise and resubmit.
- No credit when a project wasn't completed and/or wasn't turned in.

The only reasons you may not receive full credit on an assignment are:

1. **Late submissions:** The original deadline is important—both for you and your instructor! The day that you submit a major writing assignment marks the end of one unit and the beginning of a new one. This means that it is hard to catch up if you get behind. The deadline is also important for your instructor to provide feedback in a timely manner. However, I understand that sometimes mental or physical illness, family emergencies, work, and other unforeseen circumstances may affect your ability to complete work on time. If you need more time to complete an assignment, fill out the Extension Form before the due date. *You will only lose points on a late assignment if you DO NOT fill out the Extension Form.* You will not lose points for a late assignment if you fill out the Extension form before the due date. (Note: This Extension Form is adapted from Dr. Rebecca Rowe's.) Late major assignments submitted without an extension form or beyond the extra days granted in your extension form will receive only half credit. Late minor assignments will receive only half credit.
2. **Short Projects:** Each major assignment you complete this semester gives you room to explore the unit's concepts within a certain length—a word count for an essay, a time length for a podcast or video, etc. You may lose points if your project is significantly shorter than required.
3. **Misunderstood-the-Assignment Projects:** Although many of the writing assignment prompts give you room to explore, there are certain requirements that still need to be met including engaging with the core concepts and questions included in the prompt. For

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example, if an assignment asks you to support your argument with credible sources and you do not include any secondary sources or only include sources that are not credible, then you may not receive full credit.

Feedback

I provide revision-based feedback on all your major writing assignments submitted to D2L. This feedback is meant to promote improvement in your writing process so that your writing improves with each new assignment. For more information about higher order concerns and the writing process, see “Making Collaboration Worth It” and “Good Writing is Always Hard” in Unit 10 of *Writing Inquiry* on Top Hat. This feedback is important not only to your learning, but also because you may submit revised projects as part of your 40-point final mission (Capstone Project).

In sum, you’re graded on how much labor you put into the course. This should make the class less stressful because you are in control of your learning path and grade.

*My assessment approach is inspired by and adapted from Dr. Ashanka Kumari (ETAMU) and Dr. Rebecca Rowe’s (ETAMU) labor-based grading policies and syllabi.

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

Weighted Grade Distribution

Category	Description	Weight
Precis Assignments	Precis #1 – Textual Analysis (Unit 1), Precis #2 – Text of Choice (Unit 2), Precis #3 – Argument (Unit 3).	20%
Explorative Proposal	Research topic proposal, Unit 1.	5%
Investigative Annotated Bibliography	6–7 sources, Unit 2.	15%
Final Revised Argumentative Research Essay	Culminating research paper, Unit 3.	25%
Process Assignments	PSA Tasks 1–4, plus any graded in-class activities, pop quizzes, or quickwrites the instructor creates.	20%
Capstone Research Presentation	Learning Showcase, Unit 4.	5%
PSA Project (Final Submission)	Final multimodal PSA, Unit 4.	10%

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Assignments

Full prompts for assignments are available in D2L.

TECHNOLOGY REQUIREMENTS

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.

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

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

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

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

ACCESS AND NAVIGATION

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

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a East Texas A&M campus open computer lab, etc.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Email Etiquette

For a light-hearted and humorous explanation of academic email etiquette, read “How to Email Your Professor (without being annoying AF)” by Laura Portwood-Stacer [here](#).

In sum, all emails to your instructor should include the following elements:

1. Subject Line: Your subject line should be clear and specific. Recommended format: Name. Class and Section #. Topic of Email.
2. Salutation: Greet your instructor by their preferred name.
3. Body: Keep your message clear, concise, and respectful (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and that every interaction is a reflection of your academic persona.
4. Closing: End your email with an appropriate closing followed by your full name.

For more details about these elements, an example email, and a template, see “Some Habits for Success in College” in *Writing Inquiry* through your Top Hat platform.

Attendance

I take attendance during our ice breaker or review session at the beginning of each class. I will maintain an attendance record all semester. Attendance counts for 10% of your final grade. Three tardies count as one absence. Your attendance grade is graded as follows:

- A 0-4 absences
- B 5-9 absences
- C 10-14 absences
- D 15-18 absences
- F 19 and more absences.

“It is important to attend class on time and come to class prepared (preparation means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and notetaking). Attending class on time ensures that you do not miss any course announcements, reminders, lectures, or activities. Attending your writing class is important beyond receiving information because your writing classes are not primarily “lecture” courses. Instead English 1301 and English 1302 help you build your critical reading, writing, and thinking skills through class discussions, in-class activities, and peer-to-peer collaboration. Learning, in these classes specifically, is a social activity that is only impactful if you attend, engage, and participate.”

For more information about attendance and participation, see “Some Habits for Success in College” in *Writing Inquiry* through your Top Hat platform.

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>

Submission Guidelines

You will submit your writing assignments on D2L. You must use a D2L compliant file type such as Word .docx, PDF, PowerPoint .pptx, etc. Apple Users: Pages is not a D2L compliant file type.

Interaction with Instructor Statement

My goal is to be as flexible and compassionate as possible. If you have questions or need support, please email me or come to my office hours. I will do whatever I can to help you meet your learning goals. To answer emails as quickly and accurately as possible, please follow the email etiquette guidelines described above and in “Some Habits for Success in College” in *Writing Inquiry* (available on Top Hat). I respond to emails within 48-hours, Monday-Friday, 8 a.m. – 5 p.m.

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. Dr. Jason A. Walker, the Director of Writing** (Jason.Walker@etamu.edu). In the case when the Director of Writing is the instructor, the student should contact **Dr. Charles Woods, 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”).

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>

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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.

East Texas A&M University Writing Program Artificial Intelligence Policy and Resources

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 (NCTE), 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.

Resources

1. East Texas A&M University Undergraduate Academic Dishonesty Protocol: <https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03.pdf>
2. ETAMU AI Policy (2023): <https://acrobat.adobe.com/link/track?uri=urn%3Aaid%3A%3AUS%3A5f636e19-c70f-3f14-a988-18140fdf69f8&viewer%21megaVerb=group-discover>
3. Modern Language Association: <https://style.mla.org/citing-generative-ai-updated-revised/>
4. MLA-CCCC Joint Task Force Working Papers: <https://cccc.ncte.org/mla-cccc-joint-task-force-on-writing-and-ai>
5. Texas A&M University Guidance: <https://ai.tamu.edu/teach-with-ai/use-guidelines-and-ethics.html>

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:

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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>

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](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

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issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

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

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.

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- **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

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 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

Week	Unit	Topic	Assignment(s)
0		Introduction. Discuss syllabus and class policies	Access D2L course shell and read syllabus.
1	Unit 1: Foundations of Academic Argument and the Explorative Proposal	Course introduction and expectations; foundational definitions and models for academic argument (e.g., Toulmin and Rogerian)	
2	Unit 1: Foundations of Academic Argument and the Explorative Proposal	The rhetorical situation and textual analysis; introduction to academic style guides and the Precis assignment	
3	Unit 1: Foundations of Academic Argument and the Explorative Proposal	Basic proposal-writing conventions; research as inquiry, starting from questions rather than answers	Precis #1 – Textual Analysis (400–500 words)
4	Unit 1: Foundations of Academic Argument and the Explorative Proposal	Review of Unit 1 concepts; drafting practices for the Explorative Proposal; introduction to the PSA Project	Explorative Proposal (1–2 pages); PSA Task 1 (team formation and communication plan)
5	Unit 2: Investigating and Engaging Sources	Investigative Annotated Bibliography assignment expectations; the annotated bibliography genre and its conventions; locating credible sources	
6	Unit 2: Investigating and Engaging Sources	Ethical source integration — citation, quotation, paraphrase, and summary; avoiding plagiarism; strategies for reading scholarly articles	
7	Unit 2: Investigating and Engaging Sources	The Burkean Parlor as a model for research as conversation; reflective research and synthesis strategies; Works Cited/Reference page conventions	Precis #2 – Text of Choice (400–500 words)
8	Unit 2: Investigating and Engaging Sources	Continued revising and editing practices for the bibliography	Investigative Annotated Bibliography (6–7 sources); PSA Task 2

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Week	Unit	Topic	Assignment(s)
9	Unit 3: Composing the Researched Academic Argument	Argumentative Research Paper requirements; outlining and planning strategies; establishing exigence; review of academic argument and the rhetorical situation	
10	Unit 3: Composing the Researched Academic Argument	Developing academic argument thesis statements; writing introductions and conclusions	PSA Task 3
11	Unit 3: Composing the Researched Academic Argument	Composing claims and support with meaningful source integration; writing cohesive body paragraphs	
12	Unit 3: Composing the Researched Academic Argument	Preparing for individual student conferences; overcoming writing anxiety; setting goals for the conference	Precis #3 – Argument (400–500 words)
13	Unit 3: Composing the Researched Academic Argument	Incorporating instructor and peer feedback; revising and editing strategies; ethical attribution and building the final bibliography page	Full Draft of Argumentative Research Essay; Peer Review Report and Revision Plan; PSA Task 4
14	Unit 3: Composing the Researched Academic Argument	Thanksgiving Break; no new content introduced	
15	Unit 4: Capstone — Research Presentation, PSA, and Reflection	Effective presentation design and delivery; adapting written argument into oral, visual, or digital formats; finalizing and rehearsing the team PSA	Final Revised Argumentative Research Essay (2,500–3,000 words); PSA Project final submission
16	Unit 4: Capstone — Research Presentation, PSA, and Reflection	Learning Showcase; transfer of rhetorical and research skills to future academic and disciplinary writing	Capstone Research Presentation (Wednesday, December 9 th ; Time: 3pm–5pm Location: Student Center, 2nd Floor); Final Reflection Essay (300–400 words)

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