



## **ENGL 1301, CRN 80410, Section 17E**

US-College Reading & Writing

### **COURSE SYLLABUS: Fall 2022**

#### **INSTRUCTOR INFORMATION**

Instructor: Martin Guerra-West

Office Location: Writing Center, Talbot Hall, Room 103

Office Hours: Tuesdays 1:00pm – 3:00pm

Office Phone: 903-468-3620

Office Fax: 903-886-5980

University Email Address: [Martin.Guerra-West@leomail.tamuc.edu](mailto:Martin.Guerra-West@leomail.tamuc.edu)

Preferred Form of Communication: Email

Communication Response Time: Within 24 hours, except for Sundays

#### **COURSE INFORMATION**

Class meets Tuesdays & Thursdays 9:30am – 10:45am in EDS, Room 129

Textbook(s) Required: *Writing Inquiry* eBook published by Top Hat

Software Required: Free access to Microsoft Office 365 here:

<https://www.microsoft.com/en-US/education/products/office>

#### **Course Description**

(ENGL 1301) College Reading and Writing. Three semester hours. 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. Read, interpret, and analyze print and digital texts.
2. Apply writing strategies to draft, revise, and edit major writing tasks.
3. Apply and evaluate appropriate syntax, grammar, punctuation, and spelling.
4. Apply and evaluate appropriate voice, style, tone, and audience awareness in writing.

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5. Compose new writing in multiple genres that is focused, coherent, and developed.
6. Collaborate with peers to plan, develop, and revise projects.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students must be able to compose and format their essays on a computer using word processing software like Microsoft Word. They must also know to access materials on the D2L learning management system and to upload their essays by the designated deadline.

### **Instructional Methods**

There will be four units in this course, and each unit will focus on a particular theme. The assignments for each unit will consist of four original posts on the Discussion Board plus two responses to your classmates (100 points). Students will participate in eBook interactive activities (100 points) and will respond to questions before and after carefully chosen readings (100 points). The rough draft of each unit essay will be worth 50 points, and the final draft of each unit essay will be worth 100 points. Students will also be asked to collaborate on one small group presentation worth 100 points for each student in the group who fully participates. There will be 1,000 Total Points to be earned for the whole course.

## **GRADING**

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

### **Summary of Graded Work**

<b>Assignments</b>	<b>Points</b>	<b>Totals</b>
Discussion Boards	4 @ 25 points	100 points
Essay Rough Draft	4 @ 50 points each	200 points
Essay Revision	4 @ 100 points each	400 points
Small Group Presentation	1 @ 100 points each	100 points
Participation in Class Activities	Top Hat eBook	100 points
Responses to the Readings	Top Hat eBook	100 points

**TOTAL: 1,000 points**

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Total points corresponding to the final letter grades

### Final Grade

Points	Percentages	Letter Grade
900-1,000	90-100%	A
800-899	80-89%	B
700-799	70-79%	C
600-699	60-69%	D
0-599	0-59%	F

## Student Responsibilities or Tips for Success in the Course

### Attendance & Participation

Being a body in a seat is not full attendance – while you are in class, you are expected to pay attention, arrive prepared, take notes, and participate in your own learning. Consistent attendance is directly linked to higher pass rates, better grades, and higher graduation rates. It also demonstrates your commitment to your own education and respect for the learning process of your classmates, as absences and tardiness reduce your potential to contribute to and benefit from peer collaboration, teaching, and learning opportunities.

### Absences

Absence is not an excuse for ignorance. If you are absent, it is your responsibility to contact one of your classmates and/or check D2L for any learning materials posted (lecture slides, assignment prompts, rubrics, etc.) to get the information you missed. If you are truly unable to find an answer to your questions through your peers or through your own investigations, you can also email me with specific questions. If you anticipate needing to miss class on the day that an assignment is due, reach out and work with me so that we can arrange for you to turn the work in without penalty if you have a valid excuse. [see University attendance policy below]

### Due Dates, Extensions, & Late Work

It is your responsibility as a student to keep track of and make up any work you've missed. You are provided with instructions and dates for assignment submission on the course calendar below and on D2L. I may also ask you to bring hard copy rough drafts for in-class peer review. I will deduct 5 points for each day your essay draft is late, but I will not accept an essay draft that is more than 7 days late. It will receive a 0 Grade.

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**Extra Credit:** To be announced

## **Classroom Etiquette & Technology**

Inside the classroom, the success of our class discussions and activities depends on you being respectful and both physically and mentally present. No texting or social media viewing during class. All mobile phones must be placed face down on your desk or out of sight. If you using a computer during class, you must be logged into D2L. Outside the classroom, you are responsible for checking your MyLeo email daily. If you do not have ready access to the internet (in a way that will prevent you from successfully completing assignments), please inform me at the start of the term so that we can discuss alternatives. I commit to checking my email many times daily and to respond to you promptly – please return the favor.

## **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:

[Brightspace-Platform-Requirements](#)

LMS Browser Support:

[D2L Brightspace Browser Support](#)

Zoom Virtual Classroom Requirements:

[Zoom System Requirements](#)

## **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.

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## **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:

[D2L Support Request Form and Phone Numbers](#)

## **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.

### **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](#)

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Britannica Article about Netiquette](#)

#### **TAMUC Attendance**

For more information about the attendance policy, please visit this link: [Attendance](#)

#### **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](#)

[Undergraduate Student Academic Dishonesty Form](#)

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## **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-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.

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.

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## 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)

### COURSE OUTLINE / CALENDAR

Course Schedule (Dates and assignments are subject to change at instructor's discretion)

Dates	Topic	Read/Watch Before Class	Assignments Due
Week 1 Aug 30	Chapter 1: Narrating Literacies	•	<b>Discussion Board Post #1 due Thursday, September 01 and two replies due Sunday night September 04.</b>
Week 1 Sept 01	What is a literacy narrative?	• "Interview Protocol" in Chapter 1	
Week 2 Sept 06	How to follow an essay prompt	• "Learning to Read" by Malcolm X	<b>Chapter 1 Rough Draft of Literacy Narrative due Sunday night, September 11.</b>
Week 2 Sept 08	"How To Write an Essay: Ten Effective Tips"	"How to Tame a Wild Tongue" by Gloria Azaldua	
Week 3 Sept 13	MLA formatting	"Student Example of a Literacy Narrative" by Megan Opperman	<b>Peer Review Worksheet due Thursday night, September 15.</b>
Week 3 Sept 15		• Handout – Peer Review Worksheets	<b>Unit 1 Revision of Literacy Narrative due Sunday night, September 18</b>
Week 4 Sept 20	Chapter 2: Expanding Literacies	Chapter 2 Videos: "Language & Code-Meshing"	<b>Chapter 2 Discussion Board original post due by Thursday, September 22. Respond</b>
Week 4			

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Sept 22			to <u>two</u> classmates by Sunday, September 25.
Week 5 Sept 27	LGBTQ+ voices	Chapter 2 Prologue from <i>Fashioning Lives: Black Queers and the Politics of Literacy</i>	<b>Writing Assignment 2 Rough draft due Sunday night, October 2</b>
Week 5 Sept 29		“So Black, I’m Blue” by Vershawn Ashanti Young	
Week 6 Oct 04	Incorporating sources into our essays		<b>Peer Reviews due Thursday, October 6</b>
Week 6 Oct 06	Peer Review Worksheets	<i>Dreams and Nightmares</i> by Liliana Velazquez	
Week 7 Oct 11	In-Text Citation	<ul style="list-style-type: none"> <li>• Handout – MLA Citation Mini Guide</li> </ul>	<b>Writing Assignment 2 Revision due Thursday night October 13.</b>
Week 7 Oct 13	Works Cited Page	<ul style="list-style-type: none"> <li>• Citing Sources in Modern Language Association (MLA) Style</li> </ul>	
Week 8 Oct 18	Chapter 2: WA 3: Group Presentation	“Faces of Courage: Ten Years of Building Sanctuary” – Photography by Harvey Finkle	<b>Faces of Courage Photo Assignment due Thursday, October 20</b>
Week 8 Oct 20	Group planning	WA 3 Prompt: Reviewing peers’ previous essays	
Week 9 Oct 25	Power Point v. Prezi		<b>Group Presentation outline due Thursday, October 27</b>
Week 9 Oct 27	Citing photographs, videos, etc.		
Week 10 Nov 01	Group Presentations in class		<b>Group Presentation personal reflection essay due Sunday, November 6.</b>
Week 10 Nov 03	Group Presentations in class		

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Week 11 Nov 08	Chapter 3: Dominant, Vernacular and Marginalized Literacies	“Creating a Community: Literacy Events in African-American Churches” by Beverly Moss	<b>Discussion Board original post due Thursday, November 10</b> <b>Two replies to classmates due Sunday night, Nov 13</b>
Week 11 Nov 10	Sensory Rhetorics	“Learning to Serve: The Language and Literacy of Food Service Workers” by Tony Mirabelli	
Week 12 Nov 15	Religious Rhetoric	“Living Inside the Bible Belt”	<b>Writing Assignment 4 Rough Draft due Sunday night, November 20</b>
Week 12 Nov 17	Subversive Rhetoric	“Writing Boston: Graffiti Bombing as Community Publishing” by Charles Lesh	
Week 13 Nov 22	Short conferences with instructor		<b>We meet on Tuesday, November 22, but no assignments are due this week.</b>
Week 13 Nov 24	Thanksgiving Holiday	No Classes held Wed-Sun, Nov 23-27	
Week 14 Nov 29	Chapter 4: Reflecting on Literacy in Our Own Lives	Re-read previous readings	<b>Discussion Board Original Post due Thursday, Dec 01 and two responses due Sunday, December 4.</b>
Week 14 Dec 01		Previous readings	
Week 15 Dec 06	Reflecting on our own literacy development in this course.	Student Teacher conferences	<b>Final Reflection Essay due Thursday, December 8.</b>
Week 15 Dec 08	Student-Teacher conferences	Student-Teacher conferences	
Week 16 Dec 15	Finals Week		<b>No final exam for this course</b>
Week 16	Finals Week		

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Dec 17			
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