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ENG 1301.[90E], College Reading and Writing

COURSE SYLLABUS: FALL 2021

INSTRUCTOR INFORMATION

Instructor: Carol Dale, M.Ed.

Office Location: Boles High School

Office Hours: Monday-Friday 10:20-11:05am and Monday-Thursday 3:15-3:40pm

Office Phone: 903-883-4464

University Email Address: Carol.Dale@tamuc.edu

Preferred Form of Communication: e-mail

Communication Response Time: 1-2 hours

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.

If you have any issues with Top Hat, you should contact support@tophat.com.

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.

Dreams and Nightmares / Sueños y pesadilla. Liliana Velásquez. Edited and Translated by Mark Lyons. Parlor Press. 2017.

The syllabus/schedule are subject to change.

Pro(se)letariats. 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 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

Minimal Technical Skills Needed

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). I will email the class through D2L, so be sure that that email is the one you check.
- Regular internet access
- Access to a computer with a word processing program and a printer (assignments must be typed uploaded through D2L in a doc or docx file)

Instructional Methods

The syllabus/schedule are subject to change.

This is a “B” Blended section, meaning we will have some f2f class time and some online course time. Because of the pandemic, we are only allow to have so many students in the course at once. You will be given a group and I will designate which days your group can come to class f2f. When your group is NOT f2f, you are expected to do the work via Top Hat and D2L.

This is a WEB section, meaning out entire course is online. Each week, I will provide a synchronous class time that you will be expected to attend during that time *or* will be allowed to watch the recording of during the week. Either is acceptable for full participation. All other course work will be done asynchronously with given deadlines throughout the week.

Student Responsibilities or Tips for Success in the Course

It is expected that you will participate in Top Hat every week, usually on multiple occasions. Students in “B” blended courses are expected to be in class OR complete their work remotely in the allotted timeframe. Students in “W” classes will be entirely online but are still expected to watch class recordings if they cannot virtually attend any synchronous lectures/discussions/workshops. All students should check their email daily and log into D2L at a minimum 2-3 times a week. To succeed in this course, you should also complete all the required reading and activities in Top Hat.

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Assessments

Assignment Name	Percentage of Grade
Writing Assignment #1: Narrating Literacy	20%
Writing Assignment #2: Expanding Literacy	15%
Writing Assignment #3: Group Presentation and Reflection	15%
Writing Assignment #4: Tensions in Literacy	10%
Writing Assignment #5: Final Reflective Project	15%

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Top Hat Participation	10%
In-class writing/ Discussion Board Posts and Responses to Classmates/ Reading Responses/Homework	15%

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

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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.

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

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

The syllabus/schedule are subject to change.

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Participation of will be counted partly through your use of Top Hat (10%) and partly through the work you do in class discussions (online or f2f), in drafting your writing assignments, in group work, etc. When you answer the Before and After Reading questions in Top Hat, you will gain participation points. If you miss a deadline, you must contact your instructor to ask for extra time to work in Top Hat. It is your responsibility to ask for this extra time. Consistent lateness may cause a deduction of participation points.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. 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>

Students with Disabilities-- ADA Statement

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:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

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<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

Counseling Center Services

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

Department or Accrediting Agency Required Content

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COURSE OUTLINE / CALENDAR

Unless otherwise indicated, all readings and questions will be done through *Top Hat*. Remember, you should access Top Hat readings directly in D2L.

Week 1: August 30 – September 3	1. Register your leomail address for a Top Hat account.
	2. Email your instructor through D2L. In this email, you should describe a couple of your interests, such as what sports you might like, tv shows, music, books, or other activities.
	3. Read, "What to Expect"
	4. Read, "Preface"
	<u>Read and answer the Before and After Reading questions for the following:</u>
	5. Donna Dunbar – Odom "Active Reading"
	6. Donna Dunbar – Odom, "Writing As a Process"
7. James Paul Gee, "What Is Literacy?"	
Week 2: September 6-10	1. How To Approach The Assignments
	2. Donna Dunbar – Odom, "Learning Habits of Reflection"
	3. Tabettha Adkins, "Plagiarism"
	4. Deborah Brandt, "Sponsors of Literacy"
	5. Sherman Alexie "Superman and Me"
	6. Writing Assignment 1
	7. In D2L, post a thread that details

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	<p>three things (these can be all connected or different examples);</p> <ul style="list-style-type: none"> • A sponsor (someone, an institution, or something) that has influenced your literacy. • A literacy artifact that is meaningful to you and why. • A significant moment in your literacy development.
Week 3: September 13-17	<ol style="list-style-type: none"> 1. Romeo Garcia, "On the Cusp of Invisibility" 2. Malcolm X, "Learning To Read" 3. Develop a draft your Writing Assignment 1 <p>*** One on one writing conferences with instructor ***</p>
Week 4: September 20-24	<ol style="list-style-type: none"> 1. Chapter 2 Introduction 2. Eric Pritchard, "Prologue" 3. Pro(se)letariets selections 4. Writing Assignment # 1 Due
Week 5: September 27-October 1	<ol style="list-style-type: none"> 1. Young "So Black I'm Blue" <u>or</u> hooks "Confronting Class in the Classroom" 2. Drafting WA 2 – peer review
Week 6: October 4-8	<p>Liliana Velsaquez, Dreams and Nightmares, Introduction</p> <ol style="list-style-type: none"> 1. Prologue 2. I: Guatemala 3. II: My Journey

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	Student Conferences
Week 7: October 11-15	<p>Liliana Velsaquez, Dreams and Nightmares</p> <ol style="list-style-type: none"> 1. III: Philadelphia 2. IV: Reflections 3. V: Finally, I have told my story
	*** Writing Assignment 2 due ***
Week 8: October 18-22	Get partners/groups to work on Writing Assignment 3 throughout the week
Week 9: October 25-29	Partner/Group Presentations
Week 10: November 1-5	<ol style="list-style-type: none"> 1. Chapter 3 Introduction 2. Mirabelli, "Learning to Serve" 3. Brainstorming WA 4
Week 11: November 8-12	<ol style="list-style-type: none"> 1. Alvarez, "Brokering the Immigrant Bargain" 2. Mills, "Ban Fascism" 3. WA 4 discussion post due
Week 12: November 15-19	<p>Introduction to Chapter 5</p> <p>Re-Reading your WA 1, WA 2, WA 3, WA 4 and working on Reflecting</p>
Week 13: November 22-26 (Thanksgiving break 25/26)	Drafting WA 5
Week 14: November 29 – December 3	WA 5 Revisions Due!

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Week 15: December 6-10	Prepare for Finals
Week 16: December 13-16 FINALS WEEK	

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