



ENG 1302.02E: Written Argument and Research

(CRN 80608)

COURSE SYLLABUS: FALL 2026

TR 11:00 AM – 12:15 PM

309 Ferguson Auditorium and Social Sciences

INSTRUCTOR INFORMATION

Instructor: Dr. Deborah M. Scaggs, PhD

Office Location: 227 David A. Talbot Hall

Office Hours: T 12:30 PM – 1:30 PM or by appointment

Zoom may be used

University Email Address: deborah.scaggs@etamu.edu

Preferred Form of Communication: email

Communication Response Time: 48-72 hours



COURSE INFORMATION

Software Required

1. Microsoft Word or its equivalent. Students using MACs **must** save documents as .rtf or .pdf files.
 - Students using [GoogleDocs](#) or [Office 365](#) are responsible for ensuring that their submissions are fully compatible with dropboxes in D2L and *TurnItIn*. **Do NOT use links.** (The hyperlinks direct you to instructions for converting to .doc files.)
 - Get [FREE Office 365](#) through ETAMU.
2. Adobe Reader for PDF files.

Other Texts and/or Materials

1. [Adobe® Creative Cloud](#), provided by ETAMU. (Includes Adobe Reader.)
2. Dictionary (hardcopy or mobile app).
3. All students *must* have a working ETAMU e-mail address.
4. Access to a computer and high-speed internet for writing, saving, and submitting assignments electronically and for accessing online resources.
5. Familiarity with [Discussion Forums in D2L](#) (DFs) for submitting responses to discussion questions.

The syllabus/schedule are subject to change.

6. Familiarity with using your webcam for recording videos for submission to D2L assignment dropboxes and discussion forums.



Important Dates:

September 4: Last day to drop with 100% refund

August 20: First day of classes

October 8-9: Fall Break—No classes

October 29: Last day to drop (no refund)

December 4: Last Class Day

Final Grades Due: Monday, December 14 by 5:00 PM

***Final Exam Date:** Wednesday, May 7 from 3:00-5:00 PM in **Rayburn**

Student Center, 2nd Floor

*The final exam will be the “Learning Showcase” that is **required** for this course. This event is for all ENG 1302 students who will be presenting their Public Service Announcement (PSA) projects in a public setting. Students in this section of ENG 1302 will present to the instructor during Week 16 in preparation for this event.

Course Description

ENG 1302 – GLB/US Written Argument/Research (Hours 3)

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.

Additionally, ENG 1302 builds on the rhetorical foundation from ENGL 1301, moving students into scholarly and public argument. Students pursue a topic of genuine interest through a staged research process, learning to locate, evaluate, and synthesize sources into a researched academic argument, while also collaborating with a team to adapt their research into a Public Service Announcement for a real public audience. Students practice the full cycle of academic writing, from proposal through peer review to substantive revision, and close the semester by presenting their research and reflecting on their growth as researchers, writers, and communicators.

Course Goals

Focus Area	Course Goal
Inquiry-Driven Research	Move from a topic of personal interest to a focused research question, and locate credible sources using academic research strategies.

The syllabus/schedule are subject to change.

Focus Area	Course Goal
Source Evaluation & Annotation	Evaluate scholarly, trade, popular, and primary sources for credibility and relevance, and annotate sources to build an investigative bibliography.
Argumentative Synthesis	Synthesize research into a sustained, thesis-driven academic argument using a defined argument model (classical, Toulmin, or Rogerian).
Ethical Source Integration	Integrate evidence accurately and ethically using MLA citation, avoiding common source-use errors such as dropped quotations and patchwriting.
Sustained Revision Practice	Engage in a full, staged revision cycle — outlining, individual conferencing, peer review, and substantive revision — culminating in a final researched argument.
Public-Facing Communication	Adapt a written academic argument into a public-facing format (the PSA Project), considering audience, purpose, and rhetorical strategy beyond the traditional essay.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Develop a focused research question from a topic of personal or academic interest.
2. Locate, evaluate, and annotate scholarly, trade, popular, and primary sources for credibility and relevance.
3. Synthesize research into a sustained, thesis-driven academic argument using a defined argument model.
4. Integrate evidence ethically and accurately using MLA citation conventions.
5. Engage in a full revision cycle, including outlining, individual conferencing, structured peer review, and substantive revision.
6. Adapt a written academic argument into a public-facing multimodal format for a real audience.
7. Reflect on growth as a researcher, writer, and communicator, and identify strategies that transfer to future academic and professional contexts.

Core Curriculum Course Objectives

1. **Critical Thinking Skills:** includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLOs #1, 2, 3, 4, 5, 6)
2. **Communication Skills:** includes effective written, oral, and visual communication. (SLOs #2, 3, 4, 5, 6, 7)
3. **Teamwork:** includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (SLOs #5, 6)
4. **Personal Responsibility:** includes the ability to connect choices, actions, and consequences to ethical decision making. (SLO #4, 5, 6, 7)

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students are expected to be able to use a computer for accessing content, completing and submitting assignments (e.g., using Word), and engaging in online sources. Ability to use Word (or its equivalent), Adobe Reader, and [D2L Brightspace](#) (D2L) as its Course Management System (CMS). Students are expected to know how to use Discussion Forums ([DFs](#)) for [submitting responses to discussion questions](#). If you have issues with your browser, then you should try [clearing cache, cookies, and history](#) and try again. If that still does not fix the issue, then you need to call the Center for IT Excellence (CITE) at 903.468.6000 or email them at helpdesk@tamuc.edu.

Instructional Methods

This course relies on class lecture and discussion, independent reading and writing, in-depth research using ETAMU's library databases (online), the active use of D2L, close reading of texts, and collaboration with peers. There will also be handouts made available to enhance instruction.

Student Responsibilities or Tips for Success in the Course

The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation/discussion. Staying on top of the assignments, doing them seriously, and being prepared for class is crucial for student success in this course. Students should come prepared with all relevant texts and on time every day. Students should expect to spend about **5 hours a week outside of class** for reading, writing, thinking, and studying.

Academic Integrity

Students who do not learn to control MLA document design and documentation will find it difficult to earn a passing grade. Part of academic writing is being able to control information and source material you use in research and writing. Writers **must** learn to use source material ethically, including the use of Generative Artificial Intelligence (GenAI).



- With direct quotes, any missing open or close quotes = Plagiarism.
- With paraphrases or summaries, any missing citations = Plagiarism.
- Missing in-text citations = Plagiarism.
- Using sources, quoting them, but not including them in a bibliography = Plagiarism.
- Using GenAI without citing it as a source = Plagiarism.
- Using GenAI without permission from the instructor = Academic Dishonesty.
- Intentionally misrepresenting a source's ideas by saying it says something it does not say = Academic Dishonesty.
- Including sources in a bibliography without using them in the essay is either plagiarism (you used a source but did not cite it) or academic dishonesty (you

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are attempting to obfuscate the fact that you have not used the required sources).

Unintentional plagiarism is still plagiarism.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
 B = 80%-89%
 C = 70%-79%
 D = 60%-69%
 F = 59% or Below

Assignments and Evaluation

The most important consideration for all writing is content (argument, structure, research ethics); however, grammar and usage are also important because 1) a person's literacy is often judged according to the number of distracting sentence errors that appear in writing, 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively, and 3) as students in an English course, your ability to control language is one you should hone. Therefore, students will need to achieve control of Standard Academic American English (SAAE).

Evaluation breakdown of assignments is as follows:

Category	Description	Weight
Précis Assignments	Précis #1 – Textual Analysis (Unit 1) Précis #2 – Text of Choice (Unit 2) Précis #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%
On Demand	PSA Tasks 1–4, plus any graded in-class activities, pop quizzes, or in-class activities	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.

Project Score Breakdown: Since this course emphasizes and encourages the *writing process*, 20% of a writing project's score is derived from preliminary drafts and peer-reviewing and 80% is derived from the final product. This adds up to the 100% total score and applies to each of the essays.

Points *are earned* based on **completion of minimum requirements, on-time submission, quality, and rubric**. Below is an example of the breakdown of a written assignment that has one (1) preliminary draft, one (1) peer review, and the final product, with evaluation criteria described within parentheses:

10 pts. – Draft #1* (points earned from correct format, appropriate citations, minimum word count completion, minimum sources requirement, assignment adherence, and on-time submission)

10 pts. – Peer Review on Draft #1** (points earned from percentage of completion, quality, and on-time submission)

100 pts. – Final Draft*** (points earned from correct format, minimum word count completion, minimum sources requirement, on-time submission, assignment adherence, and rubric)

120 pts. possible per project

Note on Written Coursework

NOTE: No “recycled” essays, essays written in other classes, in other sections of this course, or at other institutions or venues are permitted *unless and until* the instructor(s) provide(s) written consent, using official university email or letterhead.

NOTE: All drafts must be completed in order for students to have a final draft graded. Failure to submit a draft on time will result in a student jeopardizing success in this course.

NOTE: Drafts will be peer reviewed (and, when possible, commented on by the instructor). Failure to submit a draft on time makes it harder for peers to complete the peer feedback.

NOTE: Final drafts will be graded solely by the instructor. Feedback on final drafts should be used to improve writing for subsequent writing.

NOTE: Uncorrected errors will affect final paper grades. Students who do not learn to control grammar, spelling, and usage will find it difficult to earn a passing grade. Writing means communicating, and if the writing is hard to read or understand, then the writer is failing to communicate.

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NOTE: Students who do not learn to control MLA document design and documentation will find it difficult to earn a passing grade. Part of academic writing is being able to control information and source material. Writers **MUST** learn to use source material ethically.

- **Grading Timetable:** The instructor will make every effort possible to return grades and comments on major assignments *within one (1) week* and *within seventy-two (72) hours* on minor assignments, but depending upon the assignment, the instructor may need more time.

- **TurnItIn:** This is web-based anti-plagiarism software that all students must incorporate into their submission process for all essays.

- ❖ Working drafts (all drafts that are composed prior to final essay submission) and final products submitted for final evaluation must include all necessary, appropriate, and accurate citations for source material.
- ❖ It is the responsibility of the student to make sure that all drafts are submitted to the correct *TurnItIn* drop box on time. Work that is **not submitted to TurnItIn will not be accepted** for grading. The instructor will evaluate the report generated by the software to determine if there are any academic integrity infractions.
- ❖ Students should save all digital receipts generated by *TurnItIn* to verify that assignments were submitted on time.

- **Generative Artificial Intelligence (GenAI):** The development and wide availability of GenAI (e.g., ChatGPT) has created a great deal of discussion in academic settings about what its availability means for learning. In fact, this new tool raises questions about how writers think of themselves *as writers* and what it means to use technology to write. As GenAI becomes more powerful and ubiquitous, we all need to learn to use it in ethical and critical ways.



Tools like GenAI are exciting and have great potential, yet they are not without problems because research is showing that the algorithms it depends upon can not fully detect bias, accuracy of information, or verification of source material in the data it uses. Therefore, users can not be sure that all of the information it provides is true, accurate, or usable. Information that GenAI provides is often not cited, making it difficult for users to verify claims and ideas it presents. Additionally, to fully rely on GenAI means that users assume its output is factual, accurate, reliable, and harmless. Simply put, this is not universally the case. Ultimately, students are fully responsible for any work they submit and the veracity and usability of its information.

In this course, the work students turn in for this course should be composed by the individual student alone unless the instructor gives explicit permission. If students use a GenAI tool to generate ideas or to develop an essay, then they would need to (1) first get permission from the instructor after a discussion about how it will be used and (2) cite any ideas that *it* generates, giving *it* credit for the work. This includes which GenAI tool was used, what model or version, and when it was used. The audience needs to be able to distinguish between what are writers' original ideas and thinking and what is not, just like any time source material is used. Plus,

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if students are merely relying on a program to think for them, then they are not learning nor thinking for themselves.

TurnItIn also detects possible GenAI compositions or contributions, and I will review the GenAI report for any possible academic infringements.

● **Format:** All compositions will be electronically submitted. If students are using a Macintosh computer, they should save work as a “rich text format” (.rtf) document, Word (.doc or .docx) for Mac file, or as a “portable document format” or PDF (.pdf) file to ensure computer software compatibility. Students will use the most common discipline-specific document design and citation format for English, which is [MLA 9th edition](#). **Older editions will not be accepted and points will be deducted for inaccurate MLA citation and mechanics.**

Students must ensure that their essays are fully compatible with the submission dropboxes in D2L (including TurnItIn) and in Discussion Forums (DFs). Students will need to use Office 365 (free with your enrollment at ETAMU!) for its Word program rather than [Open Office](#) or [GoogleDocs](#). (The hyperlinks direct you to instructions for converting to .doc files.) When students save [GoogleDocs](#) or [Open Office](#) files as PDF or Word files, the formatting **does not** transfer to meet MLA document design. Therefore, students are responsible for ensuring that their submissions meet MLA guidelines.

● **Late Work:** Regardless of the assignment, deadlines are deadlines. Since the writing in this course will be submitted online, there really is no excuse for late or missing work. Late work will lose points. A student may **request** an extension by communicating with the instructor, in person or via e-mail, **at least 48 hours in advance of a deadline**, but the granting of an extension is dependent upon the circumstances and is at the sole discretion of the instructor. **If** a student has an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting deadlines, then they should **communicate with the instructor as soon as possible** so that a solution to the problem can be found.

NOTE: Some assignments—like drafts and peer reviews—are highly dependent upon timely submission in order to receive feedback for revision. Other assignments—like brainstorming or reading activities—are solely for the individual learner to maintain progress in learning. If work is turned in late without prior approval, students should expect to lose points, earn a zero (0), or be lowered a letter grade for each day’s delay, and a student has up to three (3) days (including weekends) to present the late work, after which no credit is possible.

TECHNOLOGY REQUIREMENTS

Learning Management System (LMS)

All course sections offered by East Texas A&M University have a corresponding course shell in the MyLeo Online Learning Management System (LMS). Visit D2L Brightspace® webpages for the [LMS requirements](#) and for [LMS Browser Support](#). Users will need to prepare for the use of Zoom by verifying [Zoom System Requirements](#) for any office hours needed.

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Access and Navigation

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



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

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor. The textbooks, assignment sheets, rubrics, and other assignments within D2L can be addressed by the instructor.

Technical Support

If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or visit [D2L Brightspace's support page](#).

Interaction with Instructor Statement

There will be many opportunities to interact with the instructor. First, the instructor is open to questions, observations, or needs for clarification during class. Second, the instructor will provide feedback on final versions of submitted work. Third, the instructor has office hours where students are welcome to attend to discuss class materials, writing concerns, or future endeavors or to receive academic advising.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance and Tardiness



In an online course, missing work or lack of engagement in the course materials constitutes "absence." In face-to-face (F2F) classes, not being physically present constitutes absence. Students are expected to attend classes on-time and in their entirety and to complete all assignments. If there are

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extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time or remaining in the class for its duration, then it is the student’s responsibility to communicate absences with their instructors. In the online environment, daily engagement is needed to count for attendance.

Tardiness in F2F: If a student is more than 10 minutes late to class or if a student leaves class 10 minutes or more early, this will count toward attendance. Three (3) “tardies” or leaving early equals one (1) absence.

Absence in F2F: If students have excessive, unexcused absences from class, they will fail this course. “Excessive, unexcused absences” are determined as follows: four (4) or more in a MW or TR course, six (6) or more in a MWF course, and two (2) or more in a MTWR summer course or in a once-a-week graduate course.

All absences are considered unexcused **until and unless** the student persuades the instructor that the absence merits being excused. Instructors require documentation within seven (7) calendar days for the absence to be excused and missing assignments to warrant acceptance. Acceptable reasons for an absence, which will not affect a student’s grade, include, but are not limited to:

1. Participation in university sponsored activity at the request of university authorities;
2. Death or major illness in a student’s immediate family;
3. Routine, short-term support of infant and parent health care matters;
4. Illness of a dependent family member;
5. Participation in legal proceedings or administrative procedures that require a student’s presence;
6. Religious holy days;
7. Illness that is too severe or contagious for the student to attend class;
8. Required participation in military duties;
9. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
10. Doctor visits that can not be rescheduled or that require travel.

Students are responsible for providing satisfactory evidence (e.g., physician’s note, military orders, medical release, etc.) to the faculty member within seven (7) calendar days of their absence and return to class. They must substantiate the reason for absence.

If an off-campus licensed physician provides evidence of a student’s illness, the written excuse, orders or documentation must contain:

- the date and time of the doctor’s appointment,
- the prognosis of illness,
- the doctor’s opinion and recommendations for the individual student, and
- the opinion on whether or not the student is able to attend class.

If an absence is not an excused absence, the faculty member will decide whether makeup work will be allowed. In some courses, attendance and in-class participation are ongoing requirements and an integral part of the work of the course.

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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](#). Some key elements that are part of “common decency and acceptable behavior” include:

1. using the “silent” mode on cell phones for the duration of class;
2. removing headphones or earphones for the duration of class;
3. not accessing the web or apps on cell phones, tablets, or laptops unless it is directly related to the current course (i.e., ebooks, notetaking);
4. arriving to class on time;
5. not speaking while others are speaking; and
6. not bringing children to class.

If there is an emergency or an issue that demands attention, then students should step out of the classroom to address it. Students should also consult the [Rules of Netiquette](#) (and the “Golden Rules for Netiquette,” a PDF file in D2L) for more information regarding how to interact in an online forum.

ETAMU Attendance

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

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 Policy 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty Policy 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

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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

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University 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.

Library

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

- **Chat with a Librarian!** Get immediate assistance with their [chat service](#) on the main

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the teaching and learning that occurs inside of the university. On occasion, other faculty members may observe classes in order to provide feedback to the faculty member about the course activities, the goal, of which, is to improve individual teaching and the design of this course so that they work as effectively as possible in preparing all students for academic and professional success. Therefore, any writing that a student passes in this semester may be read by other faculty members here at ETAMU but without names so that the student, as the writer, remains anonymous. **NOTE: Students should keep in mind that any subject matter they disclose about past, present, or future abuse, assault, harassment, or mortal threats may be reported to the appropriate authorities.** For more information, please see the [University's Privacy Policy](#) and [Student Rights and Responsibilities](#).

Note: The following is our tentative schedule of activities and due dates for this course. Any changes that are made will be given well in advance in class. *The assigned readings for each class period should be done **before** coming to class.*

Unit 1: Foundations of Academic Argument and the Explorative Proposal (Weeks 1–4)

Theme: Entering academic argument through personal interest.

Learning Focus: Students revisit appeals and rhetorical context from ENGL 1301 while expanding to scholarly and public discourse. Each student selects a topic of personal interest, continuing the ENGL 1301 topic or choosing a new one, and learns that academic research begins with questions rather than answers.

OER textbooks: Informed Arguments: A Guide to Writing & Research; How Arguments Work: A Guide to Writing and Analyzing Texts in College; Write What Matters: Your Guide to College Writing

Week 1: Introducing Major Academic Argument Concepts.

Topics covered: Course introduction and expectations; foundational definitions and models for academic argument (e.g., Toulmin and Rogerian).

Reading: Irvin, "What is Academic Writing?," *Writing Spaces, Vol. 1* (<https://parlormultimedia.com/writingspaces/past-volumes/a-students-guide-to-collaborative-writing-technologies/>)

In-class activity: Syllabus and academic integrity review; introduction to the argument models used throughout the course.

Week 2: Arguments Informed by the Rhetorical Situation.

Topics covered: The rhetorical situation and textual analysis; introduction to academic style guides; introduction to the Precis assignment.

Reading: Jeffrey, Zickel, Pantuso, et al., "3.4 What is the Rhetorical Situation?," *Informed Arguments: A Guide to Writing & Research* (<https://odp.library.tamu.edu/informedarguments/chapter/what-is-the-rhetorical-situation/>)

In-class activity: Textual analysis practice applying the rhetorical situation; overview of Precis #1 structure and expectations.

Week 3: Proposal Writing and Research as Inquiry.

Topics covered: Basic proposal-writing conventions; research as inquiry, starting from questions rather than answers.

Reading: Binder, Fields, Holcombe, et al., "Proposal," *UNM Core Writing Program: English Reader* (<https://nmoer.pressbooks.pub/unmcorewriting/chapter/proposal/>)

In-class activity: Proposal writing workshop: students draft a preliminary outline of their Explorative Proposal, framing their topic as a research question.

Assignment: Precis #1 – Textual Analysis (300–500 words; 1-2 pages)

Week 4: Finalizing the Explorative Proposal.

Topics covered: Review of Unit 1 concepts; drafting practices for the Explorative Proposal; introduction to the PSA Project.

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Reading: Grauman, "What's That Supposed to Mean? Using Feedback on Your Writing," *Writing Spaces*, Vol. 4 (<https://parlormultimedia.com/writingspaces/whats-that-supposed-to-mean-using-feedback-on-your-writing/>)

In-class activity: Drafting workshop for the Explorative Proposal; PSA Project introduction and team formation.

Assignment: Explorative Proposal (300-500 words; 1–2 pages)

Assignment: PSA Task 1 (team formation and communication plan), progress report worksheet

Unit 2: Investigating and Engaging Sources (Weeks 5–8)

Theme: Entering the scholarly conversation.

Learning Focus: Students craft research from questions, learning to locate, evaluate, and annotate sources while examining the purpose of scholarly articles: to add knowledge to a field. The unit builds toward the Investigative Annotated Bibliography, gathering varied perspectives that will inform the synthesis work of Unit 3.

OER textbooks: *Informed Arguments: A Guide to Writing & Research*; *UNM Core Writing OER Collection*; *Writing Spaces: Readings on Writing*, Vol. 2

Week 5: Introducing Annotated Bibliographies and Academic Research.

Topics covered: Investigative Annotated Bibliography assignment expectations; the annotated bibliography genre and its conventions; locating credible sources.

Reading: Hoermann-Elliot and Quesenbury, "26. Annotated Bibliography," *First-Year Composition: Writing as Inquiry and Argumentation* (<https://pressbooks.pub/firstyearcomposition/chapter/annotated-bibliography/>)

In-class activity: Reading response: gathering sources to answer a research question.

Week 6: Introducing Ethical Source Integration.

Topics covered: Ethical source integration — citation, quotation, paraphrase, and summary; avoiding plagiarism; strategies for reading scholarly articles.

Reading: Stedman, "Annoying Ways People Use Sources," *Writing Spaces*, Vol. 2 (<https://parlormultimedia.com/writingspaces/past-volumes/annoying-ways-people-use-sources/>)

In-class activity: Formatting assignment applying ethical source integration to a sample passage.

Week 7: Developing Annotated Bibliographies and Research Skills.

Topics covered: The Burkean Parlor as a model for research as conversation; reflective research and synthesis strategies; Works Cited/Reference page conventions; revising and editing practices.

Reading: Delf, Drummond, and Kelly, "Chapter 17: The Burkean Parlor Metaphor," *A Dam Good Argument* (<https://open.oregonstate.edu/goodargument/chapter/burkean-parlor-metaphor/>)

In-class activity: Evaluating sample Works Cited pages for errors; complete three (3) annotations that respond to and extend the research conversation.

Assignment: Precis #2 – Text of Choice (300–500 words; 1-2 pages)

Week 8: Finalizing the Investigative Annotated Bibliography.

Topics covered: Continued revising and editing practices for the bibliography.

Reading: Lacy and Zickel, "3.7 Proof-Reading and Editing Your Final Draft," *A Guide to Rhetoric, Genre, and Success in First-Year Writing* (<https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/chapter/final-editing/>)

In-class activity: Submitting full set of annotations for peer review (minimum of six (6) annotations completed).

Assignment: Investigative Annotated Bibliography (six [6] sources mixing popular, scholarly, and at least one primary source)

Assignment: PSA Task 2

Unit 3: Composing the Researched Academic Argument (Weeks 9–14)

Theme: Integrating research and argument.

Learning Focus: Students compose the semester's culminating researched academic argument, demonstrating an academic argument model defined by the instructor (classical, Toulmin, or Rogerian) and mastery of synthesizing sources to communicate persuasive perspectives. Revision is staged inside the unit: full draft, structured peer review with a written report and revision plan, then substantive revision.

OER textbooks: *How Arguments Work: A Guide to Writing and Analyzing Texts in College*; *Informed Arguments: A Guide to Writing & Research*; *The Ask: A More Beautiful Question*

Week 9: Composing Academic Arguments.

Topics covered: Argumentative Research Paper requirements; outlining and planning strategies; establishing exigence; review of academic argument and the rhetorical situation.

Reading: Binder, Fields, Holcombe, et al., "Argumentation," *UNM Core Writing Program: English Reader* (<https://nmoer.pressbooks.pub/unmcorewriting/chapter/argumentation/>)

In-class activity: Outlining and planning workshop; class discussion establishing the exigence for each student's topic.

Week 10: Transforming Research into Argument.

Topics covered: Developing academic argument thesis statements; writing introductions and conclusions.

Reading: Hoermann-Elliott and Quesenbury, "30. Composing Strong Thesis Statements," *First-Year Composition: Writing as Inquiry and Argumentation* (<https://pressbooks.pub/firstyearcomposition/chapter/composing-strong-thesis-statements/>)

In-class activity: Thesis/Controlling Idea workshop; drafting lab for introductions and conclusions.

Assignment: PSA Task 3

Week 11: Composing Claims with Meaningful Source Integration.

Topics covered: Composing claims and support with meaningful source integration; writing cohesive body paragraphs.

Reading: Binder, Fields, Holcombe, et al., "Using Sources in Your Paper," *UNM Core Writing Program: English Reader* (<https://nmoer.pressbooks.pub/unmcorewriting/chapter/using-sources-in-your-paper/>)

In-class activity: Body paragraph workshop integrating claims, evidence, and source material.

Week 12: Individual Student Conferences.

Topics covered: Preparing for group conferences; overcoming writing anxiety; setting goals for the conference.

Reading: Burnell, Wood, Babin, et al., adapted by Delf, Drummond, and Kelly, "Chapter 5. Overcoming Writing Anxiety and Writer's Block," *A Dam Good Argument*

(<https://open.oregonstate.education/goodargument/chapter/overcoming-writing-anxiety/>)

In-class activity: Group-instructor conferences held in class; students not in conference continue drafting.

Assignment: Precis #3 – Argument (300–500 words; 1-2 pages)

Week 13: Incorporating Feedback.

Topics covered: Incorporating instructor and peer feedback; revising and editing strategies; ethical attribution and building the final bibliography page.

Reading: Abrams, "Chapter 16. Concepts and Strategies for Revision," *A Dam Good Argument*

(<https://open.oregonstate.education/goodargument/chapter/concepts-strategies-for-revision/>)

In-class activity: Peer review workshop incorporating both instructor and peer feedback into a revision plan.

Assignment: Full Draft of Argumentative Research Essay, Peer Review, Revision Plan

Week 14: Reverse Outlining and Reflection

Topics covered: Reverse outlining as a revision strategy; reflecting on the writing process; reflecting on public-facing arguments.

Reading: Hoermann-Elliott and Quesenbury, "85. Reverse Outlining," *First-Year Composition: Writing as Inquiry and Argumentation* (<https://pressbooks.pub/firstyearcomposition/chapter/reverse-outlining/>)

In-class activity: Reverse outlining workshop comparing original and reverse outlines; reflective discussion connecting the written argument to the PSA Project.

Assignment: Final Revised Argumentative Research Essay (2,500–3,000 words; 8-10 pages)

Assignment: PSA Task 4: Production Draft

Unit 4: Capstone — Research Presentation, PSA, and Reflection (Weeks 15–16)

Theme: Communicating research to real audiences.

Learning Focus: Students adapt their written research for public audiences in two forms: the individual Capstone Research Presentation and the team PSA Project, both delivered during the campus-wide Learning Showcase. The unit closes with a reflective essay on growth as researcher, writer, and communicator.

Week 15: Adaptation and Rehearsal.

Topics covered: Effective presentation design and delivery; adapting written argument into oral, visual, or digital formats.

In-class activity: Finalizing and rehearsing the team PSA; in-class practice presentations with peer feedback.

Assignment:

Week 16: Reflection and Preparing for the Learning Showcase.

Topics covered: Transfer of rhetorical and research skills to future academic and disciplinary writing.

In-class activity: Presentation of PSA in preparation for the Learning Showcase; presenting research and premiering team PSAs publicly; submission of the PSA Project with individual process reflection; Final Reflection Essay submission; class discussion on transfer to future writing.

Assignments: Final Reflection Essay (300–400 words; 1-2 pages), discussing rhetorical and research growth and application of learning beyond composition.

Assignments: In-class presentation and submission of PSA (60–90 second multimodal PSA with documented group tasks and individual reflection).

FINAL EXAM WEEK

Capstone Research Presentation at
The Learning Showcase on Wednesday, May 7 from 3:00-5:00 pm
in Rayburn Student Center 2nd Floor
Attendance is REQUIRED