



**ENG 100-03L-CRN 82157: An Introduction to College Reading and Writing
Fall 2022**

Instructor: Gouda Taha

Office Location: DTH 214

Office Hours: Mondays, Wednesdays, and Fridays 10-11 or by appointment

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Preferred Form of Communication: Email; Response time 24-48 hours. In case you do not hear back from me within 48 hours, feel free to reach out again.

COURSE INFORMATION

For this course, we will be using a platform called *Top Hat* that 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 will receive an email about being able to opt out of this inclusive access, Top Hat is required for the 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 should contact support@tophat.com.

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

Materials – Textbooks, Readings, Supplementary Readings:

Klausman, J. (2019). *Active Voices: The Language of College and Composition*. Fountainhead Press.

Also, since this course is closely associated with your 1301 course, at times we will reference your textbook *Writing Inquiry*, which you will access through the platform *Top Hat*. Please reference your 1301 syllabus/course shell for directions on how to access *Top Hat*. If you have any questions concerning *Top Hat*, ask your 1301 instructor.

Course Description:

English 100 supports students in completing their ENG 1301 course, which is taken simultaneously with ENG 100. Students work in small groups and with their instructor to strengthen drafts of ENG 1301 writing assignments. Students will understand the writing process better and work individually on the challenges they may face when writing academic texts. Students will also work on their reading skills in this course.

Student Learning Outcomes:

1. use rhetorical knowledge (audience, purpose, genre, etc.) to analyze and compose texts in/for varying situations, of multiple modalities, and in multiple genres;
2. analyze the formal rules and informal guidelines that define genres to make conscious rhetorical choices;
3. think about and read texts critically (print, media, data, etc.) as part of the process of composing;
4. identify information needs, and locate and critically evaluate information sources;
5. use and reflect upon multiple composing processes, individually and collectively, to conceptualize, develop and finalize projects for a variety of modalities and technologies;
6. analyze and explain how your experience with and understanding of composing has developed and will continue to develop.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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 (every day). I will email the class through D2L, so be sure that that email is the one you check.
- Regular internet access
- **Access to a computer with a word processing program and a printer (assignments must be typed and uploaded through D2L in a doc or Pdf file)**

Instructional Methods

Instructional Methods

This is an in-person course. We meet Monday-Thursday each week from 9:00-10:50 am. Should we need to shift to online/virtual learning at any point, we will still meet at those times, but via Zoom instead.

Student Responsibilities or Tips for Success in the Course

This is a summer course, so it will go by FAST! Don't worry—I'm here to work with you! You are expected to read in Top Hat and participate in class daily. Make sure to check and log into D2L each day as well, as that is how I will communicate with you outside of class. To succeed in this course, you should complete all the required readings in Top Hat, participate in class, and give your best effort on the Writing Assignments. If you give it your all, you'll make a good grade!

Generally speaking, this course is divided into four competencies:

Competency 1: **Rhetorical Knowledge**, teaches you to read rhetorically, understanding how texts are structured to make meaning – how all the little pieces add up to the larger whole. When you engage in this kind of reading, you look for the rhetorical strategies of the writer – the patterns, structures, figures, & methods that a writer uses to make their point. This kind of reading can, in turn, help you to strategize your approach to creating effective texts for particular audiences and purposes.

Competency 2: **Critical Reading**, teaches you efficient academic reading strategies. Academic reading is a specific category of reading. It's helpful to remember that academic reading is an act of performance. Rather than sitting back and passively receiving the information we read in college, we will be asked to directly act upon that information in some way. We will be quizzed and asked to debate, analyze, or critique what we read. We will need to read closely, remember the text accurately, and compare it to other texts for style and content.

Competency 3: **The Writing Process**, introduces you to the importance of audience and purpose and the writing process. The purpose is your reason for writing. Are you writing to persuade, explain, or issue a call to action? Perhaps you have more than one purpose. Understanding your reason for writing will help you to choose an appropriate voice. This competency also teaches you skills to develop your voice as a writer. Writing is a recursive process and involves going through these steps multiple times. Additionally, every writer has their writing processes that come into play as they write.

Competency 4: **Research**, teaches you techniques for finding information using library resources, including search techniques to narrow your findings and further evaluation techniques for assessing research materials for informational value, quality, and reliability. You will also learn how to read scholarly writing for information and how to apply this information in your writing.

Within each competency, there is an assignment covering its objectives of it. Also, students will be asked to share some of their readings- ready of their interests, with their classmates, a list of course readings specific to that competency, and a post-test. The course readings will provide you with the information you need to be successful on the post-test. While there are a few multiple-choice questions on the tests, the majority of the questions on the pretests and post-tests are extended short answers or essays (with minimum word count expectations). Many of the questions on the post-tests specifically reference materials in the readings, so general knowledge will not be sufficient to answer those questions; reading the material is a must.

Student Responsibilities or Tips for Success in this Course

It is expected that you will participate in D2L every week, usually on multiple occasions. All students should check their emails daily and log into D2L a minimum of 2-3 times a week. You should submit all due assignments on time and contact your instructors with any emergency that prevents you from meeting due dates.

Please be considerate of others and follow the guidelines below:

- put your phone away by silencing your phone and avoid texting/net surfing while in class
- prepare before coming to class by completing any reading & writing assignments

- be on time
- participate by engaging in class discussions, listening attentively, taking notes, asking questions when confused, answering questions, etc.
- stay in class until dismissed.

GRADING

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

Assignment Name	Percentage of Grade
Assignments: readings and tasks	30%
Discussions& Participation (all weeks)	30%
Journals, blogs& Reflections	10%
Final Project	30%

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in my Leo Online Learning Management System (LMS). Below are the 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.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework promptly and satisfactorily. 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 your instructor with any questions you may have. Your instructor's communication preference is e-mail, and his address is:

Gouda.Taha@Tamuc.edu

Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor 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 completing a student grievance form available on the program website:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

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 course: Instructor –Gouda Taha -> Dr. Ashanka Kumari, Director of Writing -> Dr. Hunter Hayes, Department Head

Communication

Communication is a key part of success in this course. I am available via email (Gouda.Taha@Tamuc.edu) from 8 am – 5 pm weekdays or by appointment to discuss assignments, questions, and/or issues. Please note that I may not respond to emails between 6 p.m. till 7 a.m. See the Respect section for details on sending respectful emails.

I often send clarifications about assignments via email, as well as notifications and any emergencies or changes to class content. All course content will be posted to our course D2L site which is available for you to access at any time.

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 48 hours on weekdays. If you do not hear from me in that time frame (and 72 hours on weekends), please contact again. Remember, email glitches sometimes. So, always feel free to follow up if you do not hear a response.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance

Anti-Racist Statement

This course discusses things like economic class, educational opportunities, and other aspects of access to literacy that present a racial disparity in this county. It is the position of this class to call out such structural deficiencies as wrong, as racist. This subject will no doubt cause some students' discomfort. Please be patient as we made through these discussions together. Please be patient as we wade through these discussions together. To this end, this course will not tolerate willful insensitive language concerning sex, race, gender, or orientation, but will attempt to understand how things like racism and sexism lead to the barriers some of our authors had to overcome.

Attendance Policy

Notice that there are daily in-class writing assignments or quizzes that take will place **within the first ten minutes of class**. These assignments count towards your attendance & participation grade (30% of your grade overall). Repeated absences will impact both the attendance and participation grades for the course. Furthermore, announced changes to the syllabus will be made in class as needed. If you're not in class, you won't hear these announcements. Excused absences (documented illness or emergency, University events, military requirements) carry no penalty.

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>

Technology Policy

Laptops or tablets are allowed in class for note taking and partaking in class. Unless strictly stated, **cell phones are not to be used in class**; however, I understand that things happen—if you need your phone on you for some reason (such as a family emergency or an important phone call), please let me know before class begins. Phone use in class is subject to a forfeiture of attendance and participation for the day. Headphones/ AirPods are *not* to be worn during class.

Respect & Student Conduct

Each class is made up of diverse individuals with a variety of backgrounds and beliefs, so we won't always agree with one another on every issue. You will probably feel uneasy, uncomfortable, or challenged at some point in this class. Those moments can often lead to greater insight and understanding. However, rudeness and insults will not be tolerated. Our classroom should be a respectful space where we all feel comfortable and safe sharing our thoughts, and professionalism and boundaries are very important to me as a professor.

These respect guidelines also apply to feedback and email correspondences we will have with one another. Emails should include proper opening and closing salutations and a clear message.

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).
<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>

Pandemic-Specific University Policies

A&M–Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using

face coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the Student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support students getting access to missed content or completing missed assignments.

Please, click on the following link to access A&M-Commerce COVID-19 Information, <https://new.tamuc.edu/coronavirus/>

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
Gee Library- Room 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/>

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 based on race, color, religion, sex, national origin, disability, age, and 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 911.

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 OUTLINE / CALENDAR

*NOTE: This calendar is subject to change. See Syllabus Change Policy above.

	Lecture/Reading	To-Do (see D2L for Deadlines)
Weeks: 1-3	<p>Syllabus/Introductions;</p> <ul style="list-style-type: none"> - Read Syllabus - Course ILOS - Writing Process - What Knowledge in the Academy Is - Methods of Learning - What Reading in College Means - Different spaces of writing - What Writing with Authority Means What an Academic Discourse - What Language to Write in 	<p>Introduction Discussion.</p> <p>(Assignment One: Stages of Writing)</p> <p>Reading- Engaging the Language of the Academy</p>
Weeks: 4-6	<p>Engaging the Language of Writing</p> <ul style="list-style-type: none"> - Contexts of Writing, Starting the Process - Different spaces of writing - Why Rhetoric - Ancient Greek Scholars - Different rhetorical devices: ethos; pathos, logos, and Kairos. - Conducting rhetorical analysis of different texts. - What a claim is - What a logical Fallacy is - Toulmin's Model - Rogerian Argument 	<p>Processes of Writing discussion</p> <p>(Assignment Two)</p> <p>prepare a critical review of one of the 1301 readings exploring the various rhetorical devices</p>
Weeks: 7-9	<p>Engaging Writing as a Process</p> <ul style="list-style-type: none"> - What Writing as a Process Means 	<p>(Assignment Three)</p>

	<ul style="list-style-type: none"> - What Prewriting, Drafting, and Revising Are - What Peer Review - Active Voices: Activism Across - What a Two-Part Title Is - What a Thesis Is - What Summary, Paraphrase, and Quotation Are - What Analyze, Report, and Respond Mean - What Synthesizing - What Metatext Is - What Presentation and Design - I'm Lovin' Diversity 	<p>Write an essay on one of the presented topics (TBA)</p> <p>Review WA1-2- 1301</p> <p>Write a flash fiction using all the introduced rhetorical devices.</p> <p>(Assignment Four)</p>
Weeks: 10-11 (Thanksgiving Break)	<p>Engaging Research in the Academy</p> <ul style="list-style-type: none"> - What Information Literacy Is - What Conducting Research Means - What Primary, Secondary, and Tertiary Research Is - What Academic Databases - What Note-Taking for Writing Means - What Citing Sources Means - What Plagiarism Is - What Bullshit Is - What Wikipedia and YouTube Are in the Academy 	<p>Find sources for the presented topics (TBA) and summarize or paraphrase these sources to argue for your standpoint</p> <p>(Assignment Five)</p> <p>Review the Plagiarism Website https://www.plagiarism.org/</p>
Week: 12	<p style="text-align: center;">Intro to Final Project</p> <p>Prepare the first draft Writing Introduction</p>	Final Project

	<p>Writing a thesis statement:</p> <ul style="list-style-type: none">- What is a thesis statement?- Why is it important?- It should be concise, specific, and arguable/writeable- It answers: What, How, and Why of your topic- Revision and Proofreading- Differences between revision and proofreading- Three revision techniques: reverse outline, Assignment prompting checking strategy, and MEAL paragraph revising strategy	
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***A FINAL NOTE: Do not hesitate any time you need help or have a question, and always bear in mind we care about your academic performance and progress.**