



## English 1301, Caddo Sections C0E, C1E, C2E, & C3E

Caddo Mills High School  
**College Reading and Writing**  
COURSE SYLLABUS: FALL 2024

### INSTRUCTOR INFORMATION

Instructor: Kylie Ray Lynch  
Office Location: Online  
Office Hours: via Zoom, by request  
University Email Address: [klynch7@leomail.tamuc.edu](mailto:klynch7@leomail.tamuc.edu)  
Communication Response Time: 1-2 Business Days

### 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](mailto: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.

*The syllabus/schedule are subject to change.*

**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 approach 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;

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- **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 class meets in-person Monday/Wednesday, 10:05am to 10:50am. Students will arrive on-time, ready to begin class. Please come to class prepared– **DO YOUR READINGS!** All students will be expected to participate in class activities and discussions.

### **COURSE REQUIREMENTS**

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

Students are responsible for completing assignments by the posted deadline, attending/participating in discussions and class activities, communicating any difficulties/concerns with the instructor, and completing the assigned readings prior to class. Students who miss class will also be responsible for making up any missed classwork/getting notes from a classmate.

#### **Tips for success:**

- Mark all important deadlines in some sort of calendar/schedule, and check D2L announcements regularly for any changes to the course schedule.
- Take notes on discussions and annotate your readings! You are in several other classes as well, and annotations/notes will help you remember what is going on in this class.
- If you are confused about something, email the instructor for clarification. Don't wait to communicate your needs!
- Just because homework is assigned for a certain day doesn't mean you can't do it early. I highly recommend reading ahead when possible.
- **Stay on top of your writing assignments.** You will need to work on them outside of class, so make sure you start on them early so you don't feel rushed.

### **COURSE ASSESSMENT**

As an instructor, my approach to classroom assessment is holistic. Feedback on assignments will address ideas and arguments as well as grammar and syntax. I will provide written feedback on assignments as well as individual meetings with students to help explain any critiques that I give your writing. *Please note that the feedback that I give is not final!* My goal in assessing your writing is to help you express your own ideas as clearly and unambiguously as possible, not to force you to take my own perspective. Throughout the revision process, you will be given the opportunity to challenge any feedback that you feel does not help you articulate your ideas (Of course, I will ask you to explain your decisions!)

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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.

<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>Writing Assignment Revisions</b>	<b>20%</b>
<b>English 1301 Semester Portfolio</b>	<b>20%</b>
<b>Discussion Posts</b>	<b>15%</b>
<b>Class Participation</b>	<b>5%</b>
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<b>TOTAL</b>	<b>100%</b>

### Assignments

Full prompts will be available on D2L.

**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.*

**Narrating Your Literacies Assignment:** *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 Perform Assignment:** *For this project, think about a time you felt pressured to perform. What did you think you needed to change about yourself? What*

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*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.)*

**Reading a Body's Rhetoric Assignment:** *In a short composition, tell the story of your body; OR, In a short composition, analyze the way a piece of media (news report, political speech, meme, advertisement) “reads” a body.*

**Capstone Project:** *You will revisit and revise your work, pick out strengths, and engage with your own writing process.*

## **TECHNOLOGY REQUIREMENTS**

### **Minimal Technical Skills Needed**

- Ability to effectively use word processing software such as Microsoft Office, Google Docs, LibreOffice, etc.
- Ability to access and navigate online course learning software like Top Hat and D2L.
- Access to e-mail communication with the professor.

If you are having technical difficulties, **please inform the instructor!** They will work with you to address problems related to access or use of online resources.

### **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

#### **Missing Class:**

Please communicate with the instructor ahead of time if you are aware that you will be absent from class at any point. Barring sudden/unexpected emergencies, students should always email the instructor **before** they miss class. Failure to notify the instructor prior to absence from class will result in a lowered participation grade.

#### **Deadlines:**

All class deadlines are final. No late submissions will be accepted, and students who fail to submit writing assignments by the posted date will receive a zero on that assignment. Students may still turn in assignments before the deadline to receive feedback for revisions. Students who fail to submit an assignment before the revisions deadline will receive a zero on both the assignment and the revisions.\*

*\*If you feel you have extenuating circumstances at any point during the semester, please email the instructor so that we can figure out a fair and reasonable solution!*

### Interaction with Instructor Statement

All interactions with the instructor will be polite, professional, and respectful. When emailing the instructor, please make sure that your email includes a greeting, states your name, and communicates a clear question, concern, or need that you would like the instructor to address. Excessively inappropriate or disrespectful emails may result in a meeting with the instructor.

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## **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.

### **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/rulesProcedure/s/13students/academic/13.99.99.R0.01.pdf>

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## 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 this course, any use of generative AI such as ChatGPT that is not a spell-check software is not allowed and will result in a failing grade for the assignment, in addition to the student being reported to TAMUC for academic dishonesty.*

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>

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## **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.

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.

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## 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.
- **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

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- 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>

### **Calendar**

The Course Calendar will be available on D2L.

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