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**ENG 1301.09E, US-College Reading & Writing
MWF 1:00- 1:50, Room: DTH 302**

COURSE SYLLABUS: FALL 2021

INSTRUCTOR INFORMATION

Instructor: Daniel Jones
Office Location: TBA
Office Hours: TBA
Office Fax: (903) 886.5980
University Email Address: TBA

PLEASE NOTE: This is a common syllabus used by graduate assistants teaching sections of this course.

COURSE INFORMATION

For this course, we will be using a platform called *Top Hat* that is included through TAMUC's Inclusive Access, meaning that this fee has already been charged to your bursar account. Top Hat will be accessible through our course shell in D2L. While you will receive an email about being able to opt out of this inclusive access, Top Hat is required for the course.

To gain access to Top Hat, it is YOUR responsibility to create an account when you receive an email from the campus bookstore. Be on the lookout for this email at the start of the semester.

Through *Top Hat*, you will gain access to the following course materials.

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

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

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

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

I will respond to your emails within 48 hours on weekdays. If you do not hear from me in that time frame (and 72 hours on weekends), please contact again. Remember, email glitches sometimes. So, always email again if you do not hear a response.

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 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 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

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.

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 Policy

Attending class is to your advantage. I am not responsible for reminding you to attend class or for providing you with material if you miss class. If you miss classes during the semester, you **seriously endanger** your ability to master the course material, participate in important class activities, and possibly miss critical assignment due dates. Daily quizzes or short writing assignments may be given at the beginning of class and cannot be made up. If you know you will miss class for a legitimate reason (medical appointment, sick child, funeral, etc.), or for university sanctioned events and military events/requirements, then speak with/email me *ahead of time*, so we can make arrangements for you to submit work **early** for full credit.

Homework is collected at the beginning of class. You must attend the full class period to submit any assignments due that day. You may not send it with another student, email it to me in lieu of

a hardcopy, or submit it at the beginning of class and then leave. Students are expected to deal with each other and the instructor in a professional, courteous manner.

There will be no cell phone use during class time. If you have an emergency and are expecting a phone call, notify your professor before class begins, set your phone to vibrate, then leave the room to talk on your phone.

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/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 for class needs, unexpected weather, etc.

Week 1: Writing Inquiry Part I

August 30: Introduction to *Writing Inquiry* and “What is Literacy” by James Paul Gee; Identity Kit Activity

September 1: Getting Started p. 3-20, 28-30 (“Some things we know about teaching” Activity in class); Go Over Writing Assignment #1

September 3: p.43 – 65, Brandt “Sponsors of Literacy”; begin writing in class for WA 1

Week 2: Chapter 1: Experiencing Literacy

September 6: **LABOR DAY**

September 8: **p. 67-80; 95-98** Opperman (10 pages);

September 10: Malcolm X (2 pages); 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.107-128 Ch 2 Introduction of Writing Inquiry; Pritchard (14 pages); Green (8)

September 22: *Dreams and Nightmares*; Go Over WA 2

September 24: *Dreams and Nightmares* (cont’d)

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

September 27: Finish *Dreams and Nightmares*; **Student Conference during class as well as in class writing**

September 29: **Student Conferences (outside of class and during office hours)**

October 1: **Student Conferences (outside of class and during office hours)**

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

October 4: p. 130-151 Bartholomae; hooks

October 6: Selections from *Pro(se)letariats*

October 8: **WA 2 PEER REVIEW**

Week 7: Midterm Projects

October 11: **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; develop Reflection

October 20: Group Presentations

October 22: Group Presentations

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

October 25: Introduce Chapter 3 and Writing Assignment #4 p.237

[Chapter 3: Groups will take one reading each and present informally to the class on Moss; Mirabelli; Carter; Lesh; Alvarez; Marko, etc.]

October 27: [Reading TBA]

October 29: Mills p. 267

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

November 1: **Student Conferences**

November 3: **Student Conferences**

November 5: **WA 4 Peer Review (bring in a draft)**, looking at examples together

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

November 8: catch up day

November 10: [Reading TBA]

November 12: Revising WA 4

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

November 15: [Reading TBA]

November 17: WA 4 due; pulling together themes of the course; what have you learned?

November 19: Discussion and writing as a class to articulate what they have learned [in-class writing]

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

November 22: p.271 and reading over all your previous work [WA 5]

November 24: **?Thanksgiving Break (NO CLASS)?**

November 26: **Thanksgiving Break (NO CLASS)**

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

November 29: PEER REVIEW ON FINAL PROJECT

December 1: Work 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

December 10: Final Project Due, Last Class

Finals week (December 11 - 17): Final Exam Schedule is here:

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