ENG 1301.03E College Reading and Writing
COURSE SYLLABUS: Spring 2024

PLEASE, CLICK ON THE FOLLOWING LINK TO ACCESS A&M-COMMERCE COVID 19 INFORMATION, HTTPS://WWW.TAMUC.EDU/CAMPUSREC/COVID-19-GUIDE/

Instructor: Professor Van Pay
Pronouns: she/her/hers
Office Location: TBA
Office Hours: MWF 11am-12noon
University Email Address: Christine.van-pay@tamuc.edu
Preferred Form of Communication: Email
Course CRN: 20350

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. In communicating with me via email, always write in clear and complete sentences, using proper grammar and punctuation (to the best of your ability). Also, **SIGN YOUR NAME**. An appropriate email also includes a greeting, your name, and the **class/section**.

I do check my emails hourly, M-F 11am-5pm. I *do not* **answer emails after 5 pm on weekdays or** *at all* **on weekends. Give yourself enough time to get an answer!**

COURSE INFORMATION

Textbook(s) Required: For this course, we will be using a platform called Top Hat, which is included through A&M-Commerce's Inclusive Access fee that was charged to your bursar account when you registered for this course. **You will not need to make any additional purchases.** 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, you will create an account using your LeoMail (university email) 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.**

To join Top Hat, you must click on the *Top Hat* link in your D2L course on a web browser. A Deep Link or the Top Hat launch link should be in the "Content" menu. Upon being re-directed to Top Hat, you can create an account if you are new to Top Hat or log in if you have an existing account. ***Please follow your teacher's specific directions and report any access issues immediately.***

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

> Johnson, Gavin P., Ashanka Kumari, Emily Littlejohn, Brian McShane, and Rachel McShane, Eds. *Writing Inquiry* [2023 edition]. Top Hat.

Software Required:
- D2L
- Top Hat
- LeoMail
- A word processing program: *Students have free access to [Office 365](#).*

Course Description:

ENGL 1301: College Reading and Writing. Three semester hours. 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.

Core Curriculum Course Objectives
- **Critical Thinking Skills**: to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information;
- **Communication Skills**: to include effective development, interpretation, and expression of ideas through written, oral, and visual communication;
- **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- **Personal Responsibility**: to include the ability to connect choices, actions, and consequences to ethical decision-making.

English 1301 Learning Outcomes

- **Define** important terms/concepts including, but not limited to, literacy, sponsor, code-switching, code-meshing, embodiment, and writing processes;
- **Discuss** the ways these terms expand based on cultural and communicative practices;
- **Examine** scholarly, personal, and/or multimodal course texts that detail varying understandings and applications of key terms/concepts;

- **Develop** writing processes that allow for personal exploration of key terms/concepts;
- **Engage** in collaboration that supports individualized and communal understanding and writing development;
- **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), practices, styles, and/or languages;
- **Compose** texts across different genres and media of writing that further expand key terms/concepts based on personal experiences and engagement with important course texts;
- **Reflect** on your writing experiences and literacy practices;
- **Design** individualized learning goals appropriate for a first-year writing course; and
- **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

COURSE ASSESSMENT

A 900-1000   B 890-800   C 790-700   D 690-600   F 0-590

Assignment Name	Percentage of Grade
Your Goals Reflection Assignment	50 points
Writing Assignment #1: Writing Histories	100 points
Writing Assignment #2: Narrating Your Literacies	100 points
Writing Assignment #3: Pressured to Perform	100 points
Writing Assignment #4: Reading a Body's Rhetoric	100 points
Capstone: Semester Portfolio	350 points
Discussion Posts/Participation/Attendance (10 @ 10 points each)	100 points
Top Hat Questions (28 questions @ 2 points each)	100 points
(*Dreams and Nightmares* questions 4 @ 11 points each)	
Syllabus Quiz (10 questions @ 5 points)	Extra Credit!
Rhetorical Analysis Activity	Extra Credit!
Faces of Courage Top Hat Assignment (6 questions @ 10 points)	Extra Credit!
Semester Total:	1,000 points

Late Work Policy: Late work will, generally, not be accepted. If a student needs to submit an assignment late, the student must email Professor Van Pay **before 5pm the Friday before the assignment is due, with a legitimate reason and a proposed extension**. It is at the professor's discretion whether the assignment will be accepted or not and whether points will be deducted from the earned grade.

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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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, especially as this is an online course. 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. This semester, I will have virtual office hours. Feel free to email me with any and all questions. **Please note that I will not respond to emails after 5pm on weekdays or at all on weekends.** Please include a proper opening, a clear message and subject line, your class/section, and closing salutation in emails.

PARTICIPATION/ATTENDANCE

I expect students to participate in some way each week (whether working on a writing assignment, revising a writing assignment, writing on a discussion board, or answering questions on Top Hat), and your participation will also be self-assessed in reflection discussions throughout the semester. **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, propagative, and substantial ways. Participation is crucial to success in this course.

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 **Dr. Gavin P. Johnson, the Director of Writing** (gavin.johnson@tamuc.edu). In the case when the Director of Writing is the instructor, the student should contact **Dr. Hunter Hayes, Chair of the Department of Literature and Languages** (hunter.hayes@tamuc.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

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 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

AI Use in Courses

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

*AI use in English 1301 is strictly prohibited. If any student is found using AI to complete an assignment, it will be dealt with as academic dishonesty and will result in failure of the assignment or the class as a whole.

<div align="center">ACADEMIC INTEGRITY</div>

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](#)

Collection of Data for Measuring Institutional Effectiveness

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.

<div align="center">ON UNIVERSITY-SANCTIONED ACTIVITIES</div>

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 email your instructor.

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.

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

No obscene/vulgar language will be permitted in the discussion boards. 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 Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 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/

<div align="center">THE WRITING CENTER</div>

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit https://www.tamuc.edu/writing-center

Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

- **Chat with a Librarian!** Get immediate assistance with our chat service on the main Library page: https://www.tamuc.edu/library/
- **Email** ask@tamuc.libanswers.com. We will respond to your email within 24 hours, often much sooner.
- **Text** your question to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- **Meet With Us**! Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- **Visit Us**! We'd love to meet you in-person!
  - Waters Library Research Office: Second Floor, Room 213
  - Waters Library University Archives: 4th Floor, Room 406A
  - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing hirealion@tamuc.edu or go online by clicking schedule an appointment.

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.

Weeks start on a Monday (unless otherwise noted) and end on the following Sunday. Assignments are due on the Sunday by 11:59pm, unless otherwise noted.

Week 1: January 10-14 (assignments due Sunday, January 14)

Read the syllabus! Click around in your D2L shell and familiarize yourself with where things are. Click on Content and look at the weekly breakdowns. Get your **Top Hat account** set up. Familiarize yourself with where things are!

Week 2: January 15-21 (assignments due Sunday, January 21) (No Class Monday the 15th!)

Introducing Writing Assignment #1: Writing Histories and Goals Assignment

Top Hat Readings: A Brief Introduction to Unit 1; Why a Writing Course; Being Transparent about Course Objectives; Some Habits for Success in College

Discussion #1: Introduce yourself to me and your classmates. Details under Discussions.

Your Goals Reflection due by 11:59pm, Sunday, January 21

Syllabus Quiz (Extra Credit) due by 11:59pm, Sunday, January 21

Week 3: January 22-28 (assignments due Sunday, January 28)

Work on Writing Assignment #1

Top Hat Readings: Hull, Shelton, and Mckoy: Dressed But Not Tryin' to Impress

Writing Assignment #1: Writing Histories due on D2L by 11:59pm, Sunday, January 28

Unit #1 Top Hat Readings due by 11:59pm, Sunday, January 28

Week 4: January 29-February 4 (assignments due Sunday, February 4)

Introducing Writing Assignment #2: Narrating Your Literacies

Top Hat Readings: A Brief Introduction to Unit 2; R. McShane: Literacy, Discourse, Sponsorship; Malcolm X: Learning to Read

Discussion #2: What sorts of issues do you really care about? What do you want to learn?

Week 5: February 5-11 (assignments due Sunday, February 11)

Work on Writing Assignment #2

Top Hat Readings: Bosley: Self Education; Sachez and Fendelman: On Being on Activist in Your Hometown

Discussion #3: Video Response: Details under Discussions

Week 6: February 12-18 (assignments due Sunday, February 18)

Work on Writing Assignment #2

Writing Assignment Unit #2 due on D2L: by 11:59pm, Sunday, February 18

Unit #2 Top Hat Readings due by 11:59pm, Sunday, February 18

Week 7: February 19-25 (assignments due Sunday, February 25)

Introducing Writing Assignment #3: Pressured to Perform

Top Hat Reading: R. McShane: A Brief Introduction to Unit 3; Young: So Black I'm Blue

Discussion #4: Video Response: Details under Discussions

Week 8: February 26-March 3 (assignments due Sunday, March 3)

Work on Writing Assignment #3

Top Hat Reading: Wang: I'm Chronically Ill and Afraid of Being Lazy; Reed and Rosenberg-Lee: Passing

Discussion #5: Video Response: Details under Discussions

Week 9: March 4-10 (assignments due Sunday, March 10)

Work on Writing Assignment #3

Discussion #6: Video Response: Details under Discussions

Writing Assignment #3 due on D2L by 11:59pm Sunday, March 10

Unit #3 Top Hat Readings due by 11:59pm, Sunday, March 10

Week 10: March 11-17 Spring Break!

Week 11: March 18-24 (assignments due Sunday, March 24)

Introducing Writing Assignment #4: Reading a Body's Rhetoric

Top Hat Reading: A Brief Introduction to Unit 4; Knoblauch: Bodies of Knowledge

Discussion #7: Midterm Check in: How's it going? What have you learned about yourself as a college student so far? Have you identified skills that need improvement?

Week 12: March 25-31 (assignments due Sunday, March 31)

Work on Writing Assignment #4

Week 13: April 1-7 (assignments due Sunday, April 7)

Work on Writing Assignment #4

Writing Assignment #4 due on D2L by 11:59pm Sunday, April 7

Unit #4 Top Hat Readings due by 11:59pm Sunday, April 7

Week 14: April 8-14 (assignments due Sunday, April 14)

Introducing Capstone Semester Portfolio

Discussion #8: Video Response: Details under Discussions

Week 15: April 15-21 (assignments due Sunday, April 21)

Continue working on your Capstone Portfolio

Discussion #9: Video Response: Details under Discussions

Week 16: April 22-28 (assignments due Sunday, April 28)

Continue working on your Capstone Portfolio

Capstone Portfolio due by 11:59pm Sunday, April 28 on D2L

Week 17: April 29-May 5 (No Class!)

Rhetorical Analysis Activity (Extra Credit) due on D2L by 11:59pm, Sunday, May 5

***Faces of Courage Assignment* (Extra Credit) due on Top Hat by 11:59pm, Sunday, May 5**

Week 18: Final Exams!

Discussion #10: Final Post: Topic TBA

This post counts as your "final exam" and is due by 11:59pm, Monday, May 6th. Your grade will include word count, grammar, how well you follow the prompt, and how well you present your arguments.

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.

Writing Assignments 1-4/Capstone Portfolio: Instructions for these essays/projects will be available under assignments in D2L. Students must utilize **MLA formatting** and are expected to use proper spelling and grammar to the best of their ability. An example/template for MLA formatting will be available on D2L. Students are expected to carefully read and follow directions for these assignments as not doing so will negatively affect their grade. All assignments must be submitted as either **Word or PDF documents** and must be uploaded to the appropriate drop box on D2L.

Discussion Boards: Throughout the semester, students will participate in online discussions through D2L. These are designed for students to reflect on their own efforts and writing processes as well as practice their writing skills while responding to various prompts and media. These are also designed to help students with their technical skills, such as grammar, sentence structure, spelling, etc. Students need to answer the prompt **in at least 200 words.** Be sure to write in complete sentences and utilize proper spelling and grammar (to the best of your ability). **Grammar will be graded on these after Discussion 3.**

Top Hat Questions: Students have access to the *Writing Inquiry* textbook on the Top Hat website. Students will read the assigned readings (see syllabus calendar and weekly breakdowns) 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 or discussions. Students must answer these in well-thought-out replies, not one-word or one-sentence answers, **of at least 100 words each**. The questions for both *Dreams and Nightmares* and *Faces of Courage* follow the same guidelines.

NOTES: