



ENG 1301: 01E College Reading and Writing
COURSE SYLLABUS: Fall 2022

PLEASE, CLICK ON THE FOLLOWING LINK TO ACCESS A&M-COMMERCE COVID 19 INFORMATION, [HTTPS://WWW.TAMUC.EDU/CAMPUSREC/COVID-19-GUIDE/](https://www.tamuc.edu/campusrec/covid-19-guide/)

Instructor: Professor Christine Van Pay
Office Location: PAC 108
Office Hours: 10am-1pm Fridays
University Email Address: Christine.van-pay@tamuc.edu
Preferred Form of Communication: Email

If something is occurring that is presenting you with difficulties in this class, let me know. I cannot help you if I don't know what is going on. The easiest and most reliable way to contact me is via email. Please **do not** leave a message for me in the main department office. If you will be communicating with me via email, always write in clear and complete sentences, using proper grammar and punctuation. Also, SIGN YOUR NAME. An appropriate email also includes an introduction, your name, and the class.

That said, I do not answer emails on the weekends or after 5 pm on weekdays. Give yourself enough time to get an answer!

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: all texts are available on Top Hat: <https://app.tophat.com/e/391740/>

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. New City Community Press, 2021.

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.

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:

GRADING

900-1000 A 899-800 B 799-700 C 699-600 D 599-0 F

Assignment Name	Percentage of Grade
Writing Assignment #1: Narrating Literacy	100 points
Writing Assignment #2: Expanding Literacy	100 points
Writing Assignment #3: Marginalization in Literacy	100 points
Writing Assignment #4: Tensions in Literacy	100 points
Writing Assignment #5: Final Reflective Project	100 points
<i>Dreams and Nightmares</i> Discussions (4 @ 25 points each)	100 points
<i>Faces of Courage</i> Top Hat Questions (9 @ 10 points each)	90 points + 10 completion
Peer Review Participation (5 @ 20 points each)	100 points
Top Hat Readings (10 @ 10 points each)	100 points
Final Exam	100 points
Introduction Post	Brownie Points

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

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-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.

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>

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

Please contact me with any questions you may have. My communication preference is e-mail, and my address is: Christine.van-pay@tamuc.edu. Also, each instructor in the department of literature and languages is required to keep at least three office hours per week. **I have open walk-in office hours on Fridays from 10-1pm.** Please note that I will not respond to emails after 5pm on weekdays or at all on weekends. Please include a proper opening, clear message and subject line, and closing salutation in emails.

ACCOUNTABILITY BUDDY: Write down the contact information for one or two other classmates below. If you are absent, contact one of these classmates to ask about what you might have missed, provide one another support—we're all in this together! These classmates might be the first ones you turn to when you are confused, have a question about what's due/when it's due, or are running late to class.

Name	Email Address	Phone Number

A NOTE ON LEARNING (IN UNPRECEDENTED TIMES)

From Writing Program Director, Dr. Ashanka Kumari:

The COVID-19 pandemic is far from over. People from many parts of our city, state, country, and world are still suffering from the public health crisis with minimal support and resources. I invite you to join me in wearing a mask and practicing social distancing when possible. Further, I strongly encourage you to get vaccinated, wear a mask in public indoor settings outside our class, and wash your hands frequently. These actions can reduce the spread of COVID-19. See also the Fall 2021 COVID-19 Management and Guidance Plans from the university at tamuc.edu.

As we pursue learning together, I strive to keep the following guiding principles (inspired by the Chronicle of Higher Education):

- Put people first. As we learn human-centered writing philosophies and methodologies in this course, I hope we practice empathy and be cognizant that our own reality (day-to-day life) can be imposed upon others whose lives may differ drastically from ours.
- Stay informed. We will keep ourselves educated about the development of the public health situation and make informed decisions about our personal, social, and professional lives.
- Communicate early and often. Even when we are physically and socially distancing to help stop the spread of virus, we can remain connected through various communication platforms. Always reach out if you need anything necessary to support your learning and your own well-being.

- Celebrate accomplishments. Any achievements, major or minor, during this time is a testament to your dedication and perseverance. We will enable a culture of celebration in this class. So, feel free to share with me your successes (and failures when you attempt at something).
- Take care of yourself. Get enough rest, food, movement, and anything you need to keep you in a positive mood and good health. If you don't feel well, do not force yourself through the coursework. Let me know so that we can work out alternatives together.

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

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 the 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

PARTICIPATION/ATTENDANCE

I expect students to come to class each week, and your participation will be self-assessed in reflection moments throughout the semester. I will take roll each class, so I know if someone is falling behind, but I do not plan on factoring attendance into your final grade as I recognize that these are unprecedented times that require flexibility. However, I reserve the right to change this policy should attendance become an issue. **The syllabus and schedule are subject to change.** I understand that participation and contribution can look and mean something different to each of us, but, ultimately, to do well in this aspect of the course, you should contribute to class discussion, raising questions, responding to classmates, and sharing insights

in ways that keep the conversation moving forward in meaningful, propogative, and substantial ways. Attendance is crucial to success in this course.

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 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](#)

[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>

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.

UNIVERSITY SPECIFIC PROCEDURES

Campus Concealed Carry Statement Texas Senate Bill - 11 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.

Inclusion Policy & 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.

Respect & Student Conduct

Please turn off or silence and put away all cell phones, pagers, iPods, headphones, etc. before entering the classroom/laboratory. No obscene/vulgar language will be permitted in the classroom/laboratory. I expect students to participate with open minds and to be respectful. You may not agree with everyone, and you may find the material personally challenging—embrace it and learn something new!

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>

Military and Student Veteran Accommodation

I recognize the complexities of being a military student or a student veteran. If you are a military student or student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursements, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with other university staff who are trained to assist you.

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

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

THE WRITING CENTER

The Writing Center offers writers free, one-on-one assistance. We currently only offer 45min, online sessions that writers can book from our website: 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 with whom we work 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

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.

All of the assigned readings are available through Top Hat unless otherwise noted.

Week 1: August 29/30/September 1:

Review Syllabus and Course Expectations

Brainstorming/Outlining Essays/MLA Formatting

Discuss WA 1: Narrating Literacy

Top Hat Readings: Learning Habits of Reflection (1), Brandt (6), Malcolm X (5) (due Friday, September 1)

Introduction Post due by Friday, September 1

Week 2: September 5/7/9: Chapter 1: Experiencing Literacy (No Class Monday)

In-Class Writing Days

WA 1 PEER REVIEW #1 (Bring in a draft of WA 1 Friday)

WA 1 due in D2L by midnight, Friday, September 9

Top Hat Readings: Green (3), Active Reading (1), Plagiarism (1) (due Friday, September 9)

Week 3: September 12/14/16: Chapter 2: Expanding Literacy: Language and Code-Meshing

Review/Grammar

Introduce WA 2: Expanding Literacy/Code-Meshing/Code-Switching

Top Hat Readings: Chapter 2: Expanding Literacy (1), Pritchard (4) (due Friday, September 16)

Week 4: September 19/21/23: Continuing Chapter 2

In-class Writing Days

WA 2 Peer Review #2 (Bring in a draft of WA 2 Friday)

WA 2 due in D2L by midnight, Friday, September 23

Top Hat Readings: Young (4), Hooks (4) (due Friday, September 24)

Week 5: September 26/28/30: Chapter 3: Dominant, Vernacular, and Marginalized Literacies

Review/Grammar

Introduce WA 3: Marginalization in Literacy

Week 6: October 3/5/7: Continuing Chapter 3

In-Class Writing Days

Week 7: October 10/12/14:

In-Class Writing Days

WA 3 Peer Review #3 (Bring in a draft of WA 3 Friday)

WA 3 due in D2L by midnight, Friday, October 14

Week 8: October 17/19/21:

Review/Grammar

Introduce WA 4: Tensions in Literacy

Week 9: October 24/26/28:

In-Class Writing Days

***Dreams and Nightmares* Discussions due by Sunday, October 30**

Week 10: October 31/November 2/4:

In-Class Writing Days

WA 4 Peer Review #4 (Bring in a draft of WA 4 Friday)

WA 4 due in D2L by midnight, Friday, November 4

Week 11: November 7/9/11:

Review/Grammar

Introduce WA 5: Final Reflective Project

Week 12: November 14/16/18:

In-Class Writing Days

***Faces of Courage* Top Hat Questions due by Sunday, November 20**

Week 13: November 21/23/25: Thanksgiving Break!

Week 14: November 28/30/December 2:

In-Class Writing Days

WA 5 Peer Review #5 (Bring in a draft of WA 5 Friday)

WA 5 due in D2L by midnight, Friday, Friday, December 2

All WA (1-4) revisions due in D2L by midnight, Sunday, December 4

Week 15: December 5/7/9: Catch-up/Study Week/No Class!

Campus Activity Discussions due by Sunday, December 11

Week 16: December 12/14/16: Final Exams Week! Monday, December 12 @ 8am

SYLLABUS CHANGE POLICY

This syllabus is a guide. Circumstances and events, such as student progress or weather, may make it necessary for me to modify the syllabus during the semester. Any changes made to the syllabus will be announced immediately.

ASSIGNMENTS EXPLAINED

Writing Assignments 1-5 will be explained in class, and students will receive handouts with specific requirements per the syllabus calendar. Students must attend class to receive these instructions.

***Dreams and Nightmares* Discussions:** Students will read the nonfiction novel, *Dreams and Nightmares* (available on Top Hat) and answer the questions posted under Discussions on D2L. Each discussion post must be at least 200 words long, utilize college-level analysis, and use proper spelling and grammar. Students will then respond to at least one classmate in another 100 words, using proper spelling and grammar. In response posts, do more than agree or disagree with your classmate; contribute to an enlightened conversation about the material. Any time that students reference the novel, they must utilize in-text citations.

***Faces of Courage* Top Hat Questions:** Students will read the nonfiction novel, *Faces of Courage* and answer the questions posted on Top Hat. Each answer must be at utilize college-level analysis and use proper spelling and grammar. Really take the time to reflect on the material. Each response should be at least a paragraph long.

Peer Review Participation: Students will have the opportunity to have a classmate review their writing assignment rough drafts. Simple attendance is not enough to earn these points; students must contribute thoughtful feedback to one or more partners. Students who do not bring a rough draft will not receive points for that review day.

Top Hat Readings/Responses: Students have access to the *Writing Inquiry* textbook on the Top Hat website. Students will read the assigned readings (see syllabus calendar) and answer the assigned questions in Top Hat. Some have before questions, some have after questions, and some have both. Some of these are multiple-choice questions. Some are short-answer questions. Students must answer these in well-thought-out paragraphs, not one-word answers. Students will only earn credit for well-written, thoughtful answers in at least 100 words each.

Introduction Post: In the first week of class, students will submit a one-paragraph introduction under Discussions in D2L. Tell me your name, major, college plans, hobbies, extracurricular activities, etc. What do you hope to learn from this course? On what do you need to improve? Use proper spelling, grammar, and complete sentences. No reply post needed. Any extra credit points awarded for this assignment will not be added until the end of the semester.

(Extra Credit) Campus Activity Discussion: Throughout the semester, the university offers a wide variety of activities for students. For these points, students will choose two activities and write at least 200 words responding to each event under Discussions on D2L. What did you learn from the experience? How does this event help students? Students must clear the proposed activity with me via email. Acceptable ideas include the shows in the theatre department, guest speakers, art exhibits, planetarium shows, etc. Students can earn up to 40 extra credit points added to their semester total for these two activities.

NOTES: