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ENGLISH 1301-20E: College Reading and Writing
COURSE SYLLABUS 80560: Fall 2022

TUESDAYS & THURSDAYS 2:00 P.M. - 3:15 P.M. DTH 208

Instructor	Emily Littlejohn (she, her, hers)
Office Location	David Talbot Hall, Room 233
Office Hours	Tuesdays & Thursdays 10:45 a.m. - 12:20 noon
University Email	emily.littlejohn@tamuc.edu or D2L email. D2L email is my preferred communication method. I respond within 48 hours M-F 8:00 a.m. - 5:00 p.m.

COURSE INFORMATION

Materials – Textbooks, Readings, & Technology

Required Texts (see important notes & instructions below book list)

Writing Inquiry. 2nd Edition. Eds. Jessica Pauszek, Shannon Carter, Donna Dunbar-Odom, and Tabetha Adkins. Fountainhead Press, 2019.

IMPORTANT NOTE:

We will be using Top Hat Pro (www.tophat.com) for class participation. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.	For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (https://bit.ly/31TGMIw).	You will also require Top Hat to access the digital interactive textbooks, <i>Writing Inquiry</i> , <i>Dreams and Nightmares</i> , and <i>Pro(se)letariats</i> , that we will be using in this class. <u>You have already paid for a Top Hat account and the required texts with your tuition (unless you opted out).</u>
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If you are new to Top Hat, follow the link in the email invitation you received or...

1. • Go to <https://app.tophat.com/register/student>
 2. • Click "Search by school" and input the name of our school
 3. • Search for our course with the following join code: **II**
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Technology Requirements

- **Flashdrive and/or Cloud Storage** (example: your free TAMUC Google Drive account or Dropbox.com account)
 - **Email address** that you check daily (leomail.tamuc.edu and D2L)
 - **Internet Access** to check email and D2L daily
 - **Computer Access with a word processing program** (example: your free TAMUC Google Drive account contains Google Docs or your TAMUC free Microsoft Office package that includes the online version of Microsoft Word)
 - **Online Course Platforms:** D2L and Top Hat
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Course Description

Catalog 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.
 5. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.
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COURSE REQUIREMENTS

Instructional Methods

Methods	Description
Lectures	Oral lectures will be conducted during regularly scheduled class time. Lectures will be accompanied with visual supports like handouts and PowerPoint presentations. Lectures are interactive and depend upon student participation.
Individual Reading & Writing	Students will complete readings and assignments before each class period to prepare for class (see course schedule for more information). Students will also conduct individual reading and writing assignments during class to apply the lecture material, make progress toward major writing assignments, and complete reflective activities.
Teamwork	Students will communicate and coordinate together in small and larger groups to apply concepts and skills, make progress toward major writing assignments, and complete reflective activities. Students will work together in class and outside of class to complete assignments.
Assessments	Students' comprehension will be assessed with individual and group activities like warm-up questions, Kahoot!s, reading quizzes, reflections, peer-reviews, discussions, oral presentations, etc.

Student Responsibilities

Instructor Expectations	Student Expectations
Your instructor will arrive to class early to set up the lesson materials, answer questions, and talk with students.	Students will arrive to class on time so they don't miss important announcements or information. They will have the opportunity to ask questions and express concerns.
Your instructor will come to class prepared with lectures, discussion questions, writing prompts, assessments, and more.	Students will come to class prepared to best understand and participate in activities. Coming to class prepared includes completing reading/homework beforehand, bringing the required texts, and bringing materials to take notes and work on writing assignments.
Your instructor will guide the class in an engaging, organized manner.	Students will actively engage in class lectures, discussions, writing activities, and assessments. Students will ask questions, seek clarification, and make progress toward major writing assignments.
Your instructor will respect students' views, interpretations, concerns, and learning needs.	Students will respect the instructor and peers' views, interpretations, and concerns.
Your instructor will respond to emails promptly during normal working hours.	Students will respond to emails and check eCampus frequently during normal working hours.
Your instructor will return grades within 2-3 weeks of the deadline.	Students will submit their best work on time. Students will promptly read feedback when grades are returned.

CIVILITY NOTE: Your instructor reserves the right to ask any student to leave the class if any student proves distracting or disruptive to their instructor and/or peers. If a student is asked to leave, the student must meet with the instructor during office hours before returning to class.

GRADING

I thoroughly believe that grades are technologies of surveillance and control. I never found grades productive for learning, and I have always felt that they limit the learning process, create nasty habits designed to "get the A", and cause more anxiety than they are worth. Much research suggests the limits of grades and the benefit of going "gradeless." However, I also realize that grades are important data points for you – your scholarships, majors, future jobs, and ability to graduate are all tied up in the grades you earn. To balance my distrust of grades with the requirements of the university, we will work on a feedback and labor model. This means you will receive feedback from me and your peers throughout the semester with the expectation that you use that feedback to continually revise, rethink, and remix your work. For the most part, the only "grade" you will receive during the semester will be :

When Your Grades Are Based on Labor

Read more at tracigardner.com/labor



Your grades are based on your labor—on the time and intensity you put into your writing. Here's how to approach your projects.



Focus on Ideas

Focus on your ideas, on what you're trying to say. Forget about the pressure to be perfect. Focusing on perfection can distract writers from developing their ideas. Because you are graded on labor, mistakes won't undermine your grade.



Write for Yourself

You're studying the kinds of writing that are important in your field and developing a sense of what makes that writing effective. Don't worry about impressing me. Write what will make you successful in the workplace.



Take Risks

Try kinds of writing that stretch your abilities and help you learn new things. There's no need to play it safe. After all, the safe, easy route doesn't push you improve your writing.



Have a Do-Over

If you take a risk and it doesn't turn out, you can always try again. Just as in a game, you have unlimited do-overs. Making mistakes is part of the learning process. As long as you are trying to improve your work, you can't fail.



Put In the Effort

You will write, rewrite, start over, and try again. All this work counts, as long as you listen to feedback, incorporate what you hear, and reflect on how to improve.

Credits: Infographic was created on canva.com. Icons are all from The Noun Project, used under a CC-BY 3.0 license: report by Lil Squid, Fluorescent Light Bulb by Matt Brooks, analytics by Wilson Joseph, aim by Gilbert Bages, Switch Controller by Daniel, and Gym by Sathish Selladurai.

Accept/Full Credit: project was completed, submitted promptly; strong effort

Revise/Half Credit: project wasn't complete and/or prompt, but effort was evident; opportunity to revise & resubmit for full credit

No Credit: project wasn't complete and/or prompt

Excused: Incomplete project due to uncontrollable circumstances

However, this course is *not* "gradeless" because I, begrudgingly, have to enter a final course grade at the end of the term. At the end of the semester, I will review your work, my various responses to your work throughout the semester, your attempts to compose something of quality, and your general fortitude and determine a final grade using our grading agreement and the standard TAMUC grading scale:

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

ENGL 1301 LABOR-BASED GRADING AGREEMENT

Your grade in this course will be primarily based on five categories: **writing assignments**, **reading assignments**, **attendance**, **collaboration**, and **fortitude**. Below, each of these categories is expanded upon with specific details about how to complete the assignments.

1. **Writing Assignments:** Throughout the semester you have **five major writing assignments**, **drafts**, and **various small writing tasks**. In terms of your labor, you are expected to complete all writing assignments, and because each assignment builds into the next part of the course, your success on future writing assignments depends on the effort you put into even early assignments. All assignments should be turned in on time and meet at least the minimum goals set in the individual project prompts. **Missed work is work that you either missed the point or missed the deadline; however, you demonstrate some effort. Ignored work is never submitted.**
2. **Reading Assignments:** What and how you read directly influences what and how you write. In this course, we are going to build strong writing habits but also generative reading habits. For every reading assignment, then, you should annotate the text/take notes in whatever format is most comfortable for you. Your reading knowledge will be measured by your participation in class as well as your ability to demonstrate an understanding of research through writing.
3. **Attendance:** The best way to learn in this course is to attend class. Now, I recognize a lot of professors say this; however, because this course primarily functions through class discussion and small group exchanges, missing class excessively will put you at a disadvantage on the major assignments. Additionally, missing class potentially means you'll miss small in-class writing assignments. As noted in the syllabus, you are allowed 4 absences without penalty. Perfect attendance can help bump up your final grade.
4. **Collaboration:** As mentioned above and on the syllabus, this course has a lot of large and small group discussions during every week. In the process of completing your major writing projects, you will be put into a group in which you will read and offer feedback on your peers' drafts. Collaboration is a mix of leading, listening, debating, and agreeing. Don't be the person the group rolls their eyes at because you aren't contributing your fair share. Additionally, don't forget that I'm here to be a collaborator as well, and I strongly encourage you to **meet with me** outside of class.
5. **Fortitude:** I'm going to ask you to take some risks this semester. Writing prompts will probably be less specific than you'd like, my answers to your questions may inspire more questions, and you may have difficulties with your working group. Oh, and we may experience technical difficulties from time to time. Because writing and learning are messy endeavors that require lots of time, energy, and labor, I ask that you show fortitude this semester. Fortitude is generally defined as "courage in adversity" and is synonymous with endurance. These characteristics, I believe, are more important to your learning than "participation" in the traditional sense.

Beyond these minimum requirements, to earn an A, additional labor is needed.

Choose ONE of the following additional projects for the chance to earn an A:

Reading Log	Writing in Your Major Project	Podcast or Video Discussion (Group Project)	Community and Self Exploration Essay
Choose <u>six</u> texts from <i>Writing Inquiry</i> over the course of the semester and submit an organized log of your reading notes. Your reading notes should include the a full citation of each text, the main claims, define key terms, and directly quote 2-3 most important passages from the text.	I'm amazed by all your various majors and concentrations. What's even more fascinating though, is that each academic discipline uses writing in different ways. In this assignment, you should collect information about writing in your major and find a way to present that information to a public audience. You might consider analyzing scholarship in your field, talking with professors, talking with the Writing Center tutors, talking with upperclassman, etc. You might write a short paper, make an infographic, or some digital presentation.	In a group of 2-3 students, choose a set of course readings, script, and record a short (7-15 minute) conversation in which you dialogue about the ideas presented in the texts and offer your own takes on these concepts that extend beyond in-class discussions.	Choose and attend an approved campus event and write a two-page essay about your experience and the event's significant for topics in this course and/or your continuing education and through processes for your future.

*Note: Simply turning in an additional project does not guarantee an A in the course. The project must show a strong effort (full credit) to contribute toward an A. See also, *The Break Down* below. *

THE BREAKDOWN

So, with all this in mind, let's break it down. I promise that everyone who meets the minimum expectations will leave this course with a B (85%, 3.00). Here is a quick and dirty grade guide:

Grade	Attendance	# Missed Major Assignments	# Ignored Major Assignments	In-class + homework assignments	Fortitude	Extra Projects
A (4.0)	≤ 4	1	0	90-100%	Strong	1
B (3.0)	≤ 4	2	0	80-89%	Good	
C (2.0)	5-9 absences	3	1	70-79%	Average	
D (1.0)	10-12 absences	4	2	60-69%	Low	
F (0.0)	≥ 13 absences	≥ 5	≥ 3	≤ 59%	None	

ASSESSMENTS

Assignments
Writing Assignment #1: Narrating Literacy (prompt in <i>Writing Inquiry</i> through Top Hat)
Writing Assignment #2: Expanding Literacy (prompt in <i>Writing Inquiry</i> through Top Hat)
Writing Assignment #3: Group Presentation (prompt in <i>Writing Inquiry</i> through Top Hat)
Writing Assignment #4: Reflecting on Literacy (prompt in <i>Writing Inquiry</i> through Top Hat)
Writing Assignment #5: Final Reflective Project (prompt in <i>Writing Inquiry</i> through Top Hat)
Attendance, In-Class Writing, & In-Class Participation
TopHat Reading Responses & D2L Homework

INSTRUCTOR POLICIES

How do I send a professional email to my instructor?

1. The subject line should follow this format: Eleanor Shellstrop. ENGL 1301-17D. Question about WA#1.
2. Salutation—Greet your instructor by their preferred name.
3. Body—Keep your email clear, concise, and professional (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and that every interaction is a reflection of your academic persona.
4. Closing—End your email with an appropriate closing followed by your name.

Example Student Email to Instructor

To: emily.littlejohn@tamuc.edu

Subject: Jason Mendoza. ENGL 1301-14E. Office Hours Question.

Good morning Mrs. Littlejohn,

I would like to meet with you to discuss my essay. I cannot make your office hours. Can I set up an appointment? I am available Monday, Wednesday, and Friday after 3:00 p.m.

Thank you,
Jason Mendoza

How do I submit my work and view my feedback?

How to Submit Essays

First, save essays with the following title format: First Name Last Name. ENGL 1301-Section. Assignment Description. Example: Chidi Anagonye. ENGL 1301-14E. WA#1.

Second, submit your essays as Microsoft Word .docx files to the appropriate Dropbox on eCampus. Follow these steps: Click the “Dropbox” tab. Click the correct assignment name. Click “Add a file.” Click “Submit.”

How to View Essay Feedback

Click the “Dropbox” tab on the eCampus navigation bar. Click the correct assignment name. Click “View Feedback.” At the top of the page, you will see a Microsoft Word .docx file attached. Download the attachment.

Viewing your feedback is important because it explains how you earned your grade. It also shows you how you can improve your writing in the future.

What is the late work policy?

If extraordinary circumstances prevent you from submitting a major writing assignment on time, email your instructor 24-hours in advance. Your instructor may or may not grant you an extension.

NOTE: Technology trouble, like losing work saved to a device, is not a permissible reason to request an extension. Always save your work to a cloud-based service like Google Drive or Dropbox.com.

When is the last day to drop the course? How do I know if I should drop?

The last day to drop the course is 11/18.

You should always talk to your academic advisor about the grade requirements of your degree plan.

In general, if you are missing or haven't received credit for one or more major writing assignments and/or haven't completed a significant portion of the homework/participation grades and/or you are not currently passing the course, it may be wise to drop.

NOTE: *Dropping* does NOT negatively impact your GPA but *failing* DOES.

What are some success tips?

1. Check your university and eCampus emails at least once per day. Also check the "News" section of eCampus daily.
 2. Ask your instructor questions in class, in office hours, and/or via email.
 3. Set manageable goals. Break up major assignments into smaller tasks and start on major assignments as soon as possible.
 4. Schedule an appointment with the Writing Center before submitting the final version of your essays. Give yourself time to revise!
 5. Come to class prepared (read before class, come to class with required materials and questions, etc.).
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What is the best way to study?

According to one of the most comprehensive reviews of student study strategies, the most effective study techniques are practice testing and distributed/spaced practice (*An Evidence-Based Guide to College and University Teaching* by Aaron S. Richmond, Guy A. Boysen, and Reagan A.R. Gurung.)

So, how can you use practice testing and distributed practice to perform better in your courses? You can create flashcards and test yourself for 10-30 minutes 3-7 times a week.

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

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.

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

COURSE CONTENT & CONTACTING YOUR INSTRUCTOR

Do you have questions about the course, class materials, or assignments? Please contact your instructor with any questions that you have in-class, in office hours (6 hours per week), or via email. Your instructor's email address is:

Emily.Littlejohn@tamuc.edu or you can email her through D2L. Mrs. Littlejohn requires a specific email format to respond (see "Instructor Policies") and regularly responds to emails Monday-Friday, 8:00 a.m. - 5:00 p.m.

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>

WRITING CENTER

The Writing Center (or the "Communication Skills Center") offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines--undergraduate and graduate students alike. Research shows that all writers 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 a blank page to polishing the sentences), and we work with writers to verbalize writing goals and stay on track to finish larger writing projects. The writers with whom we work bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. The Writing Center will re-open for Fall 2021 after the semester begins. If you'd like to make an appointment, email us: writing.tamuc@gmail.com.

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.

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 their 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

Course Specific Procedures/Policies

Attendance Policy

Students are expected to attend all class meetings on time so they receive the news, information, and skills required to be successful.

The following activities/circumstances count as excused absences at Texas A&M-Commerce according to the Registrar's attendance policy

(<http://www.tamuc.edu/admissions/registrar/generalinformation/attendance.aspx>):

- "Participation in a required/authorized university activity
- Verified illness
- Death in a student's immediate family
- Obligation of a student at legal proceedings in fulfilling responsibility as a citizen"

Additionally, I accept excused absences for elective university activities, emergencies, and medical appointments that cannot be scheduled outside of regular class meetings.

Provide advance notice via email, when possible, and the appropriate documentation (a doctor's note or funeral program, for example) to receive an excused absence. It is the student's responsibility to work with their peers to acquire class notes and with their instructor for makeup work when they miss class.

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.

For more details and the definition of academic dishonesty, see the following procedures:

- [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
 - [Undergraduate Student Academic Dishonesty Form](#)
 - <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>
 - [Graduate Student Academic Dishonesty Form](#)
 - <http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>
 - <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>
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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.

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](#).

<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>
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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](#)
- [Undergraduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>
- [Graduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

<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

COURSE SCHEDULE

1. **Keep this schedule handy and refer to it daily.**
2. **Complete the readings/activities before attending class.**
3. **Highly recommended: Update your D2L settings so that you receive an email when a D2L announcement is posted, new resources are posted, grades are available, etc.**

NOTE: Schedule is subject to change. The instructor may change this schedule to accommodate class needs, inclement weather, etc. Schedule changes will be announced via D2L and in class.

Date	Topic	Homework Due
Week 1: Aug. 29-Sept. 2	<i>Writing Inquiry</i> Part 1	<p>Aug. 30</p> <p>Read the introductory email from your instructor, the syllabus, and complete the “START HERE” module on D2L under Content.</p> <p>Sept. 1</p> <p>In Part 1: Getting Started and Staying on Track in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Learning Habits of Reflection” <input type="checkbox"/> “Active Reading” <input type="checkbox"/> “Writing as a Process” <input type="checkbox"/> “Some Things We Know About Teaching...” <input type="checkbox"/> “Plagiarism”
Week 2: Sept. 5-9	Ch. 1: Narrating Literacies	<p>Sept. 6</p> <p>In Part 1: Getting Started and Staying on Track in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> “What is Literacy?” by James Gee <input type="checkbox"/> Complete Gee’s Identity Kit Activity (Gee AR Question 1) and bring a visual representation to class to present and discuss

		<p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and discuss identity kit <input type="checkbox"/> Respectfully listen and engage with peers' identity kits <input type="checkbox"/> Discuss Gee's article <p>Sept. 8</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read</p> <ul style="list-style-type: none"> <input type="checkbox"/> "How to Approach Assignments" <input type="checkbox"/> Ch. 1: "Narrating Literacies" <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview a classmate <input type="checkbox"/> Discuss Gee's article
Week 3: Sept. 12-16	Ch. 1: Narrating Literacies	<p>Sept. 13</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Sponsors of Literacy" by Deborah Brandt <input type="checkbox"/> "WA 1: Narrating Literacy" (complete the reading question–NOT the full assignment) <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about WA 1 <input type="checkbox"/> Brainstorm ideas for WA 1 <p>Sept. 15</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Learning to Read" by Malcom X <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about WA 1 <input type="checkbox"/> Outline WA 1

<p>Week 4: Sept. 19-23</p>	<p>Ch. 1: Narrating Literacies</p>	<p>Sept. 20</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Student Example: Literacy Narrative by Megan Opperman <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about WA 1 and peer review <input type="checkbox"/> Discuss Opperman <input type="checkbox"/> Draft WA 1 <p>Sept. 22</p> <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer review WA 1 <p>Submit WA 1 to D2L by 9/23, 11:59 p.m.</p>
<p>Week 5: Sept. 27-Oct. 1</p>	<p>Ch. 1: Narrating Literacies</p>	<p>Sept. 28</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> “On the Cusp of Invisibility...” by Romeo García <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss García <input type="checkbox"/> Revise WA 1 <p>Sept. 30</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> “My Uncle’s Gun” by Ann Green <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss Green <input type="checkbox"/> Revise WA 1 <p>Submit WA 1 Revision by 10/1, 11:59 p.m.</p>

Week 6: Oct. 3-7	Ch. 2: Expanding Literacies	<p>Oct. 4</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch. 2, “Expanding Literacy: Language and Code-Meshing” <input type="checkbox"/> “WA 2: Expanding Literacy” <input type="checkbox"/> “Confronting Class in the Classroom” by bell hooks <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss required reading <input type="checkbox"/> Brainstorm for WA 2 <p>Oct. 6</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prologue from <i>Fashioning Lives</i>: “Black Queers and the Politics of Literacy” BYR questions, Parts I-III <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss required reading <input type="checkbox"/> Brainstorm for WA 2
Week 7: Oct. 10-14	Ch. 2: Expanding Literacies	<p>Oct. 11</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prologue from <i>Fashioning Lives</i>: “Black Queers and the Politics of Literacy” Parts IV-V and AR questions <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss required reading <input type="checkbox"/> Outline WA 2 <p>Oct. 13</p> <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draft WA 2 <input type="checkbox"/> Document sources

<p>Week 8: Oct. 17-21</p>	<p>Ch. 2: Expanding Literacies</p>	<p>Oct. 18</p> <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer Review WA 2 <p>Submit WA 2 by 10/19, 11:59 p.m.</p> <p>Oct. 20</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pro(se)letariets, “Title Page” <input type="checkbox"/> Pro(se)letariets, “Table of Contents” <input type="checkbox"/> Pro(se)letariets, “Preface” <input type="checkbox"/> Pro(se)letariets, “Introduction” <input type="checkbox"/> Pro(se)letariets, “The First Day of Third Grade” by Cater <input type="checkbox"/> Pro(se)letariets, “Untitled” by Clayton <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss required reading
<p>Week 9: Oct. 24-28</p>	<p>Ch. 2: Expanding Literacies</p>	<p>Oct. 25</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pro(se)letariets, “Untitled” by Bruce Barnes <input type="checkbox"/> Pro(se)letariets, “Untitled” by Pat Smart <input type="checkbox"/> Pro(se)letariets, “Scholarship Boy” by Jo Barnes <input type="checkbox"/> Pro(se)letariets, “Untitled” by Halpern <input type="checkbox"/> Pro(se)letariets, “Untitled” by Python <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss required reading <input type="checkbox"/> Revise WA 2 <p>Oct. 27</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> “So Black, I’m Blue” by Young

		<p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss required reading <input type="checkbox"/> Revise WA 2 <p>Submit WA 2 Revision by 10/28, 11:59 p.m.</p>
Week 10: Oct. 31-Nov. 4	<p>Ch. 2: Expanding Literacies</p> <p>MIDTERM PROJECTS</p>	<p>Nov 1</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> WA 3, “Group Presentation” <p>On D2L</p> <ul style="list-style-type: none"> <input type="checkbox"/> WA 3 Group Sign-Up Sheet on D2L (make sure you are logged into your TAMUC email in your browser) <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss WA 3 <input type="checkbox"/> Work on WA 3 in groups <p>Nov. 3</p> <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on WA 3 in groups <input type="checkbox"/> Work on WA 3 Individual Reflection
Week 11: Nov. 7-11	<p>Ch. 2: Expanding Literacies</p> <p>MIDTERM PROJECTS</p> <p>/</p> <p>Ch. 3: Dominant, Vernacular, & Marginalized Literacies</p>	<p>Nov. 8</p> <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present WA 3 <p>Submit WA 3 Group Presentation and Individual Reflection by 11/8, 11:59 p.m.</p> <p>Nov. 10</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch. 3, “Dominant, Vernacular, & Marginalized Literacies” <input type="checkbox"/> WA 4, “Tensions in Literacy”

		<input type="checkbox"/> “Creating a Community” by Moss In class be prepared to <input type="checkbox"/> Discuss required readings <input type="checkbox"/> Brainstorm for WA 4
Week 12: Nov. 14-18	Ch. 3: Dominant, Vernacular, & Marginalized Literacies	Nov. 15 In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete <input type="checkbox"/> “Learning to Serve” by Mirabelli In class, be prepared to <input type="checkbox"/> Discuss Mirabelli <input type="checkbox"/> Brainstorm & outline WA 4 Nov. 17 In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete <input type="checkbox"/> “Brokering Literacies” by Alvarez In class, be prepared to <input type="checkbox"/> Discuss Alvarez <input type="checkbox"/> Outline & draft WA 4 Submit WA 4 by 11/18, 11:59 p.m.
Week 13: Nov. 21-25	THANKSGIVING BREAK	Nov. 22: NO CLASS. Thanksgiving Break. Nov. 24: NO CLASS. Thanksgiving Break.
Week 14: Nov. 28-Dec. 2	Ch. 4: Reflecting on Literacy in our Lives	Nov. 29 In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete <input type="checkbox"/> “Living Inside the Bible Belt” by Carter In class, be prepared to <input type="checkbox"/> Discuss Carter <input type="checkbox"/> Revise WA 4

		<p>Dec. 1</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Writing Boston” by Lesh <input type="checkbox"/> “Ban Facism” by Mills <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the required reading <input type="checkbox"/> Revise WA 4 <p>Submit WA 4 Revision by 12/2, 11:59 p.m.</p>
Week 15: Dec. 5-9	FINAL PROJECT	<p>Dec. 6</p> <p>In Part 2: Experiencing Literacy in <i>Writing Inquiry</i> on Top Hat, read and complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch. 4, “Reflecting on Literacy in our Own Lives” <input type="checkbox"/> WA 5, “Final Reflective Project” <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss WA 5 <input type="checkbox"/> Work on WA 5 <p>Dec. 8 LAST DAY OF CLASS</p> <p>In class, be prepared to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on WA 5
Week 16: Dec. 12-16	FINAL EXAM	<p>NO CLASSES.</p> <ul style="list-style-type: none"> • See D2L for Final Exam Week Office Hours. <p>FINAL EXAM TBA.</p> <p>SUBMIT WA 5 TO D2L BY THE END OF THE FINAL EXAM PERIOD.</p>