English 1301, 01W
College Reading and Writing
COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Rachel Harsin (she/her/hers)
Office Hours: Monday 12 - 3 pm (online)
University Email Address: Rachel.Harsin@tamuc.edu
Communication Response Time: Within 48 hours on weekdays

COURSE INFORMATION

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

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

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

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

Johnson, Gavin P., Ashanka Kumari, Emily Littlejohn, Brian McShane,

and Rachel McShane, Eds. *Writing Inquiry* [2023 edition]. Top Hat.

Software Required:
- D2L

- Top Hat
- LeoMail
- A word processing program: *Students have free access to Office 365.*

Course Description

ENGL 1301: College Reading and Writing. Three semester hours. Introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument and means to approaching multiple audiences. In 1301 students will write weekly and will work on essay organization and development. The course will emphasize close reading, summarizing, and analysis of expository texts, including student writing.

Core Curriculum Course Objectives

- **Critical Thinking Skills**: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making.

English 1301 Learning Outcomes

- **Define** important terms/concepts including, but not limited to, literacy, sponsor, code-switching, code-meshing, embodiment, and writing processes;
- **Discuss** the ways these terms expand based on cultural and communicative practices;
- **Examine** scholarly, personal, and/or multimodal course texts that detail varying understandings and applications of key terms/concepts;
- **Develop** writing processes that allow for personal exploration of key terms/concepts;
- **Engage** in collaboration that supports individualized and communal understanding and writing development;
- **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), practices, styles, and/or languages;
- **Compose** texts across different genres and media of writing that further expand key terms/concepts based on personal experiences and engagement with important course texts;
- **Reflect** on your writing experiences and literacy practices;
- **Design** individualized learning goals appropriate for a first-year writing course; and

● **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

Instructional Methods

This course is an online course, and as such there is no in-person component to it. There will not be any mandatory meetings of any kind. This course will not be lecture based, but discussion based. Every person has different knowledge than everyone else because we all have lived different lives and have different cultures, memories, and perspectives. We will be sharing our knowledges to build a community in our classroom that encourages teamwork, communication, and personal responsibility. As we share knowledges and discuss our readings from multiple perspectives, we will develop our critical thinking skills. This is also a writing course, so there will be plenty of writing – and opportunities for other modes of composition as we expand our knowledge and literacies.

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

★ With every course, it is your responsibility to ensure you keep up with the readings and coursework, but with an online course, without a class to attend regularly to remind you to do the readings and classmates you see in person and talk to about the assignments, personal motivation and responsibility become even more important. There will be weekly readings, discussions, and assignments, and then there will be major assignments. There are deadlines. If you get behind, you can work with me (the professor) to catch up, but it is extremely difficult to do so. Do your best to turn things in on time. If they are a couple hours late, then so be it. Just do your best and do not let things pile up. I promise that you will *not* be able to do the final three major assignments and the final portfolio in the last couple of weeks. Do *not* put yourself in that situation.

★ Communicate with me! If you are having any type of issue in the class, whether that is reading comprehension, understanding assignments, or getting assignments done on time, please come to me about it. If you need an extension for anything, communicate with me about it before the assignment is due so that you do not lose any credit for it. If you email me, I will generally respond within a day.

★ I will have virtual office hours every Monday from noon to 3 pm. That means I am available to meet during those hours without any notice; you may "drop in" by sending me an email requesting a meeting, and even if it is 2:45pm, as long as I am not already in a meeting, I will send you a Zoom link, and we can have a virtual meeting. If you email me within that time frame, I will return

the email promptly. You may email me at any time during the week to make an appointment for my office hours, or, if that time does not work for you, then email me and I will work with you to schedule a different meeting time.
★ In my courses, I respect all Englishes. The English language has evolved into many different dialects, and no one of them is better than the rest – they are all equals. I won't be grading to correct your language into the Standard American English that is White Mainstream English.

COURSE ASSESSMENT

Grades are technologies of surveillance and control, used to uphold a racist, classist patriarchal structure in the academy. They do far more harm than good. Unfortunately, grades are still required at the end of this course and still affect you in terms of your scholarships, majors, ability to graduate, attend graduate schools, and even obtain future jobs. In this course, labor and effort are far more important. I will be giving your assignments assessments based on the labor, effort, and how well you met the requirements of the assignment. Your assignments will receive constructive written feedback that you should use to revise, rethink, and remix your work.

Each assignment will receive one of three responses on D2L:
- **Accept** - when the project is fully completed according to the assignment prompt and turned in promptly. Strong effort is evident and only minor revisions
would be beneficial.
- **Revise** - when elements of the project are incomplete and/or the project was not turned in promptly. Some effort is evident but major revisions would be beneficial. For assignments marked Revise, you are able and encouraged to revise and resubmit. Once resubmitted, if the revisions are sufficient, the status will be changed to Accept.
- **No Credit** - when a project wasn't completed according to the prompt and/or wasn't turned in.

Unfortunately, I am required to assign a grade at the end of this course. If you look below at the Assignments table, you will see each assignment is a portion of the final grade. At midterm and final grades, any assignment that has the status Accept will receive 100% of that assignment's portion. Any assignment that has the status Revise will receive 85% of that assignment's portion. Any assignment that has the status No Credit will receive 0% of that assignment's portion.

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

A = 90%-100%

B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

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

Writing Assignments	40%
Rhetorical Analysis Projects	10%
Narrating Your Literacies	10%
Pressured to Perform	10%
Reading a Body's Rhetoric	10%
English 1301 Semester Portfolio	**35%**
Writing Activities	**10%**
Discussions	**10%**
Top Hat Questions	**5%**
TOTAL	**100%**

Assignments

Full prompts for assignments will be available on D2L.

WA 1 – Rhetorical Analysis Project – 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.

WA 2 – Narrating 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.

WA 3 – Pressured to Perform – 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? This project can be a written essay or can take some other multimodal form. Here are some questions and guidelines you will want to consider and include in your project: provide clear, personal examples of code- switching and/or meshing in your life. (In other words, don't just talk about code- switching in general or someone else's experience – this is about you.)

WA 4 – Reading a Body's Rhetoric – In a short composition, tell the story of your body. OR – In a short composition, analyze the way a specific piece of media (news report, political speech, meme, advertisement) "reads" a body. The specific piece of media must be included in your assignment submission.

English 1301 Semester Portfolio – A capstone project in which you will revisit and revise your work, pick out strengths, and engage with your own writing process. You will revise three of your major writing assignments, write reflections for each of them, and write a reflection of the course.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

You will need Internet access for this course. It will take place on D2L, with the course documents, discussions, and assignments due on D2L, and the course readings will be on TopHat. D2L is found through your MyLeo platform. You will need to be able to navigate and use D2L to complete the course. New content will be posted to D2L for the course weekly.

You will also need access to your LeoMail student email account in case I need to email the class. I will email the class weekly with updates on the course schedule and any other announcements relevant to course updates as they occur.

You will need a word processor as well for writing projects for the course. When turned in, assignments must be either .doc, .docx, or .pdf files. Students can get Microsoft 365 for free. Instructions are here: https://inside.tamuc.edu/facultystaffservices/academictechnology/_documents/Office-365-Students.pdf

We will have assignments that are multimodal, so they can be slide presentations, posters, videos, podcasts, etc. You can use a wide variety of programs to create these, but as TAMUC students you get Adobe's Creative Campus for free! Take advantage of this wonderful opportunity! Information & instructions here: Adobe Creative Campus - Texas A&M University-Commerce (tamuc.edu)

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_suppo rt.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Accou nt.aspx?source=universalmenu

Emailing the Professor

A note on emailing me, the professor. As I have said, it is important to keep in contact with me and email me with any issues or questions. When you email me or any other professor, please do so from your university provided email account so that we may discuss your course performance and materials per FERPA guidelines. Also, please refer to your professors as Professor _____ or Dr. _____ (if you know they have their Ph.D. or MD or Ed.D., etc.). While it does not need to be a formal email, please do not use slang.

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

Late Work Policy

I believe due dates are ableist and classist, as an assumption that all students have the same time, experiences, and access. However, due dates are helpful motivators, so I will not get rid of them entirely. If you talk to me before the due date about an extension beyond the original due date, I am extremely willing to work with you and you can earn an Accept. If you do not communicate with me and just turn in assignments late, the best status the assignment can receive is Revise. Assignments can be turned in after the due date up to the last day of class for a "Revise" status. Assignments can be turned in up to the last class day, no later. For this course, that is December 6, 2024.

Access

Access is the process of designing for all types of bodies, minds, and experiences. Our classroom is made up of a diverse array of learners and I am happy to make reasonable accommodations to make sure you and your colleagues have as much access to accomplishing course goals as possible. Disabilities are documented and undocumented, visible and invisible. If you need an accommodation for any reason, please communicate with me. If you find an issue with accessibility with any part of the course, whether it is in the discussions, assignments, or structure, please communicate with me. If you find yourself struggling for whatever reason, please communicate with me. In whatever workplace or academic context you enter next, you'll be best served by articulating your needs, challenges, and strengths as a learner and as a colleague.
Please see below for some support and resources on campus.

Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with **Dr. Gavin P. Johnson, the Director of Writing** (gavin.johnson@tamuc.edu). In the case when the Director of Writing is the instructor, the student should contact **Dr. Hunter Hayes, Chair of the Department of Literature and Languages** (hunter.hayes@tamuc.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.as px

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/rulesProcedur es/13students/academic/13.99.99.R0.01.pdf

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.

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/rulesProcedur es/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDis honestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedur es/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Collection of Data for Measuring Institutional Effectiveness

To measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesA ndServices/

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/rulesProcedur es/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903- 886-5868 or 9-1-1.

RESOURCES

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-

back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit https://www.tamuc.edu/writing-center

Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

- **Chat with a Librarian!** Get immediate assistance with our chat service on the main Library page: https://www.tamuc.edu/library/
- **Email** ask@tamuc.libanswers.com. We will respond to your email within 24 hours, often much sooner.
- **Text** your question to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- **Meet With Us**! Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- **Visit Us**! We'd love to meet you in-person!
    - Waters Library Research Office: Second Floor, Room 213
    - Waters Library University Archives: 4th Floor, Room 406A
    - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing hirealion@tamuc.edu or go online by clicking schedule an appointment.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

ENGLISH 1301 Semester Outline
Fall 2024

Week #1: August 26 - 30

Monday, August 26 is the first day of class.

Course Introduction

- Read: Syllabus, "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 Work" in Unit 10
- Discussions: Introductions, the syllabus, course objectives, and student goal setting.
- Writing Activity: Response to "Good Writing is Always Hard Work" - your feelings on the stages of the writing process due 9/4
- Assignments Introduced: Multimodal Me due 8/31; Writing Histories and Establishing Goal Reflection due 9/7

Week #2: September 2 - 6

Observe Labor Day. Campus closed September 2

Unit 1

- Read: "An Introduction to Rhetorical Analysis", "Analyzing Written Texts", "Analyzing Visual Texts" in Unit 1
- Discussion: Rhetorical Analysis
- Due: Writing Process Response (9/4) and Writing Histories and Establishing Goal Reflection (9/7)
- Assignments Introduced: Rhetorical Analysis Project – Part 1 (Group Advertisement)
  - Advertisement Proposal due 9/11
  - Group Advertisement due 9/21

Week #3: September 9 - 13

Fall census day is September 11.

Unit 1 continued

- Read: Hull, Shelton, and McKoy, "Dressed but Not to Impress" from Unit 1, and Loe, "The Writing Center is YOUR Resource" from Unit 10
- Discussions: "Dressed but Not to Impress"

- Writing Activity: Analyzing a print or video ad for rhetorical appeals (due 9/14)
- Due: Rhetorical Analysis Advertisement Proposal (9/11) (Group)

Week #4: September 16 – 20

Unit 2

- Read "A Brief Introduction to Unit 2, "R. McShane "Literacy, Discourses, Sponsorship," Malcolm X, "Learning to Read" and watch Bosley literacy narrative
- Discussions: Literacy, Discourses, and Sponsorship
- Due: Rhetorical Analysis Group Advertisement (9/21)
- Assignments introduced: Rhetorical Analysis Project – Part 2 (Individual Essay)
  - Rough Draft for Peer Review due 10/2
  - Final Draft due 10/12

Week #5: September 23 – 27

Unit 2 continued

- Read: hooks "Confronting Class in the Classroom," Read/watch Sanchez and Fendleman and "Definition of Literacy in the Digital Age," and Begin *Faces of Courage*
- Discussions: "Confronting Class in the Classroom" and "Literacy in the Digital Age"
- Writing Activity: Literacy in the Digital Age (due 9/28)
- Assignment Introduced: Narrating Your Literacies Assignment due 10/26

Week #6: September 30 – October 4

Unit 2 continued

- Read: Finish *Faces of Courage,* read "Making Collaboration Work" and "Peer Review" in Unit 10
- Discussion: *Faces of Courage*
- Due: Rough Draft of Rhetorical Analysis Essay – 10/2
- Peer Review 10/2 - 10/5

Week #7: October 7 – 11

Unit 3

- 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
- Watch The Hamilton Mixtape
- Discussion: Code switching, code meshing, and tensions
- Due: Final Draft Rhetorical Analysis Essay – 10/12
- Assignment Introduced: Pressure to Perform Assignment due 11/9

Week #8: October 14 – 18

Unit 3 continued

- Read: Young's "So Black I'm Blue," Wang, "I'm Chronically Ill and Afraid of Being Lazy," and "Multimodal Writing" in Unit 10
- Watch and analyze *Passing*
- Discussions: Passing and Multimodal Writing
- Due: Narrating Your Literacies Outline – 10/19

Week #9: October 21 – 25

Unit 3 continued/Catch up week

- Work on your Narrating Your Literacies Assignment – Due 10/26

Week #10: October 28 – November 1

Unit 4

- Read B. McShane "A Brief Introduction to Unit 4" and Knoblauch "Bodies of Knowledge," Carter, "Living Inside the Bible (Belt)"
- Discussion: Embodied rhetoric
- Writing Activity: Bodies of Knowledge (due 11/2)

Week #11: November 4 – 8

Unit 4 continued

- Read Measel, "Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House," and Begin *Dreams and Nightmares,* Introduction and Prologue; Chapter 1
- Discussions: Multimodal literacy, and *Dreams and Nightmares*
- Due: Pressure to Perform – 11/9
- Assignment Introduced: Reading the Body's Rhetoric Assignment due

11/23

Week #12: November 11 – 15

Unit 4 continued
- Read*: Dreams and Nightmares,* Chapters 2, 3, and conclusion
- Discussion: *Dreams and Nightmares*
- Writing Activity: *Dreams and Nightmares* (due 11/16)
- Work on Reading the Body's Rhetoric (due 11/23)

Week #13: November 18 – 22

Unit 4 continued/ Catch up week
- Due: Pressure to Perform Assignment – 11/23

Week #14: November 25 – 29

Thanksgiving Break – University closed 11/27 - 11/29

Capstone
- Introduce Capstone Assignment (Portfolio) - Due 12/11

Week #15: December 2 – 6

Capstone
- Work on Capstone Assignment (Portfolio) - Due 12/11
- Writing workshops and discussions about revision
- Reflect on semester objectives, outcomes, and goals
- Remind students about course evaluations

Week #16: December 9 – 13

Finals Week

Capstone
- Capstone Assignment (Portfolio) Due 12/11