



ENGL 1302 Section 04 CRN 80611

College Reading and Writing

Course Syllabus: Fall 2026

Instructor Information

Instructor: Charles Stephens
Office Location: Talbot Hall of Languages 117
Office Hours: MW 11 am – 12 pm
ETAMU Email Address: Charles.Stephens@etamu.edu
Communication Response Time: within 48 hours
Class Meeting Days/Time: TR 2 – 3:15 pm
Class Meeting Location: Sowers Education South 135

Course Information

Textbook(s) Required:

All required readings in ENGL 1301 are drawn from open-access repositories and OER textbooks and are available to students at no cost.

Software Required:

- D2L
- LeoMail
- A Word Processing Program (All ETAMU student have free access to [Office 365.](#))

Other Materials Required:

- Digital storage (flash drive, cloud storage, etc.)
- Pens/Pencils and a notebook for writing

Course Description

ENGL 1302: Argument & Research 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.



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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.

Student Learning Outcomes

Students completing ENGL 1302 will be able to:

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

Instructional Modality

This class meets face-to-face on Tuesday and Thursday afternoons from 2 to 3:15 pm in the Sowers Education South building, room 135. You should try to be here on time every time class meets for best chances of success.



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Assessment & Grading

Grading Scale

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% or Below

Weighted Grade Distribution

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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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 (D2L Brightspace). 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.etamu.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@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 East Texas A&M campus open computer lab, etc.



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Course Policies & Procedures

Student Responsibilities and Tips for Success in the Course

Each student is responsible for attending class and participating in the discussions and activities. You are also responsible for completing the reading assignments prior to class so you can participate fully and make the most of the in-class discussion. Writing assignments need to be completed and submitted prior to or on the date they are due unless arrangements have been made with me PRIOR to the due date.

There will be no phone use during class time. If you have an emergency and are expecting a phone call, notify your professor before class begins, set your phone to vibrate, then leave the room to talk on your phone.

You may use a laptop or tablet if you like during class time, but using said device for anything other than specifically approved class-related research and discussion will cost you your laptop privileges.

Interaction with Instructor Statement

The best way to get in touch with me is via email at Charles.Stephens@tamuc.edu. Be polite and clearly and completely state your issue, and I will try to get back to you within 48 hours, or by Monday in the case of emails sent over the weekend.

Course Attendance Policy

I take attendance every time class meets. But there are no penalties for missing class. You should try to be here every single day. But I don't care about excused or unexcused absences. I assume you are all adults who can manage their own time. Occasionally I am required to report attendance, and I don't lie about it.

Please do not ask me, before, during, or after class, or via email, to explain to you what you missed. That's your responsibility, and I cannot summarize a whole class in just a few minutes. I will post my class notes on a daily basis. You should consider "buddying up" with a fellow student, so the two of you can assist each other with notes when one of you misses class. You can



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also swing by my office during office hours, and I'll be happy to answer any class-related questions you have.

Late Work

Turn your assignments in on time. If you need a little more time, go ahead and ask me for it via email. I will almost always give you two more days to work on things, as long as you ask before the due date and you don't abuse the privilege. If you turn in late work consistently and/or without an approved extension, it may result in grade reductions. If you turn in late work consistently, it will be very hard to pass the class with a decent grade.

Instructor's AI Use Policy

As they currently exist, most AI based apps and programs are not suitable for student use. All students must do their work without using AI/LLM based apps and programs (like ChatGPT), and if I find proof that they have been used on student work, the student will have one chance to repeat the work without them.

Short and Sweet: ChatGPT and related programs can and will destroy your ability to learn and think critically unless used with extreme caution. I also don't want to grade work written by AI. I take this very seriously, and consider the use of AI related apps to be cheating.

Instructor's Policy on Plagiarism

All work submitted should be your own. Submission of work other than your own is plagiarism and is considered cheating and will be reported to the Dean of Students. If found guilty of plagiarism, you will receive a 0 on the assignment.

Grievance Procedures

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with Dr. Jason Walker, the Director of Writing (Jason.Walker@ETAMU.edu). In the case when the Director of Writing is the instructor, the student should contact Dr. Debbie Lelekis, Interim Chair of the Department of Literature and Languages



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(Debbie.Lelekis@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. Various circumstances and events during the semester may make it necessary for the instructor to modify the syllabus. Any changes made to the syllabus will be announced in advance in class, on D2L, and via ETAMU email.

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.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Nondiscrimination Notice

Your value as a member of this course and university community at large is vital to me, regardless of social identity factors. While at times, the topic of class discussions, readings, and other activities may take you out of your comfort zone or even go against your individual perception of the world, you are expected to keep an open mind and evaluate claims based on facts and knowledge, rather than preconceived notions alone. For questions or concerns, please come talk to me.



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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.

Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

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

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

Writing Program Policy on Artificial Intelligence

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 (NTCE), 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

Academic Integrity



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

Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate Student Academic Dishonesty Form:

<http://www.etamu.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.etamu.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:



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Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: Office of Student Disability Resources and Services

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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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

Web url:

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

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



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calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.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.etamu.edu/library/>

- Email libraryservice@etamu.edu 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
 - Waters Library University Archives: 4th Floor, Room 406A

East Texas A&M at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office



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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 hrealion@etamu.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>



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Course Calendar

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Week	Unit	Topic	Assignment(s)
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)



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Week	Unit	Topic	Assignment(s)
8	Unit 2: Investigating and Engaging Sources	Continued revising and editing practices for the bibliography	Investigative Annotated Bibliography (6–7 sources); PSA Task 2
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



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Week	Unit	Topic	Assignment(s)
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; Final Reflection Essay (300–400 words)