



ENG 100.13E

Introduction to College Reading and Writing

COURSE SYLLABUS: Fall 2024

ENG 100.13E (80285) T&TH 11:00-12:15 in DTH 303

INSTRUCTOR INFORMATION

Instructor: Marilyn Lewis

Office Location: DTH-126

Office Hours: T & TH 9-10:30 am & by appt (face-to-face or online)

University Email Address: Marilyn.Lewis@tamuc.edu

Communication Response Time: 48 hours during the weekdays

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.

[link will be coming as soon as possible] 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

The syllabus/schedule are subject to change.

“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.***

- **ENG 100.13E (80285) T&TH 11:00-12:15 in DTH 303 Code to Join is: 137053**

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

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

You will also need access to your English 1301 textbook, *Writing Inquiry*.

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

The syllabus/schedule are subject to change.

- Organize ideas in paragraphs
- Demonstrate revision and reflection

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

Instructional Methods

Please note that it is a face-to-face class with some online instruction. Also, this course will be used to help you to be successful in both 1301 and 100. 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.

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is student centered, meaning your participation will be most important to your success for this course. I expect all students to come to class prepared to participate by completing readings and assignments **BEFORE** class. **You need to always bring paper and writing tools (pencil or pen).** Providing your **reflection** of the readings and/or assignments will be helpful to prepare you for class and allow me to assess your understanding of the materials that were assigned. Reflection will include any questions you may have, any areas you need to have more information about in the text, any ideas that you think will be helpful. You will be able to share your pre-class insight through the class discussions through D2L and TopHat.

Since our class time is brief, please be on time. I do not allow students to listen or to view their cell phones (no earbuds or headphones). I will pick up your phone if you do not follow my guidelines. The main reason for this statement is that I want to illuminate as all distractions as possible. Again, our class time is brief and we need to concentrate our time so we move forward with the intended tasks for the day. If you receive a phone call that is urgent, please take that call in the hall so the class will not be disturbed.

I will assess your work for this class as I read your responses to written assignments, work completed within group assignments. What can the students expect when they receive feedback

The syllabus/schedule are subject to change.

from you? I will try to suggest any clarification that I think is needed to help your writing to be clearer. Feedback can be provided in multiple forms — written response to assignments, one-on-one or group out of class meetings, or general class discussions.

I also like to integrate portions of our day-to-day life. In our day to day lives, we use literacy as we read (or listen) and write in different situations. One example of common literacies involves pop culture and the different methods that we receive information within our culture. Literacy in our culture can be fun and surprising how much you engage in reading and writing activities in our everyday lives.

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	<i>complete/incomplete</i>
● Response to Anchor Texts (4 @ 5%)	20%
● Semester Glossary	10%
Writing Activities	20%
● Peer Review	10%
● Other writing assigned by instructor	10%
Final Portfolio and Reflection	50%
● Revised Response Papers	
● Reflection on Writer's Process	
<hr/> TOTAL	<hr/> 100%

Assignments

Full prompts for assignments are available in D2L.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

The syllabus/schedule are subject to change.

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

Interaction with Instructor Statement

Please contact me by email Marilyn.Lewis@tamuc.edu. Save my email address in your contacts. Also, this will help you to address your email with my correct email address.

Generally, I do not accept late work. If you anticipate an assignment may be late, then you need to communicate with me BEFORE the due date.

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).

The syllabus/schedule are subject to change.

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).

The syllabus/schedule are subject to change.

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.

The syllabus/schedule are subject to change.

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.

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

The syllabus/schedule are subject to change.

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](#).

The syllabus/schedule are subject to change.

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>

ENGLISH 100 Semester Outline Fall 2024	
Week #1: August 26-30	<i>Tuesday, August 27 is the first day of class.</i>
Course Introduction <ul style="list-style-type: none">● Discuss the syllabus, course objectives, and discuss student goal setting● Assign Writing Histories and Establishing Goal Reflection● Assign semester glossary● Readings<ul style="list-style-type: none">○ Introduction for the Student New to College (AV)○ What Writing as a Process Means (AV)○ What Prewriting, Drafting, and Revising Are (AV)○ What Note-Taking for Writing Means (AV)	
Week #2: September 2-6	<i>Observe Labor Day Campus closed September 2</i>
Unit 1: Interpreting the World with Rhetoric <ul style="list-style-type: none">● Discuss readings and in-class writing● Practice note-taking strategies● Identify rhetorical vocabulary● Review and “break-down” rhetorical analysis assignment from 1301● Writing support● Readings<ul style="list-style-type: none">○ What the Rhetorical Situation Is (Parts 1&2) (AV)○ What Ethos, Logos, Pathos, and Kairos Are (AV)○ What Counts as Text (AV)● Early Writing Task Due	
Week #3: September 9-13	<i>Census Day is September 11.</i>

The syllabus/schedule are subject to change.

Unit 1 continued

- Practice rhetorical vocabulary
- Practice identifying an argument
- Practice identifying evidence in an argument
- Writing support
- Readings
 - Hull, Shelton, and McKoy, “Dressed but Not to Impress” (1301 Anchor Text) (WI)
 - What Argument Means (AV)
 - What Counts as Evidence (AV)
 - What Analyze, Report, and Respond Mean (AV)

Week #4: September 16-20

Unit 2.1: Interpreting the Self through Literacy

- Discuss readings and complete in-class writing practice
- Analyze paragraph structure
- Consider the rhetoric use of genres
- Practice summarizing
- Writing support
- Readings
 - What Paragraphs Do (AV)
 - What Modes and Genres Are (AV)
 - What Analytical Summary Is (AV)
- Response to Anchor Text #1 due

Week #5: September 23-27

Unit 2 continued

- Discuss literacy as a concept
- Discuss readings and complete in-class writing practice
- Practice identifying a thesis (implicit or explicit)
- Practice summary, paraphrase, and quoting
- Writing support
- Readings
 - 1301 Anchor Text #2 (instructor choice) (WI)
 - What a Thesis Is (AV)
 - What Summary, Paraphrase, and Quotation Are (AV)
 - What Quoting Sources Looks Like (AV)

Week #6: September 30-October 4

The syllabus/schedule are subject to change.

Unit 2 continued

- Continue discussions
- Practice integrating sources
- Discuss plagiarism
- Writing support
- Readings
 - What Integrating Sources Means (AV)
 - What Plagiarism Is (AV)
 - What Point-and-Support Writing Is (AV)
- **Response to Anchor Text #2 with source integration due**

Week #7: October 7-11

Unit 2.2: Interpreting the Self Through Language

- Discuss code-switching as a concept
- Discuss readings and complete in-class writing practice
- Practice synthesis
- Writing support
- Readings
 - 1301 Anchor Text (instructor choice) (WI)
 - What Language to Write In (AV)
 - Action Points: Chandra Arthur TEDx on Code Switching (AV)
 - What Synthesizing Means (AV)

Week #8: October 14-18

Unit 2.2 continued

- Catch up week/writing workshops/student meetings
- **Response to Anchor Text #3 with synthesis due**

Week #9: October 21-25

Midterm grades due October 21 at 5:00 pm

Unit 2.2 continued

- Support Pressure to Perform essay
- Conduct Peer Review of Pressure to Perform essay
- Readings
 - What Peer Review Is (AV)

Week #10: October 28-November 1

Unit 3: Interpreting the Body

The syllabus/schedule are subject to change.

<ul style="list-style-type: none"> • Discuss readings and complete in-class writing practice • Practice engaging with a text • Review rhetorical vocabulary • Readings <ul style="list-style-type: none"> ○ 1301 Anchor Text (instructor choice) (WI) ○ What Critique and Application Are (AV) ○ What Problematizing Is (AV) <ul style="list-style-type: none"> ○ Return to rhetoric readings from Week 2
Week #11: November 4-8
<p>Unit 3 continued</p> <ul style="list-style-type: none"> • Continue discussion • Writing support • Readings <ul style="list-style-type: none"> ○ What Topic Selection and Topic Narrowing Are (AV) ○ <i>Return to What a Thesis Is (AV)</i> • Response to Anchor Text #4 with thesis due
Week #12: November 11-15
<p>Unit 4: Interpreting Your Writing</p> <ul style="list-style-type: none"> • Introduce Final Portfolio & Reflection Assignment • Review Semester Glossary • Discuss and practice revision • Writing support • Readings <ul style="list-style-type: none"> ○ <i>Return to What Prewriting, Drafting, and Revising Are</i>
Week #13: November 18-22
<p>Unit 4 continued</p> <ul style="list-style-type: none"> • Workshops and writing support for final assignments • Review important topics and readings as needed • Semester Glossary due
Week #14: November 25-29
<i>Observe Thanksgiving. Campus closed/no classes November 27-29</i>
<p>Unit 4 continued</p> <ul style="list-style-type: none"> • Workshops and writing support for final assignments • Review important topics and readings as needed
Week #15: December 2-6
<i>Last Day of Classes December 6</i>

The syllabus/schedule are subject to change.

Last Week of Class

- Workshops and writing support for final assignments
- Review important topics and readings as needed
- Wrap up class
- Reflect on semester objectives, outcomes, and goals
- Remind students about course evaluations

Week #16: December 9-13

*Finals Week. No regular classes held.
Final Grades due December 16 at 5:00 pm*

Finals Week

- Final Portfolio & Reflection assignment due