



English 1301-15E: College Reading and Writing  
Course Syllabus Fall 2021

TR 2:00 P.M. – 3:15 P.M.—David Talbot Hall, Room 201

<b>Instructor</b>	Emily Littlejohn (she, her, hers)
<b>Office Location</b>	TBA
<b>Office Hours</b>	TBA
<b>Office Phone</b>	TBA
<b>University Email</b>	<a href="mailto:emily.littlejohn@tamuc.edu">emily.littlejohn@tamuc.edu</a>

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

## COURSE INFORMATION

### Required Texts

*Writing Inquiry*. 2nd Edition. Eds. Jessica Pauszek, Shannon Carter, Donna Dunbar-Odom, and Tabettha 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.

### Technology Requirements

- 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

### 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 (SLOs)

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	Description
Lectures	Oral lectures will be conducted during regularly scheduled class time. Lectures will be accompanied with visual supports like handouts and PowerPoint presentations. Lectures are interactive and depend upon student participation. Lectures not only review important information from the readings, but also require students to apply the concepts and skills from the reading in individual and group activities and assessments.
Individual Reading & Writing	Students will complete readings and assignments before each class period to prepare for class (see course schedule for more information). Students will also conduct individual reading and writing assignments during class to apply the lecture material, make progress toward major writing assignments, and complete reflective activities.
Teamwork	Students will communicate and coordinate together in small and larger groups to apply concepts and skills, make progress toward major writing assignments, and complete reflective activities. Students will work together in class and outside of class to complete major assignments like the “Group Presentation & Reflection” project (worth 20% of course grade).
Assessments	Students’ comprehension will be assessed with individual and group activities like warm-up questions, Kahoot!s, reading quizzes, reflections, peer-reviews, discussions, oral presentations, etc.

**\*\*Major Writing Assignments (WAs): See *Writing Inquiry* for full descriptions of WAs.\*\***

---

### GRADING

Numeric	Letter
---------	--------

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

### Evaluation Breakdown

Assignment	Percentage of Grade
Writing Assignment #1: Narrating Literacy	15%
Writing Assignment #2: Expanding Literacy	15%
Writing Assignment #3: Group Presentation & 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

**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](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>

### 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>

## 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](mailto: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

### Contact Your Instructor

Do you have questions about the course, class materials, or assignments? Please contact your instructor with any questions that you have in-class, in office hours (6 hours per week), or via email. Your instructor's email address is:

[Emily.Littlejohn@tamuc.edu](mailto:Emily.Littlejohn@tamuc.edu). Mrs. Littlejohn requires a specific email format to respond (see "Instructor Policies") and regularly responds to emails Monday-Friday, 8:00 a.m. - 5:00 p.m.

### 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 POLICIES

### COURSE SPECIFIC

#### Attendance Policy

Students are expected to attend all class meetings on time so they receive the news, information, and skills required to be successful.

The following activities/circumstances count as excused absences at Texas A&M-Commerce according to the Registrar's attendance policy (<http://www.tamuc.edu/admissions/registrar/generalinformation/attendance.aspx>):

- "Participation in a required/authorized university activity"

- Verified illness
- Death in a student's immediate family
- Obligation of a student at legal proceedings in fulfilling responsibility as a citizen"

Additionally, I accept excused absences for elective university activities, emergencies, and medical appointments that cannot be scheduled outside of regular class meetings.

Provide advance notice via email, when possible, and the appropriate documentation (a doctor's note or funeral program, for example) to receive an excused absence. It is the student's responsibility to work with their peers to acquire class notes and with their instructor for makeup work when they miss class.

### **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.

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>

### **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**

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

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.

## Non-Discrimination 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](mailto:StudentDisabilityServices@tamuc.edu)

## 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](http://www.tamuc.edu/counsel)

## Instructor Policies

### How do I send a professional email to my instructor?

1. The subject line should follow this format: Eleanor Shellstrop. ENGL 1301-15E. Question about WA#1.
2. Salutation—Greet your instructor by their preferred name.
3. Body—Keep your email clear, concise, and professional (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and that every interaction is a reflection of your academic persona.
4. Closing—End your email with an appropriate closing followed by your name.

#### *Example Student Email to Instructor*

**To:** [emily.littlejohn@tamuc.edu](mailto:emily.littlejohn@tamuc.edu)

**Subject:** Jason Mendoza. ENGL 1301-15E. Office Hours Question.

Good morning Mrs. Littlejohn,

I would like to meet with you to discuss my essay. I cannot make your office hours. Can I set up an appointment? I am available Monday, Wednesday, and Friday after 3:00 p.m.

Thank you,  
Jason Mendoza

### What are the student/teacher behavior expectations?

What You Can Expect From Your Instructor	What Your Instructor Expects of Students
Your instructor will arrive to class early to set up the lesson materials, answer questions, and talk with students.	Students will arrive to class on time so they don't miss important announcements or information. They will have the opportunity to ask questions and express concerns.
Your instructor will come to class prepared with lectures, discussion questions, writing prompts, assessments, and more.	Students will come to class prepared to best understand and participate in activities. Coming to class prepared includes completing reading/homework beforehand, bringing the required texts, and bringing materials to take notes and work on writing assignments.
Your instructor will guide the class in an engaging, organized manner.	Students will actively engage in class lectures, discussions, writing activities, and assessments. Students will ask questions, seek clarification, and make progress toward major writing assignments.
Your instructor will respect students' views, interpretations, concerns, and learning needs.	Students will respect the instructor and peers' views, interpretations, and concerns.
Your instructor will respond to emails promptly during normal working hours.	Students will respond to emails and check eCampus frequently during normal working hours.
Your instructor will return grades within 2 weeks of the deadline.	Students will submit their best work on time. Students will promptly read feedback when grades are returned.

### How do I submit my work and view my feedback?

#### *How to Submit Essays*

First, save essays with the following title format: First Name Last Name. ENGL 1301-Section. Assignment Description. Example: Chidi Anagonye. ENGL 1301-15E. WA#1.

Second, submit your essays as Microsoft Word .docx files to the appropriate Dropbox on eCampus. Follow these steps: Click the "Dropbox" tab. Click the correct assignment name. Click "Add a file." Click "Submit."

#### *How to View Essay Feedback*

Click the "Dropbox" tab on the eCampus navigation bar. Click the correct assignment name. Click "View Feedback." At the top of the page, you will see a Microsoft Word .docx file attached. Download the attachment.

Viewing your feedback is important because it explains how you earned your grade. It also shows you how you can improve your writing in the future.

### What is the late work policy?

If extraordinary circumstances prevent you from submitting a major writing assignment on time, email your instructor 24-hours in advance. Your instructor may or may not grant you an extension.

NOTE: Technology trouble, like losing work saved to a device, is not a permissible reason to request an extension. Always save your work to a cloud-based service like Google Drive or Dropbox.com.

### When is the last day to drop the course? How do I know if I should drop?

The last day to drop the course is \_\_\_\_\_. Talk to your academic advisor about the grade requirements of your degree plan.

### What are some success tips?

1. Check your university and eCampus emails at least once per day. Also check the “News” section of eCampus daily.
2. Ask your instructor questions in class, in office hours, and/or via email.
3. Set manageable goals. Break up major assignments into smaller tasks and start on major assignments as soon as possible.
4. Schedule an appointment with the Writing Center before submitting the final version of your essays. Give yourself time to revise!
5. Come to class prepared (read before class, come to class with required materials and questions, etc.).

### What is the best way to study?

According to one of the most comprehensive reviews of student study strategies, the most effective study techniques are practice testing and distributed/spaced practice (*An Evidence-Based Guide to College and University Teaching* by Aaron S. Richmond, Guy A. Boysen, and Reagan A.R. Gurung.)

So, how can you use practice testing and distributed practice to perform better in your courses? You can create flashcards and test yourself for 10-30 minutes 3-7 times a week.

## Course Calendar

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

NOTE: Schedule is subject to change. The instructor may change this schedule to accommodate class needs, inclement weather, etc.

Date	Topic	Homework Due
Week 1: Aug. 30-Sept. 3	Writing Inquiry Part 1	<p>Aug. 31: Introduction to <i>Writing Inquiry</i> and “What is Literacy” by James Paul Gee; Identity Kit Activity</p> <p>Sept. 2: Part I: Getting Started p. 3-20, 28-30 (“Some things we know about teaching” Activity in class); Go Over Writing Assignment #1; Begin Reading Brandt together (work through the opening)</p>



Week 2: Sept. 6-10	Ch. 1: Experiencing Literacy	Sept. 7: p.43 – 65, Brandt “Sponsors of Literacy”; begin writing in class for WA 1  Sept. 9: <b>p. 67-80; 95-98</b> Opperman (10 pages); Malcolm X (2 pages); Alexie; Bring in some more writing for WA 1
Week 3: Sept. 13-17	Ch. 1: Experiencing Literacy	Sept. 14: p.81-95 García and p.98-106 Green  Sept. 16: p.30-43 Camfield et al.; WA 1 PEER REVIEW (Bring in a draft of WA 1)
Week 4: Sept. 20-24	Ch. 2: Expanding Literacy	Sept. 21: <b>WA 1 Revision due</b> ; p.107-128 Ch 2 Introduction of Writing Inquiry; Pritchard (14 pages); Green (8)  Sept. 23: <i>Dreams and Nightmares</i> ; Go Over WA 2
Week 5: Sept. 27-Oct. 1	Ch. 2: Expanding Literacy	Sept. 28: Finish <i>Dreams and Nightmares</i> ; <b>Student Conference during class as well as in class writing</b>  Sept. 30: <b>Student Conferences (outside of class and during office hours)</b>
Week 6: Oct. 4-8	Ch. 2: Expanding Literacy	Oct. 5: p. 130-151 Bartholomae; hooks; selections from <i>Pro(se)letariats</i>  Oct. 7: <b>WA 2 PEER REVIEW; p. 153 Revision</b>
Week 7: Oct. 11-15	<b>MIDTERM PROJECTS</b>	Oct. 12: <b>WA 2 Revision due</b> ; catch up/check in; Introduce Writing Assignment #3  Oct. 14: Work on Writing Assignment #3 in class p.154
Week 8: Oct. 18-22	<b>MIDTERM PROJECTS</b>	Oct. 19: Work on Writing Assignment #3 in class; develop Reflection  Oct. 21: Group Presentations
Week 9: Oct. 25-29	Ch. 3: Dominant, Vernacular, & Marginalized Literacies	Oct. 26: Introduce Chapter 3 and Writing Assignment #4 p.237  Oct. 28: Mills p. 267, <b>other readings TBA</b>
Week 10: Nov. 1-5	Ch. 3: Dominant, Vernacular, & Marginalized Literacies	Nov. 2: <b>Student Conferences (outside of class and during office hours)</b>  Nov. 4: <b>WA 4 Peer Review (bring in a draft)</b> , looking at examples together
Week 11: Nov. 8-12	Ch. 3: Dominant, Vernacular,	Nov. 9: catch up day

	& Marginalized Literacies	Nov. 11: <b>Reading TBA</b> ; Revising WA 4
Week 12: Nov. 15-19	Ch. 3: Dominant, Vernacular, & Marginalized Literacies	Nov. 16: <b>Reading TBA</b> Nov. 18: <b>WA 4 due</b> ; pulling together themes of the course; what have you learned? Discussion and writing as a class to articulate what they have learned
Week 13: Nov. 22-26 Thanksgiving Break Nov. 24-26.	Ch. 4: Reflecting on Literacy in our Lives	Nov. 23: p.271 and reading over all your previous work Nov. 25: NO CLASS. Thanksgiving Break.
Week 14: Nov. 29-Dec. 3	Ch. 4: Reflecting on Literacy in our Lives	Nov. 30: Writing in class; Revising Dec. 2: <b>PEER REVIEW ON FINAL PROJECT</b>
Week 15: Dec. 6-10	<b>FINAL PROJECT</b>	Dec. 7: Work on Final Project Dec. 9: LAST DAY OF CLASS; Work on Final Project
Week 16: Dec. 13-17	<b>FINAL EXAM</b>	Dec. 14 <sup>th</sup> 1:15 p.m. – 3:15 p.m.

## Notes

1. Final Exam Schedule (Final Week December 13-17):  
<https://www.tamuc.edu/admissions/registrar/academicCalendars/final-exam-schedule.aspx>
2. Celebration of Student Writing: Wednesday, December 11 from 3-5 p.m. in the Rayburn Student Center Conference Rooms and the Innovations Rooms A&B. **All ENGL 1302 students will present at this, so it's a great chance to see the expectations for next semester!** 😊