



ENG, 1301, 14E, Fall 2021 US-College Reading & Writing  
**COURSE SYLLABUS: Fall 2021**  
**Class meeting time: 12:30pm - 1:45pm**  
**Location: David Talbot Hall Building Room 304**

Instructor: Brad Davis  
Office Location: David Talbot Hall Building #117  
Office Hours: 11:00am - 12:00pm TTh  
Cell Phone: 903.413.2515  
Office Phone: 903.886.5980  
University Email Address: brad.davis@tamuc.edu  
Preferred Form of Communication: **Email or Text**  
Communication Response Time: 1 Business Day

Please, click on the following link to access A&M-Commerce Covid 19 Information, [tamuc.edu](http://tamuc.edu)

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: *(Book and sections are located online in your student TopHat account)*

*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.

### 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

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

Assignment Name	Percentage of Grade
Writing Assignment #1: Narrating Literacy	15%
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	10%
In-class writing/Reading Responses/Homework	10%

## 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

**PLEASE** bring your digital device of choice to use in class: smart phone, tablet or laptop. All devices will need to be placed on silent mode for the duration of the class, and please download the "TopHat" app and click the join code to access TOP HAT for this class.

## **IMPORTANT TOP HAT Join Code for 1301-14E:**

<https://app.tophat.com/e/561976> , Join Code 561976 (PLEASE JOIN NOW BEFORE CLASS)

Below are TOP HAT links for Android and iPhone.

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### **iPHONE IOS TOP HAT INFORMATION:**

Top Hat's iPhone iOS app is a great option for students with Apple mobile devices. The supported platforms are iPhones, iPads, or iPod Touches running on iOS 10 and above.

Article Contents:

[Downloading the App](#)

[Creating an Account and Signing In](#)

[My Courses](#)

[App Layout](#)

[Submitting Responses](#)

[Account Management](#)

[Support](#)

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### **ANDROID TOP HAT INFORMATION:**

Top Hat's iPhone iOS app is a great option for students with Apple mobile devices. The supported platforms are iPhones, iPads, or iPod Touches running on iOS 10 and above.

[Downloading the App](#)

[Creating an Account or Logging In](#)

[Enrollment](#)

[App Layout](#)

[Submitting Responses](#)

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[Additional Support](#)

## **COMMUNICATION AND SUPPORT**

Please contact you instructor with any questions you may have. Your instructor's communication preference is e-mail: [brad.davis@tamuc.edu](mailto:brad.davis@tamuc.edu). Office hours: 9:30am-10:30am MWF

### **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. Kurmari, 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 PROCEDURES/POLICIES**

### **Course Specific Procedures:**

#### ***Attendance & Participation:***

In order to receive full Attendance & Participation points every week, you need to:

- **prepare** before class: complete any reading & writing assignments **before class**
- be **on time**: i.e., come to class a few minutes prior to start time).
- **participate**: engage in class discussions, listen attentively, take notes, ask when confused, answer questions, etc.
- **stay** until dismissed (there's no such thing as partial attendance; you are either present the whole time or you are absent)

*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.

### *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/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.

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.

## ENG 1301 Class Calendar

**Note to students:** The readings or work indicated are DUE in class on the day listed.

### Week 1: *Writing Inquiry* Introduction Jan 13 - Jan 16

#### Week 2: Writing Inquiry Part I

Jan 18: Introduction to *Writing Inquiry* and “What is Literacy” by James Paul Gee;  
Jan 20: Part I: Getting Started (“Some things we know about teaching” Activity in class);  
Part I: Begin Reading Brandt together (work through the opening)  
Introduction Writing Assignment #1

#### Week 3: Chapter 1: Experiencing Literacy

Jan 25: Brandt “Sponsors of Literacy”;  
WA1 song pick due Jan 25. Begin writing in class for WA 1  
Jan 27: Opperman (10 pages); Malcolm X (2 pages); Alexie.

#### Week 4: Chapter 1: Experiencing Literacy

Feb 1: García and Green  
Feb 3: Green: My Uncle’s Gun  
WA1 writing

#### Week 5: Chapter 1: Experiencing Literacy

Feb 8: Reading in class Pritchard (14 pages); Ch 2 Introduction of Writing Inquiry;  
Feb 10: **WA 1 REVISION DUE.**  
Pritchard continued, Dreams and Nightmares;  
Introduction Writing Assignment #2

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

Feb 15: Finish Dreams and Nightmares;  
Feb 17: **Student Conference during class as well as in class writing during office hours)**

**Week 7: Chapter 2: Expanding Literacy: Language and Code-Meshing**

Feb 22: Student Conferences (outside of class and during office hours)

Feb 24: Bartholomae; hooks;

Selections from *Pro(se)letariats*

**Week 8: Midterm Projects**

Mar 1: WA 2 work in class

Mar 3: **WA 2 REVISION DUE.**

**Introduction Writing Assignment #3**

**Week 9: Midterm Projects**

Mar 8: Work on Writing Assignment #3 in class

Mar 10: Develop Reflection

Group Presentations

---**SPRING BREAK WEEK: March 14th - 18th**

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

Mar 22: Mills

Mar 24: **WA 3 REVISION DUE.**

**Introduction Writing Assignment #4**

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

Mar 29: WA 4 work in class

Mar 31: catch up day

Revising WA 4

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

Apr 5: Revising WA 4

Apr 7: TBA;

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

Apr 12: **WA 4 REVISION DUE.**

Apr 14: **Introduction Writing Assignment #5**

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

Apr 19: Working on WA5

Apr 21: In class revising for WA5

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

Apr 26: Reviewing WA5 examples

Apr 28: Revising WA 5

**Week 16: Wrapping Up**

**May 3: WA 5 REVISION DUE**