



## ENGL 1301.05E, US—College Reading and Writing

COURSE SYLLABUS: Fall 2022

### INSTRUCTOR INFORMATION

**Instructor:** Olivia Trotter

**Office Location:** TBA

**Office Hours:** TBA

**Office Phone:** TBA

**Office Fax:** TBA

**University Email Address:** Olivia.Trotter@tamuc.edu

**Preferred Form of Communication:** Email or Office Hours

**Communication Response Time:** Within 48 hours during the week; next 1-2 business days over the weekend

### COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

- *Writing Inquiry 2<sup>nd</sup> Edition*. Eds. Jessica Pauszek, Shannon Carter, Donna Dunbar-Odom, and Tabettha Adkins. Fountainhead Press, 2019.

Software Required: Access to Microsoft Word or similar software; access to a printer.

Optional Texts and/or Materials: Traditional pen and paper (preferred for class). If you prefer a laptop, or other forms of digital notetaking, when we are not using Top Hat, please see me during the first week of the semester.

### 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

*The syllabus/schedule are subject to change.*

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. Students will demonstrate an understanding of the important, critical concepts laid out in their texts, as measured through writing and reading assignments.
3. 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.
4. 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.
5. Students will understand and practice academic honesty

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

We will be writing papers and giving presentations all semester, you need to understand how to operate a word processing program and a visual presentation program. Most importantly, be familiar with your Leomail and D2L (“Desire to Learn”).

#### *Additional requirements:*

- Flash drive or other means of storing digital versions of the essays and other written material you generate. **I DO NOT RECOMMEND GOOGLE DRIVE! IF I CANNOT ACCESS YOUR FILE/DRIVE, IT IS A 0. Your documents turned into D2L MUST BE ACCESSIBLE TO THE INSTRUCTOR.**
- 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

### Instructional Methods

I prefer a student-centered approach to teaching—this class is about you and your learning experience. I will spend some of my time lecturing at the front of the classroom, and the rest of class time will be spent with students engaging with me and each other through critical discussion on the day’s topics and readings. These student led discussions on the readings, assignments, and papers will be done with my guidance, as I will delegate the groups (if this is group work) and facilitate the discussions as the instructor. Students will also be peer-reviewing

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each other's papers. Therefore, it is imperative that students come to class, having already read and/or completed the assignment. Finally, once a week on a random day, we will have a pop quiz that will be either be multiple choice, True/False, or a short in-class writing. All

for the first ten minutes of class. These days will be decided at random, and these quizzes/writings will only cover what we have done in class up until the day of the quiz/writing.

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We will be writing papers and giving presentations all semester, so students must understand how to operate a word processing program and a visual presentation program. Most importantly, students must be familiar with and regularly use their Leomail, D2L, and Top Hat.

### Instructional Methods

I prefer a student-centered approach to teaching—this class is about you and your learning experience. I will spend some of my time lecturing at the front of the classroom, and the rest of class time will be spent with students engaging with me and each other through critical discussion on the day's topics and readings. These student led discussions on the readings, assignments, and papers will be done with my guidance, as I will delegate the groups (if this is group work) and facilitate the discussions as the instructor. Students will also be peer-reviewing each other's papers. Therefore, it is imperative that students come to class, having already read and/or completed the assignment. Finally, once a week on a random day, we will have a pop quiz that will be either be multiple choice, True/False, or a short in-class writing. All

### Additional Student Responsibilities and Tips for Success

- **No cell phones!** I recommend putting them away during class.
- **ALWAYS KEEP A BACKUP OF YOUR WORK!**
- Everyone will be *courteous and patient* with each other. We may be hitting some issues in this class where students disagree. So, we will conduct ourselves with grace and professionalism to promote an environment that is calm and conducive to learning.
- **Do not interrupt your classmates. Please, raise your hand when you have something to say or add to the discussion.**
- I recommend reading and/or writing your assignments as soon as possible. I also suggest that you read assignments at least two times.
- All assignments are due the day of class, and you must be ready to discuss the readings and/or turn in assignments right as class begins.
- Please try to use the edition of the text that is recommended for the course.

### GRADING

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

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A = 90%-100%

**B = 80%-89%**

**C = 70%-79%**

**D = 60%-69%**

**F = 59% or Below**

### Assessments

**Weights of the assessments in the calculation of the final letter grade.**

<b>Writing Assignments</b>	<b>60%</b>	
Writing Assignment #1:		15%
Writing Assignment #2:		15%
Writing Assignment #3:		15%
Writing Assignment #4:		15%
<b>Discussions</b>	<b>20%</b>	
Attendance		10%
Discussion Boards/Participation/Activity kits		10%
<b>Final Paper</b>	<b>20%</b>	
<b>TOTAL</b>	<b>100%</b>	

## 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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Virtual Classroom Requirements:

<https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux>

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## 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](mailto: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.

### Interaction with Instructor Statement

Please reach out to me, I want to hear from you! I am your instructor, but I am also here to be your mentor, I care about you and your academic experience in my class. Suggestions to make my course better? Trouble understanding the content? Need suggestions and advice on papers and assignments? Have you come down with an illness or any other kind of emergency? Simply want to stop and chat? Please email me as soon as possible or drop by during office hours! I am in your corner and I want you to succeed in my class 😊

**Emails:** If you need to email me, please do so in proper format. In the “subject” line of your email, please give me a *very short* summary, in no more than a few words, as to why you are emailing me (i.e., “Sick—Will Not Be in Class Today”). Also, please compose your email with proper introductions (ex: “Dear Jen”), followed by your body paragraphs, and then end with proper salutations (ex: “Sincerely,” “Best”, etc.) with your name underneath them.

### 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>

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## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### 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.

#### *Attendance Policy*

**You are allotted SIX (6) absences. More than six absences may result in a lower grade.**

**Generally, I accept NO make-up work accepted, unless in extraordinary circumstances.**

**If you need to miss class due to university sanctioned activities, I will need an official note or notice from the appropriate person(s).**

#### *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.

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## 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](#)

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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>

### TAMUC Attendance

For more information about the attendance policy, please visit the webpages below.

[Attendance](#),

<https://inside.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

### 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 Students Academic Integrity Policy and Form**

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Undergraduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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## **Graduate Students Academic Integrity Policy and Form**

### [Graduate Student Academic Dishonesty](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

### [Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.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 Services

Velma K. Waters Library- Room 162

**Phone (903) 886-5930**

Fax (903) 468-8148

Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**Website:** <https://www.tamuc.edu/student-disability-services/>

## **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-

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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.

## A&M-Commerce Supports Students' Mental Health

### 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](http://www.tamuc.edu/counsel)

## Department or Accrediting Agency Required Content

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

## COURSE OUTLINE / CALENDAR

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Unit One: “Experiencing Literacy”—What does it mean to critically read and write?

**Week 1: Writing Inquiry Part I**

8/29-9/4

- Introduction to *Writing Inquiry*
- “What is Literacy” by James Paul Gee
  - Identity Kit Activity
- “Getting Started”
- “Some things we know about teaching” Activity in class—Due to D2L
- Go Over Writing Assignment #1

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

**Week 2: Chapter 1: Experiencing Literacy**

9/5-9/11

- LABOR DAY/NO CLASS—9/5
- Plagiarism
- Narrating Literacies
- Brandt, “Sponsors of Literacy”
- Anatomy of a Paper
- **WA #1 in-class writing**

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

**Week 3: Chapter 1: Experiencing Literacy**

9/12-9/18

- Malcolm X, “Learning to Read”
- García, “On the Cusp of Visibility”
- Anzaldúa, “How to Tame a Wild Tongue”
- Green, “My Uncle’s Gun”

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

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

9/19-9/25

- Opperman, “Literacy Narratives”
- “Activating the fund of Attention”
- **WA 1 Peer Review (Bring a draft of WA #1)—9/19**
- Ch 2 Introduction of Writing Inquiry
- Go Over WA 2
- **WA #1 due to D2L before midnight—9/23**

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

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

9/26-10/2

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- Pritchard
- Young, “So Black, I’m Blue”
- Start *Dreams and Nightmares*
- **Student Conference during class as well as in class writing**

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

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

*10/3-10/9*

- hooks
- finish *Dreams and Nightmares*
- **WA 2 PEER REVIEW—10/5**

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

**Week 7: Midterm Projects**

*10/10-10/16*

- **Revision**
- **WA 2 Revision due, 10/14**
- Start *Faces of Courage*

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

**Week 8: Midterm Projects**

*10/17-10/23*

- Finish *Faces of Courage*
- Work on Writing Assignment #3 in class with groups

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

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

*10/24-10/30*

- Work on WA #3
- Start and finish Group Presentations
- Start “Reflections” in class—due before midnight on Sunday

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

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

Unit 2: “Literacies in Context”

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

*10/31-11/6*

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- **Introduce WA #4**
- Introduce Chapter 3
- Moss, "Creating a Community"
- **In-class writing**
- Ms. Trotter will be at a conference, NO CLASS 11/2-11/4

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

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

11/7-11/13

- **Class or instructor chooses which readings from Chapter 3 to do from Mills; Mirabelli; Carter; Lesh; Alvarez; Marko. You will be assigned a group with a reading and present informally to the class.**
- Reading and group work
- In-class writing day

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

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

11/14-11/20

- Groups 1, 2, 3 Present Monday
- Groups 4, 5, 6 Present Wednesday
- **Peer Review WA #4 on Friday**

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

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

11/21-11/27

- In-class writing day
- Introduce Chapter 4
- **Thanksgiving Break (NO CLASS)**

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

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

11/28-12/4

- WA #4 due to D2L before midnight—11/28
- Introduce WA #5—final Project ☺
- In-class writing

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

**Week 15: Wrapping Up**

12/5-12/9

- Pulling everything together
- What we have learned

*The syllabus/schedule are subject to change.*

- Work on Final Project
- Last Day of Classes—12/9 😊

**Discussion Boards and Activities Due:** Sunday to D2L before midnight

**Finals week:**

*December 10 - 16*

- **Final Exam Due to D2L before the end of your class's exam time**

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