



English 1301 - 07E
College Reading and Writing
COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Jeff Fields McCormack
Office Location: David Talbot Hall of Languages, Room 126.
Office Hours: 2:30 P.M. to 4:00 P.M. on Tuesdays and Thursdays.
University Email Address: Jeff.Mccormack@tamuc.edu
Communication Response Time: 48 hours (may be slightly longer on breaks/weekends).

COURSE INFORMATION

Class Location: Ferguson 309

Class Time: 9:30 A.M. to 10:45 A.M. on Tuesdays and Thursdays.

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 approaching multiple audiences. In 1301 students will write weekly, and will work on essay organization and development. The course will emphasize close reading, summarizing, and analysis of expository texts, including student writing.

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 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

I like to start this section by stating that I am a fiction writer. I have been writing fiction stories for as long as I can remember. I believe that writing is not just an activity that should be done to obtain a letter grade (A,B,C,D, etc.). It is something that, when employed correctly, can be enjoyed. That is my goal - to introduce you to the joy that writing brings to me.

How do I accomplish this in my classroom? By making writing an activity that:

- Inspires conversation. When we read together, write together, and share what we have read and written with our peers, we are able to build a community of active writers, readers, and scholars.
- Is unique to YOU. Yes, you! Make your writing relate to YOU! Throughout this semester, I plan to incorporate several writing assignments and/or presentations where you will have the opportunity to share your favorite memories, your expectations for the course, your plans after graduation, and/or a number of other topics relating to your experience. Remember, everyone's story is unique. I want to hear yours (as long as you are comfortable sharing, of course!).
- Prepares you for the future. The majority of students enrolled in ENG 1301 are likely either just starting their college careers or returning to the classroom for the first time in many years. As such, I want to lead discussions and work on assignments that will not only help you "pass the class," but will actively build the researching, reading, writing, and presenting skills that nearly all fields and majors will value for decades to come.

One more thing!

From my earliest days as an educator, I have lived by the motto: "If I can make you laugh, I know that you're listening." But... what does that mean?

The idea here is simple: I want you to enjoy the class. I want you to learn, yes, but I want you to enjoy your time in my class. I could talk and talk and talk (see, annoying already, right?) for the entire course. But the truth is that you don't enjoy that... and neither do I.

As an educator, I know that keeping students engaged is important. If all I do is lecture and assign essays, few students will connect with the material being discussed. If I put a little extra energy into my teaching, I can likely get a student or two here and there to laugh. And if you laugh, I know that you're paying attention. You might not be catching every word, but you're at least attentive and noticing something - and that's a great start!

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

COURSE ASSESSMENT

As a student myself, I value the importance of thorough feedback. I firmly believe that simply applying a number or letter grade to an assignment does little to help you grow as a writer. **I will provide written feedback (usually on D2L) for every major essay/presentation this semester.** Whenever possible, the feedback provided will include detailed commentary on what worked well, what did not (when applicable), options for how to build on what you have created, and other relevant comments. Furthermore, as an instructor, I value the importance of verbal communication. I think this is especially important when we meet as a class. As such, I will try to provide time during each meeting (when applicable) to discuss current and upcoming projects, recently graded assignments, and/or anything else relating to the work you produce.

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	30%
Daily Journal Entries	10%
Journal Entries: Weeks 1-8	5%
Journal Entries: Weeks 9-15	5%
Writing Activities	10%

Top Hat Questions	10%
TOTAL	100%

Assignments

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

For in-class journal entries, please note the following:

- Daily journal entries are meant to serve as a "warm up" or "bell ringer" assignment to start the class. By writing 4+ sentences to start every class, I am hoping to help you develop more consistent writing habits that may help you in future semesters. These entries will also serve as the starting point for our daily conversations. Many (but not all) of the entries will be related to what we are discussing that day.
- To ensure that you do not forget your journal, I will be keeping them in my office. They will be safe and secure there!
- As stated above, daily journal entries are meant to be completed in class. However, I understand that every student will not be in class everyday. This could be due to athletic events, personal/family emergencies, or simply hitting the snooze button one too many times. If you are absent, you are welcome to make up the journal entry or entries that you miss. Check D2L for the prompts. **Make up entries require six sentences, while in-class entries require four.** To make up a journal entry, please write your name, the date, and the number of the journal entry (found on D2L) at the top of a sheet of lined notebook paper. Then, answer the prompt. This page will be taped/stapled into your journal when you return to class.

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

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

A few quick things:

- This is an in-person course. We will meet every Tuesday and Thursday from 9:30 A.M. to 10:45 A.M. in Ferguson 309.
- Cell Phone Policy: This is always a fun one! My cell phone policy is simple: keep it on silent. I understand that life happens. We are all adults and have to deal with "real world" situations. If you need to make/accept a call, you are always welcome to excuse yourself. I ask only that you have your devices (phones, iPads, smartwatches, etc.) turned off when/if we have an exam.
- Food/Drink Policy: Another fun one! I am ok with you bringing a snack or something to drink. I will state that I do have a severe food allergy, so I ask that if you bring food or drinks to class, please clean up any crumbs, spills, etc. Also, while I am ok with you bringing snacks or a drink to class, please don't bring an entire four-course meal. While I hope we can build a

community this semester, we aren't ready for Thanksgiving dinner just yet!
:)

- The majority of our assignments will be submitted in D2L. This is also where announcements will be posted.
- Please check D2L and your student email at least once per day. I will post course-related updates (change of due dates, adjustments to assignments, etc.) in D2L. Any other communications will be sent to your student email. As such, it is essential that you check both daily.

Interaction with Instructor Statement

As I have stated in previous sections of this syllabus, I want to build a community this semester. Communication is a key part of that. As such, I want you to feel comfortable reaching out with any questions. You can ask questions in class, stop by my office (Tuesdays and Thursdays 2:30 P.M. to 4:00 P.M.), or send me an email. If it is a sensitive topic or something that you would rather discuss with someone else, I am happy to refer you to other TAMUC faculty/staff when/if necessary.

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 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 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

Full course outline/calendar will be available on D2L. Please note that this is subject to change. When/if the D2L outline/calendar changes, students will be informed via email and/or by a message in D2L. Please check both your student email and your D2L daily for updates.

