



English 1301, P1E
College Reading and Writing
COURSE SYLLABUS: FALL 2024

INSTRUCTOR INFORMATION

Instructor: Melissa Kamp

Office Location: Community High School, Room 219

Office Hours: Tuesday - 4:30pm-5:00pm; Wednesday - 4:30pm-5:30pm;
Thursday - 4:30pm-5:30pm

University Email Address: melissa.kamp@tamuc.edu

Communication Response Time: 24-48 hours during the 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.

The join code for our course section is 739230

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](#).*

The syllabus/schedule are subject to change.

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 is a face-to-face dual credit course. To accommodate Community High School's schedule, we will meet during Community High School's 2nd period, Monday through Thursday. Two of those days will serve as a study hall while the other two days will be instructional days. There will be a digital activity or discussion on Fridays. This class will incorporate discussion and group work. Participation is required in order to be successful.

COURSE REQUIREMENTS

Tips for Success in the Course

Communicate: Be sure to utilize your Commerce email account to communicate with me. If you are going to miss class, are struggling with an assignment, etc. send me an email. Do not email me using either of our Community ISD email addresses. All communication should come through our Commerce email accounts.

Attendance: You need to be in class in order to participate. If you must miss a class, please communicate in advance and provide documentation for your absence. Remember that Community High School has a separate attendance policy for their Dual Credit Program.

Syllabus: Refer to the syllabus often and use it when planning your homework schedule. Make sure to complete reading assignments before you come to class and that you keep track of when major assignments are due.

Utilizing Supports: Attend office hours if you have questions or need assistance with any of your work. I also highly encourage you to take advantage of the Writing Center for your longer writing assignments.

COURSE ASSESSMENT

For major writing assignments, a rubric specific to the assignment will be utilized. Expect a two-week turn-around for grading on these larger assignments. Smaller scale assignments should be graded within a week of submission and some will be scored based on percentages, contributions, and/or completion.

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%

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F = 59% or Below

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

Writing Assignments	45%
Writing Histories and Your Goals Reflection	5%
Rhetorical Analysis Projects	10%
Narrating Your Literacies	10%
Pressured to Perform	10%
Reading a Body's Rhetoric	10%
English 1301 Semester Portfolio	30%
Writing Activities/Participation/Discussions	15%
Top Hat Questions	10%
<hr/>	
TOTAL	100%

Assignments

Writing Histories and Your Goals Reflection: A short reflective piece that looks at your personal experiences with writing, your interpretation of the course outcomes, and your goals for the course.

Rhetorical Analysis Projects: This project contains two parts—a group project and an individual essay. For the group project, create a multi-modal advertisement that utilizes at least 2 rhetorical appeals. Consider your audience supportive. For the second part, individually write a 1-2-page, double-spaced essay arguing that the rhetorical appeals in your advertisement successfully (or unsuccessfully) persuaded the target audience.

Narating Your Literacies: For this assignment, you will create your own short Literacy Narrative. Identify a discourse you are a part of, and what knowledge, skills, or things you need to be a part of that discourse. Then talk about people, places, things, or events that helped you become a part of that group.

Pressured to PerforT: For this project, think about a time you felt pressured to perform. What did you think you needed to change about yourself? What was the tension? Think critically and deeply about it—why was that tension even there in the first place? Was it systemic oppression? Social expectations? A crowd you wanted to fit in with? A blend of ideas? How did you respond?

Reading a Body's Rhetoric: Choose between one of the following options: (A) In a short composition, tell the story of your body. Consider what events have shaped you

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and contributed to who you are, etc.; or (B) In a short composition, analyze the way a piece of media (news report, political speech, meme, advertisement) "reads" a body.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students need to be able to utilize a word processing program, presentation software, and be able to navigate both the LMS and TopHat.

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance Policy

The syllabus/schedule are subject to change.

Students who attend and participate regularly and actively have the best chance of doing well in this class. You are responsible for all material covered on any missed class days. I understand that Dual Credit students sometimes have campus obligations, and I am willing to work with you. You must notify me ahead of time about any scheduling conflicts. Dealing with it the day of or after the fact is not an option. Be prepared to provide written verification from a teacher or coach if necessary. In composition, attendance is essential to harness excellent writing skills that will be useful to you throughout your academic career. Students are expected to be present for each class session; however, sickness and special circumstances occasionally arise. If you must be absent, you are expected to be prepared for class like those present at the previous class session. Please consult D2L for assignments and contact a fellow student for class notes and discussion information. Chronic absences will be dealt with on an individual basis. In accordance with college policy, some chronic absences will result in failure of the course.

Unplanned emergencies do occur. If an emergency does occur, it is the student's responsibility to contact the instructor as soon as possible. If you know in advance that you will be absent, you should contact the instructor and discuss arrangements to avoid falling behind in class.

Please be aware of the Community High School Dual Credit Attendance Policy - no more than five absences are allowed per semester.

Late Work Policy

As a general rule, I do not accept late work. Each student, however, will have two opportunities to turn in an assignment late (up to two days) from the "Top Hat Questions" or "Writing Activities/Participation/Discussion" categories. This must be requested in via email and should be used wisely. This provides for internet/computer issues and/or conflicts with high school activities.

If you are absent on a due date, your work is still due; please submit it through D2L. If a hard copy is required, you may either send it with a friend or bring it yourself later only if you have submitted it through D2L no later than the start of class on the due date. Otherwise, it will be viewed as late work and not accepted. Please understand that missing class does not entitle you to extra time to turn in work. This is not a high school course, and your high school makeup work policy does not apply. Arrangements to submit written work late must be made in advance with the instructor.

All assignments have a due date and time in D2L. Access to the work and the ability to turn in the work is LOCKED at a designated time. If you wait until the last minute to submit your work, you run the risk of encountering internet issues, and your work may not submit in time.

In the event of bad weather and/or school closings, refer to D2L for assignments and announcements.

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Student Conduct

Respect the class. All students are expected to participate in class and small group discussions, and all students are expected to behave maturely and respectfully. Disruptive behavior will not be tolerated. Any student who disrupts the class or interferes with classroom instruction or discussion will be asked to leave the class and not receive credit for attendance.

Additionally, by consistently engaging with electronic devices during class, you are actively disrespecting your classmates and me. I reserve the right to request that you put away the device. If you refuse or continue to use the device, I reserve the right to ask that you leave the class, and you will be counted absent. Habitual or chronic use of devices during lecture or group participation activities not designed to involve the use of devices may result in your participation grade lowering.

Be prepared: It is very important that you bring your books and supplies to class each time we meet. If you do not have your materials, you cannot participate fully in class; therefore, you will not receive class credit any time you fail to bring the necessary supplies.

Cell phones: Cell phones are to be silenced in the classroom. All phone conversations should occur outside the classroom. DO NOT read or send text messages during class. Students should give their full attention to learning for the time we are in the classroom. Using a cell phone for any reason during class disrespects the professor and your classmates.

Put away all personal electronic devices. Do not wear earbuds or headphones during class unless you ask permission. When we are working on independent assignments, I may allow you to listen to your music. However, you must use your earbuds/headphones, and the volume must be low enough that no one else can hear your music. If you use your devices without permission, you will be asked to leave the room and will be counted absent.

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").

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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).

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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

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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/rulesProcedure/s/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

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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 hirealio@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:

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COURSE OUTLINE / CALENDAR

ENG 1301 Semester Schedule MWF Fall 2024			
Week	Date	Topic	Homework Due
Week 1	8/27 (T) — First Day of Class	Introduction to the Course & Unit 1 T: Discuss important syllabus policies. Demonstrate navigation of D2L and Top Hat.	T: Check Leomail email and access D2L course shell. Read syllabus. Set up Top Hat access to Writing Inquiry 3 rd edition textbook.
	8/29 (Th)	Th: Discuss readings in class; introduce semester glossary activity (Unit 10)	Th: Before class, read “A Brief Introduction to Unit 1” and “Why a Writing Course?” in Unit 1 and “Active Reading” and “Good Writing is Always Hard Work” in Unit 10.
	8/30 (F)	F: Discuss readings, annotation activities, introduce “Writing Assignment: Writing Histories and Your Goals Reflection”, allowing time for Brainstorming in class	F: Read “Being Transparent About Course Objectives, Learning Outcomes, and Student Goals” and “Some Habits for Success in College” in Unit 1.
Week 2	9/3 (T)	Unit 1 T: Finish Writing Assignment	T: Finish Writing Assignment
WRITING ASSIGNMENT: WRITING			

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<p>HISTORIES AND YOUR GOALS REFLECTION DUE 9/3, 11:59 P.M.</p>	<p>9/5 (Th) 9/6 (F)</p>	<p>Th: Review Readings; go over “Sample Rhetorical Analysis” in class together F: Review key terms; discuss reading; go over “Sample Analysis of a non-profit Advertisement” together in class</p>	<p>Th: Read “An Introduction to Rhetorical Analysis” and “Analyzing Written Texts” in Unit 1 F: Read “Analyzing Visual Texts” in Unit 1 Writing Assignment: Writing Histories and Your Goals Reflection DUE</p>
<p>Week 3</p>	<p>9/10 (T) 9/12 (Th) 9/13 (F)</p>	<p>Unit 1 T: Review Rhetorical concepts; discuss how they apply to Hull, Shelton, and McKoy Th: Introduce “Writing Assignment: Rhetorical Analysis”; allow students to work in class F: Allow students to do in-class work for Rhetorical Analysis Assignment</p>	<p>T: Read Hull, Shelton, and McKoy, “Dressed but Not to Impress” in Unit 1. Th: No homework F: Work on Rhetorical Analysis</p>
<p>Week 4</p>	<p>9/17 (T) 9/19 (Th)</p>	<p>Unit 1/ Unit 2 T: In-Class presentation of rhetorical analysis project Th: BUFFER DAY—if needed, use this day to continue presentations OR work on Individual component F: Discuss key concepts and readings for Unit 2</p>	<p>T: Come to class prepared to present Rhetorical Analysis project Th: No homework F: Read “A Brief Introduction to Unit 2”</p>

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	9/20 (F)	(Literacy, Discourses, Sponsorship); do “Activity” at the end of the article in class together	and R. McShane “Literacy, Discourses, Sponsorship” in Unit 2
Week 5 WRITING ASSIGNMENT: RHETORICAL ANALYSIS PART 1 DUE 9/29, 11:59 P.M.	9/24 (T)	Unit 2 T: Review key terms. Discuss reading and how the key terms apply to Malcom X’s writing. Introduce “Writing Assignment: Narrating Your Literacies” in class	T: Read Malcolm X, “Learning to Read” and watch Bosley literacy narrative in Unit 2
	9/26 (Th)	Th: Review key terms. Discuss how they apply to reading	Th: OPTION A: Read hooks “Confronting Class in the Classroom” in Unit 2 OPTION B: Read Green “My Uncle’s Guns” in Unit 2
	9/27 (F)	F: Review key terms. Discuss how they apply to Sanchez and Fendleman and <i>Faces of Courage</i> .	F: Read/watch Sanchez and Fendleman; look over <i>Faces of Courage</i> ; read “Definition of Literacy in the Digital Age” in Unit 2
Week 6	10/1 (T)	Unit 2 T: Allow Students time to brainstorm, outline, and/or draft Literacy Narrative in class	T: Read “Rhetorical Grammar” in Unit 10
	10/3 (Th)	Th: In class peer review of Literacy Narrative	Th: Read “Making Collaboration Work” and “Peer Review” in Unit 10; Bring in draft of Literacy Narrative
	10/4 (F)	F: BUFFER DAY/Out of Class Conferences	F: No Homework

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<p style="text-align: center;">Week 7</p> <p style="text-align: center;">WRITING ASSIGNMENT: NARRATING YOUR LITERACIES DUE 10/13, 11:59 P.M.</p>	<p>10/8 (T)</p> <p>10/10 (Th)</p> <p>10/11 (F)</p>	<p style="text-align: center;">Unit 3</p> <p>T: BUFFER DAY/Out of Class Conferences</p> <p>Th: 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>T: No homework</p> <p>Th: 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>
<p style="text-align: center;">Week 8</p>	<p>10/15 (T)</p> <p>10/17 (Th)</p> <p>10/18 (F)</p>	<p style="text-align: center;">Unit 3</p> <p>T: Review key terms and discuss how they apply to Young’s article; introduce “Writing Assignment: Pressured to Perform”</p> <p>Th: Review key terms, discuss how they apply to Wang’s article</p> <p>F: OPTION A Introduce <i>Preacher’s Kid</i> in class; discuss “Multimodal Writing” reading</p> <p>OPTION B Watch Reed and Rosenberg-Lee’s <i>Passing</i> in class ; discuss “Multimodal Writing” reading</p>	<p>T: Read Young’s “So Black I’m Blue” in Unit 3</p> <p>Th: Read Wang, “I’m Chronically Ill and Afraid of Being Lazy” from Unit 3</p> <p>F: OPTION A: Listen to/analyze <i>Preacher’s Kid</i> in class together; Read “Multimodal Writing” in Unit 10</p> <p>OPTION B: Watch and analyze <i>Passing</i> in class together; Read “Multimodal Writing” in Unit 10</p>
<p style="text-align: center;">Week 9</p>	<p>10/22 (T)</p>	<p style="text-align: center;">Unit 3/ Unit 4</p> <p>T: Allow students to work on “Pressured to Perform”</p>	<p>T: No homework</p>

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		assignment in class Th: Discuss readings and introduce Unit 4 F: Continue discussing readings from Wed; do “Embodied Rhetoric Presentation” activity in class	Th: Read B. McShane “A Brief Introduction to Unit 4” and Knoblauch “Bodies of Knowledge” in Unit 4 F: No homework
Week 10 WRITING ASSIGNMENT: PRESSURED TO PERFORM DUE 11/3, 11:59 P.M.	10/24 (Th) 10/25 (F) 10/29 (T) 10/31 (Th) 11/1 (F)	Unit 4 T: Discuss key terms and how they apply to Carter’s article Th: Discuss key terms and how they apply to reading. F: Introduce <i>Dreams and Nightmares</i> , discuss reading	T: Read Carter, “Living Inside the Bible (Belt)” in Unit 4 Th: Read Measel, “Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House” F: Read <i>Dreams and Nightmares</i> , Introduction and Prologue
Week 11	11/5 (T) 11/7 (Th) 11/8 (F)	Unit 4 T: Discuss reading Th: Discuss readings F: Discuss readings	T: Read <i>Dreams and Nightmares</i> Chapter 1 Th: Read <i>Dreams and Nightmares</i> , first half of Chapter 2 (Stop at “Mexico City”) F: Read <i>Dreams and Nightmares</i> , finish Chapter 2
Week 12	11/12 (T)	Unit 4 T: Discuss readings; Introduce “Writing	T: Read <i>Dreams and Nightmares</i> , first half of

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	11/14 (Th)	Assignment: Reading a Body's Rhetoric" Th: Discuss readings.	Chapter 3 (stop at "My Two Birthday Parties") Th: Read <i>Dreams and Nightmares</i> , Finish Chapter 3
	11/15 (F)	F: Discuss Readings	F: Finish <i>Dreams and Nightmares</i>
Week 13	11/19 (T)	Unit 4 T: In-Class check-in/work on Writing Assignment	T: Review "Making Collaboration Work" and "Peer review" in Unit 10
	11/21 (Th)	Th: Peer Review of "Reading a Body's Rhetoric"	Th: Bring in a draft of "Reading a Body's Rhetoric"
	11/22 (F)—Thanksgiving Break	F: Introduce Capstone Assignment; allow students to work on assignments as needed	F: No homework—in class work on assignments as needed
Week 14	11/26 (T)	T: Students to work on assignments as needed	T: No homework—in class work on assignments as needed
	11/28 (Th) — Thanksgiving Break	Th: No Class — Thanksgiving Break F: No Class — Thanksgiving Break	Th: No Class — Thanksgiving Break F: No Class — Thanksgiving Break

The syllabus/schedule are subject to change.

	11/29 (F) — Thanksgiving Break		
Week 15	12/3 (T) 12/5 (Th) 12/7 (F) — Finals	T: In class work on capstone assignment Th: In class work on capstone assignment F: No regular classes—attend only your final exam times.	T: No homework—in class work on assignments as needed Th: No homework—in class work on assignments as needed F: No homework—in class work on assignments as needed
Week 16 FINALS WEEK CAPSTONE ASSIGNMENT DUE: 12/12, 11:59 P.M.	12/7 – 12/13	No regular classes—attend only your final exam times.	CAPSTONE ASSIGNMENT DUE 12/12, 11:59 P.M.

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