



English 1301.3CW, CRN: 87688

COURSE SYLLABUS: Fall II-October 31-December 16th, 2022

INSTRUCTOR INFORMATION

Instructor: Kristina Nichols

Office Location: online

Office Hours: Virtual by Appointment

Office Phone: n/a

Office Fax: n/a

University Email Address: Kristina.Nichols@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: I will respond within 24 hours of your email however please note that during busy times such as beginning, and end of semester's time may be up to 48 hours.

COURSE INFORMATION

Required Course Text: All materials will be available for you to access via the D2L course shell.

Acceleration Process Deadline: The deadline to accelerate is Friday, December 2nd, 2022. Please submit assignments to me no later than Wednesday, November 30th, 2022, at 5 pm if you are attempting to accelerate so that I have ample time to grade them and provide you with a complete email.

You MUST alert me if you are attempting to accelerate so that I am aware, and that we are working together to get you finished in a timely manner. I will grade your assignments and final essay BEFORE you email your advisor to discuss if you qualify to accelerate.

Additionally, remember you MUST make an 80 or above on the essay (and all posttest) to successfully move on to another class in the acceleration process.

The syllabus/schedule are subject to change.

Course Description

English 1301, College Reading and Writing, 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 understand and practice academic honesty.
2. In written, oral, and/or visual communication, A&M-Commerce students will learn to communicate in a manner appropriate to the audience and occasion, with an evident message and organizational structure.
3. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
4. Students will work toward a purpose relevant to understanding various identities and a sense of ethical responsibility and reflection on our positions surrounding language, literacy, and culture.

COURSE REQUIREMENTS

Instructional Methods

The course is divided into four competencies:

Competency 1: **Academic Honesty / Reflection**, teaches you to understand and practice academic honesty. Throughout this course, you will be asked to read sources and use them in your writing. Doing so requires you to quote, paraphrase, summarize, and cite the sources that you are using. Alongside citing sources correctly, however, academic honesty is also about ethics and your personal responsibility as a writer and student: making sure you don't plagiarize; using your sources responsibly, even if you don't agree with something they are writing; and being reflective about your own writing processes to show the work that you put forth is your own.

Competency 2: **Rhetorical Knowledge**, teaches you how to communicate in a manner appropriate to the audience and occasion, with an evident message and organizational structure. Rhetorical knowledge in this case means both understanding the audience, purpose, and context of each text, and also understanding how texts are structured to make meaning – how all the little pieces add up to the larger whole. When you engage

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in this kind of reading, you look for the rhetorical strategies of the writer --the patterns, structures, figures, & methods that a writer uses in order to make their point. This kind of reading can, in turn, help you to strategize your own approach to creating effective texts for particular audiences and purposes. Within this Competency, you will read different examples of literacy narratives as well as examples for how people (across ages, race, gender, and more) have written about and described their own literacy development. Here, you will also be asked to reflect on your own understandings of literacy, literacy development, and the ways in which literacy "sponsorship" (described by Deborah Brandt) has impacted your life.

Competency 3: **Critical Reading**, teaches you to analyze, evaluate, and solve problems when given a set of circumstances, data, texts, or art. Specifically, this competency teaches you to think about how cultural contexts impact literacy practices. You will need to read closely, remember the text accurately, and compare the content to other texts as you develop your own understanding of literacy and literacy practices. In this Competency, you will continue to explore literacies as experienced by people in our everyday lives, as scholars, as citizens, and as community members. A key component within this module is to consider that writing doesn't just happen. Instead, by reading the texts critically, you will see how writing is shaped by our experiences, the tools we use to write, and the conditions around us, including financial, social, and sometimes even political factors. Literacy happens across borders--national borders, language borders, home/school borders, and more. Therefore, as you consider literacies in this module, think expansively about how you and those around you engage literacy in many ways each and every day.

Competency 4: **Multiliteracies**, teaches you to work toward a purpose relevant to understanding various identities and a sense of ethical responsibility and reflection on our positions surrounding language, literacy, and culture. In this competency, you will consider the multifaceted nature of literacy. Indeed, literacy is not one thing but rather each of us engage in multiliteracies throughout our life. Many of you probably were taught to only use Standard Academic English in school; however, there are many varieties to English (let alone languages beyond English) that we all bring to our classrooms, workspaces, communities. Some literacies become marginalized, usually because some people or institutions deem them inappropriate or unacceptable in some way. Literacy is connected to power -- political, social, financial, educational, cultural power and more. This competency asks us to consider how you think about literacy and why some gain dominance while others are marginalized. What factors shape which literacies we are taught, literacies we use, and literacies we preserve?

Within each competency there is a pretest, a list of course readings specific to that
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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 pre-tests and post-tests are extended short answer or essay (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 the Course

Since we are working in a 7-week term with 4 competencies, I suggest an approximate 2-week time frame for each competency. This will help you stay on track to complete all four competencies by the end of the term.

You should begin by taking the pre-test. The pre-test in each competency is meant to be a baseline from which to begin studying the material in the course in preparation for the post-test. The pre-test will give you several important pieces of information, what you already know, so you will know what to study (there is no point in studying things you are already knowledgeable about), as well as what you do not know (even if you assumed you did know).

Once you complete the pre-test, you should begin reading and studying for the post-test. All readings are listed in each competency, and all are required, unless otherwise noted. When you feel ready, you can move on to the post-test.

You must score 80% or better on the post-test in order to pass. If you do not score at least 80% the first time you take the post-test, you have to retake the test.

In addition to the four competencies listed above, you will complete a final course essay that must be successfully completed in order to pass the course. The grade you earn will be averaged into the other four competency grades.

GRADING

Final grades in this course will be based on the following scale: Note that the grade scaled for Competency based programs are: A, B or F as shown below.

A = 90%-100%

B = 80%-89%

F = 79% and below

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Grades

Your final grade in the course is based on the average of your scores on four post-tests and one final course essay (each post-test is worth 20% of your final grade and the final course essay is worth 20%).

Item	Worth
Posttest	80 %
Final Essay	20%
Pre-test	Not included in grade but required
Total	100%

Pre-test and Post-test for Each Competency

The purpose of the competency pretests is to provide a baseline understanding of your knowledge in each competency and to give you a preview of the information you will be expected to know to pass the post-test. The pre-test grade is not calculated as part of your final grade.

The Post-test is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required on the Post-test to demonstrate competency. If you score less than 80 points on any competency, you will have an opportunity to review the material and retake the competency Post-test. You may take the Post-test assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Advisor to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required. Each Post-test is worth 20% of your final grade.

Final Course Essay

The final course essay is worth 20% of your final grade. The grade you earn will be averaged into the other four competency grades. If you would like the opportunity to revise this essay before the last day of the class you will be required to submit it to me by Wednesday, December 14th by 5 p.m. This will give me time to grade it before the last day. Please note if you turn in the essay on the last day of the term and do not make an 80% or higher it could result in you not being able to revise due to time constraints.

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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.

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.

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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 emails within 24 hours of receiving them however, it may be after 5 p.m. Additionally, I will provide feedback on pre and post-test to help you be successful, please read it. On the final essay, I will also provide extensive feedback to help you revise if needed.

COURSE AND UNIVERSITY 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.

Regular and Substantive Course Interaction

As a general guide, students enrolled in a three semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

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>

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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>

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

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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 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.

COURSE OUTLINE / CALENDAR

Due to the nature of this competency-based course, time is tied to the dates of the current term. All coursework must be completed by 5:00 pm on the last day of the term. Failure to submit all coursework by the last day of the term may result in earning a non-passing grade.

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