



ENG, 1301, 10E, Fall 2021 US-College Reading & Writing
COURSE SYLLABUS: Fall 2021

Instructor: Brad Davis
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Preferred Form of Communication: **Email or Text**
Communication Response Time: 1 Day

Please, click on the following link to access A&M-Commerce Covid 19 Information, tamuc.edu

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.

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 em-

phasize 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

Assignment Name	Percentage of Grade
Writing Assignment #1: Narrating Literacy	15%
Writing Assignment #2: Expanding Literacy	15%
Writing Assignment #3: Group Presentation and Reflection	15%
Writing Assignment #4: Tensions in Literacy	15%
Writing Assignment #5: Final Reflective Project	20%
Quizzes/Participation	10%
In-class writing/Reading Responses/Homework	10%

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 and a printer (assignments must be typed and printed)
- Ability to print 30-50 pages throughout the semester (funds, ink, paper, etc.)
- Many teachers require students to access an eCollege course shell for supplemental course information

COMMUNICATION AND SUPPORT

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail: brad.davis@tamuc.edu. Office hours: 9:30am-10:30am MWF

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 *in person or via phone (not email!)* with their instructor already.**

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:

Attendance & Participation:

In order to receive full Attendance & Participation points every week, you need to:

- **prepare** before class: complete any reading & writing assignments **before class**
- be **on time**: i.e., come to class by 12:59 PM).
- **participate**: engage in class discussions, listen attentively, take notes, ask when confused, answer questions, etc.
- **stay** until dismissed (there’s no such thing as partial attendance; you are either present the whole time or you are absent)

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

Instructors: You should adjust this calendar according to how you want to operate each class day, but with the expectation (by myself, the department, and University College) that our courses are standardized.

Also, please be mindful when scheduling student conferences. You should not go more than one week without a class in person. Think about using your required office hours AND conducting conferences while students are in class writing/revising so that they still meet with you face to face often.

Weekly Schedule:

The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs, unexpected weather, etc.

ENG 1301 Class Calendar

Note to students: The readings or work indicated are **DUE in class** on the day listed.

Week 1: Writing Inquiry Part I

August 30: Introduction to *Writing Inquiry* and p.20-25 “What is Literacy” by James Paul Gee;
p.26 Identity Kit Activity
September 1: Part I: Getting Started p. 3-20, 28-30 (“Some things we know about teaching”
Activity in class); Go Over Writing Assignment #1
September 3: Part I: Begin Reading Brandt together
(work through the opening)

Week 2: Chapter 1: Experiencing Literacy

September 6: p.48 – 65, Brandt “Sponsors of Literacy”; begin writing in class for WA 1
September 8: p. 67-80 Opperman (10 pages); Malcolm X (2 pages);
September 10: p. 95 Alexie; Bring in some more writing for WA 1

Week 3: Chapter 1: Experiencing Literacy

September 13: p.81-95 García and p.98-106 Green
September 15: p.30-43 Camfield et al.;
September 17: WA 1 PEER REVIEW (Bring in a draft of WA 1)

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

September 20: **WA 1 Revision due**; p.107-108 Ch 2 Introduction of Writing Inquiry;
September 22: p 109-118 Pritchard (14 pages);
September 24: *Dreams and Nightmares*; Go Over WA 2

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

September 27: Finish *Dreams and Nightmares*;
September 29: **Student Conference during class as well as in class writing**
October 1: **Student Conferences (outside of class and during office hours)**

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

October 4: **Student Conferences (outside of class and during office hours)**
October 6: p. 130-151 Bartholomae; hooks;
October 8: selections from *Pro(se)letariats*

Week 7 :Midterm Projects

October 11: **WA 2 PEER REVIEW; p.153 Revision**
October 13: **WA 2 Revision due**; catch up/check in; Introduce Writing Assignment #3
October 15: Work on Writing Assignment #3 in class p.154

Week 8: Midterm Projects

October 18: Work on Writing Assignment #3 in class p.154
October 20: develop Reflection
October 22: Group Presentations

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

October 25: Group Presentations
October 27: Introduce Chapter 3 and Writing Assignment #4 p.237
October 29: TBA

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

November 1: Mills p. 267
November 3: Student Conferences
November 5: Student Conferences

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

November 8: **WA 4 Peer Review (bring in a draft)**, looking at examples together
November 10: catch up day
November 12: TBA; Revising WA 4

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

November 15: TBA; Revising WA 4
November 17: TBA;
November 19: TBA; Revising WA 4

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

November 22: WA 4 due; pulling together themes of the course; what have you learned?
Discussion and writing as a class to articulate what they have learned
November 24: p.271 and reading over all your previous work
November 26: Thanksgiving Break (NO CLASS)

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

November 29: Writing in class; Revising
December 1: PEER REVIEW ON FINAL PROJECT
December 3: Work on Final Project

Week 15: Wrapping Up

December 6: Work on Final Project
December 8: Work on Final Project

Finals week (December 10 - 13): Final Exam Schedule is here: <https://www.tamuc.edu/admissions/registrar/academicCalendars/final-exam-schedule.aspx>

Celebration of Student Writing on Wednesday, December 8th, from 3-5pm in the Rayburn Student Center Conference Rooms and the Innovations Rooms A&B. All ENG 1302 all students are encouraged to attend.