



**English 1302-99E**  
**College Reading and Writing**  
COURSE SYLLABUS: Spring 2024

**INSTRUCTOR INFORMATION**

Instructor: Kimberly Allison  
Office Location: Remote  
Office Hours: Thursday and Friday – 4:30-6:00 (Zoom link will be provided in D2L)  
University Email Address: Kimberly.Allison@tamuc.edu  
Communication Response Time: Within 24 hours

**COURSE INFORMATION**

**Textbook(s) Required:** For this course, we will be using a platform called Top Hat that 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**.

The join code for our course section is **479723**

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](#).*

*The syllabus/schedule are subject to change.*

## Course Description

**ENG 1302 – GLB/US Written Argument/Research • 3 credit hours.** This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences. Students will write weekly, including such texts as journals, reading response logs, summaries of argumentative texts, argumentative papers, and longer papers integrating secondary research. Activities include close reading of sample texts, both student and professional. Some sections will emphasize special topics in both reading and writing. Prerequisites: Grade of C or better in English 1301 or advanced placement or CLEP.

### Core Curriculum Course Objectives

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and 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 1302 Learning Outcomes

- **Define** important terms/concepts including, but not limited to, literacy, community, research, ethics, knowledge, ethnography, and writing processes;
- **Discuss** the ways these terms expand based on cultural and communicative practices;
- **Locate** scholarly research related to key terms/concepts;
- **Examine** scholarly, personal, and/or multimodal texts that detail varying understandings and applications of key terms/concepts;
- **Develop** writing and research processes appropriate for ethically studying the literacy of a specific community;
- **Engage** in collaboration that supports individualized and communal understanding and writing development;
- **Collect** primary ethnographic data;
- **Organize** collected data in order to understand specific literacy community practices;
- **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), research methods, practices, styles, and/or languages;
- **Compose** texts across different genres and media of writing that further expand key terms/concepts based on primary ethnographic research and engagement with trustworthy secondary research;
- **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.

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## **Instructional Methods**

This course is completely online, but I will have optional Zoom meetings throughout the semester. I will offer feedback through written communication, audio, or through individual Zoom meetings. The purpose of my feedback is to offer guidance and direction so you can grow as a writer. I show the valuable relevancy of writing through my instructional methods. The assignments in this class not only fulfill a course requirement, but are relevant in your everyday interactions.

## **COURSE REQUIREMENTS**

In all classes, but especially online classes, the key to success is self-discipline. You need to check your D2L and email multiple times a week. It would be wise to record due dates and reading assignments through Top Hat on a calendar or daily planner. Pace yourself and do not wait until the last minute to complete assignments. Reach out to me if you need anything – open communication is so important!

## **Student Responsibilities or Tips for Success in the Course**

As an instructor, my approach to classroom assessment is one that is based on progress and growth. For example, the purpose of the portfolio is for you to analyze your progress as a writer and to self-evaluate. For all of your assignments, I will try to provide feedback and grade within a week of the due date. If you ever need more clarification on feedback, please reach out to me – that is what I am here for!

## **COURSE ASSESSMENT**

As an instructor, my approach to classroom assessment is one that is based on progress and growth. For example, the purpose of the portfolio is for you to analyze your progress as a writer and to self-evaluate. For all of your assignments, I will try to provide feedback and grade within a week of the due date. If you ever need more clarification on feedback, please reach out to me – that is what I am here for!

Midterm and final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

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<b>Writing Assignments</b>	<b>40%</b>
Considering Communities and Literacies	10%
Preliminary Topic Proposal and Annotated Bibliography	10%
Ethnographic Research Proposal	10%
The Learning Showcase	10%
<b>English 1302 Semester Portfolio</b>	<b>40%</b>
<b>Writing Activities</b>	<b>10%</b>
<b>Top Hat Questions</b>	<b>10%</b>
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<b>TOTAL</b>	<b>100%</b>

### **Assignments**

Full prompts for assignments are available in Top Hat and/or D2L.

## **TECHNOLOGY REQUIREMENTS**

### **Minimal Technical Skills Needed**

#### **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](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](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **ACCESS AND NAVIGATION**

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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](mailto: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.

## UNIVERSITY PROCEDURES/POLICIES

### 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](mailto: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](mailto:hunter.hayes@tamuc.edu)). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

### 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](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

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

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## **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.

## **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

## **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](#)

[Undergraduate Student Academic Dishonesty Form](#)

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<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.

## **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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **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

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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.

## RESOURCES

### 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](http://www.tamuc.edu/counsel)

### Writing Center

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](mailto:ask@tamuc.libanswers.com). We will respond to your email within 24 hours, often much sooner.

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- **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: 4<sup>th</sup> 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](mailto:hirealion@tamuc.edu) or go online by clicking [schedule an appointment](#).

### **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>

## **COURSE OUTLINE / CALENDAR**

### **Unit 5 (and parts of 10)**

(A more detailed weekly schedule will be posted in D2L. Videos will be sent throughout each unit over the readings, objectives, and assignments)

Assignment	Due Date
Introductory Assignment (listed in D2L)	1/12 by 11:59pm
<b>Top Hat Readings: (Follow reading schedule in D2L)</b> <ul style="list-style-type: none"> <li>• “A Brief Introduction to English 1302 and Unit 5”</li> </ul>	1/26 by 11:59pm

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<ul style="list-style-type: none"> <li>• “Barton and Hamilton: Literacy Practices”</li> <li>• “Carter: What is a Community of Practice”</li> <li>• “Moss: Creating a Community: Literacy Events in African American Churches”</li> <li>• “Alvarez: Anyone Saying New York’s Mexican Food Sucks Hasn’t Visited Puebla York”</li> <li>• “Johnson and Arola: Tracing the Turn: The Rise of Multimodal Composition in the U.S.”</li> <li>• “Anatomy of the Academic Essay”</li> <li>• “Littlejohn: Active Reading”</li> <li>• “Giving Credit, Citing Sources, and Avoiding Plagiarism”</li> </ul>	<p>** Readings with questions are due on Top Hat by the date above for a grade. **</p>
<p><b>Writing Assignment:</b> “Considering Communities and Literacies”</p>	<p>2/2 by 11:59pm</p>

**Unit 6 (and parts of 10)**

**(A more detailed weekly schedule will be posted in D2L. Videos will be sent throughout each unit over the readings, objectives, and assignments)**

Assignment	Due Date
<p><b>Top Hat Readings: (Follow reading schedule in D2L)</b></p> <ul style="list-style-type: none"> <li>• “A Brief Introduction to Unit 6”</li> <li>• “R. McShane: Research: Primary, Secondary, and Evaluating, Oh My!”</li> <li>• “Northam: Information Literacy, Misinformation, and the Library as a Resource”</li> <li>• “Pleasant: Literacy Sponsors and Learning”</li> <li>• “The Literacy Ethnography as Research”</li> <li>• “Allen: Handling Family Business: Technical Communication Literacies in Black Family Reunions”</li> <li>• “Multimodal Writing”</li> <li>• “Rhetorical Grammar”</li> </ul>	<p>2/23 by 11:59pm</p> <p>** Readings with questions are due on Top Hat by the date above for a grade. **</p>

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<p><b>(Follow reading schedule in D2L)</b></p> <ul style="list-style-type: none"> <li>• “A Brief Introduction to Unit 8”</li> <li>• “Collecting Data in the Field”</li> <li>• “Organizing and Coding Data from the Field”</li> <li>• “A Brief Introduction to Unit 9”</li> <li>• “Working with Data”</li> <li>• “Presenting Your Research”</li> </ul>	<p>** Readings with questions are due on Top Hat by the date above for a grade. **</p>
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**Wrapping Up**

<p style="text-align: center;"><b>“Capstone Assignment”</b></p>	<p style="text-align: center;"><b>5/3 by 11:59pm</b></p>
<p style="text-align: center;"><b>“The Learning Showcase”</b></p>	<p style="text-align: center;"><b>Will be announced in D2L</b></p>

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