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**ENG 1301.13E**  
**US-COLLEGE READING & WRITING**

COURSE SYLLABUS: Fall 2022

Top Hat Join Code: 913984

**INSTRUCTOR INFORMATION**

Instructor: Drew Thomas  
Office Location: 215  
Office Hours: Tuesday/Thursday 12:00-3:00  
Office Phone: N/A  
Office Fax: (903) 886-5980  
University Email Address: [Drew.Thomas@tamuc.edu](mailto:Drew.Thomas@tamuc.edu)  
Communication Response Time: Within 24 hours M-F

**COURSE INFORMATION**

For this course, we will be using a platform called *Top Hat* which is included through TAMUC's Inclusive Access, meaning that this fee has already been charged to your bursar account. Top Hat will be accessible through our course shell in D2L. While you might receive an email about being able to opt out of this inclusive access, Top Hat is REQUIRED for this course.

**To gain access to Top Hat, it is YOUR responsibility to create an account when you receive an email from the campus bookstore. Be on the lookout for this email at the start of the semester.**

**If you have any issues with Top Hat, you need to contact [support@tophat.com](mailto:support@tophat.com).**

Through Top Hat, you will gain access to the following course materials:

## Materials – Textbooks, Readings, Supplementary Readings

### Textbooks Required

\*Please note these are all part of an interactive e-book available via *Top Hat*

- *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.
- *Faces of Courage: Ten Years of Building Sanctuary*. Photography by Harvey Finkle. Forward by Michael Matza. Afterword by Adan Mairena.

### 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 approach 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

You will need:

- Flash drive or other means (dropbox.com or google drive 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!)
- Access to your MyLeo email address. I will email your MyLeo email address through D2L regularly, so check it at least every other day!
- Regular internet access
- Access to a computer with a word processing program and a printer (assignments must be typed uploaded through D2L in a **doc or docx file**)

### Technical Skills Required

In this course, you will need to be able to:

- Use Microsoft Word or equivalent word processing program to produce a .doc or .docx file with the appropriate formatting (italics, double spacing, correct indents, and appropriate header)
- Access content, participate in discussions, upload assignments, and submit quiz items and surveys within the Learning Management System.
- Recognize which program needs to be open at what time to complete various tasks: Adobe PDF reader, Microsoft Word, LeoMail, D2L Brightspace/MyLeo Online, Top Hat, Microsoft PowerPoint, Google Drive, Dropbox, etc.

## GRADING

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

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

### Assessments

Assignment Name	Percentage of Final 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	10%
Writing Assignment 5: Final Reflective Project	15%
Top Hat Assignments	15%
Participation (Includes in class writing/assignments, participation, etc.)	15%

## 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)

### 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.

#### 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>

#### Interaction with Instructor Statement

I will respond to your emails within 24 hours on weekdays and within 48 hours on weekends. If you do not hear from me in that time frame, please try again—technology often fails us, but please wait the allotted time before emailing again with the same question. I will also hold office hours, which can be seen in the Instructor Information portion of your syllabus.

# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## **Course Specific Procedures/Policies**

Participation will be counted partly through your use of Top Hat as well as class discussions, drafting your assignments, group work, conferences, etc. If you might miss a deadline, I encourage you to contact me sooner rather than later; extensions are given on a case-by-case basis. Consistent lateness may cause a deduction of participation points.

## **Attendance Policy**

Attendance itself will not be a part of your grade. However, please be aware that there are often in-class writing assignments or activities that take place within the first ten-minutes of class. These assignments count towards your participation grade (20% of your grade overall). Being a summer class, *daily attendance is vital*. If you miss too much class, it *will* affect your grade. Extenuating circumstance (emergencies, illness, etc.) will be handled on a case-by-case basis.

## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as students' 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.

## **Basic Needs Statement**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

## **Grievances**

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](mailto: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 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**

## **Writing Center**

The Writing Center offers writers free, one-on-one assistance. We offer 45min sessions, online or face-to-face, that writers can book from our website: [www.tamuc.edu/writing-center](http://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 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](mailto:writingcenter@tamuc.edu)

## **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](#).

<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>

### **TAMUC Attendance**

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>

### **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](#)

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

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.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 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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

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

### **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.

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**

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

### COURSE OUTLINE/CALENDAR

The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs.

**\*PLEASE NOTE: This calendar shows what you should bring *with you to class* rather than the date it is assigned. If it says, “Brandt, ‘Sponsors of Literacy’,” you should have Brandt *already read* and ready to discuss by class that day.**

<b>Week 1:</b> <b>Tuesday, August 30 – Sunday,</b> <b>September 4</b>	<b>1. <u>Register your leomail address</u> for an account in TopHat.</b>
	<b>2. <u>Email your instructor</u> through D2L. In this email, please describe a couple of your interests, such as sports you like,</b>
	<b>books, TV, movies, music, other hobbies, etc.</b>
	<b>3. Read “What to Expect”</b>
	<b>4. Read “Preface”</b>
	<b>Read and answer the Before and After Reading Questions for the following:</b>
	<b>5. Donna Dunbar-Odom, “Active Reading</b>
	<b>6. Donna Dunbar-Odom, “Writing as a Process”</b>

	<b>7. James Paul Gee, “What is Literacy?”</b>
<b>Week 2: Monday, September 5 – Sunday, September 11</b>  <b>Campus closed on September 5<sup>th</sup> for Labor Day</b>	<b>1. How to Approach the Assignments</b>
	<b>Read and answer the Before and After Reading Questions for the following:</b>
	<b>2. Donna Dunbar-Odom, “Learning Habits of Reflection”</b>
	<b>3. Tabettha Adkins, “Plagiarism”</b>
	<b>4. Deborah Brandt, “Sponsors of Literacy”</b>
<b>5. Gloria Anzaldua, "How to Tame a Wild Tongue”</b>	

	<b>6. Writing Assignment 1</b>
	<p><b>In D2L, post a thread that details three things (these can all be connected or different examples):</b></p> <ul style="list-style-type: none"> <li><b>• A sponsor (someone, an institution, or something) that has influenced your literacy</b></li> <li><b>• A literacy artifact that is meaningful to you and why</b></li> <li><b>• A significant moment in your literacy development</b></li> </ul>

<b>Week 3:</b> <b>Monday, September 12 –</b> <b>Sunday, September 18</b>	<b>1. Read Romeo Garcia, “On the Cusp of Invisibility”</b>
	<b>2. Read: Malcolm X, “Learning to Read”</b>
	<b>3. Develop a draft of your Writing Assignment 1 (WA1)</b>
	<b>***One-on-one writing conferences with instructor***</b>
<b>Week 4:</b> <b>Monday, September 19 –</b> <b>Sunday, September 25</b>	<b>1. Chapter 2 Introduction</b>
	<b>2. Read: Eric Pritchard, “Prologue”</b>
	<b>3. Read: Pro(se)letariats selections</b>
	<b>4. D2L Pro(se)letariats post</b>
	<b>5. Writing Assignment 1 due Sunday, September 25 at 11:59pm</b>
<b>Week 5:</b> <b>Monday, September 26 –</b> <b>Sunday, October 2</b>	<b>1. Read Young, “So Black, I’m Blue”</b>
	<b>2. Writing Assignment 2</b>
	<b>3. Draft Writing Assignment 2 (WA 2)</b>

<p><b>Week 6:</b>  <b>Monday, October 3 – Sunday, October 9</b></p>	<p><b>Read: Lilitana Velsaquez, Dreams and Nightmares, Introduction</b></p> <ul style="list-style-type: none"> <li>• Prologue</li> <li>• I: Guatemala</li> <li>• II: My Journey</li> </ul>
<p><b>Week 7:</b>  <b>Monday, October 10 – Sunday, October 16</b></p>	<p><b>***Student Conferences***</b></p> <p><b>Read: Lilitana Velsaquez, Dreams and Nightmares</b></p> <ul style="list-style-type: none"> <li>• III: Philadelphia</li> <li>• IV: Reflections</li> <li>• V: Finally, I Have Told My Story</li> </ul>
<p><b>Week 8:</b>  <b>Monday, October 17 – Sunday, October 23</b></p>	<p><b>Writing Assignment 2 Due Sunday, October 16 at 11:59pm</b></p> <p><b>Get partner/group assignments for Writing Assignment 3</b></p> <p><b>Brainstorming Writing: Assignment 3</b></p>
<p><b>Week 9:</b>  <b>Monday, October 24 –</b></p>	<p><b>Continue working in groups on Writing Assignment 3</b></p>
<p><b>Sunday, October 30</b></p>	
<p><b>Week 10:</b>  <b>Monday, October 31 – Sunday, November 6</b></p>	<p><b>Partner/Group Presentations</b></p>

<b>Week 11:</b> <b>Monday, November 7 – Sunday, October 13</b>	<b>1. Chapter 3 Introduction</b>
	<b>2. Read Mirabelli, “Learning to Serve”</b>
	<b>3. Brainstorming Writing Assignment 4</b>
<b>Week 12: Monday, November 14 – Sunday, November 20</b>	<b>1. Read Alvarez, “Brokering the Immigrant Bargain”</b>
	<b>2. Read Mills, “Ban Fascism”</b>
	<b>3. Writing Assignment 4 (WA4) discussion post due Sunday, November 20 at 11:59pm</b>
<b>Week 13:</b> <b>Monday, November 21 – Sunday, November 27</b>  <b>Campus closed November 23-25 for Thanksgiving</b>	<b>Introduction to Chapter 5</b>
	<b>Re-reading your WA1, WA2, WA3, WA4, and working on Reflecting</b>
<b>Week 14:</b> <b>Monday, November 28 – Sunday, December 4</b>	<b>Drafting Writing Assignment 5</b>

<b>Week 15:</b> <b>Monday, December 5 – Sunday,</b> <b>December 9</b>	<b>Writing Assignment 5 Revisions</b>
<b>FINAL EXAMS WEEK:</b> <b>Monday, December 10 – Friday,</b> <b>December 16</b>	<b>Writing Assignment 5 (WA5) due</b> <b>Friday, December 13</b>

*The syllabus/schedule are subject to change.*