



ENGL 1302.13W CRN 85482

College Reading and Writing

Course Syllabus: Fall 2026

Instructor Information

Instructor: Dr. Ashley McKeever

Office Location: Online

Office Hours: By appointment—please email me to set up an appointment.

ETAMU Email Address: ashley.mckeever@etamu.edu

Communication Response Time: I check my email periodically during the school week and occasionally on the weekend. I do try to respond to emails within 24 hours of receiving them, so if you don't have a response from me by email within 24 hours of sending it, please resend your email.

Class Meeting Days/Time: Fully online D2L class: Monday through Sunday, 12a.m.-11:59 p.m

Class Meeting Location: Online; asynchronous.

Course Information

Textbook(s) Required:

All required readings in ENG 1302 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:

- A computer (certain elements of this course cannot be completed on a phone, tablet, or Chromebook)
- Reliable Internet access
- Speakers, headphones, or earbuds

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

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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;
- **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.

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Instructional Modality

This is an asynchronous online course. Online courses use D2L to provide access to the syllabus, the gradebook, and all course materials.

Assessment & Grading

Assignments will be available for feedback within 7-14 days of the due date. It often depends on the type of assignment: Discussion activities I usually get back to you within 7 days, but longer essays may take the full 14 days (or before the next major assignment is due if that is sooner than the 14 days).

Any feedback you receive is from me, your instructor. I DO NOT use AI to grade your work. The minor exception is for multiple choice and matching questions on exams or quizzes (if those are given)--those are automatically graded; however, I always look at the results and patterns to make the final decision.

All grades in this class will be posted on D2L so students can easily track their progress throughout the semester. Because I want to treat everyone fairly, grades are not negotiable; each student's final course grade will reflect the quality of his or her work. If you need to earn a certain grade in the course, please set clear goals for yourself at the beginning of the class, work hard throughout the semester, and reach out to me any time you need help.

If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment.

Grading Scale

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% or Below

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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 discussion activities, pop quizzes, quickwrites, etc. 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:

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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.

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.

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Attendance and Participation

For this course, a week generally constitutes a Monday through a Sunday (at 11:59pm). Please see the course calendar for a breakdown of topics for each week.

Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is thus necessary for success in ENGL 1302. Students are expected to attend class regularly and to submit assignments on time. Research shows that students who attend class regularly and participate actively not only earn better grades (*Credé et al.), but also enjoy the class more--even when it is online. Your participation in class does not need to be brilliant; however, it should be frequent, thoughtful, friendly, and follow the guidelines set forth in the course. Be professional: Out of respect for your classmates and your desire to succeed in this class, please make your best effort to complete all assignments. (*Credé et al. 2010. "Class Attendance in College: A Meta-Analytic Review of the Relationship of Class Attendance with Grades and Student Characteristics." *Review of Educational Research*, 80(2), 272–295. <https://doi.org/10.3102/0034654310362998>)

Students must complete the minimum specified work each week in order to be counted as present. By "minimum" I mean that you must submit one assignment each week in order to be counted as present for that week.

Keep in mind that simply logging into the course DOES NOT constitute as attendance.

Late Work

Assignments are due to D2L on the day and time they are due.

NOTE: If you have a technology issue, you must send your assignment to me through your Leo email by the due date and time of the assignment; therefore, if it is turned in past that time, the assignment will still be considered LATE. (See below about what assignments are NOT accepted late.)

Final copies of assignments turned in past the date/time will receive a ten-percent deduction unless the instructor has agreed to late submission in advance of the due date. For each calendar day following, the assignment will receive an additional ten percent deduction. Assignments are

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NOT accepted after three late days. NOTE: Discussion Activities and the Final multimodal PSA project WILL NOT be accepted late.

I will ONLY grade major assignments in D2L after having been submitted through Turnitin.com (note: submitting your assignment to the appropriate dropbox automatically submits it to Turnitin.com); therefore, if you send me one of those assignments by email (but don't submit it through the D2L dropbox/Turnitin.com), you will receive an automatic ZERO for that assignment. If you send your assignment by email because of a technical difficulty, you *must* still submit it to D2L (by the agreed upon date and time set by the instructor) in order for it to be graded--failure to submit the assignment to D2L (through dropbox/Turnitin.com) will result in a zero for the assignment.

Communication

All students must have access to a computer with internet capabilities. Students should check D2L announcements and your Leo email daily for course information and updates.

At the beginning of each week I'll send out a Weekly News announcement that contains important information about the course materials and assignments for that week. Other news announcements will also be made on D2L, so check it regularly.

Please don't hesitate to contact me by email with any questions or concerns about the course. I am happy to communicate with students through email; however, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email.

I check my email periodically during the school week and occasionally on the weekend. I do not monitor my email 24 hours a day; however, I do try to respond to emails within 24 hours of receiving them. If you don't have a response from me by email within 24 hours of sending it, please resend your email.

Please make sure that you use your Leo email address—not your hotmail, gmail, yahoo, etc. addresses—when emailing me. I WILL NOT answer emails sent through an address other than your student Leo email address.

If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment
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comments and to think about how your course work meets the requirements set forth for each assignment.

Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

Academic Integrity and Plagiarism.

Academic dishonesty (including plagiarism) is a completely unacceptable mode of conduct and will not be tolerated in any form.

I expect that you may talk with each other about the course materials; however, I expect each person to turn in their own assignments--they are not collaborative.

Plagiarism: You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read the course materials for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor.

In this course, a failing grade (a "0" zero) will be given to any paper that is discovered to include substantial passages that are quoted or paraphrased from another source without citing that source. This act of dishonesty may also warrant a failing grade in the course. All papers are required to be submitted to the plagiarism detection service TurnItIn.com via D2L.

Academic Integrity and Use of AI Tools for Prewriting, Writing, Researching, and Revising.

This class teaches writing skills as a means of effective communication and students are asked to produce original work to demonstrate their developing writing skills and critical thinking skills; therefore, the use of AI tools—including Grammarly, ChatGPT, Google Gemini, Microsoft Copilot, QuillBot, and all other similar platforms—is not permitted, either to generate or to revise content during any stage of the writing process (e.g., brainstorming, prewriting, researching, drafting, or revising). Furthermore, this class emphasizes properly acknowledging all source material and ideas not developed by the writer, *which includes content generated by AI tools*. In a nutshell, this class is a place for learning how to write (not learning how to write with AI), and AI simply cannot do that learning for you. When in doubt, please ask me and I'd be

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more than happy to discuss ethical uses of AI-generated work. Unauthorized use of any AI tools on any assignment is considered scholastic dishonesty and will result in a failing grade (a "0") on the assignment.

Discussion of Essay Policy: Students may be asked to discuss the originality of the arguments and research presented in their written essays. At an in-person/Zoom meeting, students will have the opportunity to demonstrate their critical thinking skills by summarizing and supporting their claims. These discussions help to ensure the authenticity of the students' work and confirm that it is free from collusion or the use of generative AI. Essay discussions will be scheduled during the instructor's office hours or by individual appointment.

One last note on AI use: I do not use AI to grade your essays, develop course content, or generate announcements/emails. Thus, when I ask for you to present original work in this class, I am not asking anything of you that I do not already demand of myself. It's imperative for your development as not only a student but as a capable adult to be able to think and write without the crutch of AI.

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

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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.

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.

<https://www.etamu.edu/attendance/>

<https://coursecatalog.tamuc.edu/undergrad/academic-procedures/>

Writing Program Policy on Artificial Intelligence

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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

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>

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<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:

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

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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 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>

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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

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@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

ENG 1302, Fall 2026, McKeever

16 Week Online General Calendar

A few notes:

- Unless otherwise noted within our online D2L course, assignments are due by 11:59pm CST.
- In our online course, each week contains a Weekly Plan of Action—within it, the details for the week along with assigned readings, due dates, etc. are fully explained.

Week	Unit	Topic	Assignment(s)
1	Unit 1: Foundations of Academic Argument and the Explorative Proposal	Course introduction and expectations; foundational definitions	
2	Unit 1: Foundations of Academic Argument and the Explorative Proposal	The rhetorical situation and textual analysis; models for academic argument (e.g., Toulmin and Rogerian); 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	

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

I try to make my syllabus and schedule as complete as possible; however, I may be required to alter, add, or abandon certain policies/assignments. I reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.