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English 1301 03E US-College Reading & Writing

COURSE SYLLABUS: SPRING 2022

INSTRUCTOR INFORMATION

Instructor: Daniel Jones
Office Location: 126
Office Hours: 11:00 – 12:00 MWF
Office Fax: (903) 886.5980
University Email Address: Daniel.Jones@tamuc.edu

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

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

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 599 or Below

Assignment Name	Points For Grade
Writing Assignment #1: Narrating Literacy	150
Writing Assignment #2: Expanding Literacy	150
Writing Assignment #3: Group Presentation and Reflection	150
Writing Assignment #4: Tensions in Literacy	150
Writing Assignment #5: Final Reflective Project	200
Quizzes/Participation/ Top Hat	100
In-class writing/Reading Responses/Homework (Journal)	100

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 offers writers free, one-on-one assistance. We currently only offer 45min, online sessions that writers can book from our website: www.tamuc.edu/writing-center. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike (faculty and staff too!). Research shows that all workers 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 the blank page to polishing sentences), and we work with writers to verbalize writing goals and to stay on track with larger writing projects. We work with any form of writing (academic and nonacademic). The writers with whom we work usually bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. Contact us with any questions here: writingcenter@tamuc.edu

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 dishonestly. 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&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/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 & Part I: Getting Started and Staying on Track

January 12: Introduction to *Writing Inquiry*, Top Hat, and Course

January 14: “Learning Habits of Reflection”, “Active Reading”, “Writing as a Process”, Plagiarism, Go Over Writing Assignment #1

Week 2: Part I: Getting Started and Staying on Track

January 17: **MLK, Jr. Day- Campus Closed**

January 19: “What is Literacy”, Identity Kit Activity; begin writing in class for WA 1;

January 21: Brandt “Sponsors of Literacy”; Interview Protocol, Opperman

Week 3: Chapter 1: Experiencing Literacy

January 24: Malcolm X, Artifact Activity

January 26: García; Anzaldúa

January 28: **WA 1 Draft for Peer Review**, Camfield et al.

Week 4: Chapter 2: Expanding Literacy: Language and Code-Meshing

January 31: **WA 1 Draft 2 for Instructor**, Green

February 2: Ch 2 Introduction of Writing Inquiry; Young; Go Over WA 2

February 4: Begin drafting WA 2

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

February 7: ***WA 1 Final Draft Due***, *Dreams and Nightmares*

February 9: *Dreams and Nightmares*

February 11: *Dreams and Nightmares*

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

February 14: **WA 2 Draft for Peer Review**

February 16: bell hooks

February 18: Work on WA 2 in class

Week 7: Midterm Projects

February 21: **WA 2 Draft 2 for Instructor**, Selections from *Pro(se)letariets*

February 23: Selections from *Pro(se)letariets*, Introduce Writing Assignment #3, Assign Groups

February 25: Work on Writing Assignment #3

Week 8: Midterm Projects

February 28: ***WA 2 Final Draft Due***, Work on Writing Assignment #3

March 2: Work on Writing Assignment #3

March 4: Work on Writing Assignment #3; Begin Developing Reflection

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

March 7: ***WA 3 Group Presentations Due***

March 9: ***WA 3 Reflection Due***; Introduce Chapter 3 and Writing Assignment #4; Mirabelli

March 11: Mills, Lesh; Work on WA 4 draft

***Writer's Journal Check* Turn in Writer's Journal**

Week 10: SPRING BREAK

March 14: **Spring Break NO CLASS**

March 16: **Spring Break NO CLASS**

March 18: **Spring Break NO CLASS**

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

March 21: **Student Conferences**

March 23: **Student Conferences**

March 25: Looking at WA 4 Examples; Begin working on WA 4

Week 12: Chapter 3: Dominant, Vernacular, and Marginalized Literacies (Mid Term Grades)

March 28: Moss

March 30: Carter

April 1: **WA 4 Draft for Peer Review**

Week 13: Chapter 3: Dominant, Vernacular, and Marginalized Literacies

April 4: Alvarez

April 6: **WA 4 Draft 2 for Instructor**

April 8: Catch up day

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

April 11: Introduce WA 5; reading over all your previous work; pulling together themes of the course; what have you learned? Read Student Example; Begin writing WA 5 in class

April 13: Work on Final Project

April 15: ***WA 4 Final Draft Due***; Continue Working on Final Project

***Final Writer's Journal Check* Turn in Writer's Journal**

Week 15: Chapter 4: Reflecting on Literacy in Our Lives

April 18: **WA 5 Draft for Peer Review**

April 20: Work on Final Project

April 22: Work on Final Project

Week 16: Wrapping Up

April 25: **WA 5 Draft 2 for Instructor**

April 27: Work on Final Project

April 29: Work on Final Project

Week 17: Last Class Day

May 2: Last Class Day; Make Final Revisions to WA 5 (**WA 5 Final Project Due During Finals Week During Our Scheduled Exam Time**)

Finals Week: (May 9th – 13th)

***WA 5 Due* May 9th by 12:30 pm.**

Final Exam Schedule is here:

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