

ENGL 1302 Syllabus

ENGL 1302 | ONLINE

See below for attribution information¹

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Office: Online | Office Hours: By appointment

Course Catalog Description

ENGL 1302 examines students' language practices in the context of the communities they belong to, especially their academic disciplines. Students research and critically examine their communities, and they learn to contribute to their communities as effective and persuasive writers. Students compose texts in multiple genres and media, and they complete the digital portfolio they first developed in ENGL 1301/1301L.

Student Learning Outcomes

Student Learning Outcomes
Critically examine the conventions of academic discourse
Conduct effective research, with an emphasis on secondary research
Demonstrate rhetorical agency when communicating with academic audiences
Compose texts in a variety of genres and media
Reflect on individual and collaborative writing processes
Collaborate with peers
Compose a digital writing portfolio

Texas Core Curriculum Objectives

All First-Year Composition (FYC) courses are part of the Texas Core Curriculum. They are specifically designated as "Core 10" courses focused on communication.

Core Objective	Description
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

¹ Information for Attribution: Fish, S.R., Khimen Cooper, and C. Anneke Snyder. "ENGL 1302 Syllabus." *Writing and Rhetoric: Second Semester Composition*, May 2026. This item is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted. For more information, see <https://creativecommons.org/licenses/by/4.0/>.

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.

Grades and Assignments

This course is writing-intensive and will also include group discussions over assigned texts. Please be prepared each class to write about and discuss assigned texts, but do not be afraid to voice different and unique perspectives on these assigned texts. To succeed in this course, it is crucial that you read all assigned texts, develop original ideas about those texts, attend class, take detailed notes, engage with your peers during discussions and workshops, write with integrity and inspiration, and ask for help! I grade assignments each week with written feedback. You can check your total grade at any time in Blackboard. Please email me or visit my office during office hours to request an extension in advance, or a revision. Late assignments lose 1 point per day late without an approved extension.

ENGL 1302 Method of Evaluation

This course includes reading, writing assignments, and group discussions over assigned texts. Please be prepared each class to write about and discuss assigned texts, but do not be afraid to voice different and unique perspectives on these assigned texts. To succeed in this course, it is crucial that you read all assigned texts, develop original ideas about those texts, attend class, take detailed notes, engage with your peers during discussions and workshops, write with integrity and inspiration, and ask for help! I grade assignments each week with written feedback. You can check your total grade at any time in Blackboard. Please email me or visit my office during office hours to request an extension in advance, or a revision. Late assignments lose 1 point per day late without an approved extension.

Grade Distribution

Grades will be determined by the following:	Details		Percentage (100% total)
Participation	Your success and development as a writer		10%

	depend on your presence and active participation in formative assessments as assigned		
Digital Writing Portfolio	Publication of summative assessments and writing goals journal entries in a final digital portfolio		5%
Writing Goals Journal	An individual journal kept in correspondence with instructor over the course of the semester; focused on writing goals and improvement		5%
Précis Assignments	Short, formative writing assignments designed to improve rhetorical analysis and citation skills (5 total)		10%
Explorative Proposal	Short proposal essay about a selected topic of interest and how it can reflect academic argument conventions; will be used to inform all future assignments		15%
Investigative Annotated Bibliography	Completed after the topic proposal, six to seven sources with annotations with working title, topic description, and preliminary thesis		15%
Argumentative Research Paper	Researched academic argument essay incorporating secondary sources; 2,000–2,500 words excluding references page		25%
PSA Project	Collaborative Public Service Announcement produced in		15%

	stages throughout the semester		
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Numerical Grade Equivalents

Course grades are calculated on the standard scale:

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

Assignment Descriptions

1. **Digital Writing Portfolio:** Students compile all their completed summative assessments and writing goals journal entries into a final digital portfolio to reflect on their individual writing processes and critically examine their language practices.
2. **Writing Goals Journal:** The Writing Goals Journal assignments are intended to be an informal, low-stakes way for students to communicate and reflect upon their writing targets, needs, strengths, and weaknesses. There are four Writing Goals Journal assignments throughout the semester.
3. **Précis Assignments:** Précis assignments are intended to be relatively low-stakes opportunities for students to begin practicing analytical writing, with a focus on developing their skills in summary and analysis. There are five précis assignments throughout the semester.
4. **Participation:** Participation is composed of daily attendance and formative assessments, such as in-class activities and writing process assignments that can be found in unit formative assessment repositories. Additionally, participation may include collaborative tasks, contributions to discussions, peer feedback, and other ongoing efforts that demonstrate engagement and accountability throughout the learning process.
5. **Unit 1 Summative Assessment (Explorative Proposal):** Students complete a proposal about their selected topic of interest and how it can reflect academic argument conventions, which will inform future assignments.
6. **Unit 2 Summative Assessment (Investigative Annotated Bibliography):** Students complete an annotated bibliography about their selected topic (established in Unit 1) to explore the conversations related to their topic. The students gather six to seven sources, mixing popular and scholarly sources, so they explore the varied perspectives and presentations of information while also understanding the role these sources have in forming academic arguments.
7. **Unit 3 Summative Assessment (Argumentative Research Paper):** Students complete a paper providing a researched academic argument related to their semester-long work with prior unit summative assessments. The project should demonstrate key features of academic argument models. The assignment should

demonstrate the student's mastery of synthesizing sources to communicate persuasive perspectives.

8. **Public Service Announcement (PSA) Project:** Students complete a semester-long group multimodal project. The project is divided into smaller tasks throughout the semester, which gradually leads to the final multimodal presentation. Students will submit the final project at the end of the semester to demonstrate how they incorporate concepts learned in class into the project's final product. A video component and a written reflection component are required in the final submission.

Course Policies

All faculty in the FYC program follow a specific set of policies you should be aware of, including attendance, plagiarism and AI use policies, as well as policies related to the classroom environment and course materials.

Attendance

Because this course is online, attendance will be counted by your participation on Blackboard, through email, and other digital methods. Just turn in assignments before their deadlines every week and you will be considered "attending" class.

Required Materials

- All course readings provided for free on Blackboard
- Notebook and pen for journaling and drafting
- Reliable home internet, laptop, and charger

Digital Tools

This course uses Blackboard. While instruction will be provided, it is your responsibility to submit assignments on time. If you experience technical difficulties with Blackboard, please try a different browser, contact me, or contact the ITS Help Desk: (210) 784-4357 or helpdesk@tamusa.edu. Links to Google Docs or SharePoint files will not be accepted, as I am often unable to access the files behind those links due to locked sharing permissions.

Plagiarism

We recognize that what constitutes plagiarism depends upon context. As such, we work with you to learn how different genres, professions, and academic disciplines define plagiarism. In the context of your FYC classes, plagiarism is defined as the intentional use of another's "language, ideas, or original (not common-knowledge) material" without acknowledgement ("[Defining and Avoiding Plagiarism](#)"). If you are found to have committed plagiarism as defined here, your instructor may report you for academic dishonesty, and you may be subject to failing the assignment or even failing the class.

Classroom Environment

We are committed to fostering welcoming classroom environments where all students are not only respected and understood but are also recognized as powerful resources for building communities of writers both in the classroom and across campus. While working with classmates and instructors, we ask that you:

- respectfully share your unique experiences and perspectives
- demonstrate respect for and openness to the perspectives and experiences of others
- value the opportunity to learn from difference

Demonstrating respect for those different from you not only prepares you for success in the classroom, but it also prepares you for success as citizens and professionals in a global community.

Because we value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language will be reported to the university and may be subject to Student Code of Conduct policies.

GAI Technology

The FYC program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on “support.” GAI programs have been shown to provide biased information, to circulate misinformation, and to generate writing that is, at best, mediocre. For these reasons, FYC discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, then we ask that you consult with your professor before doing so. If your professor approves your use, you should acknowledge the GAI program you have used, and you should identify which portions of the text you submit were produced by GAI. Using GAI content without your professor’s permission and/or without proper attribution qualifies as plagiarism.

ENGL 1302 Calendar

Each week's assignments are due on Friday by 11:59 pm.

Important Dates:

August 24th	First class day
September 7th	Labor Day Holiday – No Classes
November 13th	Last day to drop with a “W”
November 25th	Study day – No Classes
November 26th-28th	Thanksgiving Holiday – No Classes
December 5th-11th	Final examinations

The complete [academic calendar](#) is available online.

Note: You will **not** be required to read every text in the Recommended Readings section. I will select one or two and post them on Blackboard.

Unit 1: Introduction to Academic Argument Writing

Week Topics	Recommended Readings
Week 1: August 24–28 Introducing Major Academic Argument Concepts • Introduction to ENGL 1302 • Introduction to Major Academic Argument Concepts *Instructors may choose to focus this course on any argumentative style (e.g., Toulmin, Rogerian, Classical)	• Lloyd, Amanda. “8.2 Basic Structure and Content of an Argument.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated)</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. • Savini, Catherine. “Looking For Trouble: Finding Your Way into a Writing Assignment.” <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011. • Carillo, Ellen C. “Chapter 4. Writing and Revising Academic Projects.” <i>A Writer's Guide to Mindful Reading</i>, The WAC Clearinghouse and University Press of Colorado, 2017, pp. 35–47. • Jones, Rebecca, and Sarah LeMire. “4.5 Toulmin: Dissecting the Everyday Argument.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso,

	Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. - Pantuso, Terri. “4.6 Rogerian Argument.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. - Cohen, Daniel. “For argument’s sake.” <i>TED</i>, February 2013. Assignments - Consider assignments from the Formative Assessment Repository
Week 2: August 31–September 4 Arguments Informed by the Rhetorical Situation - Consider the Rhetorical Situation via Textual Analysis - Introduction to Academic Style Guides - Introduction to the Précis Assignment - Introduction to the Writing Goals Journal	- Carroll, Laura Bolin. “Backpacks vs. Briefcases: Steps toward Rhetorical Analysis.” <i>Writing Spaces: Readings on Writing</i>, Vol. 1, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010. - DasBender, Gita. “Critical Thinking in College Writing: From the Personal to the Academic.” <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011. - Jeffrey, Robin, Emilie Zickel, Terri Pantuso, et al. “3.4 What is the Rhetorical Situation?” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. - Long, Liza, Amy Minervini, and Joel Gladd. “4.7. Introduction to Analysis Writing.” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020 Assignments Explorative Proposal Brainstorm Worksheet Précis #1: Textual Analysis

	• Writing Goals Journal #1
Week 3: September 7–September 11, *No Class on September 7 for Labor Day Considering Arguments Through Visual Analysis • Consider the Rhetorical Situation via Visual Analysis • Introduction to (Basic) Proposal Writing • Introduction to Research Processes via Starting with Questions	Readings • Cohn, Jenae. “Understanding Visual Rhetoric.” <i>Writing Spaces: Readings on Writing</i>, Vol. 3, eds. Dana Driscoll, Mary Stewart, and Matthew Vetter. Parlor Press, WAC Clearinghouse, 2020. • Francis Jr., James. “3.13 Visual Analysis in Composition & Rhetoric and Literature.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. • Witte, Alison C. “Research Starts with Answers.” <i>The Ask: A More Beautiful Question</i>, eds. Kate L. Pantelides, Erica M. Stone, Elizabeth M. Williams, Harlow Crandall, Lisa Williams, and Shane A. McCoy. Middle Tennessee State University, Pressbooks, 2021. • Hoermann-Elliott, Jackie, and Kathryn Quesenbury. “4. Application: Question Trees.” <i>First-Year Composition: Writing as Inquiry and Argumentation</i>, Pressbooks, 2021. • Binder, Leandra, Andrew Fields, Asa Holcombe, et al. “Proposal.” <i>UNM Core Writing Program: English Reader</i>, eds. Lisa Myers and Lukus Malaney. University of New Mexico Core Writing OER Collection, Pressbooks, 2023. Assignments • Precis # 2: Visual Analysis
Week 4: September 14–September 18 Finalizing the Explorative Proposal • Review Unit 1 Concepts	Readings • Bruce, Yvonne, and Emilie Zickel. “3.4 Creating the Thesis.” 1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated), eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017.

• Introduction to the Writing Process via Drafting Practices	• Kashyap, Athena, and Erika Dyquisto. “5.4 Writing Introductory and Concluding Paragraphs.” <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>. Libretexts, 2020. • Crowther, Kathy, Lauren Curtright, Nancy Gilbert, et al. “5.3 Writing Paragraphs.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. • Crowther, Kathryn, Lauren Curtright, Nancy Gilbert, et al. “5.4 Drafting.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Assignments • Explorative Proposal Summative Assessment • Introduction to the Public Service Announcement (PSA) Project
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Unit 2: Investigating and Engaging Sources

Week Topics	Recommended Readings
Week 5: September 21–September 25 Introducing Annotated Bibliographies and Academic Research • Introduction to the Investigative Annotated Bibliography Assignment • Introduction to Annotated Bibliographies • Introduction to Locating Credible Sources	Readings • Bernnard Deborah, Greg Bobish, Jenna Hecker, et al. “6.2 Evaluating Important Voices.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, and Kathy Anders, and Kalani Pattison. Texas A&M University, Pressbooks, 2023, • Zickel, Emilie, Melanie Gagich, and Terri Pantuso. “7.7 Writing an Annotated Bibliography.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and

	Kalani Pattinson. Texas A&M University, Pressbooks, 2023. - Bernnard, Deborah, Greg Bobish, Jenna Hecker, et al. “7.4 Developing a Research Strategy.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. - Jeffrey, Robin, and Yvonne Bruce. “8.3. Types of Evidence in Academic Arguments.” 1st Edition: <i>A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated)</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments Precis # 3: Text of Choice PSA Task #1: Finalize PSA Groups
Week 6: September 28–October 2 Introducing Ethical Source Integration - Introduction to Ethical Source Integration - Introduction to Scholarly Article Reading Strategies	Readings - Buck, Rachel, and Silvia Vaccino-Salvadore. “Doing Research is Fun; Citing Sources is Not: Understanding the Fuzzy Definition of Plagiarism.” <i>Writing Spaces: Readings on Writing</i>, Vol. 5, eds. Trace Daniels-Lerberg, Dana L. Driscoll, Mary Stewart, and Matthew A. Vetter. Parlor Press, WAC Clearinghouse, 2023. - Stedman, Kyle D. “Annoying Ways People Use Sources.” <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011. - Rosenberg, Karen. “Reading Games: Strategies for Reading Scholarly Sources.” <i>Writing Spaces: Readings on Writing</i>, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011.

	- Gagich, Melanie, and Emilie Zickel. "2.3 How to Read Rhetorically." 1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated), eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017 Assignments PSA Task #2: Effective Collaboration
Week 7: October 5–October 9 Developing Annotated Bibliographies and Research Skills - Introduction to The Burkean Parlor - Introduction to Reflective Research Strategies - Introduction to Works Cited/Reference Pages - Review of Writing Process- Revising and Editing Practices	Readings - Delf, Liz, Rob Drummond, and Kristy Kelly. "Chapter 17: The Burkean Parlor Metaphor." <i>A Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks, 2022. - Zhuravlova, Svetlana. "5.3 Make Connections When Synthesizing in Your Writing." 1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated), eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017 - Lloyd, Amanda. "4.5 Explaining Evidence." 1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated), eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. "The Burkean Parlour Method Explained." <i>YouTube</i>, uploaded by CriticalSkills MU, 9 March 2020. - Zhuravlova, Svetlana. "5.3 Make Connections When Synthesizing in Your Writing." 1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated), eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017 Assignments

	• Writing Goals Journal # 2 • PSA Task #3: Productive Team Meetings
Week 8: October 12–October 16 Finalizing the Investigative Annotated Bibliography • Continued Review of Writing Process- Revising and Editing Practices	Readings • Hulst, Craig. “Grammar, Rhetoric, and Style.” <i>Writing Spaces: Readings on Writing</i>, Vol. 3, eds. Dana Driscoll, Mary Stewart, and Matthew Vetter. Parlor Press, WAC Clearinghouse, 2020. • Lacy, Sarah M, and Emilie Zickel. “3.7 Proof-Reading and Editing Your Final Draft.” 1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated), eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. • Grauman, Jillian. “What’s That Supposed to Mean? Using Feedback on Your Writing.” <i>Writing Spaces: Readings on Writing</i>, Vol. 4, eds. Dana Lynn Driscoll, Megan Heise, Mary K. Stewart, and Matthew Vetter. Parlor Press, WAC Clearinghouse, 2022. • Irvin, L. Lennie. “Changing Your Mindset About Revision.” <i>Writing Spaces: Readings on Writing</i>, vol. 5, edited by Trace Daniels-Lerberg, Dana Driscoll, Mary K. Stewart, and Matthew Vetter. Parlor Press and The WAC Clearinghouse, 2023. Assignments • Investigative Annotated Bibliography Summative Assessment

Unit 3: Composing Researched Academic Arguments

Week Topics	Recommended Readings
Week 9: October 19–October 23 Composing Academic Arguments	Readings • Hoermann-Elliott, Jackie, and Kathy Quesenbury. “24. Academic Research Essay.” <i>First-Year</i>

• Introduction to the Argumentative Research Paper • Introduction to Outlining and Planning • Introduction to Establishing Exigence • Review of Academic Arguments and the Rhetorical Situation	<i>Composition: Writing as Inquiry and Argumentation</i>. Pressbooks, 2021. • Jeffrey, Robin, Emilie Zickel, Terri Pantuso, et al. “3.4 What is the Rhetorical Situation?” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. • Vieregge, Quentin. “Exigency: What Makes My Message Indispensable to My Reader.” <i>Writing Spaces: Readings on Writing</i>, Vol. 3, eds. Dana Driscoll, Mary Stewart, and Matthew Vetter. Parlor Press, WAC Clearinghouse, 2020, • Crowther, Kathryn, Lauren Curtright, Nancy Gilbert, et al. “5.2 Methods of Organizing Your Writing.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. Assignments • PSA Task #4: Formatting an Argument
Week 10: October 26–October 30 Transforming Research into Argument • Developing Academic Argument Thesis Statements • Writing Introductions and Conclusions	Readings • Townsend, Julie A. “4.11 Moving Beyond the Five-Paraphrase Format.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated)</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. • Kashyap, Athena, and Erika Dyquisto. “5.4 Writing Introductory and Concluding Paragraphs.” <i>Writing, Reading, and College Success: A First-Year Composition Course for all Learners</i>. Libretexts, 2020. • DeMint Bailey, Kristen, An Ha, and Anthony J. Outlar. “What Color is My Voice? Academic Writing and the Myth of Standard English.” <i>Writing Spaces: Readings on Writing</i>, Vol. 5, eds. Trace Daniels-Lerberg, Dana L. Driscoll, Mary Stewart, and Matthew A. Vetter. Parlor Press, WAC Clearinghouse, 2023.

	- Pantuso, Terri. “7.8 From Annotated Bibliography to Rough Draft: How to Develop Your Position.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023 Assignments Precis # 4: Argument Writing Goals Journal # 3 PSA Task #5: Considering Audience
Week 11: November 2–November 6 Composing Claims with Meaningful Source Integration - Introduction to Composing Claims and Support with Meaningful Source Integration - Writing Cohesive Body Paragraphs	Readings - Gladd, Joel. “91. Pack Snacks: Use the ‘Quotation Sandwich.’” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. - Lanning, John, Amanda Lloyd, Robin Jeffrey, et al. “6.3 Using Sources in Your Paper.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition. eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. - Crowther, Kathryn, Lauren Curtright, Nancy Gilbert, et al. “5.3 Writing Paragraphs.” <i>Informed Arguments: A Guide to Writing & Research</i>, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and Kalani Pattinson. Texas A&M University, Pressbooks, 2023. - Jeffrey, Robin. “8.4 Counterargument and Response.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated)</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments Argumentative Research Paper Summative Assessment Rough Draft PSA Task #6: Storyboard & Script

Week 12: November 9–November 13 No In-Person Classes Due to Individual Student Conferences • Plan Individual Student Conferences • Set Conference Parameters and Expectations • Class Schedule	Readings • Ortega, A.J. “9. Building Self-Confidence in Writing.” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Assignments • Precis # 5: Research Gap
Week 13: November 16–November 20 *FYC Write-In on November 19 Incorporating Feedback • Coverage of Revising and Editing Strategies • Review of Ethical Attribution and Crafting the Final Bibliography Page • Reflecting on the Writing Process	Readings • Buck, Rachel, and Silvia Vaccino-Salvadore. “‘Doing Research is Fun; Citing Sources is Not’: Understanding the Fuzzy Definition of Plagiarism.” <i>Writing Spaces: Readings on Writing</i>, Vol. 5, eds. Trace Daniels-Lerberg, Dana L. Driscoll, Mary Stewart, and Matthew A. Vetter. Parlor Press, WAC Clearinghouse, 2023. • Hoermann-Elliott, Jackie, and Kathy Quesenbury. “85. Reverse Outlining.” <i>First-Year Composition: Writing as Inquiry and Argumentation</i>. Pressbooks, 2021. • Giles, Sandra, “Reflective Writing and the Revision Process: What Were You Thinking?” <i>Writing Spaces: Readings on Writing</i>, Vol. 1, Ed Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2010 • Long, Liza, and Joel Gladd. “8. Peer Feedback, Revising, and Editing.” <i>Write What Matters: Your Guide to College Writing</i>, eds. Liza Long, Joel Gladd, and Amy Minervini. MSL Academic Endeavors, Pressbooks, 2020. Assignments

	• Argumentative Research Paper Final Summative Assessment • Writing Goals Journal # 4
Week 14: November 23–November 27 *No Classes for Thanksgiving Break	Readings • None Assignments • None
Week 15: November 30–December 4 Reflection • Reflecting on Public-Facing Arguments • Introduction to Digital Portfolio Final Exam Assignment	Readings • Kate Kiefer. (1994-2026). “Editing and Proofreading Strategies.” <i>The WAC Clearinghouse</i>. Colorado State University. A https://wac.colostate.edu/repository/writing/guides-old/. Assignments • Completed PSA Project
Week 16: December 7–December 11 *Final Exams, Individual Student Conferences	Readings • None Assignments • Complete Digital Portfolio Due