English 100, 07E

Introduction to College Reading and Writing

COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Ms. Olivia Trotter
Office Location: DTH 214
Office Hours: Tuesdays and Thursdays 12:20-1:50 PM, I am also available via appointment.
University Email Address: Olivia.Trotter@tamuc.edu
Communication Response Time: 24-48 hrs Monday-Friday

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:

The *syllabus/schedule are subject to change.*

- Klausman, Jeffrey. *Active Voices.* Fountain Head Press/Top Hat, 2021.

<mark>You will also need access to your English 1301 textbook, *Writing Inquiry*.</mark>

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

Course Description

ENG 100 - Introduction to College Reading & Writing
Hours: 3
A non-credit course providing an Introduction to College Reading and Writing. Three semester hours (3 lecture). (Non-credit) An introduction to the elements of literacy necessary for college-level reading and writing. In this course, students receive substantial feedback and instructors tailored to their specific needs. This course serves as a support course for ENG 1301 and is required of those students who are not Texas Success Initiative (TSI) complete in either reading and/or writing, but this course is also available to anyone who may desire additional support for ENG 1301. May not be used to satisfy any degree requirement.

If you have completed courses that exempt you from ENG 100 and you believe you have been misplaced in this course, notify your instructor ASAP.

English 100 Learning Outcomes

In English 100, students can expect to

- Practice critical reading skills
- Build a rhetorical vocabulary and individualized writing process
- Develop original responses and make claims about a range of texts
- Use evidence to support claims, including quoting, paraphrasing, and summarizing
- Place sources in conversation through synthesis
- Organize ideas in paragraphs
- Demonstrate revision and reflection

These Learning Outcomes are designed to align with the Learning Outcomes for English 1301.

The syllabus/schedule are subject to change.

Instructional Methods

I prefer a student-centered approach to teaching—this class is about you and your learning experience. This class is delivered face-to-face, and therefore, I will spend some of my time lecturing at the front of the classroom, and the rest of class time will be spent with students engaging with me and each other through critical discussion on the day's topics and readings. These student leading discussions on the readings, assignments, and papers will be done with my guidance, as I will delegate the groups (if this is group work) and facilitate the discussions as the instructor. Students will also be peer-reviewing each other's papers. In addition, the course information builds as we proceed with each new reading and/or chapter. Therefore, it is imperative that students come to class with the proper materials and having already read and/or completed the assignment.

Through readings, in-class discussions, and small response papers, students develop critical reading practices as well as individualized writing processes. The course begins with discussing the writing process (generally) as well as establishing a rhetorical vocabulary to aid in analysis. Anchor texts from ENG 1301 will be used to help students "breakdown" complex texts and develop original responses that build writing skills. The course concludes with a portfolio and reflection assignment.

I know that a lot of this may seem intimidating, do not worry, I am here to help my students and guide all of you. I remember being in your position very well and I want everyone to know that I am in your corner, this course may be challenging, and some may get frustrated, but we can only grow through facing challenges ☺

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

General Expectations:

	Top Hat		D2L	Student Email Expectations		Classroom Expectations

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Check/Logon: Everyday	Check/Logon: Everyday	Check/Login: Everyday	**Come to Every Class Period.** Since we have In-Class Activities for most class periods, students receive or lose point(s) for attendance/participation depending on *attendance, the level of participation, tardiness, leaving before class is over, and/or "incivility".*
Textbook Access	**Read Course Announcements**	**When sending/composing an email:** You MUST provide a short, succinct "Title" for the email. This title must give a brief description as to what the email is about.	**The Day's Readings MUST Be Read Before Class**
Before and After Reading Questions, due before midnight on Sunday (11:59 P.M.) of the week they are assigned.	**Course Information/Syllabus**	**Properly Address the Person you are Emailing:** (Dear Professor/ Ms./ Instructor Trotter, I am emailing you today…)	***Come in on Time and Leave When Class is*** ==***Officially***== ***Over***
Activity Kits will be due before midnight of the day they are assigned in class.	**View Weekly Calendar**	**Do not address me as "Miss", "Professor", "Mrs.", "Teacher", "Olivia", or "Ms."** I am "Ms. Trotter" *OR* "Instructor Trotter" *OR* "Professor Trotter"	**Turn in Assignments on Time**

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Past Due assignments	"Checklists"	Give a proper "Closing" or "Valediction" to the email When You are Done Writing the Body.	Come ready to work, write, present, and/or collaborate.
Will be in "Review Mode" after they are due, so that you may see them.	Will be available every week with your homework and assignments to complete along with their due dates.	**Example:** Sincerely, [Student First Name] [Student Last Name]	
	View PowerPoints They will be Open and Available the Day of Lecture When Class Begins.	**Break Up the "body" of the email with periods and commas, Also, use paragraphs.**	**ALL ELECTRONIC DEVICES ARE TO BE SHUT, FACE DOWN, AND/OR PUT AWAY DURING, BUT NOT LIMITED TO: LECTURE, ANNOUNCEMENTS, SPEAKING TO THE CLASS, DURING GROUP PRESENTATIONS, ETC.**

Student/Class Civility Policy:

Your instructor reserves the right to ask any student to leave class if any student proves distracting, hostile, and/or disruptive to either the instructor and/or classmates. If a student is asked to leave, the student will meet with the instructor during the instructor's office hours

If incivility occurs, the student(s) may also have a "0" entered in the gradebook for any activities, quizzes, etc. that were to be completed in class on the day in question.

If incivility occurs during group work, ALL parties will meet in my office, and the student(s) at fault may or may not receive a "0" for the assignment(s).

I have ZERO (0) TOLERANCE FOR BULLYING, BIGOTRY, OR HARRASSMENT OF ANY AND ALL FORMS.

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Mobile/Cell Phone Policy:

Though I believe there is a time and/or place for this technology, those times and places are not during class time. When students come to class, their mobile devices are to be on "silent" or "vibrate" at all times during the fifty minutes of class time we have.

Failure to comply will result in automatic dismissal for the day and the student will receive a 0 for any assignments completed in class that day.

Using cellphones in class is disruptive, rude, distracting, and therefore, I am counting it as INCIVILITY.

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is holistic, and I will be employing a letter grading system, instead of a analytical point system. Both these methods are used because I believe writing is a qualitative process that is difficult to accurately quantify. Using holistic assessment also allows me to teach students about process and that a written document is a puzzle that has logical flow and needs to make sense from start to finish. No one aspect of writing is more important than the other.

Writing is an organic process, and written work needs to be evaluated on its merits as a *whole*, I use holistic grading because it closely aligns with this belief. By definition, holistic assessment is about the "general impressions of the quality of a writing product as a whole, while it is in fact a mix of evaluations of different dimensions (e.g. content, language use, structure)" (Van den Bergh et al. 26). This is reflected in the rubrics I use to grade major assignments, and for other assignments, you will simply be assigned a letter grade. For major assignments, you will receive rubrics with scores 1-6 and the requirements/descriptions you need to meet in order to earn each score. Generally speaking, this scoring system corresponds to the following letter grades:

1=F

2=D

3=C

4=B

5=A

6=A+

Note: A six (6) is ONLY GRANTED to student work that goes above and beyond expectations for a five (5). Therefore, they will not be awarded often.

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I understand students may feel a little unsure of their grades with my assessment methods. This grading scheme allows me, as the instructor, a certain discretion on final grades depending on student labor demonstrated throughout the semester. That being said, I will not know your overall grade in the class until the end of the semester. Generally speaking, if you are mostly getting B's, you will probably earn a B for the course

The feedback I give students is also holistic in nature. For major assignments, you will receive an evaluation in the rubric, my general thoughts about the work as a whole, and a couple of points where your writing is working well and how it needs to improve. For other assignments, you will receive a letter grade along with my general thoughts. Top Hat will simply receive a corresponding letter grade in D2L; **HOWEVER**, **I ALSO CONSIDER HOW HIGH AND LOW YOUR GRADE FALLS ON THE LETTER SCALE.**

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	**30%**
● Writing Histories & Goals Reflection	*complete/incomplete*
● Response to Anchor Texts (4 @ 5%)	20%
● Semester Glossary	10%
Writing Activities	**30%**
● Peer Review	10%
● Daily Journal Entries	10%
● Top Hat and other assignments	10%
Final Portfolio and Reflection	**40%**
● Revised Response Papers	
● Reflection on Writer's Process	

TOTAL	**100%**

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Assignments

1. **Writing Histories and Goals** – a short piece of writing wherein the student introduces their experiences with writing and considers goals for the semester. This can be built from/alongside the assignment in 1301.

2. **Response to Anchor Texts (4)** – Four responses to 1301 anchor texts. Approximately 2 pages each with increasing complexity.

3. **Peer Review (at least 1)** – Students working together to provide feedback on Pressure to Perform Essay (from 1301).

4. **Daily Journal Writing** (5-10 minutes each class period)—We will begin most class sessions with writing for five to ten minutes.

5. **Top Hat Questions** (due at the end of each week)—Throughout the semester, we will be using *Active Voices* on Top Hat. Most of these assigned readings have questions you must answer as well. Some are participation based, others are graded based on correctness.

6. **Semester Glossary**– a semester-long tracking of rhetorical terms and meta-vocabulary. Students should aim to have 20-24 entries by the end of the term

7. **Final Portfolio and Reflection** – students revise previous response papers to include thesis, topic sentences, evidence, and clear organization. A 1-2 page cover letter uses evidence from previous assignments to reflect on the writer's process and growth in Eng 100 as well as the transfer of skills beyond 100.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

- **Access to our D2L course website**
- **Access to your Leomail/A&M-Commerce email**
- **Access to a word processing program and/or other digital composing software**
  - Note: D2L does not work well with Pages
  - Note: Free access to Microsoft Office 365 for students: https://inside.tamuc.edu/facultystaffservices/academictechnology/_documents/Office-365-Students.pdf

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o Note: Free access to Adobe Creative Cloud for students: https://www.tamuc.edu/adobe/#tamuc-section-267428

- **Digital storage (e.g., flash drive or cloud storage [iCloud, Google Drive, DropBox, etc.])**

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.

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance Policy

The *syllabus/schedule are subject to change.*

Though I do not use attendance records to penalize your grade, I do take attendance at the beginning of each class session, and I do take note if you are tardy. That being said, please come to class and come to class on time. When you miss class, you are not only missing out on vital learning time and instruction, but you are also missing out on announcements and important collaboration necessary to truly understand what we are learning.

That being said, students who come to class and do the work tend to pass and those who do not come to class tend to fail.

"What should I do when I miss class?"

If students need to miss class, it is the student's responsibility to ask a classmate what we did in class that day or go to D2L and/or Top Hat to find out what you missed in class. However, this does not necessarily mean you will be able to make up the work you missed in class!

Make-Up Work Policy

Generally, I accept NO make-up work, except in extraordinary circumstances. Students must discuss the make-up work with me at least 24 hours before the assignment is due. As the instructor, it is my prerogative to approve or deny a students' request for make-up work.

Interaction with Instructor Statement

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

Please reach out to me, I want to hear from you! I am your instructor, but I am also here to be your mentor, I care about you and your academic experience in my class. Suggestions to make my course better? Trouble understanding the content? Need suggestions and advice on papers and assignments? Have you come down with an illness or any other kind of emergency? Simply want to stop and chat? Need letters of recommendation? Please email me as soon as possible or drop by during office hours! I am in your corner, and I want you to succeed in my class ☺

EMAILS

If you need to email me, please do so in proper format. In the "subject" line of your email, please give me a *very short* summary, in no more than a few words, as to why you are emailing me (i.e., "Sick— Will Not Be in Class Today"). Also, please compose your email with proper introductions (ex: "Ms. Trotter"), followed by your body

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paragraphs, and then end with proper salutations (ex: "Sincerely," "Best", etc.) with your name underneath them.

IMPORTANT NOTICE: This is college, an institution of higher learning, and therefore, we are in a setting where everyone is expected to act with professionalism. Everyone in class, including the instructor, is expected to conduct themselves as adults, which entails; following the schedule, turning in work on time, time management, communicating with the instructor and classmates, completing the readings on time, and professionalism, etc. Therefore, I expect ALL OF US to behave in a dignified and professional manner in class, with assignments, during office hours, and especially with emails.

Please see the example of a full proper email below:

"Dear Instructor Trotter,

I am emailing you today to let you know that I am sick and will not be in-class. I will ask a classmate and/or lookout on D2L or Top Hat for assignments due today and the next class period of the week.

Sincerely,
John Doe"

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 **TBA.** 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.

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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

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.

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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.

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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/

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.

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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

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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

TBA on D2L ☺

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