



# English 1301: College Reading & Writing

COURSE SYLLABUS: Spring 2022

## INSTRUCTOR INFORMATION

Instructor: Joshua Jordan (He/Him. You can call me Professor or Josh.)

Class Time and Location: Online, asynchronous (work usually due on Sunday nights)

Office Location: Online only (Zoom or Hangouts)

Office Hours: 4:00-5:30pm Thursday or after 4:15 M-F by appointment

University Email Address: [joshua.jordan@tamuc.edu](mailto:joshua.jordan@tamuc.edu)

Preferred Form of Communication: **Email**

Communication Response Time: I aim to respond by the end of the next business day

## COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

### *Textbook(s) Required*

**Note: you don't need to buy these. You will have electronic access to them through a website called TopHat.**

*Writing Inquiry 2<sup>nd</sup> 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.

*The syllabus/schedule are subject to change.*

### ***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**

**This is an online, asynchronous course.** You need to be able navigate D2L, watch pre-recorded lectures, use the TopHat website to read and submit assignments, and use email to communicate with your instructor as needed..

### **Instructional Methods**

This course consists of **pre-recorded lectures, online assignments, and occasional emails.** You have no required in person appointments or weekly conference calls. You may have occasional conference calls to facilitate a group assignment or to check in with me on how you're doing.

### **Guidance for Written Assignments**

Details on each written assignment will be shared in class. In general, follow the following guidelines for all written work. Use a clear, well supported thesis. Please write in a way that displays your craft as a writer and editor.

Note that I am multilingual, anti-racist, and an experienced English as a Second Language teacher. Therefore, **I accept written work in any dialect of English. Your grade will not be penalized** for your use of terms, spelling, or expressions that reflect how people naturally write and speak in your communities, even if this speech doesn't match what you have been told is standard English. (Please use the polite version of whatever English you use, as if speaking to a

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person you respect.) If you believe a particular term or expression may be unfamiliar to me, you are welcome but not required to explain it (for example, in a footnote in your paper or by emailing me.)

## 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

Note: assignments are usually due on Sunday nights.

<b>Assignment</b>	<b>Weight of Grade:</b>
Writing Assignment 1: Narrating Literacy	10%
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, and Homework (including TopHat assignments and D2L discussion posts)	25%

## 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>

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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>

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).

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact me at [joshua.jordan@tamuc.edu](mailto:joshua.jordan@tamuc.edu).

### 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>

### 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. 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 video chat 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. Ashanka Kumari, Director of Writing -> Dr. Karen Roggenkamp, Assistant Department Head or Dr. Hunter Hayes, Department Head

### A&M-Commerce Supports Students’ 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

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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)

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **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>

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>

### **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>

### **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.

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## **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.

### ***TAMUC Attendance***

Please contact me (Josh) by email ahead of time if you will not be able to complete an assignment the week it is due. In general, I expect participation every week. But remember that this class is asynchronous, so you may do your work any time during the week.

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>

### ***ADA Statement***

#### ***Students with Disabilities***

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)

### ***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

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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.

## **Course Calendar**

Note: Readings/Assignments listed in a particular week should be done that week by Sunday night.

### **Week 1: Writing Inquiry Part I January 12th-16th**

Log into the D2L course

Log into the textbook using TopHat

Introduction to *Writing Inquiry* and “What is Literacy” by James Paul Gee; Getting Started  
“Some things we know about teaching”

### **Week 2: Chapter 1: Experiencing Literacy January 17th-23rd**

**January 17th MLK Jr. Day - Campus Closed**

Brandt “Sponsors of Literacy”; begin writing in class for WA 1

Opperman (10 pages);

Malcolm X (2 pages); Alexie; Bring in some more writing for WA 1

### **Week 3: Chapter 1: Experiencing Literacy January 24th-30th**

García and Green

Camfield et al.

WA 1 PEER REVIEW (Bring in a draft of WA 1)

January 28th Spring Census Day

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**Week 4: Chapter 2: Expanding Literacy: Language and Code-Meshing January 31st-February 6th**

**WA 1 Revision due;** Ch 2 Introduction of Writing Inquiry; Pritchard

(14 pages); Green (8)

*Dreams and Nightmares*; Go Over WA 2

**Week 5: Chapter 2: Expanding Literacy: Language and Code-Meshing February 7th-13th**

Finish *Dreams and Nightmares*;

**Student Conference**

**“In Class” Writing**

**Week 6: Chapter 2: Expanding Literacy: Language and Code-Meshing February 14th-20th**

Bartholomae; hooks

Selections from *Pro(se)letariats*

**WA 2 PEER REVIEW**

**Week 7: Midterm Projects February 21st-27th**

**Revision**

**WA 2 Revision due;** catch up/check in; Introduce Writing Assignment #3

Work on Writing Assignment #3 in class

**Week 8: Midterm Projects February 28th-March 6th**

Work on Writing Assignment #3 in class; develop Reflection

Group Presentations

**Week 9: Chapter 3: Dominant, Vernacular, and Marginalized Literacies March 7th-13th**

Introduce Chapter 3 and Writing Assignment #4

**[class chooses which readings from Chapter 3**

**to do from Moss; Mirabelli; Carter; Lesh; Alvarez; Marko.]**

Mills

**Week 10: Spring Break March 14th-20th**

**Week 11: Chapter 3: Dominant, Vernacular, and Marginalized Literacies March 21st-27th**

**Student Conferences**

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

**Week 12: Chapter 3: Dominant, Vernacular, and Marginalized Literacies March 28th-April 3rd**

Catch Up Time

Literacy Game

Revising WA 4

**Week 13: Chapter 3: Dominant, Vernacular, and Marginalized Literacies April 4th-10th**

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Reading TBA

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

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

**Week 14: Chapter 4: Reflecting on Literacy in Our Lives April 11th-17th**

reading over all your previous work [WA 5]

Writing in class; Revising WA5

PEER REVIEW ON FINAL PROJECT

**Week 15: Wrapping Up April 18th-24th**

Work on Final Project

Final Project Due,

End of Class Celebration

**Week 16: April 25th-May 1st**

**Catch up as needed**

**Week 17: May 2nd-6th**

**All work for this class due by May 2nd**

**Finals Week May 7th-13th**