



English 1301-18E
College Reading and Writing
COURSE SYLLABUS: FALL 2024

INSTRUCTOR INFORMATION

Instructor: Emily Littlejohn

Office Location: DTH 214

Office Hours: Tuesdays & Thursdays, 9:50 a.m. – 10:50 a.m. & 12:15 p.m. – 12:45 p.m.

University Email Address: emily.littlejohn@tamuc.edu

Communication Response Time: I reply to emails within 48-hours, M-F, 8 a.m. – 5 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:

The syllabus/schedule are subject to change.

- 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.

The syllabus/schedule are subject to change.

Instructional Methods

Meeting Information: This is a face-to-face class. We meet on Tuesdays and Thursdays from 2 p.m. – 3:15 p.m. in EDS 103. Come to class having completed the regularly scheduled reading and/or writing activities outlined in the syllabus schedule and weekly modules on D2L.

Schedule: On Mondays, I post a D2L announcement outlining our readings and assignments for the week. These are based on the schedule in the syllabus, which you should refer to frequently to plan your time wisely. The Writing Center offers free organizational tools to help you do so.

Class Structure: For most classes, we will start with a review of the previous class or of the reading homework due that day. From there, I will give a brief lecture of new material and then we will engage in a class discussion or activity. In the days leading up to a major writing project, I also provide in-class writing time because I know you have responsibilities outside this class including other classes, jobs, and/or family matters.

Time Management: I provide as much in-class writing time as possible, so you don't complete major writing projects exclusively on your own time and you have many opportunities to ask questions, receive feedback, or otherwise seek help. To use this time as effectively as possible, come to class prepared to draft your projects (i.e. having completed the necessary reading, annotated the assignment prompt, bring writing materials or a charged device, etc.). The syllabus schedule and weekly D2L announcements will indicate when in-class writing time is scheduled.

Assessment: I use a form of Gameful Grading (see Course Assessment section below) so you can create your own learning path and take risks with your writing without fear of failure.

Feedback: I provide revision-based feedback on all your writing assignments submitted to D2L. This feedback is important not only to your learning, but also because your final project requires revisions of previous assignments.

Platforms: Please note that we will use two digital platforms in this course, D2L and Top Hat, as indicated in the Course Information section above. Top Hat holds your textbook, Writing Inquiry. D2L holds the rest of your course resources. It is your responsibility navigate these platforms regularly and expertly.

Applications: You should also set up your FREE access to Microsoft Office and Adobe Cloud during week 1 so you can complete all the writing assignments and multimodal projects. I highly recommend downloading Word to your device so you can work offline and access the application's full features. You can find the set-up instructions on D2L. Submit all assignments to D2L as Word .docx or PDF files (unless your project is a video or audio file).

The syllabus/schedule are subject to change.

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 and/or writing homework beforehand and bringing the required materials like a charged device for textbook access and notetaking.

Here's a brief list of responsibilities and tips for success:

1. **Successful students refer to the syllabus and schedule frequently throughout the semester.** The syllabus schedule is our foundational document that guides the course. You'll need it to plan your weeks effectively.
2. **Successful students attend class regularly.** Attendance matters! Really. In Fall 2023 and Spring 2024, 100% of my students with 6 or less absences passed the course. Students with 10 or more absences are significantly more likely to fail the course.
3. **Successful students communicate with their professors and peers regularly and respectfully.** This class is not a lecture course which means you'll be mostly discussing, writing, and collaborating with your peers to make progress toward your learning goals and major writing projects. Be respectful of everyone's ideas, even if you don't agree with them. If you miss class or have questions, reach out to your accountability buddy or other peers in the class to find out what you missed or answer your question. When possible, email your professors to let them know you're missing class in advance. Once you've reviewed the syllabus schedule, weekly D2L module, and talked with your peers about what you missed, email your professors with any remaining questions that you have.
4. **Successful students plan their weeks with organizational tools.** I highly recommend a planner. If that's not your style, the Writing Center offers free organizational tools that you might find useful.
5. **Successful students study effectively with techniques like practice testing and distributed practice.** This means using flashcards (practice testing) to help you learn new concepts and reviewing them weekly (distributed practice). It also means working on writing projects a little bit each day leading up to the due date (distributed practice). In other words, don't cram the night before!

Note: This information adapted from "Some Habits for Success in College" in *Writing Inquiry*, 3rd edition. For more information about each of these strategies, see your textbook in Top Hat.

Here's some additional tips for success that I highly recommend:

- **Accountability Buddy:** Find someone in the class to help you stay on track. This is someone you can text or email with questions about the class, reminders about deadlines, and even form a study/writing group with.
- **Annotate Assignment Prompts:** Annotate each assignment prompt to help you understand the requirements, give you a chance to ask questions about what's confusing, and use as a checklist to complete your writing projects.

The syllabus/schedule are subject to change.

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is labor-based. I use a form of Gameful Learning which promotes self-motivated learning, risk-taking, and engagement with the course materials over numerical grades. You can learn more about Gameful Learning [here](#).

Here's how it works. While some major projects are required, you choose the other assignments you want to complete. Each assignment is worth a certain number of points. You earn points by completing assignments. You will receive full credit for all assignments that you submit on time and that meet all the assignment requirements. You will not receive full points if you turn in an assignment late or if you do not meet all the assignment requirements (word count, number of sources, content requested in the prompt, etc.).

The only 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, fill out the [Extension Form](#) before the due date. *You will only lose points on a late assignment if you DO NOT fill out the Extension Form.* You will not lose points for a late assignment if you fill out the Extension form before the due date. (Note: This Extension Form is adapted from Dr. Rebecca Rowe's.)
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 in context Z, but you only define X and summarize context Z, 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.

The syllabus/schedule are subject to change.

I provide revision-based feedback on all your writing assignments submitted to D2L. 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. This feedback is important not only to your learning, but also because your final project (worth 40% of your final grade) requires revisions of previous assignments.

In sum, you’re graded on how much labor you put into the course. You decide which assignments to complete and how many to earn the grade you want. This should make the class less stressful because you are in control of your learning path and grade.

Note: You’re required to complete and submit the English 1301 Semester Portfolio (40 points). This portfolio asks you to submit revisions of previous assignments: Writing Histories & Your Goals Reflection (complete/incomplete), Narrating Your Literacies (10 points), Reading a Body’s Rhetoric (10 points), and 1 more of your choice. Thus, these assignments are required.

*My assessment approach is inspired by and adapted from Dr. Ashanka Kumari (TAMUC) and Dr. Rebecca Rowe’s (TAMUC) labor-based grading policies and syllabi.

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.

The syllabus/schedule are subject to change.

Writing Assignments	30 points
Writing Histories and Your Goals Reflection	<i>complete/incomplete</i>
Rhetorical Analysis Projects	5 points
Narrating Your Literacies	10 points
Pressured to Perform	5 points
Reading a Body's Rhetoric	10 points
English 1301 Semester Portfolio	40 points
Participation	30 points
Community Activities	10 points (total / 2 each)
Writing Activities	10 points (total / 2 each)
Top Hat Questions	10 points (total / 2.5 per unit)
TOTAL	100 points

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. **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.
5. **Semester Portfolio/Capstone Project:** You're required to complete and submit the English 1301 Semester Portfolio (40 points). This portfolio asks you to submit revisions of previous assignments: Writing Histories & Your Goals Reflection (complete/incomplete), Narrating Your Literacies (10 points), Reading a Body's Rhetoric (10 points), and 1 more of your choice. You're also required to submit reflections on these projects and the course as a whole.
6. **Community Activities:** Discussion boards and class notes (see D2L for details).
7. **Writing Activities:** (1) Preparing a Rhetorical Analysis in Top Hat; (2) Unit 1 project self-evaluation; (3) Unit 2 project peer review; (4) Unit 3 project self-evaluation; (5) Unit 4 project peer review
8. **Top Hat Questions:** Complete the "Before You Read" and "After You Read" questions in various readings throughout each unit. Complete all the questions for each reading for an entire unit to earn 2.5 points per unit.

The syllabus/schedule are subject to change.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

You must navigate and operate a word processing application (like Word, Google Docs, etc.), a cloud-based storage service (like Google Drive), D2L, your Leomail email, and Top Hat proficiently.

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.

The syllabus/schedule are subject to change.

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 ice breaker 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.

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.

The syllabus/schedule are subject to change.

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.

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”).

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/11centersDegreesPrograms/undergraduate/11.04.99.R0.02.pdf>.

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.

The syllabus/schedule are subject to change.

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>

The syllabus/schedule are subject to change.

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. ***There are not any legitimate uses of AI for this 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>

The syllabus/schedule are subject to change.

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/)

<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>

The syllabus/schedule are subject to change.

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>

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

ENGLISH 1301 Semester Outline Fall 2024	
Week #1: August 26–30	<i>Monday, August 26 is the first day of classes.</i>
Course Introduction	
Tuesday	
• In class: Discuss the syllabus, course objectives, and discuss student goal setting • In class: Assign Writing Histories and Establishing Goal Reflection (see Unit 1) • Writing Histories Reflection due at the end of Week 1: Friday, August 30	
Thursday	
• Before class: Read “A Brief Introduction to Unit 1”, “Why a Writing Course?”, “Being Transparent About Course Objectives, Learning Outcomes, and Student Goals”, and “Some Habits for Success in College” in Unit 1 and “Active Reading” and “Good Writing is Always Hard” in Unit 10.	
Week #2: September 2–6	<i>Observe Labor Day. Campus closed September 2.</i>
Unit 1	
Tuesday	
• Before class: Read “An Introduction to Rhetorical Analysis”, “Analyzing Written Texts”, “Analyzing Visual Texts” in Unit 1 • In class: Practice rhetorical analysis and assign Rhetorical Analysis Project	
Thursday	
• In class: Practice rhetorical analysis, annotate assignment prompt, work on projects • <i>Recommended: Attend office hours to address any questions/concerns and discuss your project plan & progress.</i>	

The syllabus/schedule are subject to change.

Week #3: September 9–13

Census Day is September 11.

Unit 1 Continued

Tuesday

- Before class: Read Hull, Shelton, and McKoy, “Dressed but Not to Impress” in Unit 1. Read “Anatomy of the Academic Essay” and “The Writing Center is YOUR Resource” from Unit 10. *Recommended: Book a session with The Writing Center for your rhetorical analysis project.*
- In class: Discuss thesis statements and topic sentences; work on rhetorical analysis assignments

Thursday

- In class: Review key terms, project self-evaluation, create revision plan
- Rhetorical Analysis Project due Monday, September 16

Week #4: September 16–20

Drop for nonpayment September 16.

Unit 2

Tuesday

- Before class: Read “A Brief Introduction to Unit 2” and “R. McShane “Literacy, Discourses, Sponsorship”
- In class: Rhetorical Analysis Presentations; Introduce literacy as a key concept

Thursday

- Before class: Read Malcolm X, “Learning to Read”
- In class: Watch Bosley literacy narrative, Discuss Malcom X and Bosley

The syllabus/schedule are subject to change.

Week #5: September 23–27

Unit 2 Continued

Tuesday

- Before class: Read bell hooks, “Confronting Class in the Classroom”
- In class: Discuss hooks, introduce Narrating Your Literacies assignment, annotate prompt

Thursday

- Before Class: Read “Definition of Literacy in the Digital Age”
- In class: Watch Sanchez and Fendelman, discuss reading and video, work on project

Week #6: September 30– October 4

Unit 2 Continued

Tuesday

- Before class: Read “Making Collaboration Worth It” in Unit 10
- In class: Draft Narrating Your Literacies project
- *Recommended: Attend office hours to discuss project questions and progress.*

Thursday

- Before class: Read “Peer Review” in Unit 10
- In class: Peer Review
- Narrating Your Literacies project due Monday, Oct. 7

Week #7: October 7 –11

Unit 3

Tuesday

- Before class: Read R. McShane “Code Switching, Code Meshing, and Tensions: A Brief Introduction to Unit 3” and Anzaldúa “How to Tame a Wild Tongue” in Unit 3.
- In class: Introduce code-switching and code-meshing, discuss readings

Thursday

- In class: Watch and discuss The Hamilton Mixtape, introduce “Pressure to Perform” assignment, annotate prompt

Week #8: October 14–18

Unit 3 Continued

Tuesday

- Before class: Read Young’s “So Black I’m Blue” and Wang, “I’m Chronically Ill and Afraid of Being Lazy”
- In class: Discuss readings, work on project

Thursday

- Before class: Read “Multimodal Writing” in Unit 10
- In class: Watch and analyze *Passing* in class together; work on Pressure to Perform project

Week #9: October 21–25

Mid-term grades due Monday, Oct. 21 at 5:00 pm.

Unit 3 Continued

Tuesday

- Before class: Read “Writing Genres (in) Context”
- In class: Continue working on Pressure to Perform project
- *Recommended: Attend office hours to discuss project progress.*

Thursday

- **NO CLASS**: Writing Day—work on Pressured to Perform Project and complete self-evaluation.
- *Recommended: Get help/feedback on your project at the Writing Center.*
- **Pressured to Perform project due Monday, Oct. 28.**

Week #10: October 28–November 1

Unit 4

Tuesday

- Before class: Read B. McShane “A Brief Introduction to Unit 4” and Knoblauch “Bodies of Knowledge”
- In class: Introduce embodiment and review rhetoric and other key terms; discuss readings

Thursday

- Before class: Read Carter, “Living Inside the Bible (Belt)”
- In class: Discuss Carter, introduce Reading the Body’s Rhetoric assignment, annotate prompt

The syllabus/schedule are subject to change.

Week #11: November 4–8

Unit 4 Continued

Tuesday, VOTING DAY

- Before class: Read *Dreams & Nightmares*, Introduction & Prologue
- **CLASS ONLINE ONLY (D2L DISCUSSION)**: Discuss reading, work on project
- **EXTRA CREDIT**: Picture of “I Voted” sticker

Thursday

- Before class: Read *Dreams & Nightmares*, Ch. 1 and 2
- In class: “Activity: Embodied Rhetoric Presentation,” discuss reading, work on project

Week #12: November 11–15

Unit 4 Continued

Tuesday

- Before class: Read *Dreams & Nightmares*, Ch. 3-end
- In Class: Discuss reading, work on project

Thursday

- Before class: Review “Making Collaboration Worth It” and “Peer Review” in Unit 10
- In class: Peer Review
- **Reading a Body’s Rhetoric project due Monday, Nov. 18.**

The syllabus/schedule are subject to change.

Week #13: November 18–22

Capstone

Tuesday

- In class: Review key terms and concepts, introduce Capstone Assignment, annotate prompt, revision workshop 1
- *Recommended: Attend office hours to go over any questions/concerns with project.*

Thursday

- In class: Revision workshop 2
- *Recommended: Visit the Writing Center to get help/feedback on project.*

Week #14: November 25–29

Thanksgiving Break Nov. 27-29. Campus Closed.

Capstone Continued

Tuesday

- In class: Revision workshop 3
- *Recommended: Visit the Writing Center to get help/feedback on project.*

Week #15: December 2–6

Last Day of Classes December 6.

Capstone Continued: Last Week of Class

Tuesday

- In class: Revision workshop 4
- *Recommended: Visit the Writing Center to get help/feedback on project.*

Thursday (Last Day of Class)

- Before class: course evaluations (see Leomail email)
- In class: Work on Capstone project
- *Recommended: Visit the Writing Center to get help/feedback on project.*

The syllabus/schedule are subject to change.

Week #16: December 9–13

*Finals Week. No regular classes held.
Final Grades due Monday, Dec. 16 at 5:00 p.m.*

Finals Week

Capstone Project due Monday, Dec. 9.

Recommended: Attend The Learning Showcase Wednesday, May 8 from 3-5 p.m. in Rayburn Student Center (2nd Floor). You'll see the kind of research you'll do in ENG 1302.

The syllabus/schedule are subject to change.