



**English 1301, P0E**  
**College Reading and Writing**  
COURSE SYLLABUS: Fall 2024

**INSTRUCTOR INFORMATION**

Instructor: Elizabeth Joslin  
Office Location: EDS 222  
Office Hours: T & R 11am-12:30pm  
University Email Address: Elizabeth.Joslin@tamuc.edu  
Communication Response Time: 24-48 hours during the business week.

**COURSE INFORMATION**

**Textbook(s) Required:** For this course, we will be using a platform called Top Hat that is included through A&M-Commerce's Inclusive Access fee that was charged to your bursar account when you registered for this course. **You will not need to make any additional purchases.** Top Hat will be accessible through our course shell in D2L. While you will receive an email about being able to opt out of this inclusive access, Top Hat is required for the course.

To gain access to Top Hat, you will create an account using your LeoMail (university email) when you receive an email from the campus bookstore. Be on the lookout for this email at the start of the semester. If you have any issues with Top Hat, you should contact **support@tophat.com**.

To join Top Hat, you must click on the *Top Hat* link in your D2L course on a web browser. A Deep Link or the Top Hat launch link should be in the "Content" menu. Upon being re-directed to Top Hat, you can create an account if you are new to Top Hat or log in if you have an existing account. ***Please follow your teacher's specific directions and report any access issues immediately.***

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

Johnson, Gavin P., Ashanka Kumari, Emily Littlejohn, Brian McShane, and Rachel McShane, Eds. *Writing Inquiry* [2023 edition]. Top Hat.

**Software Required:**

- D2L

*The syllabus/schedule are subject to change.*

- 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.

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## **Instructional Methods**

This course is a face to face course, meeting at Commerce High School. We will meet in person on Mondays and Wednesdays; Fridays will be completed through D2L. During CHS holidays, classes will be held through D2L.

This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences. Students will write weekly, including such texts as journals, reading response logs, summaries of argumentative texts, argumentative papers, and longer papers integrating secondary research. Activities include close reading of sample texts, both student and professional. Some sections will emphasize special topics in both reading and writing. Prerequisites: TSI Complete

## **COURSE REQUIREMENTS**

### **Student Responsibilities or Tips for Success in the Course**

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

If a student has any issues with materials, assignments, or anything related to the course, please reach out to me in-class or via email.

## **COURSE ASSESSMENT**

As an instructor, my approach to classroom assessment is mostly focused on essay submissions. I assess essays based on rubrics provided with the writing assignment guidelines. Feedback on essay submissions will occur through written feedback on the writing assignment and rubric. On rough drafts, shorter assignments, and in-class assignments, you will receive feedback orally or through writing. I will attempt to return all formal assignments within two weeks

Midterm and final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

*The syllabus/schedule are subject to change.*

D = 60%-69%  
F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

|   |                            |
|---|----------------------------|
| <b>Writing Assignments</b>                  | <b>40%</b>                 |
| 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%                        |
| <b>English 1301 Semester Portfolio</b>      | <b>40%</b>                 |
| <b>Writing Activities</b>                   | <b>20%</b>                 |
| <b>TOTAL</b>                                | <b>100%</b>                |

### Assignments

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

## TECHNOLOGY REQUIREMENTS

### Minimal Technical Skills Needed

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, TopHat, and Microsoft Office.

### 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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

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[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](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](mailto: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

**Submissions:** Submit all formal assignments through D2L and **submit a printed copy to the instructor on the due date.** Late work is not acceptable. If students will struggle to meet a deadline, they need to contact the instructor at least 24 hours before the deadline.

**Attendance:** In-person class meetings are a requirement, and absences will be documented. Students who have more than 4 unexcused absences will need to speak with the instructor, and students are subject to drop a letter grade if they have 4 or more unexcused absences. Students should be on time to class, and if the students will miss class for a school event, they should communicate with the instructor ahead of time.

**Correspondence:** Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 hours provided the correspondence follows the requirements listed below. On Saturday and Sunday, I will check my email by 8am, but I may not check it again until the next morning. Students are encouraged to check university email daily.

**Cellphones:** Students' cellphones should be in their backpack or pocket for the entirety of the class period. Students who access their phone will be warned, but if it is continually an issue, the instructor will contact the student's assistant principal

### Interaction with Instructor Statement

All emails from students should include:

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- Course name and subject in the subject line (ex. ORGL 3322 – Posttest)
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email

## **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](mailto: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](mailto: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).  
<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.

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## **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](#)

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<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](mailto: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.

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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](http://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](mailto: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.

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- **Visit Us!** We'd love to meet you in-person!
  - Waters Library Research Office: Second Floor, Room 213
  - Waters Library University Archives: 4<sup>th</sup> 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](mailto: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**

| Week          | Topic  | Homework Due  |
|---------------|--|---|
| <b>Week 1</b> | <p style="text-align: center;">Introduction to the Course<br/>&amp; Unit 1</p> <p>M: Discuss important syllabus policies. Demonstrate navigation of D2L and Top Hat.</p> <p>W: Discuss readings in class; introduce semester glossary activity (Unit 10)</p> | <p>M: Check Leomail email and access D2L course shell. Read syllabus. Set up Top Hat access to Writing Inquiry 3-edition textbook.</p> <p>W: Before class, read “A Brief Introduction to Unit 1” and “Why a Writing Course?” in Unit 1 and “Active Reading”</p> |

*The syllabus/schedule are subject to change.*

|               |  |   |
|---------------|--|---|
|               |  | and “Good Writing is Always Hard Work” in Unit 10.<br><br>F: Read “Being Transparent About Course Objectives, Learning Outcomes, and Student Goals” and “Some Habits for Success in College” in Unit 1.                                     |
| <b>Week 2</b> | Unit 1<br><br>M: No Class – Labor Day<br><br>W: Review Readings; go over “Sample Rhetorical Analysis” in class together<br><br>F: Review key terms; discuss reading; go over “Sample Analysis of a non-profit Advertisement” together in class                                 | M: No Class<br><br>W: Read “An Introduction to Rhetorical Analysis” and “Analyzing Written Texts” in Unit 1<br><br>F: Read “Analyzing Visual Texts” in Unit 1<br>Writing Assignment: Writing Histories and Your Goals Reflection <b>DUE</b> |
| <b>Week 3</b> | Unit 1<br><br>M: Review Rhetorical concepts; discuss how they apply to Hull, Shelton, and McKoy<br><br>W: Introduce “Writing Assignment: Rhetorical Analysis”; allow students to work in class<br><br>F: Allow students to do in-class work for Rhetorical Analysis Assignment | M: Read Hull, Shelton, and McKoy, “Dressed but Not to Impress” in Unit 1.<br><br>W: No homework<br><br>F: Work on Rhetorical Analysis   |
| <b>Week 4</b> | Unit 1/ Unit 2<br><br>M: In-Class presentation of rhetorical analysis project  | M: Come to class prepared to present Rhetorical Analysis project  |

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|  |  |   |
|--|--|---|
|  | <p>W: BUFFER DAY—if needed, use this day to continue presentations OR work on Individual component</p> <p>F: Discuss key concepts and readings for Unit 2 (Literacy, Discourses, Sponsorship); do “Activity” at the end of the article in class together</p>   | <p>W: No homework</p> <p>F: Read “A Brief Introduction to Unit 2” and R. McShane “Literacy, Discourses, Sponsorship” in Unit 2</p>  |
| <p><b>Week 5</b></p> <p><b>WRITING ASSIGNMENT: RHETORICAL ANALYSIS PART 1 DUE 9/29, 11:59 P.M.</b></p> | <p>Unit 2</p> <p>M: Review key terms. Discuss reading and how the key terms apply to Malcom X’s writing. Introduce “Writing Assignment: Narrating Your Literacies” in class</p> <p>W: Review key terms. Discuss how they apply to reading</p> <p>F: Review key terms. Discuss how they apply to Sanchez and Fendleman and <i>Faces of Courage</i>.</p> | <p>M: Read Malcolm X, “Learning to Read” and watch Bosley literacy narrative in Unit 2</p> <p>W: <b>OPTION A:</b>Read hooks “Confronting Class in the Classroom” in Unit 2</p> <p><b>OPTION B:</b> Read Green “My Uncle’s Guns” in Unit 2</p> <p>F: Read/watch Sanchez and Fendleman; look over <i>Faces of Courage</i>; read “Definition of Literacy in the Digital Age” in Unit 2</p> |
| <p><b>Week 6</b></p>   | <p>Unit 2</p> <p>M: Allow Students time to brainstorm, outline, and/or draft Literacy Narrative in class</p> <p>W: In class peer review of Literacy Narrative</p>  | <p>M: Read “Rhetorical Grammar” in Unit 10</p> <p>W: Read “Making Collaboration Work” and “Peer Review” in Unit 10; Bring in draft of Literacy Narrative</p>  |

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|  |   |  |
|--|---|--|
|  | F: BUFFER DAY/Out of Class Conferences  | F: No Homework   |
| <b>Week 7</b>  | Unit 3  |  |
| <b>WRITING ASSIGNMENT: NARRATING YOUR LITERACIES DUE 10/13, 11:59 P.M.</b> | <p>M: BUFFER DAY/Out of Class Conferences</p> <p>W: Review key terms. Discuss readings.</p> <p>F: Review key terms. Discuss how they apply. Watch “The Hamilton Mixtape: Immigrants (We Get the Job Done)”</p>  | <p>M: No homework</p> <p>W: Read R. McShane “Code Switching, Code Meshing, and Tensions: A Brief Introduction to Unit 3” in Unit 3</p> <p>F: Read Anzaldúa “How to Tame a Wild Tongue” in Unit 3.</p>  |
| <b>Week 8</b>  | Unit 3  |  |
|  | <p>M: Review key terms and discuss how they apply to Young’s article; introduce “Writing Assignment: Pressured to Perform”</p> <p>W: Review key terms, discuss how they apply to Wang’s article</p> <p>F: <b>OPTION A</b> Introduce <i>Preacher’s Kid</i> in class; discuss “Multimodal Writing” reading</p> <p><b>OPTION B</b><br/>Watch Reed and Rosenberg-Lee’s <i>Passing</i> in class ; discuss “Multimodal Writing” reading</p> | <p>M: Read Young’s “So Black I’m Blue” in Unit 3</p> <p>W: Read Wang, “I’m Chronically Ill and Afraid of Being Lazy” from Unit 3</p> <p>F: <b>OPTION A:</b> Listen to/analyze <i>Preacher’s Kid</i> in class together; Read “Multimodal Writing” in Unit 10</p> <p><b>OPTION B:</b> Watch and analyze <i>Passing</i> in class together; Read “Multimodal Writing” in Unit 10</p> |
| <b>Week 9</b>  | Unit 3/ Unit 4  |  |
|  | M: Allow students to work on “Pressured to Perform” assignment in class   | M: No homework   |

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|   |   |   |
|---|---|---|
|   | <p>W: Discuss readings and introduce Unit 4</p> <p>F: Continue discussing readings from Wed; do “Embodied Rhetoric Presentation” activity in class</p>  | <p>W: Read B. McShane “A Brief Introduction to Unit 4” and Knoblauch “Bodies of Knowledge” in Unit 4</p> <p>F: No homework</p>  |
| <p><b>Week 10</b></p> <p><b>WRITING ASSIGNMENT: PRESSURED TO PERFORM DUE 11/3, 11:59 P.M.</b></p> | <p>Unit 4</p> <p>M: Discuss key terms and how they apply to Carter’s article</p> <p>W: Discuss key terms and how they apply to reading.</p> <p>F: Introduce <i>Dreams and Nightmares</i>, discuss reading</p> | <p>M: Read Carter, “Living Inside the Bible (Belt)” in Unit 4</p> <p>W: Read Measel, “Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House”</p> <p>F: Read <i>Dreams and Nightmares</i>, Introduction and Prologue</p> |
| <b>Week 11</b>  | <p>Unit 4</p> <p>M: Discuss reading</p> <p>W: Discuss readings</p> <p>F: Discuss readings</p>   | <p>M: Read <i>Dreams and Nightmares</i> Chapter 1</p> <p>W: Read <i>Dreams and Nightmares</i>, first half of Chapter 2 (Stop at “Mexico City”)</p> <p>F: Read <i>Dreams and Nightmares</i>, finish Chapter 2</p>                        |
| <b>Week 12</b>  | <p>Unit 4</p> <p>M: Discuss readings; Introduce “Writing Assignment: Reading a Body’s Rhetoric”</p> <p>W: Discuss readings.</p> <p>F: Discuss Readings</p>  | <p>M: Read <i>Dreams and Nightmares</i>, first half of Chapter 3 (stop at “My Two Birthday Parties”)</p> <p>W: Read <i>Dreams and Nightmares</i>, Finish Chapter 3</p>  |

The syllabus/schedule are subject to change.

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|--|--|--|
|  |  | F: Finish <i>Dreams and Nightmares</i>   |
| <b>Week 13</b>   | <p>Unit 4</p> <p>M: In-Class check-in/work on Writing Assignment</p> <p>W: Peer Review of “Reading a Body’s Rhetoric”</p> <p>F: No Class—Thanksgiving Break</p>                        | <p>M: Review “Making Collaboration Work” and “Peer review” in Unit 10</p> <p>W: Bring in a draft of “Reading a Body’s Rhetoric”</p> <p>F: No Class—Thanksgiving Break</p>              |
| <b>Week 14</b>   | <p>M: Introduce Capstone Assignment; allow students to work on assignments as needed</p> <p>W: In class work on capstone assignment</p> <p>F: In class work on capstone assignment</p> | <p>M: No homework—in class work on assignments as needed</p> <p>W: No homework—in class work on assignments as needed</p> <p>F: No homework—in class work on assignments as needed</p> |
| <b>Week 15</b>   | <p>M: In class work on capstone assignment</p> <p>W: In class work on capstone assignment</p> <p>F: Class wrap up day; In class work on capstone assignment</p>                        | <p>M: No homework—in class work on assignments as needed</p> <p>W: No homework—in class work on assignments as needed</p> <p>F: No homework—in class work on assignments as needed</p> |
| <p><b>Week 16</b><br/><b>FINALS WEEK</b></p> <p><b>CAPSTONE ASSIGNMENT DUE: 12/9, 11:59 P.M.</b></p> | <p>No regular classes—attend only your final exam times.</p>   | <p><b>CAPSTONE ASSIGNMENT DUE 12/9, 11:59 P.M.</b></p>   |

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