



**English 1301 - 11E**  
**College Reading and Writing**  
COURSE SYLLABUS: SPRING 2025

**INSTRUCTOR INFORMATION**

**Instructor:** Shannon Shepherd (she/her)

**Office Location:** TBA

**Office Hours:** Wednesday 9 AM - 10:30 AM or by appointment

**University Email Address:** shannon.shepherd@tamuc.edu

**Communication Response Time:** If an email was sent Monday – Friday, expect a response within 24 hours. If the email was sent Saturday – Sunday, expect an answer Monday.

**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. 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.***

The join code for our course section (1301 - 11E) is 318269.

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 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;

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- **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 section of ENG 1301 will meet face-to-face in David Talbot Hall (DTH) Room 303 on Tuesdays 11 AM - 12:15 PM and Thursdays 11 AM - 12:15 PM.

This course is in person, and most of our work will take place while we are together in the classroom. Each day will consist of a lecture and some kind of class conversation or activity, such as write-ins (opportunities to write and get personalized help). I will also offer feedback on everything you submit. (See the Feedback & Revision subsection below under **Assessment**.)

### *Human-centered*

My courses and teaching are designed around two core concepts: adaptability and empathy:

- I recognize that you have considerable knowledge about many things coming into this class. I start by exploring what you already know so that I can help you take your skills and refine and strengthen them. I also want you to be able to take what you learn in my class forward with you. So, I design my courses around skills that I can teach you that you can then apply elsewhere as you move through your education and life.
- I know that you do not begin and end with this class, and I approach each student first and foremost as a human being who, if we're being honest, may have more important things going on in their lives than this class. **Your health—physical, mental, emotional, spiritual, financial—is more important than anything we will do or discuss, and I want you to prioritize them.** That means a few things:
  - If you need help, accommodation, an extension, or anything else to perform as well as you can while also maintaining your health, please let me know. That also means that you can eat and drink in class if you need to, that you can use technology as it best serves you, and that if you need to leave the room at any point for your health (including mental and emotional), please do so.
  - This class will be full of human bodies, so please be considerate. If you are sick, stay home. There are plenty of ways to make up any day of class. Just come talk to me during office hours or email me!
  - As a fellow human being, I respect you. By respect, I mean that I will always do my best to see you as a whole human being whose life experiences have created a person who acts in certain ways and who deserves to be treated like a human being. All I ask is that just as I respect you as a human being, you treat me and your peers with that kind of respect. We may at times cover new or difficult material and we all may

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have different opinions about it. I ask that you keep an open mind and be respectful with me, your classmates, and our material.

- In my classroom, there are two mantras I want you to maintain throughout your academic career (and your life) to the best of your ability:
  - **“Your worth is not determined by your productivity.”**
  - **“A good dissertation is a done dissertation.”** (Change dissertation to “assignment” and you’ve got the right idea!)

Ultimately, my goal is to discover where you are on your personal learning journey and help you move along that journey in whatever way I can. Most importantly, **I am here to help you, not harm you.** If there is ever anything I can do to help you with that, please let me know!

### **Access**

Access is the process of designing for all types of bodies, minds, and experiences. This class design strives to be inclusive of all students. I recognize that our classroom is made up of a diverse array of learners and am happy to make any reasonable accommodations to make sure every student has an equitable experience in my class. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services including the Counseling Center are available to all students. I recognize that disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course.

## **COURSE REQUIREMENTS**

This is a writing class which means students will have opportunities to write during class and as homework assignments. Students are expected to:

- Arrive on time
- Complete the assigned readings *before* coming to class
- Be ready to participate in class discussions
- Engage with discussions and materials

### **Required Materials**

Announcements, assignments, discussion boards, course information, and resources will be posted on d2L each week. Readings are available via TopHat (see link in the above Course Information section).

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

### **Student Responsibilities**

You will need to complete readings and answer discussion topics in Top Hat for every class in order to engage fully in the conversations we will have each Tuesday and Thursday. I expect each of you to come to class with thoughts, ideas, and questions

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about our readings. I will lead questions and activities, but part of the work of this course is to develop your own way for approaching the weekly texts, both on your own and in collaboration with your classmates. You will also need to complete a major project (which will require extra work on your part) and small engagement assignments to fully engage with our topic and our community.

Multiple types of sources, genres, and modes, and projects will be available to you and each assignment will have multiple drafts to encourage the revision process. One ultimate and important goal of our class is to help you see your writing through the eyes of other people, to listen to what they have to say about your writing and ideas, and then make revisions for the next draft.

### ***Tips for Success***

Time management is key to passing ALL of your classes and turning assignments in on time. I cannot stress enough that waiting to do assignments last minute (especially writing assignments) is a terrible habit to get into. While I understand you all have different priorities to your lives, this is an introductory course and I hope you will learn to establish good academic habits over the course of this semester. Here are some tips to get you started:

- Check d2l at least twice per week for upcoming assignments and due dates.
- Reach out to your professor/instructor if you have any questions about an assignment AT LEAST 2 days before the due date.
- Check your Leomail regularly
- Find a time and place on campus where you can focus. This can be the Writing Center, the library, in your dorm when your roommate is away, Starbucks, etc. Anywhere that gets you away from constant distractions and into a mental headspace for getting things done.
- Engagement with materials and discussions during class will help internalize the knowledge. A classmate may say something that helps concepts “click” for you or give you more depth to something you’re struggling with. Questions in class are ALWAYS welcome! There are no stupid questions!
- Know that learning itself is a process as much as writing. Our process of learning can change just as our tastebuds do and I want you to be *insatiably curious!* Not about writing, but about everything else!
- I will have a Resource section posted in d2L which you can check for resources such as productivity apps, time management assistance, and extra resources for college success!

## **COURSE ASSESSMENT**

Grades are mandated by the state, but I do not believe anyone’s worth can or should be measurable. I feel grades limit the learning process, create nasty habits designed to

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“get the A”, and do irreparable damage to one’s mental health and self-worth. However, I also acknowledge that grades are important data points which affect scholarships, majors, future jobs, and the ability to graduate. Therefore, I have to balance my values against the product-oriented, measurable demands of the institution.

Because this is a writing course, I utilize the **feedback and revision model** for assessment. Assignments will be marked as FULL CREDIT, HALF CREDIT, NO CREDIT, or EXCUSED in d2L unless otherwise noted. These markers break down as follows:

- **Full Credit:** the assignment was fully completed following the assignment prompt and guidelines and is turned in on time. Strong effort is evident and only minor revisions would be beneficial.
- **Half Credit:** the assignment has incomplete elements and/or the project was not turned in on time. Some effort is evident, but major revisions would be beneficial. For assignments marked Half Credit, you are encouraged to **revise and resubmit** toward Full Credit.
- **No Credit:** project wasn’t completed and/or wasn’t turned in promptly.
- **Excused:** project is incomplete due to uncontrollable circumstances that you have clearly communicated (within reason) to your instructor.

### ***Midterms and Finals***

Since I must add **Midterm and Final grades**, I want to make this as painless as possible. Therefore, here is a basic summary of each grade:

#### **A Grade:**

Writing Assignments - Full Credit  
Community Engagement - Full Credit  
English 1301 Semester Portfolio - Full Credit  
Writing Activities - Full Credit  
Top Hat Questions - Full Credit

#### **B Grade:**

Writing Assignments - Full or Half Credit  
Community Engagement - Full or Half Credit  
English 1301 Semester Portfolio - Full or Half Credit  
Writing Activities - Full or Half Credit  
Top Hat Questions - Full or Half Credit

#### **C Grade:**

Writing Assignments - Half or No Credit  
Community Engagement - Half or No Credit  
English 1301 Semester Portfolio - Half or No Credit  
Writing Activities - Half or No Credit  
Top Hat Questions - Half or No Credit

#### **F Grade:**

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Writing Assignments - No Credit  
Community Engagement - No Credit  
English 1301 Semester Portfolio - No Credit  
Writing Activities - No Credit  
Top Hat Questions - No Credit

To summarize, the only way to truly fail this course is to not communicate with me, not show up to class, and not submit your assignments. As long as you have at least Full or Half credit on *most* of your assignments (with the exception of the Semester Portfolio), you will pass. **The Semester Portfolio counts for the majority of your grade as it is your FINAL project!** Below, I kept the original weights and percentages for this class for you to see how much each assignment would be worth if we were working with numbers.

### Writing Assignments

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>

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**TOTAL** **100%**

### Assignments

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

**Writing Histories and Your Goals Reflection:** This assignment asks you to briefly describe your previous experiences with writing, analyse course objectives, and explain two to four learning goals you want to set for yourself in the first half of this semester. [This can be completed as a 450–500 word essay (approximately 150 words per Part), or 2–minute audio reflection, or video reflection, or a visual reflection.]

**Rhetorical Analysis Projects:** This project contains two parts—a group project and an individual essay. For the group project, create a multi-modal advertisement that utilizes at least 2 rhetorical appeals. 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. [You will turn in a multimodal visual submitted in a D2L compliant file type and an essay submitted as Word .docx or PDF file.]

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**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. [This can be completed as a literacy narrative of 400–500 words with consistent citation and formatting style in line with instructor discretion, or a recorded literacy narrative of 2–3 minutes, or a visualization.]

**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? [You can complete this assignment as a 700–800 word essay with consistent citation and formatting style in line with instructor discretion, or a 3–4-minute video (could be edited or a “vlog-style”), or an art piece (drawing, painting, sketch, digital art piece, etc.) with a 1 page typed explanation of what the piece is and how it related to the topic of code-switching and tensions, or a 2-minute spoken word/poetry piece.]

**Reading a Body’s Rhetoric:** 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. Please see the full prompt for questions that will help guide the discussion. [This can be completed as a 450–500 word essay, or, a 2–3 minute video essay, or a 4–5 minute audio response/mini-podcast, a visual response.]

**Final Project - English 1301 Semester Portfolio:** Compose a portfolio that documents and reflects your writing and learning throughout English 1301. For this portfolio, first gather all your writing assignments as well as your instructor’s feedback on your writing. You will include four (4) of these assignments in this portfolio, so keep them clearly labeled and nearby. [You will turn in a revised “Narrating Your Literacies” project plus a short reflection, a revised “Reading a Body’s Rhetoric” project plus a short reflection, a revised assignment from English 1301 plus a short reflection, and your “Writing Histories and Goals” assignment and a short response. These various documents should be polished compositions that are clearly labeled, organized, and formatted.]

**Writing Activities:** These will include short writings and other writing activities that I assign in class. [These can be turned in as handwritten or digital documents.]

**Top Hat Questions:** You are required to answer all of the Top Hat questions that are marked as Home Work (these readings/questions will be in a red color). The readings/questions that are marked as “Review” are not graded but you are still required to read them as they contain important and helpful information such as assignment prompts.

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# TECHNOLOGY REQUIREMENTS

## Minimal Technical Skills Needed

The most important technical skill you need is the ability to use a word processor, such as Microsoft Word or Google Docs. Unless otherwise noted in the assignment prompt, **all projects and essays must be submitted as a Word Doc, a Google Doc, or a pdf.** You will also need to be familiar with D2L and websites such as *YouTube*. If you choose to do a multimodal assignment such as a video, you will also need to know how to use the editor appropriate for the medium you've chosen (e.g., iMovie if you're making a video, Audacity if you're making a podcast, Adobe Creative or Canva if you're making a visual project, etc.).

## 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

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.

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# COURSE AND UNIVERSITY PROCEDURES/POLICIES

## Course Specific Procedures/Policies

### ***Absence Policy***

While your presence in the course will help both you and your classmates learn and process the material, life often finds a way to get in the way. So, **every student is allowed five missed days within the semester without a penalty**. You do not have to tell me why you're absent (unless you believe that your absence would count as one of ETAMU's Attendance Policy as one of the reasons for excused absence, at which point, you should definitely tell me); you may be sick or need to work an extra shift or look after a child or simply need a mental health day to be the best you that you can be. You do not owe me an explanation for organizing your time as well as you can. When you have missed three days, I will let you know that you have used your free absence days.

### ***Feedback & Revision***

Feedback and revision are *critical* to the writing process. Even in the workforce, whatever your job, you will have to turn something in, get feedback, revise and resubmit. You will never get anything perfect on the first attempt and *that's okay!* Feedback is not bad, it is NOT for tearing down someone or their work. I will always provide *constructive feedback* to help improve your writing. The following is a list of potential feedback I may give on assignments:

- Thoughts/ideas - "Can you expand more on this?" or "This is great insight!"
- Clarity - "This could be more clear"
- Organization & Flow - "What if you moved this paragraph here?"
- Multimodal feedback - "You were speaking too quickly, try to slow down and breathe" or "Great lighting!"
- Extra feedback such as sources for more information, encouragement to write creatively, or vocabulary suggestions (if you want them)
- I do not base grades on spelling and grammar.
- If you want me to tailor my feedback to your individual needs such as "would a non-computer science person understand this?" or towards a specific audience, please let me know! I'm happy to help you work towards your larger goals!

If I notice trends across the entire class, we will take time to practice. This is what's called a "learning curve": if the entire class struggles, the curve is too steep and it is my job to ensure you understand the concept *collectively* so that everyone succeeds!

### **Community Engagement (Participation)**

Not everyone participates in the same way. Therefore, alongside your assignments and class participation, I am giving you several options which can earn you **bonus points**.

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Think of them like a safety net in case you miss an assignment or have too many absences:

- Weekly Journal Entry (3 points each)
- Class notes (3 points each, 6 points if you try multimodal!)
- Office hours (3 points each)
- Discussion boards (3 points each week completed [this includes original post and at least *one response*])
- Make an appointment with the Writing Center (5 points each)
- Adding an entry to the Resource List (3 points each)

### ***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.

### ***Inclusion & Nondiscrimination Notice***

To me, diversity is the goal—and inclusion the practice—of valuing difference in higher education. If your colleagues share ideas and experiences you haven't encountered before, they are giving you something beyond the course that I have designed. Our readings, discussions, and activities may challenge how you perceive the world and your reality—and that challenge is at the heart of a liberal arts seminar. To learn both from and alongside your colleagues is an immense privilege. Often, moments when our thinking and perceptions are altered or challenged, we are provided a window into a deeper understanding of critical thinking and complexity. My goal is to include the challenges that difference and non-normativity create, and to approach them with openness, curiosity, and generosity. In so doing, I hope we can better prepare each other for our next academic and professional contexts.

When it comes to your comfort zone, my intention is that our beliefs and understandings are challenged, not our senses of value to our course community and campus community. I will not tolerate discrimination, rudeness, or insults (in person or online, in discussion or peer feedback, in voice or text). For questions, concerns, and problems related to discrimination based on race, ethnicity, class, disability, nationality, gender identity, sexuality, religion, veteran status, or other social or personal identity factors, if you are willing, please communicate with me. My intention is to support my students by any means available to me.

### **Interaction with Instructor Statement**

As an instructor, communication is key with me. I am happy to be flexible with most things in this course if it will help you succeed, but I'm not a mind reader. You have to tell me what you need so that I can help you. If you need to contact me, send me an **email**. Generally, I will respond to emails sent between 9am and 6pm, Monday-Friday, within 24 hours of receiving them. If you have an urgent question about an assignment

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that's due on Sunday, you might want to start working on it by Friday so you have a chance to ask me before the weekend. If you forget and get started late, just let me know you need more time in the Extension Request Form. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. I will also update the online grades as quickly as I can. I aim for no more than a week, but it may take me longer, especially with longer projects. You will receive written feedback for every project, so make sure you check for it.

## **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").

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## **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.

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## **Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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

## **AI Use in Courses (Draft)**

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.

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>

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

## **Collection of Data for Measuring Institutional Effectiveness**

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

## **Students with Disabilities-- ADA Statement**

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

### **Office of Student Disability Resources and Services**

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/>

## **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.

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Web url:

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

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

## 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.

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- **Visit Us!** We'd love to meet you in-person!
  - Waters Library Research Office: Second Floor, Room 213
  - Waters Library University Archives: 4<sup>th</sup> Floor, Room 406A
  - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

## Student Career Preparedness Office

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

## Technical Support

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

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

## COURSE OUTLINE / CALENDAR

ENGLISH 1301 Semester Outline 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 at the end of Week 1</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 Unit 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>

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<b>Unit 1</b>	<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>
Week #3: January 27-31 <span style="float: right;"><i>Census Day is January 29</i></span>	
<b>Unit 1 continued</b>	<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>
Week #4: February 3-7	
<b>Unit 2</b>	<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>
Week #5: February 10-14	
<b>Unit 2 continued</b>	<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>
Week #6: February 17-21	

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**Unit 2 continued**

- Continue discussion of literacy
- Draft Narrating Your Literacies
- Peer Review
- Readings
  - Finish *Faces of Courage*
  - “Making Collaboration Work”
  - “Peer Review” in Unit 10

Week #7: February 24-28

**Unit 3**

- Introduce code-switching and code-meshing
- Readings
  - R. McShane “Code Switching, Code Meshing, and Tensions: A Brief Introduction to Unit 3”
  - Anzaldúa “How to Tame a Wild Tongue”
- Watch and discuss The Hamilton Mixtape in class
- Introduce “Pressure to Perform” assignment
- Narrating Your Literacies assignment due this week

Week #8: March 3-7

**Unit 3 continued**

- Continue discussion of code-switching and code-meshing
- Readings
  - Young’s “So Black I’m Blue”
  - Wang, “I’m Chronically Ill and Afraid of Being Lazy”
  - **OPTION A:** Listen to/analyze *Preacher’s Kid* in class together; Read “Multimodal Writing” in Unit 10
  - **OPTION B:** Watch and analyze *Passing* in class together; Read “Multimodal Writing” in Unit 10
- Students work on Pressure to Perform essay

Week #9: March 10-14

*Spring Break – Campus Closed*

**NO CLASSES**

Week #10: March 17-21

**Unit 3 continued/Catch up week**

- Students continue working on Pressure to Perform essay
- optional midterm/writing meetings with students

*The syllabus/schedule are subject to change.*

Week #11: March 24-28

*Midterm Grades due March 24*

**Unit 4**

- Introduce embodiment and review rhetoric and other key terms
- Introduce Reading the Body's Rhetoric assignment
- Readings
  - B. McShane "A Brief Introduction to Unit 4"
  - Knoblauch "Bodies of Knowledge,"
  - Carter, "Living Inside the Bible (Belt)" **OR** Measel, "Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House"
- **Pressure to Perform essay due this week**

Week #12: March 31-April 4

**Unit 4 continued**

- Continue discussion of embodiment
- Students begin drafting Reading the Body's Rhetoric assignment
- Readings
  - Begin *Dreams and Nightmares*, Introduction and Prologue; Chapter 1s & 2

Week #13: April 7-11

**Unit 4 continued**

- Continue discussion of embodiment
- In class workshops and peer reviews
- Readings
  - *Dreams and Nightmares*, Chapters 3 and conclusion
  - Review "Making Collaboration Work" and "Peer review" in Unit 10

Week #14: April 14-18

**Capstone**

- Introduce Capstone Assignment
- Writing workshops and discussions about revision
- **Reading the Body's Rhetoric due this week**

Week #15: April 21-25

**Capstone continued/ Last Week of Class**

- Continue working on Capstone Assignment
- Writing workshops and discussions about revision
- Wrap up class
- Reflect on semester objectives, outcomes, and goals
- Remind students about course evaluations

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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. 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>

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