



ENGL 1301.14E - College Reading and Writing

COURSE SYLLABUS: FALL 2022

INSTRUCTOR INFORMATION

Instructor: David Estringel, M.F.A.

Office Location: David Talbot Hall #215

Office Hours: Tuesdays & Thursdays 2PM to 3:30PM

Office Phone: 956-551-3694

Office Fax:

University Email Address: David.Estringel@tamuc.edu

Preferred Form of Communication: Email (please include name, as well as course and section number in email subject line)

Communication Response Time: Within 48 hours Monday thru Friday

Class Location: David Talbot Hall #201

Class Time: 11 AM – 12:15 PM

Please, click on the following link to access A&M-Commerce Covid 19 Information
tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required

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

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

Dreams and Nightmares / Sueños y pesadilla. Liliana Velásquez. Edited and Translated by Mark Lyons. Parlor Press. 2017.

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

The syllabus/schedule are subject to change.

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

The class will primarily be lecture based, but students will also be participating online through D2L and Top Hat. I will also have students break off into groups for collaborative work, peer reviews, and presentations. We will also be doing a lot of reading and writing activities in this class, and I may have students post discussions and do quizzes on D2L. Students will also answer the “Before Reading Questions” and “After Reading Questions” on Top Hat, while also discussing the readings in class to share and expand on their thoughts. I may give out pop quizzes during the first ten minutes of class, a good way to avoid pop-quizzes is to participate in class. We will be writing almost every class period during activities, and in-class writings Students, please note that your textbook is available on Top Hat.

Student Responsibilities or Tips for Success in the Course

It is expected that you will participate in Top Hat every week, usually on multiple occasions. All students should check their email daily and log into D2L at a minimum

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once every day Monday-Friday. To succeed in this course, you should also complete all the required reading and activities in Top Hat.

- No inappropriate cell phone usage!!! Appropriate cell phone use would be to look up information for class or to use D2L, MyLeo, or Top Hat. Inappropriate cell phone use would involve using social media accounts, texting, and taking/making phone calls or facetimes, or anything else that I determine distracting. Please use your electronic devices responsibly.
- Check your LeoMail, D2L, and Top Hat often. Announcements will be posted on D2L and any syllabus updates/changes. I will also communicate often through leomail. Your textbook access and reading questions are on Top Hat.
- Always keep a back-up of your work.
- Everyone will be courteous and patient with each other. We may be hitting some issues in this class where students disagree. So, we will conduct ourselves with grace and professionalism to promote an environment that is calm and conducive to learning.
- I recommend reading and/or writing your assignments as soon as possible. I also suggest that you read assignments at least two-three times. The creative process takes time, you need to sit with your ideas and ruminate.
- You must be ready to discuss the readings right as class begins.
- **Do the readings and questions on Top Hat. They are due the day we discuss the readings.** Sometimes, we will do the “After” questions together in-class on day the reading is due. Sometimes, the “Before” and “After” questions are **both** due before class. **Watch for announcements and your checklist on D2L.**
- Come to class.

Writing Center

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

We welcome all writers, majors, and disciplines—undergraduate and graduate students alike (faculty and staff too!). Research shows that all workers benefit from sharing their work with a focused reader. The Writing Center staff is trained to support writers in any stage of the writing process (from the blank page to polishing sentences), and we work with writers to verbalize writing goals and to stay on track with larger writing projects. We work with any form of writing (academic and nonacademic). The writers usually bring projects like important emails, weekly writing assignments, midterm and final

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essays, and theses and dissertations. Contact us with any questions here:
writingcenter@tamuc.edu

GRADING

As a scholar, I believe that grades are often tools of surveillance and control. I do not find grades productive for learning, and I feel that they limit the learning process, create bad habits designed to “get the A,” and cause more anxiety than they are worth. Research suggests the limits of grades and the benefits 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, which will be codified in a grading agreement we negotiate at the beginning of the semester. This means you will receive (a lot of) 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:

- full credit: project was completed, turned in promptly. Strong effort.
- half credit: project wasn't complete and/or prompt but effort was evident.
- no credit: project wasn't complete and/or prompt.
- excused: incomplete project due to uncontrollable circumstances. *****Please note: this will only happen in extreme circumstances and will likely involve you doing an alternative assignment*****

However, this course is not “gradeless” because I, begrudgingly, must 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. You may always meet with me to discuss your progress in the course (though don't expect me to give you a “grade”).

THE BREAKDOWN

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 completing the assignments.

The syllabus/schedule are subject to change.

1. Writing Assignments: Throughout the semester you have five major writing assignments, drafts, and various small writing tasks (e.g., discussion board responses). 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 work 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 assigned, then, you should annotate the text / take notes in whatever format is most comfortable for you. It would also be good practice to annotate your research and readings for other courses. Your reading knowledge will be measured by your participation in class discussion boards 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 6 absences without penalty—excused and unexcused. 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, plus we don't know if D2L will play nice...so there's that. 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. *

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■ **Remix 3 Ways:** Students will be assigned concepts related to composition and create three different approaches to transferring knowledge/meaning, each to a different audience, creating an (1) artifact, (2) a video, and (3) a blueprint/prototype for their respective audiences.

How Will This Labor-Based Grading Work Out for My Final Grade?

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

Grade	Attendance	# Missed Major Assignments	# Ignored Major Assignments	In-Class + Homework Assignments	Fortitude	Extra Project
A (4.0)	≤ 6 absences	1	0	90% - 100%	strong	+1
B (3.0)	≤ 6 absences	2	0	80% - 89%	good	
C (2.0)	≤ 7-11 absences	3	1	70% - 79%	average	
D (1.0)	≤ 12-14 absences	4	2	60% - 69%	low	
F (0.0)	≥ 14 absences	≥ 5	≥ 3	≤ 59%	none	

Assessments

Assignment Name	Due Dates
Writing Assignment #1: Narrating Literacy	29 September
Writing Assignment #2: Expanding Literacy	20 October
Writing Assignment #3: Group Presentation & Reflection	3 November
Writing Assignment #4: Tensions in Literacy	22 November
Writing Assignment #5: Final Reflective Project	13 December
Quizzes / Participation	Every week/class period
In-class writing/ Reading responses/Homework	Every week/class period
Extra Project (for "A"): Remix 3 Ways	13 December

TECHNOLOGY REQUIREMENTS

You will need:

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- 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)
- 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

PLEASE bring your digital device of choice to use in class: smart phone, tablet or laptop. All devices will need to be placed on silent mode for the duration of the class, and please download the "TopHat" app and click the join code to access TOP HAT for this class

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

Zoom Virtual Classroom Requirements:

<https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux>

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.

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Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

As your instructor, I am here not only here to provide assistance with your academic needs in this class but also act as a mentor. Trouble understanding the content? Need suggestions and advice on papers and assignments? Have you come down with an illness or any other kind of emergency? Simply want to stop and chat? Please email me as soon as possible or drop by during office hours! I am in your corner, and I want you to succeed in my class

Emails: If you need to email me, please do so in proper format. In the “subject” line of your email, please give me a very short summary, in no more than a few words, as to why you are emailing me (i.e., “Sick—Will Not Be in Class Today”). Also, please compose your email with proper introductions (ex: “Dear Mr. Estringel”), followed by your body paragraphs, and then end with proper salutations (ex: “Sincerely,” “Best”, etc.) with your name underneath them.

Office Hours: I have open office hours, so students from any of my classes may access me during said hours. Unless students have made an appointment with me, I will see them individually at a “first come, first serve” basis.

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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.

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](#)

<https://inside.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:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy, please visit the webpages below.

[Attendance,](#)

<https://inside.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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 Students Academic Integrity Policy and Form

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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[Undergraduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.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 Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <https://www.tamuc.edu/student-disability-services/>

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.

Grievances

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet

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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”).

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

Counseling Center Services

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

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ENGL 1301 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.

Note to students: The readings or work indicated are DUE in class on the day listed.

Week 1: Writing Inquiry Introduction

Aug. 30 - Jan Sept. 1

Week 2: Writing Inquiry Part I

Sept. 6: Introduction to Writing Inquiry & "What is Literacy" by **James Paul Gee**;

Sept. 8: Part I: Getting Started ("Some things we know about teaching" Activity in class)

DO: Hall AR Question #1 (Top Hat)

Part I: Begin Reading **Brandt** "Sponsors of Literacy" together (work through the opening)

DO: Brandt BYR Question #1 (Top Hat)

Introduction Writing Assignment #1

Week 3: Chapter 1: Experiencing Literacy

Sept. 13: **Brandt** "Sponsors of Literacy".

DO: Brandt AR Question #1 (Top Hat)

WA1 song pick due Jan 25. Begin writing in class for WA 1

Sept. 15: **Opperman** (10 pages); **Malcolm X** (2 pages).

DO: Malcom X AR Question #2 (Top Hat)

Week 4: Chapter 1: Experiencing Literacy

Sept. 20: **García**: Literacy Narratives

DO: Garcia BYR Question #2 (Top Hat)

Sept. 22: **Green**: My Uncle's Gun

DO: Green AR Question #1 (Top Hat)

WA1 writing

Week 5: Chapter 1: Experiencing Literacy

Sept. 27: Reading in class **Pritchard** (14 pages); Ch 2 Introduction of Writing Inquiry;

DO: Pritchard BYR Question #1 (Top Hat)

Sept. 29: **WA 1 REVISION DUE.**

Pritchard (continued)

DO: Pritchard AR Question #2 (Top Hat)

Velasquez *Dreams and Nightmares*

DO: Velasquez BYR Question #1 (Top Hat)

Introduction Writing Assignment #2

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

Oct. 4: Finish *Dreams and Nightmares*

DO: Velasquez AR Question #2 (Top Hat)

Oct. 6: Student Conference (and writing) during class, as well as during office hours

Week 7: Chapter 2: Expanding Literacy: Language and Code-Meshing

Oct. 11: Student Conferences (outside of class and during office hours)

Oct. 13: Bartholomae; **Hooks** "Confronting Class in the Classroom"

DO: Hooks BYR Question #2 (Top Hat)

Selections from *Faces of Courage*

DO: Faces of Courage BYR Question #3 (Top Hat)

Week 8: Midterm Projects

Oct. 18: WA 2 work in class

Oct. 20: **WA 2 REVISION DUE.**

Introduction Writing Assignment #3

Week 9: Midterm Projects

Oct. 25: Work on Writing Assignment #3 in class

Oct. 27: Develop Reflection

Group Presentations

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

Nov. 1: **Carter** "Living Inside the Bible Belt"

DO: Carter BYR Question #2 (Top Hat)

Nov. 3: **WA 3 REVISION DUE.**

Introduction Writing Assignment #4

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

Nov. 8: WA 4 work in class

Nov. 10: catch up day

Revising WA 4

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

Nov. 15: Revising WA 4

Nov. 17: TBA;

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

Nov. 22: **WA 4 REVISION DUE.**

Introduction Writing Assignment #5

Nov. 24: THANKSGIVING HOLIDAY

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

Nov. 29: Working on WA5

Dec. 1: In class revising for WA5

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Week 15: Chapter 4: Reflecting on Literacy in Our Lives

Dec. 6: Reviewing WA5 examples

Dec. 8: Revising WA 5

Week 16: Wrapping Up

Dec. 13: **WA 5 REVISION DUE**