



**English 1301.01E**  
**College Reading and Writing**  
COURSE SYLLABUS: SPRING 2025

Monday, Wednesdays, and Fridays from 10 a.m. – 10:50 a.m. in DTH 304

**INSTRUCTOR INFORMATION**

Instructor: Yu Lei

Office Location: DTH 214

Office Hours: M, W, F, 11 am – 12 pm or by appointment

University Email Address: Yu.Lei@tamuc.edu

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

**COURSE INFORMATION**

**Textbook(s) Required:** For this course, we will be using a platform called Top Hat that is included through East Texas A&M'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:

*The syllabus/schedule are subject to change.*

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;

*The syllabus/schedule are subject to change.*

- **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

**Meeting Information:** This is a face-to-face class. We meet on Monday, Wednesdays, and Fridays from 10 a.m. – 10:50 a.m. in DTH 304. Come to class having completed the regularly scheduled reading and/or writing activities outlined in the syllabus schedule and weekly modules on D2L.

**Schedule:** On Mondays, I post a D2L announcement under each week's content outlining our readings and assignments for the week. You should refer to them frequently to plan your time wisely. The Writing Center offers free organizational tools to help you do so.

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

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

**Assessment:** Please see Course Assessment section below.

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

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

**Applications:** You should also set up your FREE access to Microsoft Office and Adobe Cloud during week 1 so you can complete all the writing assignments and multimodal projects. I highly recommend downloading Word to your device so you can work offline and access the application's full features. You can find the set-up instructions on D2L.

*The syllabus/schedule are subject to change.*

Submit all assignments to D2L as Word .docx or PDF files (unless your project is a video or audio file).

## COURSE REQUIREMENTS

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

For each class meeting, come to class on time and prepared. Coming to class prepared means having completed any reading and/or writing homework beforehand and bringing the required materials like a charged device for textbook access and notetaking.

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

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

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

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

- **Accountability Buddy:** Find someone in the class to help you stay on track. This is someone you can text or email with questions about the class, reminders about deadlines, and even form a study/writing group with.

*The syllabus/schedule are subject to change.*

- **Annotate Assignment Prompts:** Annotate each assignment prompt to help you understand the requirements, give you a chance to ask questions about what's confusing, and use as a checklist to complete your writing projects.

## COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is labor-based. Here's how it works. Each assignment is worth a certain number of points. You earn points by completing assignments. You will receive full credit for all assignments that you submit on time and that meet all the assignment requirements. You will not receive full points if you turn in an assignment late or if you do not meet all the assignment requirements (word count, number of sources, content requested in the prompt, etc.).

The only reasons you may not receive full credit on an assignment are:

1. **Late submissions:** The original deadline is important—both for you and your instructor! The day that you submit a major writing assignment marks the end of one unit and the beginning of a new one. This means that it is hard to catch up if you get behind. The deadline is also important for your instructor to provide feedback in a timely manner. However, I understand that sometimes mental or physical illness, family emergencies, work, and other unforeseen circumstances may affect your ability to complete work on time. If you need more time to complete an assignment, fill out the [Extension Form](#) before the due date. *You will only lose points on a late assignment if you DO NOT fill out the Extension Form.* You will not lose points for a late assignment if you fill out the Extension form before the due date. (Note: This Extension Form is adapted from Dr. Rebecca Rowe's.)
2. **Short Projects:** Each major writing assignment you complete this semester gives you room to explore the unit's concepts within a certain length—a word count for an essay, a time length for a podcast or video, etc. You will not lose points if you're within 50 words for minor assignments and 100 words for longer assignments (or 30 seconds for minor assignments and 1 minute for longer assignments). However, you may lose points if your project is significantly shorter than required.
3. **Misunderstood-the-Assignment Projects:** Although many of the writing assignment prompts give you room to explore, there are certain requirements that still need to be met including engaging with the core concepts and questions included in the prompt. For example, if the prompt asks you to define X and analyze Y in context Z, but you only define X and summarize context Z, then you may not receive full credit. Or, if an assignment asks you to support your argument with credible sources and you do not include any secondary sources or only include sources that are not credible, then you may not receive full credit.

I provide revision-based feedback on all your writing assignments submitted to D2L. This feedback is meant to promote improvement in your writing process so that your

*The syllabus/schedule are subject to change.*

writing improves with each new assignment. For more information about higher order concerns and the writing process, see “Making Collaboration Worth It” and “Good Writing is Always Hard” in Unit 10 of *Writing Inquiry* on Top Hat. This feedback is important not only to your learning, but also because your final project (worth 40% of your final grade) requires revisions of previous assignments.

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

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

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

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

A = 90%-100%  
 B = 80%-89%  
 C = 70%-79%  
 D = 60%-69%  
 F = 59% or Below

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

|   |                            |
|---|----------------------------|
| <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>10%</b>                 |
| <b>Top Hat Questions</b>                    | <b>10%</b>                 |
| <hr/>                                       |                            |
| <b>TOTAL</b>                                | <b>100%</b>                |

*The syllabus/schedule are subject to change.*

## Assignments

Full prompts for assignments are available in Top Hat and/or D2L. Below is a summary of each:

1. **Writing Histories and Your Goals Reflection:** Briefly describe your previous experiences with writing, what the course objectives mean to you, and create 2-4 learning goals.
2. **Rhetorical Analysis:** Part 1—In groups, create a multimodal advertisement for a new product of your group's own invention. Use your understanding of rhetorical appeals to execute creative design and content decisions. Part 2—Individually, write a 1-2 page, double-spaced essay explaining the rhetoric behind your advertisement.
3. **Narrating Your Literacies:** Create your own short literacy narrative by identifying by a discourse that you are a part of and the knowledge and skills required to be part of that discourse.
4. **Reading a Body's Rhetoric:** In a short composition or multimodal project, either tell the story of your body or analyze the way a piece of media "reads" a body.
5. **Semester Portfolio/Capstone Project:** You're required to complete and submit the English 1301 Semester Portfolio (40 points). This portfolio asks you to submit revisions of previous assignments: Writing Histories & Your Goals Reflection (complete/incomplete), Narrating Your Literacies (10 points), Reading a Body's Rhetoric (10 points), and 1 more of your choice. You're also required to submit reflections on these projects and the course as a whole.
6. **Writing Activities:** (1) Preparing a Rhetorical Analysis in Top Hat; (2) Unit 1 project self-evaluation; (3) Unit 2 project peer review; (4) Unit 3 project self-evaluation; (5) Unit 4 project peer review
7. **Top Hat Questions:** Complete the "Before You Read" and "After You Read" questions in various readings throughout each unit. Complete all the questions for each reading for an entire unit to earn 2.5 points per unit.

## TECHNOLOGY REQUIREMENTS

### Minimal Technical Skills Needed

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

## LMS

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

*The syllabus/schedule are subject to change.*

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

[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, an East Texas A&M campus open computer lab, etc.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### ***Email Etiquette***

For a light-hearted and humorous explanation of academic email etiquette, read “How to Email Your Professor (without being annoying AF)” by Laura Portwood-Stacer [here](#).

In sum, all emails to your instructor should include the following elements:

1. Subject Line: Your subject line should be clear and specific. Recommended format: Name. Class and Section #. Topic of Email.
2. Salutation: Greet your instructor by their preferred name.
3. Body: Keep your message clear, concise, and respectful (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and that every interaction is a reflection of your academic persona.
4. Closing: End your email with an appropriate closing followed by your full name.

For more details about these elements, an example email, and a template, see “Some Habits for Success in College” in *Writing Inquiry* through your Top Hat platform.

*The syllabus/schedule are subject to change.*

## **Attendance**

I take attendance during our ice breaker or review session at the beginning of each class. I will maintain an attendance record all semester, but attendance is not directly factored into your grade.

While your attendance does not directly impact your grade, “it is important to attend class on time and come to class prepared (preparation means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and notetaking). Attending class on time ensures that you do not miss any course announcements, reminders, lectures, or activities. Attending your writing class is important beyond receiving information because your writing classes are not primarily “lecture” courses. Instead English 1301 and English 1302 help you build your critical reading, writing, and thinking skills through class discussions, in-class activities, and peer-to-peer collaboration. Learning, in these classes specifically, is a social activity that is only impactful if you attend, engage, and participate.”

For more information about attendance and participation, see “Some Habits for Success in College” in *Writing Inquiry* through your Top Hat platform.

## **Submission Guidelines**

You will submit your writing assignments on D2L. You must use a D2L compliant file type such as Word .docx, PDF, PowerPoint .pptx, etc. Apple Users: Pages is not a D2L compliant file type.

## **Civility**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. Your instructor reserves the right to ask any student to leave the class if any student proves distracting or disruptive to their instructor and/or peers. If a student is asked to leave, the student must meet with the instructor during office hours before returning to class.

## **Interaction with Instructor Statement**

My goal is to be as flexible and compassionate as possible. If you have questions or need support, please email me or come to my office hours. I will do whatever I can to help you meet your learning goals. To answer emails as quickly and accurately as possible, please follow the email etiquette guidelines described above and in “Some Habits for Success in College” in *Writing Inquiry* (available on Top Hat). I respond to emails within 48-hours, Monday-Friday, 8 a.m. – 5 p.m.

*The syllabus/schedule are subject to change.*

## **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. Christian Hempelmann, Chair of the Department of Literature and Languages** ([c.hempelmann@tamuc.edu](mailto:c.hempelmann@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**

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

*The syllabus/schedule are subject to change.*

## AI Use in Courses

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. ***There are not any legitimate uses of AI for this course.***

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03 Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

*The syllabus/schedule are subject to change.*

## Collection of Data for Measuring Institutional Effectiveness

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

## Students with Disabilities-- ADA Statement

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

### Office of Student Disability Resources and Services

East Texas A&M University

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 East Texas A&M University 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 East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

*The syllabus/schedule are subject to change.*

## RESOURCES

### East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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
  - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

### Student Career Preparedness Office

*The syllabus/schedule are subject to change.*

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

This outline is subject to change.

Academic Calendar: <https://inside.tamuc.edu/admissions/registrar/academicCalendars/>

| ENGLISH 1301 Semester Outline<br>Spring 2025   |  |
|--|--|
| Week #1: January 13-17   | <i>Monday, January 13 is the first day of class.</i>   |
| <b>Course Introduction</b> <ul style="list-style-type: none"> <li>● Discuss the syllabus, course objectives, and discuss student goal setting</li> <li>● Assign Writing Histories and Establishing Goal Reflection (see Unit 1) <ul style="list-style-type: none"> <li>○ <b>Writing Histories Reflection due on January 22 (Wednesday)</b></li> </ul> </li> <li>● Readings <ul style="list-style-type: none"> <li>○ “A Brief Introduction to Unit 1”,</li> <li>○ “Why a Writing Course?”,</li> <li>○ “Being Transparent About Course Objectives, Learning Outcomes, and Student Goals”,</li> <li>○ “Some Habits for Success in College”</li> <li>○ “Active Reading” in UUnit 10</li> <li>○ “Good Writing is Always Hard Work” in Unit 10.</li> </ul> </li> </ul> |  |
| Week #2: January 20-24   | <i>Observe MLK, Jr. Day – Campus closed January 20</i> |

*The syllabus/schedule are subject to change.*

|  |
|--|
| <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>● Assign rhetorical analysis project(s)</li> <li>● Practice rhetorical analysis</li> <li>● Readings <ul style="list-style-type: none"> <li>○ “An Introduction to Rhetorical Analysis”,</li> <li>○ “Analyzing Written Texts”,</li> <li>○ “Analyzing Visual Texts” in Unit 1</li> </ul> </li> </ul>  |
| <p>Week #3: January 27-31</p> <p style="text-align: right;"><i>Census Day is January 29</i></p>  |
| <p><b>Unit 1 continued</b></p> <ul style="list-style-type: none"> <li>● Continue discussion of rhetoric</li> <li>● Work on rhetorical analysis assignments</li> <li>● Readings <ul style="list-style-type: none"> <li>○ Hull, Shelton, and McKoy, “Dressed but Not to Impress”</li> <li>○ Instructor selections from Unit 10 (recommended: The Writing Center).</li> </ul> </li> </ul>   |
| <p>Week #4: February 3-7</p>   |
| <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>● Introduce literacy as a key concept</li> <li>● Readings <ul style="list-style-type: none"> <li>○ “A Brief Introduction to Unit 2,”</li> <li>○ R. McShane “Literacy, Discourses, Sponsorship,”</li> <li>○ Malcolm X, “Learning to Read”</li> <li>○ Watch Bosley literacy narrative</li> </ul> </li> <li>● <b>Rhetorical Analysis Assignment due this week</b></li> </ul>  |
| <p>Week #5: February 10-14</p>   |
| <p><b>Unit 2 continued</b></p> <ul style="list-style-type: none"> <li>● Continue discussion of literacy</li> <li>● Introduce Narrating Your Literacies assignment</li> <li>● Reading options <ul style="list-style-type: none"> <li>○ hooks “Confronting Class in the Classroom” <b>or</b> Green “My Uncle’s Guns”</li> </ul> </li> <li>● Read/watch <ul style="list-style-type: none"> <li>○ Sanchez and Fendleman</li> <li>○ “Definition of Literacy in the Digital Age”</li> <li>○ Begin <i>Faces of Courage</i></li> </ul> </li> </ul> |
| <p>Week #6: February 17-21</p>   |

*The syllabus/schedule are subject to change.*

|   |
|---|
| <p><b>Unit 2 continued</b></p> <ul style="list-style-type: none"> <li>● Continue discussion of literacy</li> <li>● Draft Narrating Your Literacies</li> <li>● Peer Review</li> <li>● Readings <ul style="list-style-type: none"> <li>○ Finish <i>Faces of Courage</i></li> <li>○ “Making Collaboration Work”</li> <li>○ “Peer Review” in Unit 10</li> </ul> </li> </ul>   |
| Week #7: February 24-28   |
| <p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>● Introduce code-switching and code-meshing</li> <li>● Readings <ul style="list-style-type: none"> <li>○ R. McShane “Code Switching, Code Meshing, and Tensions: A Brief Introduction to Unit 3”</li> <li>○ Anzaldúa “How to Tame a Wild Tongue”</li> </ul> </li> <li>● Watch and discuss The Hamilton Mixtape in class</li> <li>● Introduce “Pressure to Perform” assignment</li> <li>● Narrating Your Literacies assignment due this week</li> </ul>  |
| Week #8: March 3-7  |
| <p><b>Unit 3 continued</b></p> <ul style="list-style-type: none"> <li>● Continue discussion of code-switching and code-meshing</li> <li>● Readings <ul style="list-style-type: none"> <li>○ Young’s “So Black I’m Blue”</li> <li>○ Wang, “I’m Chronically Ill and Afraid of Being Lazy”</li> <li>○ <b>OPTION A:</b> Listen to/analyze <i>Preacher’s Kid</i> in class together; Read “Multimodal Writing” in Unit 10</li> <li>○ <b>OPTION B:</b> Watch and analyze <i>Passing</i> in class together; Read “Multimodal Writing” in Unit 10</li> </ul> </li> <li>● Students work on Pressure to Perform essay</li> </ul> |
| Week #9: March 10-14  |
| <i>Spring Break – Campus Closed</i>   |
| <b>NO CLASSES</b>   |
| Week #10: March 17-21   |
| <p><b>Unit 3 continued/Catch up week</b></p> <ul style="list-style-type: none"> <li>● Students continue working on Pressure to Perform essay</li> </ul>   |

The syllabus/schedule are subject to change.

|  |
|--|
| <ul style="list-style-type: none"> <li>• optional midterm/writing meetings with students</li> </ul>  |
| <p>Week #11: March 24-28</p> <p style="text-align: right;"><i>Midterm Grades due March 24</i></p>  |
| <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>• Introduce embodiment and review rhetoric and other key terms</li> <li>• Introduce Reading the Body's Rhetoric assignment</li> <li>• Readings <ul style="list-style-type: none"> <li>◦ B. McShane "A Brief Introduction to Unit 4"</li> <li>◦ Knoblauch "Bodies of Knowledge,"</li> <li>◦ Carter, "Living Inside the Bible (Belt)" <b>OR</b> Measel, "Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House"</li> </ul> </li> <li>• <b>Pressure to Perform essay due this week</b></li> </ul> |
| <p>Week #12: March 31-April 4</p>  |
| <p><b>Unit 4 continued</b></p> <ul style="list-style-type: none"> <li>• Continue discussion of embodiment</li> <li>• Students begin drafting Reading the Body's Rhetoric assignment</li> <li>• Readings <ul style="list-style-type: none"> <li>◦ Begin <i>Dreams and Nightmares</i>, Introduction and Prologue; Chapter 1s &amp; 2</li> </ul> </li> </ul>  |
| <p>Week #13: April 7-11</p>  |
| <p><b>Unit 4 continued</b></p> <ul style="list-style-type: none"> <li>• Continue discussion of embodiment</li> <li>• In class workshops and peer reviews</li> <li>• Readings <ul style="list-style-type: none"> <li>◦ <i>Dreams and Nightmares</i>, Chapters 3 and conclusion</li> <li>◦ Review "Making Collaboration Work" and "Peer review" in Unit 10</li> </ul> </li> </ul>  |
| <p>Week #14: April 14-18</p>   |
| <p><b>Capstone</b></p> <ul style="list-style-type: none"> <li>• Introduce Capstone Assignment</li> <li>• Writing workshops and discussions about revision</li> <li>• <b>Reading the Body's Rhetoric due this week</b></li> </ul>   |
| <p>Week #15: April 21-25</p>   |

|   |   |
|---|---|
| <b>Capstone continued/ Last Week of Class</b>   |   |
| <ul style="list-style-type: none"> <li>• Continue working on Capstone Assignment</li> <li>• Writing workshops and discussions about revision</li> <li>• Wrap up class</li> <li>• Reflect on semester objectives, outcomes, and goals</li> <li>• Remind students about course evaluations</li> </ul> |   |
| Week #16: April 28-May 2  | <i>Last Day of Classes May 2</i>  |
|   |   |
| Week #17: May 5-9   | <i>Finals Week. No regular classes held.<br/>Final Grades due May 12 at 5:00 pm</i> |
| <b>Finals Week</b>  |   |
| <ul style="list-style-type: none"> <li>• Capstone Assignment due this week</li> </ul>   |   |

Encourage student attendance at The Learning Showcase on Wednesday of Finals Week from 3:00-5:00 pm in Rayburn Student Center 2<sup>nd</sup> Floor. They will have the opportunity to see what kind of research they will do in ENG 1302.