



**ENG 1301: 11E College Reading and Writing
COURSE SYLLABUS: Spring 2022**

Instructor: Christine Van Pay

Office Location: TBA

Office Hours: Monday/Wednesday/Friday 2-3pm

University Email Address: Christine.van-pay@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: all texts are available on Top Hat: <https://app.tophat.com/e/652096/>

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 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:

GRADING

900-1000 A 899-800 B 799-700 C 699-600 D 599-0 F

Assignment Name	Percentage of Grade
Writing Assignment #1: Narrating Literacy	100 points
Writing Assignment #2: Expanding Literacy	100 points
Writing Assignment #3: Group Presentation and Reflection	200 points
Writing Assignment #4: Tensions in Literacy	100 points
Writing Assignment #5: Final Reflective Project	200 points
In-Class Participation	100 points
Chapter 3 Teaching Activity	50 points
Workshop/Conference Participation	50 points
Reading Responses/Homework	100 points

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 student email address that you check often (everyday)
- Regular internet access (readings available online)
- Access to a computer with a word processing program and a printer (assignments must be typed and printed)

ACCESSING THE COURSE WEBSITE

You will need your campus-wide ID (CWID) and password to log into the D2L shell for this 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.

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>

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. You should have at least two storage methods such as flash drive, cloud storage, folder, etc. to back up all your class materials.

COMMUNICATION AND SUPPORT

Please contact me with any questions you may have. My communication preference is e-mail, and my address is: Christine.van-pay@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. I have open walk-in office hours on Mondays, Wednesdays, and Fridays from 2-3pm. Please note that I may not respond to emails after 5pm or on weekends. Please include a proper opening, clear message and subject line, and closing salutation in emails.

ACCOUNTABILIBUDDY: Write down the contact information for one or two other classmates below. If you are absent, contact one of these classmates to ask about what you might have missed, provide one another support—we're all in this together! These classmates might be the first ones you turn to when you are confused, have a question about what's due/when it's due, or are running late to class.

Name	Email Address	Phone Number

A NOTE ON LEARNING (IN UNPRECEDENTED TIMES)

From Writing Program Director, Dr. Ashanka Kumari:

The COVID-19 pandemic is far from over. People from many parts of our city, state, country, and world are still suffering from the public health crisis with minimal support and resources. I invite you to join me in wearing a mask and practicing social distancing when possible. Further, I strongly encourage you to get vaccinated, wear a mask in public indoor settings outside our class, and wash your hands frequently. These actions can reduce the spread of COVID-19. See also the Fall 2021 COVID-19 Management and Guidance Plans from the university at tamuc.edu.

As we pursue learning together, I strive to keep the following guiding principles (inspired by the Chronicle of Higher Education):

- Put people first. As we learn human-centered writing philosophies and methodologies in this course, I hope we practice empathy and be cognizant that our own reality (day-to-day life) can be imposed upon others whose lives may differ drastically from ours.
- Stay informed. We will keep ourselves educated about the development of the public health situation and make informed decisions about our personal, social, and professional lives.
- Communicate early and often. Even when we are physically and socially distancing to help stop the spread of virus, we can remain connected through various communication platforms. Always reach out if you need anything necessary to support your learning and your own well-being.
- Celebrate accomplishments. Any achievements, major or minor, during this time is a testament to your dedication and perseverance. We will enable a culture of celebration in this class. So, feel free to share with me your successes (and failures when you attempt at something) and I will acknowledge them however you prefer.
- Take care of yourself. Get enough rest, food, movement, and anything you need to keep you in a positive mood and good health. If you don't feel well, do not force yourself through the coursework. Let me know so we can work out alternatives together.

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 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

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”).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

PARTICIPATION/ATTENDANCE

I expect students to come to class each week, and your participation will be self-assessed in reflection moments throughout the semester. I will take roll each class, so I know if someone is falling behind, but I do not plan on factoring attendance into your final grade as I recognize that these are unprecedented times that require flexibility. The syllabus and schedule are subject to change. I understand that participation and contribution can look and mean something different to each of us, but, ultimately, to do well in this aspect of the course, you should contribute to class discussion, raising questions, responding to classmates, and sharing insights in ways that keep the conversation moving forward in meaningful, propogative, and substantial ways.

ACADEMIC INTEGRITY & HONESTY

Here is the official word on plagiarism and academic integrity from TAMUC:

“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:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>”

Basically, plagiarism is any attempt to pass off someone else's words or ideas as your own, but also not giving credit where credit is due. As your instructor, I want to know YOUR thoughts, YOUR ideas, and what YOU have to say--and it doesn't have to be perfect the first time. If you are struggling with an assignment, please come talk to me, and I will help you in any way that I can. Plagiarism is not worth the risk.

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

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.

Inclusion Policy & Nondiscrimination Notice

Your value as a member of this course community and the university community at large is vital to me, regardless of social identity factors. While at times, the topic of class discussions, readings, and other activities may take you out of your comfort zone, or even go against your individual perception of the world, you are expected to keep an open mind and evaluate claims based on fact and knowledge, rather than preconceived notions alone.

For questions, concerns, and problems related to discrimination based on race, ethnicity, class, nationality, gender identity, sexuality, religion, veteran status, or other social or personal identity factors, please come talk to me.

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.

Respect & Student Conduct

Please turn off or silence and put away all cell phones, pagers, iPods, headphones, etc. before entering the classroom/laboratory. No obscene/vulgar language will be permitted in the classroom/laboratory. I expect students to participate with open minds and to be respectful. You may not agree with everyone, and you may find the material personally challenging—embrace it and learn something new!

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>

Military and Student Veteran Accommodation

I recognize the complexities of being a military student or a student veteran. If you are a military student or student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursements, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with other university staff who are trained to assist you.

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 are 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

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

THE 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

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.

All of the assigned readings are available through Top Hat unless otherwise noted.

Week 1: Writing Inquiry Part I

January 12: Review Syllabus and Course Expectations; Ice-Breaker Activities

Homework: Read/Respond: Part I of Writing Inquiry “Learning Habits of Reflection” (Dunbar-Odom), “Active Reading” (Dunbar-Odom), “Writing as a Process” (Dunbar-Odom), “What is Literacy?” (Gee) “Chapter 1: Narrating Literacy/Interview Protocol”

January 14: Ice-Breaker/Campus Resources, Literacy, Brainstorming/Outlining/Starting, classmate interviews

Homework: Read/Respond: “Sponsors of Literacy” (Brandt), “Some Things We Know About the Teaching...” (Hall), “Plagiarism” (Adkins), “Writing Assignment 1: Narrating Literacy”

Week 2: Chapter 1: Experiencing Literacy

January 17: Martin Luther King Jr. Day—No Class!

January 19: Campus Resources, Discuss WA 1, in-class work on WA 1 (brainstorm, outline, work with classmate, etc.)

Homework: Begin writing WA 1, Read/Respond “Student Example: Literacy Narrative” (Opperman), “Learning to Read” (Malcolm X), “How to Tame a Wild Tongue” (Anzaldua)

January 21: Campus Resources, discuss readings, work on WA 1

Homework: Work on WA 1, Read/Respond: “On the Cusp of Invisibility” (Garcia), “My Uncle’s Guns” (Green), “Activating the ‘Fund of Attention’” (Camfield, et. al.)

Week 3: Chapter 1: Experiencing Literacy

January 24: Discuss Readings

January 26: Discuss Readings/How to Peer Review

January 28: **WA 1 PEER REVIEW (Bring in a draft of WA 1)**

WA 1 due in D2L by Sunday, January 30

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

January 31: *Dreams and Nightmares* activities, Introduce WA 2

Homework: Read/Respond: “Prologue from ‘Fashioning Lives’” (Pritchard), *Dreams and Nightmares* “Intro/Prologue,” “Guatemala”

February 2: Discuss *Dreams and Nightmares* (cont’d)

Homework: Read *Dreams and Nightmares* “My Journey”

February 4: *Dreams and Nightmares* (cont’d)

Homework: Read *Dreams and Nightmares* “Philadelphia”, “Reflections”, “Finally, I Have Told My Story”

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

February 7: Finish *Dreams and Nightmares*; **in-class writing on WA 2**

February 9: **Student Conferences**

February 11: **Student Conferences**

Homework: Read/Respond: “So Black, I’m Blue” (Young), “Confronting Class in the Classroom” (Hooks), Selections from *Pro(se)letariats*: TBA

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

February 14: Discuss readings, hooks/thesis statements

February 16: In-class writing on WA 2

February 18: **WA 2 PEER REVIEW** (bring draft of WA 2 to class)

Week 7: Midterm Projects

February 21: catch up/check in; Introduce Writing Assignment #3

February 23: Work on WA 3/WA 2 in class

February 25: Work on WA 3/WA 2 in class

WA 2 due by Sunday, February 27

Week 8: Midterm Projects

February 28: Work on Writing Assignment #3 in class; develop Reflection

March 2: Group Presentations

March 4: Group Presentations

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

March 7: Introduce Chapter 3 and Writing Assignment #4

Students will choose new groups and choose one of the following readings to “teach” to the class:

“Creating a Community” Literacy Events in the African-American Churches”

“Learning to Serve: The Language and Literacy of Food Service Workers”

“Living Inside the Bible (Belt)”

“Proyecto Carrito”

“Writing Boston: Graffiti Bombing as Community Publishing”

“Brokering Literacies: Child Language Brokering in Mexican Immigrant Families”

“Ban Fascism”

March 9: Work on Group Lessons

March 11: Work on Group Lessons

Homework: Work on WA 4/group lessons

***** Midterm Grades Due *** Be on the lookout for exact date coming soon**

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

March 14: Spring Break!

March 16: Spring Break!

March 18: Spring Break!

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

March 21: **Group Teaching Chapter 3**

March 23: **Group Teaching Chapter 3**

March 25: Revising WA 4

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

March 28: **Peer Review WA 4 (bring draft to class)**

March 30: pulling together themes of the course; what have you learned?

April 1: Discussion and writing as a class to articulate what they have learned [in-class writing]

Homework: Read over “Writing Assignment 5: Final Reflective Project”

WA 4 due by Sunday, April 3

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

April 4: Introduce and go over WA 5

April 6: WA 5

April 8: WA 5

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

April 11: reading over all your previous work [WA 5]

April 13: Writing in class; Revising WA5

April 15: Writing in class; Revising WA5

Week 15: Wrapping Up

April 18: **PEER REVIEW ON WA 5**

April 20: Peer Review

April 22: Peer Review

Week 16:

April 25: Work on Final Project

April 27: WA 5 Final Project Due in class; reflection due in D2L

April 29: WA 5 Final Project Due in class; reflection due in D2L

Week 17:

May 2/4/6: Study Week! No Class!

Finals week (May 9-13): Final Exam is Friday, May 13th @ 10:30am

Celebration of Student Writing: TBA

SYLLABUS CHANGE POLICY

This syllabus is a guide. Circumstances and events, such as student progress or weather, may make it necessary for me to modify the syllabus during the semester. Any changes made to the syllabus will be announced immediately.