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**ENG 1301.04E (CRN 80523): College Reading and Writing
COURSE SYLLABUS: Fall 2021**

Instructor: Nikkol Baker

Office Location: TBA

Office Hours: 2:00-3:00 MWF

Office Phone: TBA

Office Fax: (903) 886.5980

University Email Address: Nikkol.Baker@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 12-24 hours on weekdays/weekends

PLEASE NOTE: This is a common syllabus used by graduate assistants 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.

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 approach 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 the 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 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)
- Access to a notebook/paper for daily writing assignments
- Ability to print 30-50 pages throughout the semester (funds, ink, paper, etc.)
- Access to an eCollege course shell for supplemental course information

COMMUNICATION AND SUPPORT

Please contact me with any questions you may have. My communication preference is e-mail and the address is: Nikkol.Baker@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. This course's office hours will be from 3:00-4:00 MWF in a location that will later be announced.

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”).

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

Each course day, attendance will be taken via Daily Writing Assignments. At the beginning of each class, five minutes of your time will be dedicated towards writing a short paragraph over a given prompt. Failure to complete a Daily Writing Assignment will result in an unexcused absence unless you email me of your absence prior to the start of class. Emergencies, situations, and circumstances happen, so please email ahead of class time so that we may work out classwork and homework. You’re still responsible for any homework that may be due. The university has no policy for “excused absences” except for university events and military events/requirements, so please save your absences for illness, court appearances, arrangements, and other important situations. Please try your best to make it to class on time. Missing over five class days will result in a mandatory conference where we’ll discuss your absences and work with helping you finish off the semester as strong as possible.

Note: Three tardies equals one unexcused absence.

Make Up Work

Each day an assignment is late, ten points (a letter grade) will be deducted from your grade. Three days after the due date, the assignment won’t be accepted. If a situation has prevented you from completing the assignment, message me ASAP. An extension may be granted at my discretion. Factors including your attendance, the reason for your absence,

and your record of work completion all contribute to the extension decision. Extensions must be confirmed 24 hours before the assignment is due.

Extra Credit

Extra credit opportunities may be offered throughout the semester. These extra credit opportunities may ask you to write something for class or get involved on campus or with the community. The value of the extra credit may be determined at the end of the semester.

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 or 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.) then 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 for class needs, unexpected weather, etc.

NOTE: The readings/work indicated are DUE in class on the day listed. For example, on September 3rd, you should have come to class having read and ready to discuss Brandt.

Week 1: Writing Inquiry Part I

August 30: Discuss Syllabus (print and bring copy to class); 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); Introduction to 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 two draft copies 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: **[NO CLASS]** 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 (bring in two draft copies); p. 153 Revision**

Week 7 :Midterm Projects

October 11: **WA 2 Revision due;** Catch up/Check in; Introduce Writing Assignment #3

October 13: Work on Writing Assignment #3 in class p. 154

October 15: Work on Writing Assignment #3 in class p. 154

Week 8: Midterm Projects

October 18: 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; vote (in-class) for future reading assignments

October 27: The reading assignment for this day will be determined by popular vote during the October 25th class meeting

October 29: Mills p. 267

Midterm Grades Due: Date TBA

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

November 1: Student Conferences (During class as well as in-class writing)

November 3: **[NO CLASS]** Student Conferences (Outside of class and during office hours)

November 5: **WA 4 PEER REVIEW (bring in two draft copies),** looking at examples together

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

November 8: Catch up day; TBA

November 10: The reading assignment for this day will be determined by popular vote during the October 25th class meeting; Revising WA 4

November 12: The reading assignment for this day will be determined by popular vote during the October 25th class meeting; Revising WA 4

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

November 15: The reading assignment for this day will be determined by popular vote during the October 25th class meeting; Revising WA 4

November 17: The reading assignment for this day will be determined by popular vote during the October 25th class meeting; Revising WA 4

November 19: **WA 4 Revision due;** In-Class Discussion/Writing: Pulling together themes of the course

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

November 22: p. 271 and reading previous work; Final Reflective Project introduction (WA 5)

November 24: [NO CLASS] Thanksgiving Break

November 26: [NO CLASS] Thanksgiving Break

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

November 29: Writing in class; Revising

December 1: Writing in class; Revising

December 3: **PEER REVIEW ON FINAL PROJECT (bring in two draft copies)**

Week 15: Wrapping Up

December 6: Work on Final Project

December 8: Work on Final Project

December 10: Work on Final Project [**LAST CLASS DAY**]

December 11th-17th: Finals Week

Final Exam Schedule is here:

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

NOTE: The Celebration of Student Writing event will be held at a date and location to later be announced. Although attendance is not required, it is highly recommended. Presentations from ENG 1302 students will be shown at this event and it's a great way to see expectations for next semester. More information on this event will be provided at a later time.