



**ENG 1301: College Reading and Writing\***  
**COURSE SYLLABUS: Spring 2020**

**Instructor:** Diana Hines

**Office Location:** Online

**Office Hours:** Flexible. I check email every business day. Please allow 24 hours response during the week and 48 hours response on the weekends. If you do not get a response from me in that time frame, please re-send the message. This doesn't happen often, but sometimes messages get buried.

**University Email Address:** [diana.hines@tamuc.edu](mailto:diana.hines@tamuc.edu). Email is my preferred form of communication.

## **COURSE INFORMATION**

### **Materials – Textbooks, Readings, Supplementary Readings:**

Textbook(s) Required:

*Writing Inquiry 2<sup>nd</sup> Edition*. Eds. Jessica Pauszek, Shannon Carter, Donna Dunbar-Odom, and Tabetha Adkins. Fountainhead Press, 2019.

*Dreams and Nightmares / Sueños y pesadilla*. Liliana Velásquez. Edited and Translated by Mark Lyons. Parlor Press. 2017.

*Pro(se)letariets*. Eds. Audrey Burns, Alicia Landsberg, Evan Smith, and Jesse Uruchima. New City Community Press. 2011.

### **Course Description:**

English 1301 Introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument and means to approaching multiple audiences. In 1301 students will write weekly and will work on essay organization and development. The course will emphasize close reading, summarizing, and analysis of expository texts, including student writing.

### **Student Learning Outcomes:**

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
3. Students will be able to work together toward a shared purpose relevant to the course or discipline with a sense of shared responsibility for meeting that purpose.
4. Students will understand and practice academic honesty.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

**Major Writing Assignments (WAs):** See *Writing Inquiry* for full descriptions of WAs

## **GRADING**

**90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F**

<b>Assignment Name</b>	<b>Percentage of Grade</b>
<b>Writing Assignment #1: Narrating Literacy</b>	<b>5%</b>
<b>Writing Assignment #2: Expanding Literacy</b>	<b>10%</b>
<b>Writing Assignment #3: Group Presentation and Reflection</b>	<b>10%</b>
<b>Writing Assignment #4: Tensions in Literacy</b>	<b>15%</b>
<b>Writing Assignment #5: Final Reflective Project</b>	<b>20%</b>
<b>Quizzes</b>	<b>20%</b>
<b>Discussion Posts</b>	<b>10%</b>

## **TECHNOLOGY REQUIREMENTS**

You will need:

- Flash drive or other means (dropbox.com account, for example) of storing digital versions of the essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A valid, working email address that you check often (everyday)
- Regular internet access (additional readings available online)
- Access to a computer with a word processing program (assignments must be submitted in Word format).

## COMMUNICATION AND SUPPORT

Please contact me with any questions you may have. My communication preference is e-mail, and my address is: [diana.hines@tamuc.edu](mailto:diana.hines@tamuc.edu). Please allow 24 hours response during the week and 48 hours response on the weekends. If you do not get a response from me in that time frame, **re-send the message**. This doesn't happen often, but sometimes messages get buried.

### Grievance Procedure:

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 the Director of Writing, Dr. Jessica Pauszek, by emailing her. Before an appointment is scheduled the student must provide clearly documented and explained issues as to why the meeting is being requested. **The student must also state when they discussed the issue with their instructor.**

Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

**Departmental Chain of Command for ENG 100/1301/1302 courses: Instructor -> Dr. Jessica Pauszek, Director of Writing -> Dr. Karen Roggenkamp, Assistant Department Head or Dr. Hunter Hayes, Department Head**

### Collection of Data for Measuring Institutional Effectiveness

In order 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.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### *Grading and Late work:*

Revision is a necessary part of the writing process. When I grade your assignments, I will provide suggestions for revision as will your peer review group. **The Writing Center** located on the first floor of Talbot Hall can also be an excellent resource for such feedback. Please do not wait until the final deadline to get an appointment with a tutor as appointments tend to book up as the semester progresses. You can reserve a tutoring session by calling 903-886-5280 or by emailing [writing.tamuc@gmail.com](mailto:writing.tamuc@gmail.com). All assignments are due on their respective due dates by 11:59pm in the folder that has been assigned to them. All assignments must be turned in as **.doc or .docx files**, unless otherwise stated. **Late work is not accepted in this course unless you have contacted me and worked out other arrangements.**

### ***Attendance Policy:***

This is an online course, so there is no class “attendance.” Either you do the work, or you don’t. However, you are expected to log in and complete assignments at least two days/ week, just as if you were attending a face-to-face class. Get into the habit of logging in on Monday for the new lecture and assignments, then again on Wednesday. **If you do not complete any of the work for any single unit, it will result in an automatic failure of the course.** If you have a family emergency, contact me as soon as possible in order to make arrangements.

### ***Academic Honesty/ Plagiarism***

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

### ***On University-Sanctioned Activities***

To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program offers sections of this course at various times of the day and week. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day.

### **University Specific Procedures:**

Tenets of Common Behavior statement: All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook);

Campus Concealed Carry statement: Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce 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 A&M Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer).

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Nondiscrimination notice: A&M-Commerce 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. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Students with Disabilities information: 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:

Student Disability Resources & Services Texas A&M University-Commerce Gee  
Library, Room 162 Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-  
8148 StudentDisabilityServices@tamuc.edu

# COURSE OUTLINE / CALENDAR

## Weekly Schedule:

The instructor reserves the right to adjust this schedule throughout the semester to accommodate class needs.

All assignments are due on their respective due dates by 11:59 pm in the folder that has been assigned to them. All assignments must be turned in as **.doc or .docx files**, unless otherwise stated. **Late work is not accepted in this course unless you have contacted the instructor and worked out other arrangements.**

### **Week 1: Introduction to the course. This week we will:**

Introduce yourself in Getting Started discussion board, familiarize yourself with the book and the layout of D2L. Go over the syllabus and prepare to draft Writing Assignment (WA) 1. Any questions about the syllabus or the course overall should be directed to me immediately.

#### **Jan 13-18: DUE**

- Discussion Board post
  - Syllabus Quiz
  - Plagiarism Contract
  - Required reading: Introduction to *Writing Inquiry* Part I: Getting Started p. 3-20,
  - Mark Hall (“Some things we know...”) p.26-28/ Discussion Post
  - Pre-reading questions for Brandt (p. 48)
  - Work through the opening of Brandt
- Go over Writing Assignment (WA) 1 (p. 48)

### **Week 2: Chapter 1: Experiencing Literacy**

#### **Jan 20-25: DUE:**

- Brandt (16 pages) p. 48-65 / Discussion Post
- Opperman (7 pages) p. 67-74
- Malcolm X (6 pages) p. 75-81
- Alexie (3 pages) p. 95-98
- Begin drafting WA 1

### **Week 3: Chapter 1: Experiencing Literacy**

#### **Jan 27- Feb 1: DUE:**

- WA 1 PEER REVIEW (Post draft of WA 1)/ Discussion Post

### **Week 4: Chapter 2: Expanding Literacy**

#### **Feb 3-Feb 8: DUE:**

- **WA 1 Revision due;** p.107-128
- García p. 81-95
- Green p. 98-106
- Pritchard p. 109-118/ Discussion Post

- Ch 2 Introduction of Writing Inquiry p.107-108
- Introduction to *Dreams and Nightmares*
- Preview WA 2

**Week 5: Chapter 2: Expanding Literacy: Language and Code-Meshing**

**Feb 10-Feb 15: DUE:**

- Read *Dreams and Nightmares* through p. 116 / Discussion Post
- Begin drafting WA 2
- **Student Conferences**

**Week 6: Chapter 2: Expanding Literacy: Language and Code-Meshing**

**Feb 17- Feb 22: DUE:**

- Finish *Dreams and Nightmares*
- hooks p. 144-151
- Selections from *Pro(se)letariats* listed on p. 151 of *WI.* / Discussion Post
- **WA 2 Rough draft due by 11:59 pm** (Post comments to at least two peers' drafts)
- Refer to p. 153 for revision guidelines

**Week 7: Midterm Projects**

**Feb 24-Feb 29: DUE:**

- **WA 2 Final Draft due to Assignment Dropbox**
- Introduce Writing Assignment #3
- Work on Writing Assignment #3 p.154

**Week 8: Midterm Projects**

**March 2-March 7: DUE:**

- Work on Writing Assignment #3; develop Reflection
- **Student conferences continue**

**Week 9: Chapter 3: Dominant, Vernacular, and Marginalized Literacies**

**March 9-March 14: DUE:**

- **WA 3 due:** Group Presentations and Reflective Essay
- Introduction to Chapter 3 and Writing Assignment #4 p.237

**\*\*\* Midterm Grades Due this week\*\*\***

**Week 10: Chapter 3: Dominant, Vernacular, and Marginalized Literacies**

**March 16-March 21: DUE:**

- **Student conferences continue**
- Moss (p. 156)

- Marco (p. 214)
- Mirabelli,(p. 179) (Preview and select two readings from this list to read closely.)
- Lesh (p. 250)
- Alvarez (p. 238)
- Mills p. 267 of *WI*, p. 104-5 *Pro(se)letariats*
- **Friday: Discussion post due** (this serves as prewriting for WA 4)

**Week 11: Chapter 3: Dominant, Vernacular, and Marginalized Literacies**

**March 23-March 28: DUE:**

- Work on WA 4
- **WA 4 Rough Draft due** (Post comments to at least two peers' drafts)

**Week 12: Chapter 3: Dominant, Vernacular, and Marginalized Literacies**

**March 30-April 4: DUE:**

- [reading TBA]
- **WA 4 Final Draft due to Assignment Dropbox**
- Pulling together themes of the course; what have you learned?
- Discussion and writing as a class to articulate what they have learned
- Introduction to WA 5, the final project

**Week 13: Chapter 4: Reflecting on Literacy in Our Lives**

**April 6-April 11: DUE:**

- p.271 and reading over all your previous work
- Revising WA5

**Week 14: Chapter 4: Reflecting on Literacy in Our Lives**

**April 13-April 18 DUE:**

- **WA 5 Rough Draft due** (Post comments to at least two peers' drafts before 11:59 pm Tuesday.)

**Week 15: Wrapping Up**

**April 20-April 25 DUE:**

- **WA 5 Final Draft Due to Assignment Dropbox before 11:59 pm.**

**Finals week (May 3-8):**

If you can, please attend the **Celebration of Student Writing , the date TBA** in the Rayburn Student Center Conference Rooms and the Innovations Rooms A&B. All ENG 1302 students will present at this, so it's a great chance to see the expectations for next semester!

\*Thanks to Anne Phifer and Dr. Jessica Pauszek, whose language I have incorporated in parts of this syllabus.



