



English 1301, 16 E

College Reading and Writing

COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Gouda Taha

Office Location: DTH 214

Office Hours: WMF: 11- noon

University Email Address: Gouda.taha@tamuc.edu

Communication Response Time: Respond within 48 hours on M – F from 9:00 a.m. to 5:00 p.m.

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**.

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 approach 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.

Instructional Methods

This is a face-to-face class. We will meet on Mondays, Wednesdays, and Fridays from 10:00 – 10.50 a.m. in DTH 302.

For most classes, we will start with a review from the previous class or of the reading homework due that day. From there, I will give a brief lecture on new material and then we will engage in a class discussion or activity. I provide as much in-class writing time as possible, so you have many opportunities to seek help on assignments. I provide revision-based feedback on all writing activities and major writing assignments submitted to D2L.

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

For each class meeting, come to class on time and prepared. Coming to class prepared means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and notetaking.

Here is a brief list of responsibilities and tips for success:

1. Successful students refer to the syllabus frequently throughout the semester.
2. Successful students attend class regularly.
3. Successful students communicate with their professors and peers regularly and respectfully.
4. Successful students plan their weeks with organizational tools.
5. Successful students study effectively with techniques like practice testing and distributed practice.

Note: This information is taken from “Some Habits for Success in College” in *Writing Inquiry*, 3rd edition. For the full version of these strategies, see your textbook in Top Hat.

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is based on providing corrective feedback, either direct or indirect, and I encourage students to do collaborative processing of feedback to enhance their writing skills. The feedback is provided to help students see their areas of improvement, and I encourage all students to reach out to me in case they have any inquiries about the received feedback. My approach to classroom assessment is based on dynamic assessment. That is, it is performance enhancement, and feedback and revision-focused. This means that if you turn in your work on time, meet all the requirements of the assignment, and your submission demonstrates critical thinking and strong effort, then you will receive full credit.

The reasons you may not receive full credit on an assignment are:

1. **Late submissions:** The original deadline is important—both for you and your instructor! The day that you submit a major writing assignment marks the end of one unit and the beginning of a new one. This means that it is hard to catch up if you get behind. The deadline is also important for your instructor to provide feedback in a timely manner.

However, I understand that sometimes mental or physical illness, family emergencies, work, and other unforeseen circumstances may affect your ability to complete work on time. If you need more time to complete an assignment, reach out to me before the due date. *You will only lose points on a late assignment if you DO NOT email me.* You will not lose points for a late assignment if reach out asking for an extension before the due date.

2. **Short projects:** Each major writing assignment you complete this semester gives you room to explore the unit’s concepts within a certain length—a word count for an essay, a time length for a podcast or video, etc. You will not lose points if you’re within 50 words for minor assignments and 100 words for longer assignments (or 30 seconds for minor assignments and 1 minute for longer assignments). However, you may lose points if your project is significantly shorter than required.

3. **Misunderstood-the-assignment projects:** Although many of the writing assignment prompts give you room to explore, there are certain requirements that still need to be met including engaging with the core concepts and questions included in the prompt. For example, if the prompt asks you to define X and analyze Y and Z in contexts 1 and 2, but you only define X and summarize what that looks like in one context, then you may not receive full credit. Or, if an assignment asks you to support your argument with credible sources and you do not include any secondary sources or only include sources that are not credible, then you may not receive full credit.

For each project, I will provide written revision-based feedback in D2L focused on higher-order concerns. This feedback is meant to promote improvement in your writing process so that your writing improves with each new assignment. For more information about higher-order concerns and the writing process, see “Making Collaboration Worth It” and “Good Writing is Always Hard” in Unit 10 of *Writing Inquiry* on Top Hat.

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.

Writing Assignments	40%
Writing Histories and Your Goals Reflection	<i>complete/incomplete</i>
Rhetorical Analysis Projects	10%
Narrating Your Literacies	10%
Pressured to Perform	10%

Reading a Body’s Rhetoric	10%
English 1301 Semester Portfolio	40%
Writing Activities	10%
Top Hat Questions	10%
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TOTAL	100%

Assignments

Full prompts for assignments are available in Top Hat and/or D2L. Below is a summary of each:

1. Writing Histories and Your Goals Reflection: Briefly describe your previous experiences with writing, what the course objectives mean to you, and create 2-4 learning goals.
2. Rhetorical Analysis: Part 1—In groups, create a multimodal advertisement for a new product of your group’s own invention. Use your understanding of rhetorical appeals to execute creative design and content decisions. Part 2—Individually, write a 1-2 page, double-spaced essay explaining the rhetoric behind your advertisement.
3. Narrating Your Literacies: Create your own short literacy narrative by identifying by a discourse that you are a part of and the knowledge and skills required to be part of that discourse.
4. Pressure to Perform: Talk about a time you felt pressured to perform to meet expectations. What kind of tension did you have back then and how did this shape your self-representation?
5. Reading a Body’s Rhetoric: In a short composition or multimodal project, either tell the story of your body or analyze the way a piece of media “reads” a body.

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 the 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.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Email Etiquette

For a light-hearted and humorous explanation of academic email etiquette, read “How to Email Your Professor (without being annoying AF)” by Laura Portwood-Stacer [here](#).

In sum, all emails to your instructor should include the following elements:

1. Subject Line: Your subject line should be clear and specific. Recommended format: Name. Class and Section #. Topic of Email.
2. Salutation: Greet your instructor by their preferred name.
3. Body: Keep your message clear, concise, and respectful (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and that every interaction is a reflection of your academic persona.
4. Closing: End your email with an appropriate closing followed by your full name.

For more details about these elements, an example email, and a template, see “Some Habits for Success in College” in *Writing Inquiry* through your Top Hat platform.

Attendance

I take attendance during our icebreaker or review session at the beginning of each class. I will maintain an attendance record all semester, but attendance is not directly factored into your grade, yet you need to keep in mind that class participation does factor into your grade.

While your attendance does not directly impact your grade, “it is important to attend class on time and come to class prepared (preparation means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and

notetaking). Attending class on time ensures that you do not miss any course announcements, reminders, lectures, or activities. Attending your writing class is important beyond receiving information because your writing classes are not primarily “lecture” courses. Instead, English 1301 and English 1302 help you build your critical reading, writing, and thinking skills through class discussions, in-class activities, and peer-to-peer collaboration. Learning, in these classes specifically, is a social activity that is only impactful if you attend, engage, and participate.”

For more information about attendance and participation, see “Some Habits for Success in College” in *Writing Inquiry* through your Top Hat platform.

Submission Guidelines

You will submit your writing assignments on D2L. You must use a **D2L-compliant file** type such as Word .docx, PDF, PowerPoint .pptx, etc. Apple Users: Pages **is not a D2L compliant file type**.

Civility

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. Your instructor reserves the right to ask any student to leave the class if any student proves distracting or disruptive to their instructor and/or peers. If a student is asked to leave, the student must meet with the instructor during office hours before returning to class.

Interaction with Instructor Statement

My goal is to be as flexible and compassionate as possible. If you have questions or need support, please email me, or come to my office hours. I will do whatever I can to help you meet your learning goals. To answer emails as quickly and accurately as possible, please follow the email etiquette guidelines described above and in “Some Habits for Success in College” in *Writing Inquiry* (available on Top Hat). I respond to emails within 48-hours, Monday-Friday, 8 a.m. – 5 p.m.

Basic Skills Policy

Students in ENG 100 and ENG 1301 cannot drop the course per the Basic Skills Policy:

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/11centersDeegreesPrograms/undergraduate/11.04.99.R0.02.pdf>.

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”).

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>

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>

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 (Draft)

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](#)

<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 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/>

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.

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

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. 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](#).

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

ENG 1301 Semester Schedule			
Week	Date	Topic	Homework Due
Week 1 <div style="background-color: #ffff00; padding: 2px; display: inline-block;">Writing Histories Reflection due Sun. 1/14 at 11:59 PM</div>	1/10 (W)— First Day of Class 1/12 (F)	Discuss the syllabus, course objectives, and discuss student goal setting Writing Histories and Establishing Goal Reflection (see Unit 1)	M: Check Leomail email and access D2L course shell. Read syllabus. Set up Top Hat access to Writing Inquiry 3 rd edition textbook. W: Before class, read “A Brief Introduction to Unit 1” and “Why a Writing Course?” in Unit 1 and “Active Reading” and “Good Writing is Always Hard Work” in Unit 10.
Week 2	1/15 (M) 1/17 (W) 1/19 (F)	<p style="text-align: center;">MLK, Jr. Day</p> <p style="text-align: center;">Unit 1</p> Read “An Introduction to Rhetorical Analysis”, “Analyzing Written Texts”, “Analyzing Visual Texts” in Unit	No Class Practice rhetorical analysis Review key terms; discuss reading; go over “Sample Analysis of a non-profit Advertisement” together in class

	2/7 (W)	W: Review key terms. Discuss how they apply to reading	in the Classroom” in Unit 2 OPTION B: Read Green “My Uncle’s Guns” in Unit 2
	2/9 (F)	F: Review key terms. Discuss how they apply to Sanchez and Fendleman and <i>Faces of Courage</i> .	F: Read/watch Sanchez and Fendleman; look over <i>Faces of Courage</i> ; read “Definition of Literacy in the Digital Age” in Unit 2
Week 6		Unit 2	
	2/12 (M)	M: Allow Students time to brainstorm, outline, and/or draft Literacy Narrative in class	M: Read “Rhetorical Grammar” in Unit 10
	2/14 (W)	W: In class peer review of Literacy Narrative	W: Read “Making Collaboration Work” and “Peer Review” in Unit 10; Bring in draft of Literacy Narrative
	2/16 (F)	F: <i>BUFFER DAY</i> /Out of Class Conferences	F: No Homework
Week 7		<i>Unit 3</i>	
WRITING ASSIGNMENT: NARRATING YOUR LITERACIES DUE 2/25, 11:59 P.M.	2/19 (M)	M: <i>BUFFER DAY</i> /Out of Class Conferences	M: No homework
	2/21 (W)	W: Review key terms. Discuss readings.	W: Read R. McShane “Code Switching, Code Meshing, and Tensions: A Brief Introduction to Unit 3” in Unit 3
	2/23 (F)	F: Review key terms. Discuss how they apply. Watch “The Hamilton Mixtape: Immigrants (We Get the Job Done)”	F: Read Anzaldúa “How to Tame a Wild Tongue” in Unit 3.

Week 8		<p style="text-align: center;">Unit 3</p> <p>2/26 (M) M: Review key terms and discuss how they apply to Young’s article; introduce “Writing Assignment: Pressured to Perform”</p> <p>2/28 (W) W: Review key terms, discuss how they apply to Wang’s article</p> <p>3/1 (F) F: OPTION A Introduce <i>Preacher’s Kid</i> in class; discuss “Multimodal Writing” reading</p> <p>OPTION B Watch Reed and Rosenberg-Lee’s <i>Passing</i> in class ; discuss “Multimodal Writing” reading</p>	<p>M: Read Young’s “So Black I’m Blue” in Unit 3</p> <p>W: Read Wang, “I’m Chronically Ill and Afraid of Being Lazy” from Unit 3</p> <p>F: OPTION A: Listen to/analyze <i>Preacher’s Kid</i> in class together; Read “Multimodal Writing” in Unit 10</p> <p>OPTION B: Watch and analyze <i>Passing</i> in class together; Read “Multimodal Writing” in Unit 10</p>
Week 9		<p style="text-align: center;">Unit 3/ Unit 4</p> <p>3/4 (M) M: work on “Pressured to Perform” assignment in class</p> <p>3/6 (W) W: Discuss readings and introduce Unit 4</p> <p>3/8 (F) F: Continue discussing readings from Wed; do “Embodied Rhetoric Presentation” activity in class</p>	<p>M: No homework</p> <p>W: Read B. McShane “A Brief Introduction to Unit 4” and Knoblauch “Bodies of Knowledge” in Unit 4</p> <p>F: No homework</p>
Week 10		Spring Break 3/11-15	

<p>Week 11</p> <p>WRITING ASSIGNMENT: PRESSURED TO PERFORM DUE 3/24, 11:59 P.M.</p>	<p>3/18 (M)</p> <p>3/20 (W)</p> <p>3/22 (F)</p>	<p>Unit 4</p> <p>M: Discuss key terms and how they apply to Carter’s article</p> <p>W: Discuss key terms and how they apply to reading.</p> <p>Introduce Reading the Body’s Rhetoric assignment</p> <p>F: Work on the homework</p>	<p>M: Read Carter, “Living Inside the Bible (Belt)” in Unit 4</p> <p>W: Read Measel, “Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House”</p> <p>F: Assignment</p>
<p>Week 12</p>	<p>3/25 (M)</p> <p>3/27 (W)</p> <p>3/29 (F)</p>	<p>Unit 4</p> <p>M: Introduce <i>Dreams and Nightmares</i>, discuss reading Continue discussion of embodiment</p> <p>W: Discuss readings</p> <p>F: Discuss readings</p>	<p>Read <i>Dreams and Nightmares</i>, Introduction and Prologue Read& Chapter 1</p> <p>W: Read <i>Dreams and Nightmares</i>, first half of Chapter 2 (Stop at “Mexico City”)</p> <p>F: Read <i>Dreams and Nightmares</i>, finish Chapter 2</p>
<p>Week 13</p>	<p>4/1 (M)</p> <p>4/3 (W)</p>	<p>Unit 4</p> <p>M: Discuss readings; Introduce “Writing Assignment: Reading a Body’s Rhetoric”</p> <p>W: Discuss readings.</p>	<p>M: Read <i>Dreams and Nightmares</i>, first half of Chapter 3 (stop at “My Two Birthday Parties”)</p> <p>W: Read <i>Dreams and Nightmares</i>, Finish Chapter 3</p>

	4/5 (F)	F: Discuss Readings	F: Finish <i>Dreams and Nightmares</i> <i>begin drafting Reading the Body's Rhetoric assignment</i>
Week 14	4/8 (M)	Unit 4 M: In-Class check-in/work on Writing Assignment	M: Review “Making Collaboration Work” and “Peer review” in Unit 10
	14/10 (W)	W: Peer Review of “Reading a Body’s Rhetoric”	W: Bring in a draft of “Reading a Body’s Rhetoric”
	4/12 (F)—	F: Collaboration Work	F: Review “Making Collaboration Work” and “Peer review” in Unit 10
Week 15	4/15 (M)	M: Introduce Capstone Assignment; work on assignments as needed Reading the Body’s Rhetoric due this week	M: No homework—in class work on assignments as needed
	4/17 (W)	W: Writing workshops and discussions about revision	W: No homework—in class work on assignments as needed
	4/19 (F)	F: In class work on capstone assignment	F: No homework—in class work on assignments as needed
Week 16	4/22 (M)	M: In class work on capstone assignment	M: No homework—in class work on assignments as needed
	4/24 (W)	W: Writing workshops and discussions about revision	W: No homework—in class work on assignments as needed
	4/26 (F)—Last Day of Class		W: No homework—in class work on assignments as needed

		F: Class wrap up day; In class work on capstone assignment	F: No homework—in class work on assignments as needed
Week 17 FINALS WEEK	4/29 (M)	Continue working on Capstone Assignment · Writing workshops and discussions about revision	CAPSTONE ASSIGNMENT DUE 12/9, 11:59 P.M.
	5/1 (W)		Study days (May 1, 2, 3)
	5/3(F)	No classes	
Week 18 CAPSTONE ASSIGNMENT DUE: 5/6, 11:59 P.M.	May 6-10	No classes	Capstone Assignment Due Monday May 6 th , 2023-11:59PM

Attend The Learning Showcase on Wed., May 8 from 3:00-5:00 pm in Rayburn Student Center 2nd Floor. You will have the opportunity to see what kind of research they will do in ENG 1302.