

ENGL 1302: Composition II

Texas A&M University–San Antonio
Spring 2026 | 3 Credit Hours | Face-to-Face

Instructor: Dr. Hamid Reza Moeini (call me Hamid)

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Office Hours: By appointment (email 2–3 days in advance)

Course Platforms: Blackboard + Digication (Writer’s Portfolio)

Calendar Rule: The official *Blackboard calendar* governs all deadlines and due times.

1) Course Description

This course builds on the reading and writing skills developed in ENGL 1301 and invites students to enter academic discourse through research wherein they will be asked to synthesize and respond to a variety of perspectives on a topic of their choosing. Students will also read and compose a variety of texts (oral, written, and visual).

Extended course focus (ENGL 1302 at TAMUSA):

ENGL 1302 emphasizes argumentation, research, synthesis, documentation, and—central to TAMUSA First-Year Composition—the cultivation of *critical language awareness*. Students will examine how arguments construct credibility, how language norms reflect institutional power, and how writers can make strategic rhetorical choices across genres while sustaining their identities and linguistic resources.

2) Learning Outcomes

By the end of the course, students will be able to:

1. Develop sustained, research-supported arguments for academic audiences.
2. Analyze and evaluate arguments across genres, disciplines, and media.
3. Locate, assess, synthesize, and ethically integrate sources using MLA documentation.
4. Demonstrate rhetorical awareness/agency through purposeful choices of genre, structure, and language.
5. Apply recursive writing processes (drafting, feedback, revision, reflection).
6. Curate a digital portfolio demonstrating growth as an academic writer and researcher.

3) Course Structure

ENGL 1302 features *three major units* that build toward a final portfolio. Each unit focuses on different writing genres and practices.

Unit 1: Critical Language Awareness, Rhetorical Awareness, and Languaging (Weeks 1–4)

This unit introduces (and reviews) key terms and concepts from ENGL 1301 and prepares students for ENGL 1302. In this unit, students examine how language works in society, how credibility is constructed, and how arguments circulate across communities and media.

Unit 1 culminating work:

- Writing Communities formation + workshop norms
- Rhetorical analysis practice + short argument analysis tasks
- **Major Project: Rhetorical Analysis** (3–4 pages) **OR** a small-group presentation analyzing an argument (instructor choice / section adaptation)

Unit 2: Research as Conversation (Weeks 5–7)

Unit 2 introduces students to the database research process. Students learn ethical research and AI use, style guides, and formatting best practices. Students will find, cite, read, and annotate scholarly journal articles through the University Library's database system; develop research questions; and submit a topic proposal.

Unit 2 culminating work:

- **Annotated Bibliography (6–8 sources)** published in the Unit 2 Portfolio

Unit 3: Entering a Scholarly Conversation (Weeks 9–16)

Unit 3 focuses on entering a scholarly conversation through the synthesis of scholarly research and your own analysis within an original research paper. Students will draft, workshop, revise, and publish a research-based argument in the Writer's Portfolio alongside a final reflection.

Unit 3 culminating work:

- **Research-Based Argument (6–8 pages)** + revision
- **Final Portfolio + Final Reflection (1000+ words)**

4) Required Materials

- All course readings will be provided for free on Blackboard.
- Bring to each class a notebook and pen (or pencil) for handwritten notes.
- Bring to each class a laptop and charger, and maintain reliable home internet.

5) Writing Workshop

This semester, students will work together in writing workshop groups. While you sit down and put words on the page or screen on your own, you cannot succeed as a university-level writer on your own. You need an audience who cares about you and your work to read and respond to your work. This is how we learn and improve as writers. Writing workshop groups will read your work, give you helpful feedback, and support you.

What workshop looks like in ENGL 1302 (practical expectations):

- Draft sharing and peer response (guided checklists provided)
- In-class composing (writing days)
- Short conferences (midterm + final conferences, and as needed)
- Revision plans: what you changed, why, and what feedback you used

6) Writing Conferences

Individual conferences are a required component of this course. Conferences provide an opportunity for students to discuss their writing, revision plans, research questions, and overall progress.

- **Midterm Conferences** focus on research development, source use, and argument planning.
- **Final Conferences** focus on revision strategies, portfolio organization, and reflection.

Students must attend scheduled conferences to receive full labor credit for the week. Failure to attend a conference without prior communication may result in an absence or incomplete labor for that week. Conferences are collaborative rather than evaluative; their purpose is to support learning, clarify expectations, and help students make purposeful rhetorical decisions.

7) Digital Tools + Submitting Work

This course uses Blackboard and Digication. While instruction will be provided, it is students' responsibility to submit assignments on time. If you experience technical difficulties with Blackboard or Digication, try a different browser, contact the instructor, or contact the ITS Help Desk: (210) 784-4357 or helpdesk@tamusa.edu.

File format & access rules:

- Submit **PDF or Word documents** when required.
- Links to Google Docs/SharePoint may not be accepted if permissions prevent access.

8) Course Assignments

This course is reading- and writing-intensive and includes substantial group discussion. Throughout the semester, students will publish major assignments to the Writer's Portfolio.

Writer's Portfolio: Publishing & Submission Process

Throughout the semester, students will publish major assignments to a digital Writer's Portfolio using Digication. The portfolio functions as both a workspace and a record of learning.

Portfolio expectations include:

- Publication of major projects (Rhetorical Analysis, Annotated Bibliography, Research Argument)
- Inclusion of drafts and revisions where specified
- Completion of required labor logs and reflective writing
- Submission of a final reflective essay (1000+ words) addressing growth, challenges, revision decisions, and critical language awareness

The **Final Digital Portfolio** must be published and submitted by the deadline listed on Blackboard. Incomplete portfolios may receive partial credit. The portfolio is evaluated holistically, with emphasis on effort, engagement, revision, and reflection.

Major Portfolio Assignments (in Brief)

- Rhetorical Analysis (Unit 1)
- Annotated Bibliography (Unit 2)
- Research-Based Argument / Synthesis Research Paper (Unit 3)
- Final Portfolio with Final Reflection

Weekly / Recurring Labor

- Weekly Notes / Reading Notes (handwritten or typed, as specified)
- Workshop peer reviews (draft feedback)
- Labor Logs (time/effort tracking)
- Labor Journals (reflection checkpoints)

9) How You're Graded

This course uses labor-based grading, which assesses the quality and consistency of your labor: the amount of work you submit, your ability to meet deadlines and fulfill expectations, and the time and effort you put toward growing as a university-level writer over the semester.

Score Meanings

- **1.00 (Complete):**
Assignment is submitted on time and fulfills all stated requirements.
- **.75 (Late or Incomplete):**
Assignment is either submitted late *or* missing one or more required components.

- **.50 (Late and Incomplete):**

Assignment is submitted late *and* does not meet assignment expectations.

- **0 (Missing or Plagiarized):**

Assignment is not submitted or violates academic integrity policies.

Revision policy: Because this course emphasizes learning through revision, many assignments may be revised if labor requirements are met and revisions are submitted by the deadline indicated on Blackboard.

10) Generative AI

The FYC program expects students to generate their own content this semester. Relying on generative AI to write content for you prevents you from growing as a university-level writer and critical thinker. However, there are situations and contexts within the course where you may use generative artificial intelligence tools to support your work as a writer—for example, brainstorming, outlining, generating ideas, and collecting basic information. The emphasis is on “support,” not replacement of your thinking and writing.

If instructor-approved, students should acknowledge the AI program used and identify which portions of text were produced by AI. Using AI-generated content without permission and/or without proper attribution qualifies as plagiarism.

Definition of Plagiarism

Plagiarism occurs when a writer presents someone else’s ideas, language, structure, or work as their own without proper acknowledgment. This includes (but is not limited to): copying from sources without citation, submitting work written by another person or program, reusing work from another course without permission, or submitting AI-generated content as one’s own writing.

Plagiarism undermines learning and violates the expectations of academic integrity at Texas A&M University–San Antonio. Any instance of plagiarism may result in a score of

0 for the assignment and may be reported in accordance with University policy. Students who are uncertain about citation, collaboration, or source use are encouraged to ask questions before submitting work.

11) Attendance

You are absent if you are not present for class and late if you arrive after attendance has been taken. You must communicate circumstances in advance to be excused for an absence or late arrival. Your success and development as a writer depend on active participation within your writing workshop group. Consistent attendance is crucial and is graded.

Attendance scoring:

- Unexcused late arrival = **.75** for the day
- Unexcused absence = **0** for the day

12) Respect / Inclusive Conduct

Course instructors are committed to fostering a respectful classroom environment in which different backgrounds and perspectives are acknowledged. While working with classmates and professors, students are expected to respectfully listen to others' experiences and perspectives, share their own experiences and perspectives, and value the opportunity to learn from each other. Demonstrating respect for those different from you prepares you for success in the classroom and in professional and civic contexts.

Violent, harassing, or discriminatory language may be reported and may result in action under the Student Code of Conduct.

13) FYC Commitments, Program Goals, & Key Terms

FYC Commitments (program-facing)

- Emphasize students' learning and growth
- Collaborate with students with care and compassion
- Encourage students to take risks and embrace failure
- Honor variations in students' reading and languaging
- Center and sustain students' cultural and linguistic identities

FYC Program Goals

- Increasing students' rhetorical awareness/agency
- Cultivating students' sense of belonging as writers
- Strengthening students' critical language awareness
- Increasing students' confidence as writers
- Increasing students' skills and engagement as readers
- Inspiring creativity, risk-taking, and versatility in student writing

Key Terms (used actively throughout the semester)

Context, Purpose, Audience, Belonging, Genre, Rhetorical Awareness/Agency, Languaging, Critical Language Awareness, Standard Language Ideology, Translanguaging

14) Academic Freedom & Free Exchange of Ideas

Students retain full academic freedom and the right to participate in a free exchange of ideas, including exploring current events and socially sensitive topics in research and writing. Course instructors uphold these rights while facilitating structured academic inquiry and respectful discussion.

15) Course Communications (University email policy)

All correspondence between professors and students must occur via University email accounts. Students must ensure their Jaguar email account is active and working. If it is not working, contact the help desk.

16) Student Support Resources

Students are encouraged to use campus resources early:

- Writing, Language & Digital Composing Center (WLDCC)
- Library / Database support
- Tutoring services (hours may vary)
- Counseling/Mental Health Resources (support available; confidential as allowed)
- Emergency preparedness: JagE Alert, SafeZone, campus emergency numbers
- Financial aid and verification of attendance (attendance affects Title IV eligibility)

17) Weekly Calendar Overview (Monday / Wednesday)

Week	Dates	Focus / Major Milestones
1	Jan 21–23	Orientation; overview of argument; Writing Communities
2	Jan 26–30	Claims, evidence, warrants; short analysis
3	Feb 2–6	Rhetorical analysis workshop; draft development
4	Feb 9–13	Unit 1 conferences; Rhetorical Analysis due
5	Feb 16–20	Research as conversation; library workshop
6	Feb 23–27	Source evaluation; synthesis practice
7	Mar 2–6	Annotated Bibliography due
8	Mar 9–13	Spring Break – No Classes
9	Mar 16–20	Thesis refinement; argument planning

10	Mar 23–27	Counterarguments; organization
11	Mar 30–Apr 3	Research Argument Draft due
12	Apr 6–10	Revision strategies; peer review
13	Apr 13–17	Writing studio; individual conferences
14	Apr 20–24	Genre remix; Labor Journal 4
15	Apr 27–May 1	Final revision workshops
16	May 4–6	Final Digital Portfolio due

18) Welcome

ENGL 1302 positions students as researchers, critics, and participants in academic conversations. The course emphasizes inquiry, revision, ethical research, and **critical language awareness**, supporting students as they develop confidence and rhetorical agency as university writers.