A&M-COMMERCE

English 1301 – College Reading and Writing

COURSE SYLLABUS

Term: **Year:**

INSTRUCTOR INFORMATION:

Instructor:

Office Location: Online, Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Office Phone:

University Email Address:

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less

Instructor Notes:

COURSE INFORMATION

Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

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.

The syllabus/schedule are subject to change.

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.

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.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

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 courses 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 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.

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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 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

Because 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.

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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.

Assessment

Students must achieve 80% or higher for the both the post-tests and culminating project to demonstrate competency and pass the course.

Pre-test

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pre-test is required before you begin studying course materials. If students do not make at least 80% on the pretest, they will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project. Students are required to complete the post-test even if scoring 80% or higher on the pre-test. The grade on the pre-test does **not** count in the final grade for this course.

Post-tests

The end-of-module comprehensive exams that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. A **score of 80% or higher is required** to demonstrate competency.   **DUE: Last day of week 7, Friday by 11:59 PM CST**.

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. Students who fail the post-test should review feedback from the instructor before reattempting the post-test. If the post-test score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term.

Final Course Essay

The Final Course Essay assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency.   **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST**.

If students score less than 80% on the Essay, they will have an opportunity to review the material and resubmit the essay up to two additional times. If the essay is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

GRADING
Grade
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%

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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

Acceleration Process

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

Process
1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

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.

Technical Support

If you are having technical difficulty with any part of Brightspace (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: https://community.brightspace.com/support/s/contactsupport

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COMMUNICATION AND SUPPORT

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

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:
- **Course name and subject in the subject line (ex. EDCB 517 – Posttest)**
- **Salutation**
- **Proper email etiquette (no "text" emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

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.

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.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all 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
Graduate Student Academic Dishonesty Form

CID Policy on Academic Integrity

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.
- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.

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- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in Policy 13.99.99.R0.03 for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

Use of Artificial Intelligence

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.

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

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.

A&M-Commerce Supports Students' Mental Health – Counseling 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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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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