



## English 1301: 19E, 20E College Reading and Writing

COURSE SYLLABUS: Spring 2025

### INSTRUCTOR INFORMATION

Instructor: Charles Stephens

Office Location: Talbot Hall 126

Office Hours: MWF 11 am – 12 pm

University Email Address: [charles.stephens@tamuc.edu](mailto:charles.stephens@tamuc.edu)

Communication Response Time: Within 48 hours on Week 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**.

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 approaching multiple audiences. In 1301 students will write weekly, and will work on essay organization and development. The course will emphasize close reading, summarizing, and analysis of expository texts, including student writing.

### Core Curriculum Course Objectives

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

### English 1301 Learning Outcomes

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

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

## **Instructional Methods**

This class meets face-to-face on **Mon, Wed** and **Fri** from **10-10:50am/12-12:50 p**, in Talbot Hall of Languages in room 302.

### **What does a typical class look like?**

I typically begin class with a review of the syllabus and follow with a short writing activity. The writing activity will be around 5-10 minutes and is usually based on topics from our assigned readings. This means that you should come to class having already read the assigned readings so that you can be successful in the short writing activities and discussions.

We then briefly discuss the short writing and then move on to discuss the readings for the day as a class. Following the discussion of the readings we usually have activities related to the readings or in-class writing. For activities, I often have students work in pairs or groups.

I encourage students to engage with the readings and participate in class discussions, asking questions and voicing opinions or concerns. I value your questions, opinions, and concerns, and your contributions during class will enrich our class discussions.

## **COURSE REQUIREMENTS**

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

Success in this course requires students to, set a schedule for completing assignments, coming to class, participating in class activities and discussions, completing assigned readings before coming to class, annotating readings, coming to office hours, setting up an accountability buddy, and reaching out to the instructor if there are any questions. Visiting the Writing Center will also be beneficial to students.

## **COURSE ASSESSMENT**

As an instructor, my approach to classroom assessment is written comments on your assignments in D2L and verbal feedback in class and during individual conferences.

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

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

<b>Writing Assignments</b>	<b>40% (400 points)</b>
Writing Histories and Your Goals Reflection	<i>complete/incomplete</i>
Rhetorical Analysis Projects	10% (100 points)
Narrating Your Literacies	10% (100 points)
Pressured to Perform	10% (100 points)
Reading a Body's Rhetoric	10% (100 points)
<b>English 1301 Semester Portfolio</b>	<b>40% (400 points)</b>
<b>Class Activities</b>	<b>10% (100 points)</b>
<b>Top Hat Questions</b>	<b>10% (100 points)</b>
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<b>TOTAL</b>	<b>100% (1000 points)</b>

### Assignments

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

Assignment need to be submitted to the appropriate D2L folder as either a Word Document or PDF.

**Writing Histories and Your Goals Reflection:** This assignment asks you to briefly describe your previous experiences with writing, analyze 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.]

**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

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*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.*]

**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.

## **TECHNOLOGY REQUIREMENTS**

### **Minimal Technical Skills Needed**

You will need to be able to access the internet and our course in D2L and Top Hat. You will need to be able to access Microsoft Word or Google Docs. Also, you will need to check your student email frequently.

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## 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

[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

Attending class is to your advantage. I am not responsible for reminding you to attend class or for providing you with material if you miss class. If you miss classes during the semester, you **seriously endanger** your ability to master the course material, participate in important class activities, and possibly miss critical assignment due dates. Daily quizzes or short writing assignments may be given at the beginning of class and cannot be made up. If you know you will miss class for a legitimate reason (medical appointment, sick child, funeral, etc.), or for university sanctioned events and military events/requirements, then speak with/email me *ahead of time*, so we can make arrangements for you to submit work **early** for full credit.

Homework is collected at the beginning of class. You must attend the full class period to submit any assignments due that day. You may not send it with another student, email it

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to me in lieu of a hardcopy, or submit it at the beginning of class and then leave. Students are expected to deal with each other and the instructor in a professional, courteous manner.

**There will be no cell phone use during class time.** If you have an emergency and are expecting a phone call, notify your professor before class begins, set your phone to vibrate, then leave the room to talk on your phone.

### **Interaction with Instructor Statement**

If you have any questions, please contact me. My communication preference is e-mail, and my address is: [Charles.Stephens@tamuc.edu](mailto:Charles.Stephens@tamuc.edu). I will respond to your emails within 48 hours on weekdays. If you do not hear from me in that time frame, please contact again. Remember, e-mail glitches sometimes happen. So, always email again if you do not hear a response. Please note that I may not respond to emails after 5pm or on weekends. Please include a proper opening, clear message and subject line, and closing salutation in emails. Also, I have open walk-in office hours on MWF from 11am – 12pm.

### **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>

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **Nondiscrimination Notice**

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

### **Attendance**

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

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

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

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

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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

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

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

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### **Academic Integrity**

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

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

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

[Graduate Student Academic Dishonesty Form](#)

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

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

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

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

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

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other 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/>

### **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

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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/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

## RESOURCES

### **A&M-Commerce Supports Students' Mental Health**

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

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- **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**

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

## **Technical Support**

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

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

## **COURSE OUTLINE / CALENDAR**

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ENGLISH 1301 Semester Outline Spring 2025	
Week #1: January 13	<i>Wednesday, Jan 15, is the first day of class.</i>
<p><b>Course Introduction</b></p> <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>○ Writing Histories Reflection due at the end of Week 1</li> </ul> </li> <li>· Read “A Brief Introduction to Unit 1”, “Why a Writing Course?”, “Being Transparent About Course Objectives, Learning Outcomes, and Student Goals”, and “Some Habits for Success in College” in Unit 1 and “Active Reading” and “Good Writing is Always Hard Work” in Unit 10.</li> </ul>	
Week #2: January 20	<i>Observe MLK, Jr. Day. Campus closed January 20</i>
<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>· Read “An Introduction to Rhetorical Analysis”, “Analyzing Written Texts”, “Analyzing Visual Texts” in Unit 1</li> </ul>	
Week #3: January 27	<i>Census Day is January 29.</i>
<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>· Read Hull, Shelton, and McKoy, “Dressed but Not to Impress” and instructor selections from Unit 10 (recommended: The Writing Center).</li> </ul>	
Week #4: February 3	
<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>· Introduce literacy as a key concept</li> <li>· Read “A Brief Introduction to Unit 2, “R. McShane “Literacy, Discourses, Sponsorship,” Malcolm X, “Learning to Read” and watch Bosley literacy narrative</li> <li>· <b>Rhetorical Analysis Assignment due this week</b></li> </ul>	

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Week #5: February 10

**Unit 2 continued**

- Continue discussion of literacy
- Introduce Narrating Your Literacies assignment
- Read hooks “Confronting Class in the Classroom” or Green “My Uncle’s Guns”
- Read/watch Sanchez and Fendleman and “Definition of Literacy in the Digital Age”
- Begin *Faces of Courage*

Week #6: February 17

**Unit 2 continued**

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

Week #7: February 24

**Unit 3**

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

Week #8: March 3

**Unit 3 continued**

- Continue discussion of code-switching and code-meshing
- Read Young’s “So Black I’m Blue” and 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

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Week #0: March 10	<i>Observe Spring Break. Campus closed March 10-14</i>
<b>Spring Break</b>	
Week #9: March 17	
<b>Unit 3 continued/Catch up week</b>	
<ul style="list-style-type: none"> <li>Students continue working on Pressure to Perform essay <i>optional midterm/writing meetings with students</i></li> </ul>	
Week #10: March 24	<i>Mid-term grades due Monday, March 24 at 5:00 pm.</i>
<b>Unit 4</b>	
<ul style="list-style-type: none"> <li>Introduce embodiment and review rhetoric and other key terms</li> <li>Read B. McShane "A Brief Introduction to Unit 4" and Knoblauch "Bodies of Knowledge," Carter, "Living Inside the Bible (Belt)"</li> <li><b>Pressure to Perform essay due this week</b></li> </ul>	
Week #11: March 31	
<b>Unit 4 continued</b>	
<ul style="list-style-type: none"> <li>Continue discussion of embodiment</li> <li>Introduce Reading the Body's Rhetoric assignment</li> <li>Read Measel, "Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House"</li> <li>Begin <i>Dreams and Nightmares</i>, Introduction and Prologue; Chapter 1</li> </ul>	
Week #12: April 7	
<b>Unit 4 continued</b>	
<ul style="list-style-type: none"> <li>Continue discussion of embodiment</li> <li><i>Dreams and Nightmares</i>, Chapters 2, 3, and conclusion</li> <li>Students begin drafting Reading the Body's Rhetoric assignment</li> </ul>	
Week #13: April 14	
<b>Unit 4 continued/Catch up week</b>	
<ul style="list-style-type: none"> <li>In class workshops and peer reviews</li> <li>Review "Making Collaboration Work" and "Peer review" in Unit 10</li> </ul>	

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Week #14: April 21

**Capstone**

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

Week #15: April 28

**Last Week of Class**

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

Week #16: May 5

*Finals Week. No regular classes held.  
Final Grades due Monday, May 12 at 5:00 pm.*

**Finals Week**

- Capstone Assignment due this week