



**ENG 1301:11E College Reading and Writing  
COURSE SYLLABUS: Fall 2021**

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## **COURSE INFORMATION**

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

Textbook(s) Required:

*Writing Inquiry*. Eds. Shannon Carter, Donna Dunbar-Odom, Tabettha Adkins, and Jessica Pauszek. Fountainhead Press, 2017.

*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 - (FORMERLY ENG 101) - 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**

Assignment Name	Percentage of Grade
Writing Assignment #1: Narrating Literacy	15%
Writing Assignment #2: Expanding Literacy	15%
Group Presentation and Reflection	15%
Writing Assignment #3: Tensions in Literacy	15%
Writing Assignment #4: FINAL PROJECT and Reflection	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, and his address is: **brian.mcshane@tamuc.edu**. Also, each instructor in the department of literature and languages is required to keep at least three office hours per course per week.

### 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. Ashanka Kumari, by completing a student grievance form available on the program website:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>.

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. Ashanka Kumari, 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:

### *COVID-19 Statement:*

We are still in the midst of a pandemic. While the university is not mandating any safety protocols, including vaccinations, social distancing, and masks, this does not mean we cannot take responsibility for the health of ourselves and our classmates. To this end, I am going to be wearing a mask during our on-the-ground meetings even though I've been vaccinated, and I encourage you to do the same. If you feel under the weather, STAY HOME. We will make accommodations for the missing work. Wherever possible, avoid large gatherings and risky behavior. Remember: this virus has killed hundreds of thousands in America alone, and should be treated as such. Some students will have more direct impacts in their lives than others, so exercise care when discussing COVID as a topic.

### *Anti-Racist Statement:*

This course discusses things like economic class, educational opportunities, and other aspects of access to literacy that present a racial disparity in this country. It is the position of this class to call out such structural deficiencies as wrong, as racist. This subject will no doubt cause some students discomfort. Please be patient as we wade through these discussions together. To this end, this course will not tolerate willful insensitive language with respect to sex, race, gender, or orientation, but will attempt to understand how things like racism and sexism led to the barriers some of our authors had to overcome.

### *Attendance Policy*

All classes will begin with some writing activity. This might be a quick question to answer, a prompt to think about and respond to, or an in-class writing exercise. These collected exercises will be counted as both attendance/participation as well as possibly being reflected in another graded area. Because of this, attendance is important. Please make every effort to be in the classroom on time to ensure participation in the first activity of the class. **Excused absences (University sanctioned events/military events/other documented cases) have no bearing on grades.**

### *Late Work*

Late work is defined as work submitted *after* the assigned due date *without* an extension. Extensions are granted on a universal basis provided they are asked for *before* the day the assignment is due. Late work is subject to a 10-point-per-day penalty, without documented emergency as exception.

### *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&MCommerce 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/rulesProcedures/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 for class needs, unexpected weather, etc.

#### **Week 1:**

Introduction to *Writing Inquiry*

Part I: Getting Started ("Some things we know about teaching" Activity in class)

Brandt; Gee

#### **Week 2:**

WA 1 introduction.

**WA 1 peer review**

#### **Week 3:**

Opperman; Malcolm X;

Alexie

**In-Class Writing Exercise**

#### **Week 4:**

**WA 1 Revision due**; Ch 2 Introduction of Writing Inquiry; Pritchard;

Green, Carter, Young **WA 2 introduction**

#### **Week 5:**

**Student Conferences**

#### **Week 6:**

hooks; Selections from *Pro(se)letariats*

**In-Class Writing Exercise**

**WA 2 PEER REVIEW**

#### **Week 7:**

Catch up/check in; Introduce Midterm Project

Work on Midterm Project in class

**WA 2 Revision due**; Work on Midterm Project in class

#### **Week 8: Midterm Projects**

Work in Groups on Midterm

#### **Week 9:**

## **Group Presentations**

Introduce Chapter 3; Moss, Marko **Group Presentations (if needed)**

\*\*\* Midterm Grades due around this time, keep an eye out for specific dates\*\*\*

### **Week 10:**

**WA 3 Peer Review**

Mills, Lesh, Alvarez

### **Week 11:**

**Student Conferences**

### **Week 12:**

Introduce Final Project and Chapter 4

**Dreams and Nightmares**

### **Week 13:**

**WA 3 Revision due**

**Dreams and Nightmares**

### **Week 14:**

Finish Dreams and Nightmares, start final Project

### **Week 15: Wrapping Up**

**Final Project Due**

### **Finals week:**

TBD