



ENG 1301:23E US-College Reading & Writing Syllabus: Fall 2022 Online

INSTRUCTOR INFORMATION

Instructor: Tiffany M. B. Anderson, Ph.D., Assistant Professor

Office Location: Talbot Hall 209

Office Hours: Tues 2:00-5:00 and by appointment

University Email Address: Tiffany.Anderson@tamuc.edu

Twitter Handle: @TMBAnderson

Cell: 214-283-4719

Preferred Form of Communication: text

Communication Response Time: generally 24 hours M-R

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

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.

Pro(se)letariats. Eds. Audrey Burns, Alicia Landsberg, Evan Smith, and Jesse Uruchima. New City Community Press. 2011.

Course Description:

English 1301 Introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument and means to approaching multiple audiences. In 1301 students will write weekly, and will work on essay organization and development. The course will emphasize close reading, summarizing, and analysis of expository texts, including student writing.

The syllabus/schedule are subject to change.

Student Learning Outcomes:

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
3. Students will be able to work together toward a shared purpose relevant to the course or discipline with a sense of shared responsibility for meeting that purpose.
4. Students will understand and practice academic honesty.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Major Writing Assignments (WAs): See *Writing Inquiry* for full descriptions of WAs

GRADING

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

Assignment Name	Percentage of Grade
Writing Assignment #1: Narrating Literacy	15%
Writing Assignment #2: Expanding Literacy	15%
Writing Assignment #3: Group Presentation and Reflection	15%
Writing Assignment #4: Tensions in Literacy	15%
Writing Assignment #5: Final Reflective Project	20%
Quizzes/Participation	10%
In-class writing/Reading Responses/Homework	10%

TECHNOLOGY REQUIREMENTS

You will need:

- Flash drive or other means (dropbox.com account, for example) of storing digital versions of the essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A valid, working email address that you check often (everyday)
- Regular internet access (additional readings available online)

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- 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

Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of Writing, Dr. Jessica Pauszek, by emailing her. Before an appointment is scheduled the student must provide clearly documented and explained issues as to why the meeting is being requested. **The student must also state when they discussed the issue in person or via phone (not email!) with their instructor already.**

Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

Departmental Chain of Command for ENG 100/1301/1302 courses: Instructor -> Dr. Jessica Pauszek, Director of Writing -> Dr. Karen Roggenkamp, Assistant Department Head or Dr. Hunter Hayes, Department Head

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the university’s Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program “promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation” (see “Department of Institutional Effectiveness,” <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students’ course grades or GPAs.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty Policy

The syllabus/schedule are subject to change.

Texas A&M University-Commerce and the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally-accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. 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]).

Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

Attendance Policy

Online class.

Assignment Policy

Student work must be completed and submitted when they are due. Students who know in advance they will miss class when an assignment is due must contact the instructor as soon as possible in advance of class to arrange for submission of the assignment. All papers should conform to the MLA style guidelines.

Deadline extensions and other allowances can often be accommodated before they are required, but this requires advance notice. Therefore, I will not accept any assignment after its due date unless prior arrangements have been made. Assignments submitted after the due date will receive a score of zero (0).

Administrative Withdrawal

I reserve the right to drop a student from the course administratively for excessive absences or violations of student conduct codes.

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.

The syllabus/schedule are subject to change.

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/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: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

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>

ADA Statement

Students with Disabilities

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:

The syllabus/schedule are subject to change.

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@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.

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])

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If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

On University-Sanctioned Activities

To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program offers sections of this course at various times of the day and week. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day.

University Specific Procedures:

Tenets of Common Behavior statement: All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook);

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Student Disability Resources & Services Texas A&M University-Commerce Gee
Library, Room 162 Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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COURSE OUTLINE / CALENDAR

Weekly Schedule:

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

Week 1: Writing Inquiry Part I

August 26: Introduction to *Writing Inquiry* and “What is Literacy” by James Paul Gee; Identity Kit Activity
Getting Started p. 3-20, 28-30 (“Some things we know about teaching” Activity in class); Go Over Writing Assignment #1
p.43 – 65, Brandt “Sponsors of Literacy”; begin writing in class for WA 1

Week 2: Chapter 1: Experiencing Literacy

p. 67-80; 95-98 Opperman (10 pages);
Malcolm X (2 pages); Alexie; Bring in some more writing for WA 1

Week 3: Chapter 1: Experiencing Literacy

p.81-95 García and p.98-106 Green
p.30-43 Camfield et al.
WA 1 PEER REVIEW (Bring in a draft of WA 1)

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

WA 1 Revision due; p.107-128 Ch 2 Introduction of Writing Inquiry; Pritchard (14 pages); Green (8)
Dreams and Nightmares; Go Over WA 2
Dreams and Nightmares (cont’d)

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

Finish *Dreams and Nightmares*; **Student Conference during class as well as in class writing**
Student Conferences (outside of class and during office hours)
Student Conferences (outside of class and during office hours)

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

p. 130-151 Bartholomae; hooks
Selections from *Pro(se)letariats*
WA 2 PEER REVIEW

Week 7: Midterm Projects

October 7: **p.153 Revision**
WA 2 Revision due; catch up/check in; Introduce Writing Assignment #3

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Work on Writing Assignment #3 p.154

Week 8: Midterm Projects

Work on Writing Assignment #3; develop Reflection
Group Presentations

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

Introduce Chapter 3 and Writing Assignment #4 p.237

Read Mirabelli; Carter; Alvarez;

Mills p. 267

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

Virtual Student Conferences

WA 4 Peer Review (bring in a draft)

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

Read Mills, Lesh

Revising WA 4

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

Read Moss, Marko

WA 4 due; pulling together themes of the course; what have you learned?

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

p.271 and reading over all your previous work [WA 5]

Revising WA5

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

PEER REVIEW ON FINAL PROJECT

Happy Thanksgiving

Week 15: Wrapping Up

December 11: Final Essay Due

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