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ENGL 1302.07E, US—College Reading and Writing

COURSE SYLLABUS: Fall 2021

INSTRUCTOR INFORMATION

Instructor: Olivia Trotter, Graduate Assistant—Teaching

Office Location: DTH 233

Office Hours: MWF—9:55-10:55, or by appointment

Office Phone: TBA

Office Fax: TBA

University Email Address: TBA

Preferred Form of Communication: **Email or office hours**

Communication Response Time: Within 48 hours on weekdays. Response time on weekends will be slower. If I do not respond, then I will get back to you on Monday.

Please Note: This is a common syllabus used by Graduate Assistant—Teaching sections of this course.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

- *Writing Inquiry 2nd 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.

Software Required: A valid, working email address that you have access to check every day; regular internet access to use Top Hat and D2L; a word processing program for written

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assignments and essays; a presentation program, PowerPoint or Prezi are fine; access to a printer and the means to print at least 30-50 pages throughout the semester.

Optional Texts and/or Materials: Traditional pen and paper (preferred for class). If you prefer a laptop, or other forms of digital notetaking, this is fine—I only ask that you use these devices appropriately (i.e. No Tweeting or Facebooking, etc.). You should also get a flash drive, or other means (like Google Drive), to back up and store digital versions of essays and other assignments. Also, I highly recommend investing in a grammar reference book, as well as a reputable dictionary and thesaurus.

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

Minimal Technical Skills Needed

We will be writing papers and giving presentations all semester, so students must understand how to operate a word processing program and a visual presentation program. Most importantly, students must be familiar with and regularly use their Leomail, D2L, and Top Hat.

Instructional Methods

The class will primarily be lecture based, but students will also be participating online through D2L and Top Hat. I will also have students break off into groups for collaborative work, peer reviews, and presentations. We will also be doing a lot of reading and writing activities in this class, and *I may have* students post discussions and do quizzes on D2L. Students will also answer the “Before Reading Questions” and “After Reading Questions” on Top Hat, while also discussing the readings in class to share and expand on their thoughts. In addition, once a week on a random day of my choice, we will spend the first ten minutes of class having a pop quiz

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that will be formatted as either multiple choice, true/false, or a short in-class writing. This will be done in-class.

Students, please note that your textbook is available on Top Hat.

Student Responsibilities or Tips for Success in the Course

- **No cell phones usage!** I recommend putting them away during class in your bag or face up on your desk.
- **CHECK YOUR LEOMAIL, D2L , and Top Hat OFTEN!!!** Announcements will be posted on D2L and any syllabus updates/changes. I will also communicate often through leomail. Your textbook access and reading questions are on Top Hat.
- **ALWAYS KEEP A BACKUP OF YOUR WORK!**
- Everyone will be *courteous and patient* with each other. We may be hitting some issues in this class where students disagree. So, we will conduct ourselves with grace and professionalism to promote an environment that is calm and conducive to learning.
- **Do not interrupt your classmates. Please, raise your hand when you have something to say or add to the discussion.**
- I recommend reading and/or writing your assignments as soon as possible. I also suggest that you read assignments at least two times. The creative process takes time.
- **All assignments are due the day of class**, and you must be ready to discuss the readings and/or turn in assignments right as class begins.
- **DO THE “BEFORE” and “AFTER READING” QUESTIONS ON TOP HAT!** We will expand on answers in class.
- **Come to class.**

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

Essays	60%
Writing Assignment #1:	15%
Writing Assignment #2:	15%
Writing Assignment #3:	15%
Writing Assignment #4:	15%
Discussions	20%
Attendance	10%
Quizzes/In-Class Writing/Participation/Top Hat	10%

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Final Project	20%
TOTAL	100%

Assessments

See *Writing Inquiry* for instructions on writing assignments. You will be writing four papers with topics that correspond with the learning outcomes. Generally, you will draft the writing assignments on your own, and then bring a copy to class for peer-review. As you are making the final edits to your paper, you will take your peers' suggestions and comments into account. My grading break down can be seen in the above section, "[GRADING](#)".

Essays (15% each): Students will complete four writing assignments during the semester. In English courses, essays are assigned in lieu of tests/exams. Students will be given a prompt and a rubric for each one. Failure to submit an essay at the time it is due will be viewed as if the student failed to show up for a test.

Quizzes, In-Class Writing, Participation, Top Hat (10%): This includes (but is not limited to) any work that I ask you to do in class and quizzes/in-class writing, and this work may or may not be on the schedule. Work that is done during class time may not be made up unless pre-arranged. In addition, I will not be posting when quizzes are on the calendar, but I will announce them ahead of time. Of course, pop-quizzes will not be announced ahead of time. Students are to do their "Before" and "After Reading" questions for the assigned readings on Top Hat, which is a participation grade, and they will expand and complicate their answers in class when we discuss the readings for the day. Any classwork that is missed as a result of an absence will be given a zero. The participation part of this grade is based on students' engagement in class and answering questions in Top Hat, this grade is updated periodically throughout the semester. To keep a high participation grade, students must contribute to the discussions, ask questions, share thoughts, and take notes. Inappropriate electronics usage will affect this grade. Keep cell phones on silent during class, either in your bag or face up on the table.

Attendance (10%): Please show up to class, attendance is an entire letter grade of your final grade. In order to understand what I am teaching, and since the information and concepts that we will be learning is cumulative, it is imperative for you to come to class. Tardiness or absences may affect this grade.

Final Project (20%): At the end of the semester, your final project will take the form of a presentation to the class as an "Ethnographic Portfolio"—requirements for this are on page 455-462 in *Writing Inquiry*. This project is ultimately a reflection of the work you generated during the semester. This project is in lieu of a final exam. More information to come as we near the end of the semester.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). 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

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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@tamuc.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, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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>

Interaction with Instructor Statement

Please reach out to me, I want to hear from you! I am your instructor, but I am also here to be your mentor, I care about you and your academic experience in my class. Suggestions to make

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my course better? Trouble understanding the content? Need suggestions and advice on papers and assignments? Have you come down with an illness or any other kind of emergency? Simply want to stop and chat? Please email me as soon as possible or drop by during office hours! I am in your corner and I want you to succeed in my class 😊

Emails: If you need to email me, please do so in proper format. In the “subject” line of your email, please give me a *very short* summary, in no more than a few words, as to why you are emailing me (i.e., “Sick—Will Not Be in Class Today”). Also, please compose your email with proper introductions (ex: “Dear Olivia Trotter”), followed by your body paragraphs, and then end with proper salutations (ex: “Sincerely,” “Best”, etc.) with your name underneath them.

Office Hours: I have designated office hours for each class. Unless students have made an appointment with me, I will see them individually at a “first come, first serve” basis.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance policy: Attendance is essential to succeed in my course. I allow you **three unexcused absences for the semester**, and **six excused absences**. However, if the reason for your absence is a school function, military requirements/events you must let me know in advance. If a student misses more than nine class meetings, their attendance grade may be affected, and a meeting will be scheduled.

Missed Work: If you must miss a class, it is your responsibility to get the homework/reading assignment from a classmate or me BEFORE the next class day. You are still responsible for what is due at the next meeting. In-class work cannot be made up. If you miss a class, any work that is graded during that meeting will receive a zero. If there is a school activity that forces you to miss the class, this is the only situation when a daily grade can be made up, but prior notice must be given. If a school function/absence falls on the due date of an essay, that essay must still be turned in on time online or receive a grade of zero. If rare personal circumstances or emergencies force someone to miss class or assignments, that person should communicate with me as soon as possible and I will do my best to accommodate them.

Quizzes/In-Class Writing: Quizzes and in-class writing are not scheduled on the syllabus. I give pop quizzes and short in-class writing assignments in class, at random. Both will occur at my discretion, but expect to regularly write in class for activities as well. The writing activities in class (separate from the random “warm up” in-class writings) also count towards participation. The more the class participates in discussions, the less likely they are to have pop quizzes.

Extra Credit: I may or may not offer extra credit this semester, but if I do, it will occur **once**. If/when I offer extra credit during the semester, this is an opportunity to **all students** in the class, but never to individual students. How this extra credit figures into students’ final grade will also be at my discretion.

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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.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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.tamuc.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>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce 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.tamuc.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>

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

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

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Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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 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 A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, 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.tamuc.edu/counsel

Department or Accrediting Agency Required Content

Grievances

Students who have concerns regarding their courses should first address those concerns with the assigned instructor (me, Olivia Trotter) 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. Ashanka Kumari, by emailing her (ashanka.kumari@tamuc.edu).

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 in person or via phone (not email) with the instructor already. Where

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

Chain of command: Instructor (Olivia Trotter) → Director of Writing (Dr. Ashanka Kumari) → Department Head (Dr. Hunter Hayes)

Writing Center

The Writing Center (or the “Communication Skills Center”) offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. Research shows that all writers benefit from sharing their work with a focused reader. The Writing Center staff is trained to support writers in any stage of the writing process (from a blank page to polishing the sentences), and we work with writers to verbalize writing goals and stay on track to finish larger writing projects. The writers with whom we work bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. The Writing Center will re-open for Fall 2021 after the semester begins. If you'd like to make an appointment, email us writing.tamuc@gmail.com.

COURSE OUTLINE / CALENDAR

Keep this schedule handy and refer to it daily. Complete the readings/activities before attending class.

Please note: Schedule is subject to change, it is just a guide. The instructor may change this schedule to accommodate class needs, inclement weather, etc.

Unit One: “Getting Started and Staying on Track”

Week 1: Writing Inquiry Part I

August 30: *In-Class:* Introduction to Course; go over syllabus; “What is Literacy” by James Paul Gee; Identity Kit Activity

Homework: Read “Learning Habits of Reflection” (p. 3-5); “Active reading” (p. 5-10); “Writing as a Process” (p. 10-20); “Plagiarism” (p. 28-30)

September 1: *In-Class:* Getting Started (p. 3-20); “Some Things We Know about Teaching” Activity (p. 26-28); **Go Over Writing Assignment #1**

Homework: Read “Sponsors of Literacy” (p. 45-65)

September 3: *In-Class:* Brandt and “Sponsors of Literacy” (p. 45-65); begin writing in class for Writing Assignment #1

Homework: Continue working on Writing Assignment #1, read Opperman (p. 67-74)

Unit 2: “Experiencing Literacy”—What does it mean to critically read and write?

Week 2: Chapter 1: Experiencing Literacy

September 6: Labor Day; NO CLASS!!

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September 8: *In-Class:* Continue Brandt (p. 45-65); Opperman (p. 67-74); writing activity

Homework: Read Malcolm X (p. 75-81), read Alexie (p. 95-98)

September 10: *In-Class:* Malcolm X (p. 75-81), Alexie (p. 95-98), continue to write in-class for Writing Assignment #1

Homework: Read García (p. 81-95); read Green (p. 98-106)

Week 3: Chapter 1: Experiencing Literacy

September 13: *In-Class:* García (p. 81-95); Green (p. 81-106)

Homework: “Activating the Fund of Attention to Empower Student Peer Review” (p. 30-43)

September 15: *In-Class:* Camfield et al. “Activating the Fund of Attention to Empower Student Peer Review” (p. 30-43)

Homework: **FIRST PEER REVIEW TOMORROW!** Please prepare a full draft of Writing Assignment #1!!! Start Reading Pritchard (p. 109-118)

September 17: *In-Class:* Writing Assignment #1—PEER REVIEW!

Homework: Revise Writing Assignment #1 and prepare to turn it in on Monday! Continue to read and finish Pritchard (p.109-118)

Week 4: Chapter 2: Expanding Literacy: Language and Code-Meshing

September 20: *In-Class:* **Writing Assignment #1 Revision due at beginning;** Chapter 2 Introduction of *Writing Inquiry* (p.107-108); Pritchard (p. 109-118)

Homework: Read Young (p. 118-128); begin reading *Dreams and Nightmares* by Velásquez

September 22: *In-Class:* Young (p. 118-128); *Dreams and Nightmares*; Go Over Writing Assignment #2 (p. 130)

Homework: Continue reading *Dreams and Nightmares*

September 24: *In-Class:* *Dreams and Nightmares* (cont’d); go over Writing Assignment #2

Homework: Finish reading *dreams and Nightmares*

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

September 27: *In-Class:* Finish *Dreams and Nightmares*; **student conference during class;** in-class writing

Homework: Continue writing for Writing Assignment #2

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September 29: *In-Class: Student Conferences (outside of class and during office hours);* continue working on Writing Assignment #2

Homework: Continue Writing Assignment #2

October 1: *In-Class: Student Conferences (outside of class and during office hours);* continue to work on Writing Assignment #2

Homework: Continue Writing Assignment #2; read Bartholomae (p. 130-151); read Hooks (p. 144-151)

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

October 4: *In-Class:* Bartholomae (p. 130-151); Hooks (p. 144-151); continue Writing Assignment #2

Homework: Read Selections from *Pro(se)letariats*; continue Writing Assignment #2

October 6: *In-Class:* Selections from *Pro(se)letariats*; in class writing

Homework: Bring a full draft of Writing Assignment #2 for peer review tomorrow

October 8: *In-Class: Writing Assignment #2 PEER REVIEW*

Homework: Read “Writing Assignment #2: Revision” (p. 153), and start your “Revision” 😊

Week 7: Midterm Projects

October 11: *In-Class:* Discuss “**Revision**” (p. 153); re-vision in class

Homework: Finish re-visioning your paper for Wednesday

October 13: *In-Class: Writing Assignment #2 Revision due;* catch up/check in; introduce Writing Assignment #3 (p. 154); instructor will break students off into groups

Homework: Start Writing Assignment #3—Part I (p. 154)

October 15: *In-Class:* Work on Writing Assignment #3—Part I (p.154)

Homework: Continue to work on Writing Assignment #3—Part I and II (p.154)

Week 8: Midterm Projects

October 18: *In-Class:* Work on Writing Assignment #3—Part I and II (p.154)

Homework: Continue to work on Writing Assignment #3—Part I and II (p. 154)

October 20: *In-Class:* Group Presentations

Homework: Continue working on Writing Assignment Part I and II (p. 154)

The syllabus/schedule are subject to change.

October 22: In-Class: Writing Assignment #3 Part II—Reflections Due!!! Group Presentations continued; instructor will assign students into six groups

Homework: Group 1 will read Moss (p. 156-179); Group 2 will read Mirabelli (p. 179-194); Group 3 will read Carter (p. 194-214); Group 4 will read Marko (214-236); Group 5 will read Alvarez (p. 238-250); Group 6 will read Lesh (p. 250-267)

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

October 25: In-Class: Introduce Chapter 3; go over Writing Assignment #4 (p.271); Groups 1-2 will present

Homework: Start working on Writing Assignment #4 (p. 271)

October 27: In-Class: Groups 3-4 present; rest of class will be spent on Writing Assignment #4 (p. 237)

Homework: Read Mills (p. 267-268); continue working on Writing Assignment #4 (p. 237)

October 29: In-Class: Groups 5-6 present; Mills (p. 267-268)

Homework: Keep working on Writing Assignment #4 (p. 271); **AND THIS WEEKEND,**

 *Have a Happy
Halloween!!!* 

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

November 1: In-Class: Student Conferences; work on assignment in class

Homework: Continue to work on Writing Assignment #4 (p. 271)

November 3: In-Class: Student Conferences continued; Continue to work on Writing Assignment #4 (p. 271)

Homework: Continue to work on Writing Assignment #4 (p. 271); get a draft ready

November 5: In-Class: Writing Assignment #4 Peer Review (bring in a draft); looking at examples together

Homework: Continue to work on Writing Assignment #4 (p. 271); incorporate peer

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Reviews; catch up on work in this class

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

November 8: *In-Class:* catch up day

Homework: Continue Writing Assignment #4 (p.271)

November 10: *In-Class:* Readings TBA

Homework: Continue Writing Assignment #4 (p. 271)

November 12: *In-Class:* Revise Writing Assignment #4 (p.271)

Homework: Continue revising Writing Assignment #4; reading TBA

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

November 15: *In-Class:* Reading TBA

Homework: Finish Writing Assignment #4 (p. 271)

November 17: *In Class:* **Writing Assignment #4 (p. 271) due!!!**; pulling together themes of the course; what have you learned?

Homework: TBA

November 19: *In-Class:* Discuss and write, as a class, to articulate what they have learned

Homework: TBA

Unit 3: Pulling it All Together and Final Projects!

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

November 22: *In-Class:* p.271 and reading over all your previous work; Introduce Writing Assignment #5 (p. 272)

Homework: None, ENJOY THE BREAK 😊

November 24: Thanksgiving Break (NO CLASS)

November 26: Thanksgiving Break (NO CLASS)

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

November 29: *In-Class:* Writing in class; Revising Writing Assignment #5 (p.272)

Homework: Continue revising Writing Assignment #5 (p. 272)

December 1: *In-Class:* Writing in class; Revising Writing Assignment #5 (p.272)

The syllabus/schedule are subject to change.

Homework: Continue revising Writing Assignment #5 (p. 272); get it ready for peer review

December 3: *In-Class:* PEER REVIEW ON FINAL PROJECT

Homework: Work on Final Project

Week 15: Wrapping Up

December 6: *In-Class:* Work on Final Project

Homework: Continue working on Final Project

December 8: *In-Class:* Work on Final Project

Homework: Continue Working on Final Project

December 10: *In-Class:* work on Final Project; Last Day of Class

Homework: Continue working on Final Project

Week 16: Final Exam

December 15: *In-Class:* Final Exam @ 10:30am-12:30pm; TURN IN FINAL PROJECT!!!

Homework:

Have a wonderful Winter Break!!! 😊



IMPORTANT: Final Exam Schedule (Final Week December 13-17):

<https://inside.tamuc.edu/admissions/registrar/academicCalendars/final-exam-schedule.aspx>

The syllabus/schedule are subject to change.