



ENGL 1302 12W 85434
Written Argument and Research
Course Syllabus: Fall 2026

Instructor Information

Instructor: Michael Hessel-Mial

Office Location: <https://etamu-edu.zoom.us/my/michaelhesselmial> (Zoom only)

Office Hours: By appointment only

ETAMU Email Address: michael.hessel@etamu.edu

Communication Response Time: No more than 48 hours, unless related to time-sensitive question

Class Meeting Days/Time: Remote asynchronous

Class Meeting Location: D2L Brightspace Course

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.](#))

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.

Core Curriculum Course Objectives

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;



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- **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 is an asynchronous course. As a component of your “participation” grade, assignments must be completed the week they are due. Primary assignment submission deadlines are Wednesdays, Fridays, and Sundays.

Assessment & Grading

Late Work



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I will accept late work without penalty, with the following exceptions. Discussion boards must be completed the week they are due (your classmates won't benefit from your late discussion contributions). Drafting assignments must be completed in the order they're assigned (you can't do an old brainstorming assignment after already having turned in a draft). I have this policy out of respect for your busy schedules. Things come up and I get it. The way to make the most of this policy (maximizing your learning and not always feeling behind) is to communicate about an expected late submission early. If you fall behind, reach out to me for support.

Grade Procedure

I aim to get your work graded within 1-2 weeks of submission. If your submission is late, or there is an error, it will fall to the back of the grade queue. Low-stakes assignments will mostly just get the completion grade, with the occasional written comments. Your written drafts will receive 1-3 paragraphs of feedback. I will give line-item feedback only in a scheduled meeting.

Grading 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%



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Category	Description	Weight
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%

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



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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.

Course Policies & Procedures

Student Responsibilities and Tips for Success in the Course

Students can achieve success in this class through the following:

- Attending **every** class,
- Allocating a weekly reading, and writing schedule,
- Asking for help from the Writing Center, or attending office hours

This course is reading and writing intensive and requires diligent, dedicated attention throughout the semester. Students who are most successful are those who set good habits from the first day of class and follow them without exception. As your instructor, I am here to help you, and I will do that anytime; but there is only so much I can do to help. The responsibility for your success lies with you.

Attendance and Participation

As an asynchronous course, your participation is assessed by your contribution to our class discussion boards. Those assignments **must** be completed the week they are due, and cannot be made up afterward.



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Communication

Please address me as either "Michael" or "Dr. Hessel-Mial." I do not like to be addressed as "Mr. Hessel-Mial." Since most of our interactions will be over email, make sure to follow appropriate email etiquette. That means that your emails should have a specific subject line, include a greeting (as simple as "Hi Michael,"), and be specific about your question. I teach five classes per semester, and will need context on what specific assignment you're referring to. If you are raising a concern/disagreement about a grade or assignment, stand up for yourself courteously; just remember that I'm your ally in learning, and that your being listened to is important to me.

AI Policy

I do not allow the use of generative AI in any form for our course. This includes images and translation apps. You are allowed to use spelling and grammar checkers, so long as they don't significantly modify your original phrasing. Remember that spelling and grammar do not play a major role in your grading; your original voice and careful attention to the project expectations are most important, and cannot be replicated by machine. Unsanctioned AI use will be treated like a case of plagiarism. If I suspect your work uses AI, I will share my evidence with you and then leave space for you to defend yourself. If, after that exchange, I've determined it was AI use, consequences can range from having to redo the assignment for a reduced grade, to further escalation including failing the course. In all of those scenarios, you will have the opportunity to defend yourself, and I will listen carefully to what you have to say. Remember, finally, that the most important thing is your voice and your growth. I reward risk-taking and don't expect perfection. Use the class as a space for that development, without outsourcing it to AI.



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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 (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



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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.

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.



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Academic Integrity

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

Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate Student Academic Dishonesty Form:

<http://www.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



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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

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



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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.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

Week	Unit	Topic	Major 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	Ethical source integration — citation, quotation, paraphrase, and summary;	



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Week	Unit	Topic	Major Assignment(s)
	Sources	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
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)



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Week	Unit	Topic	Major Assignment(s)
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
14	Unit 3: Composing the Researched Academic Argument	Reverse outlining as a revision strategy; reflecting on the writing process and on public-facing arguments (Thanksgiving Break falls in Week 13 or 14 during the fall semester; adjust accordingly)	Peer Review Report and Revision Plan; PSA Task 4
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; Final Reflection Essay (300–400 words)