EAST TEXAS A&M
U N I V E R S I T Y

English 100 (01E& 03E)

Introduction to College Reading and Writing
COURSE SYLLABUS: Fall 2025

INSTRUCTOR INFORMATION

Instructor: Gouda Taha
Office Location: DTH 214
Office Hours: MWF: 10:00 AM- 11:00 AM
University Email Address: Gouda.taha@tamuc.edu
Communication Response Time: Respond within 48 hours on M – F from 9:00 a.m. to 5:00 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 University'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:

Klausman, Jeffrey. *Active Voices*. Fountain Head Press/Top Hat, 2021.

You will also need access to your English 1301 textbook, *Writing Inquiry*.
Software Required:
- D2L

1-   The *syllabus/schedule are subject to change.*

- Top Hat
- LeoMail
- A word processing program: *Students have free access to [Office 365](#).*

Course Description

ENG 100 - Introduction to College Reading & Writing
Hours: 3
Eng. 100 is a non-credit course providing an introduction to the elements of literacy necessary for college-level reading and writing. In this course, students receive substantial feedback the instructor tailored to their specific needs. This course serves as a support course for ENG 1301 and is required of those students who are not Texas Success Initiative (TSI) complete in either reading and/or writing, but this course is also available to anyone who may desire additional support for ENG 1301.

If you have completed courses that exempt you from ENG 100 and you believe you have been misplaced in this course, notify your instructor ASAP.

Eng. 100 Learning Outcomes Course Objectives

In English 100, students can expect to
- Practice critical reading skills
- Build a rhetorical vocabulary and individualized writing process
- Develop original responses and make claims about a range of texts
- Use evidence to support claims, including quoting, paraphrasing, and summarizing
- Place sources in conversation through synthesis
- Organize ideas in paragraphs
- Demonstrate revision and reflection

These Learning Outcomes are designed to align with the Learning Outcomes for English 1301.

Instructional Methods

Through readings, in-class discussions, and small response papers, students develop critical reading practices and individualized writing processes. The course begins by discussing the writing process (generally) and establishing a rhetorical vocabulary to aid in analysis. Anchor texts from ENG 1301 will help students "break down" complex texts and develop original responses that build writing skills. The course concludes with a portfolio and reflection assignment.

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

The syllabus/schedule are subject to change.

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

Here is a brief list of responsibilities and tips for success:

1.   Successful students refer to the syllabus frequently throughout the semester.
2.   Successful students attend class regularly.
3.   Successful students communicate with their professors and peers regularly and respectfully.
4.   Successful students plan their weeks with organizational tools.
5.   Successful students study effectively with techniques like practice testing and distributed practice.

Note: This information is taken from "Some Habits for Success in College" in *Writing Inquiry*, 3rd edition. For the full version of these strategies, see your textbook in Top Hat.

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is based on providing corrective feedback, either direct or indirect, and I encourage students to do collaborative processing of feedback to enhance their writing skills. The feedback is provided to help students see their areas of improvement, and I encourage all students to reach out to me in case they have any inquiries about the received feedback. My approach to classroom assessment is based on dynamic assessment. That is, it is performance enhancement, and feedback and revision-focused. This means that if you turn in your work on time, meet all the requirements of the assignment, and your submission demonstrates critical thinking and strong effort, then you will receive full credit.

The 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, reach out to me before the due date. *You will only lose points on a late assignment if you DO NOT email me.* You will not lose points for a late assignment if reach out asking for an extension before the due date.
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

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minor 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 writing assignment prompts give you room to explore, certain requirements still need to be met, including engaging with the core concepts and questions in the prompt. For example, if the prompt asks you to define X and analyze Y and Z in contexts 1 and 2, but you only define X and summarize what that looks like in one context, 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 will provide written revision-based feedback in D2L for each project focused on higher-order concerns. This feedback is meant to promote improvement in your writing process so that your 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.

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

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

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

Writing Assignments   30%
- Writing Histories and Your Goals Reflection   *complete/incomplete*
- Response to Anchor Texts

Writing Activities (in-class)   40%
- Collaborative projects
- Class writing practices

English 100 Semester Portfolio   20%
- Revised Response Papers
- Reflection on Writer's Process
- Semester Glossary

TOPHAT Readings   10%
- Answering TOPHAT Activities

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TOTAL	100%

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. Reading Response: Reflect on the assigned texts by tapping on the main concepts/experiences covered, how they compare and contrast, and how you relate to them.
3. Collaborative Writing Projects: You will write two essays in groups. These two projects showcase your awareness of employing academic writing features introduced in the courses, including developing a good thesis statement, well-developed paragraphs, integrating sources, and using rhetorical devices and moves to produce well-structured and developed products.
4. Semester Glossary: Keep a glossary of key terms, concepts, and new vocabulary from all assigned readings, course lectures, or your research. This will help you build your understanding of these concepts and integrate them into your written pieces.
5. Final Portfolio: Revise at least three response papers into having a solid thesis with solid topic sentence relationships and compose a reflection on your writing process.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

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 the 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

Zoom Video Conferencing Tool
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.

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Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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

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.

Attendance

I take attendance during our icebreaker 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, yet you need to keep in mind that class participation does factor 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 ***are 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.

Basic Skills Policy

Students in ENG 100 and ENG 1301 cannot drop the course per the Basic Skills Policy: https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/11centersDegreesPrograms/undergraduate/11.04.99.R0.02.pdf.

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. Charles Woods, the Director of Writing** (Charles.woods@etamuc.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@etamuc.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

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

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

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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](#)

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 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

Website: [Office of Student Disability Resources and Services](#)

[http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/](#)

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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 University 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 University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

RESOURCES

East Texas A&M University Supports Students' Mental Health

East Texas A&M Supports Students' Mental Health – Counseling Services
The Counseling Center at East Texas A&M University, 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

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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.

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The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit https://www.tamuc.edu/writing-center

Library

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

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

Week	Learning outcome	Assignment	Tophat Reading
1	- Orientation - Paragraph Structure - Practice Paragraph writing	- Histories of Writing and Course Goals - Start Semester glossary (semester-long)	- Introduction for the Student New to College (Active Voice: AV) - What Writing as a Process Means (AV) - What Prewriting, Drafting, and Revising Are (AV) - What Paragraphs Do (AV)

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			• What Modes and Genres Are (AV)?
2	• Rhetorical Situation & Device • Collaborative writing • Essay structure • Practice essay writing	• Who am I graphic?	• What the Rhetorical Situation Is (Parts 1&2) (AV) • What Ethos, Logos, Pathos, and Kairos Are (AV) • What Counts as Text (AV)
3	• Writing support • Engagement with the writing feedback • Use of sources in your writing	• Hull, Shelton, and McKoy, "Dressed but Not to Impress" (1301 Anchor Text) (WI) • Response to Anchor Text #1 due	• What a Thesis Is (AV) • What Summary, Paraphrase, and Quotation Are (AV) • What Quoting Sources Looks Like (AV)
4	• Collaborative writing	• First writing project Due, Thursday at the end of the class meeting	
5	• Writing support • Generate ChatGPT feedback • Reviewing feedback • Discussing feedback • Incorporating feedback	• Revised version of the first draft • Written reflection	• What Argument Means (AV) • What Counts as Evidence (AV)
6	• Practice integrating sources • Discuss plagiarism • Writing support	• Response to Anchor Text #2 with source integration due	• What Integrating Sources Means (AV) • What Plagiarism Is (AV) •
7	• Discuss readings and complete in-class writing practice • Practice synthesis • Writing support	• Second writing project Due, Thursday at the end of the class meeting	• What Analyze, Report, and Respond Mean (AV) • What Point-and-Support Writing Is (AV)
8	• Writing Support • Reviewing feedback • Discussing feedback • Incorporating feedback	• Revised version of the first draft • Written reflection	• What Analytical Summary Is (AV)
9	March 10-14	*Spring Break – Campus Closed* NO CLASSES	
10	• Writing support: Pressure to Perform essay • Peer Review of Pressure to Perform essay	• Class writing activities • 1301 Anchor Text (instructor choice) (WI)	• What Peer Review Is (AV) • What Synthesizing Means (AV) • Action Points: Chandra Arthur TEDx on Code Switching (AV)
11	Unit 3: Interpreting the Body • Discuss readings and complete in-class writing practice	• Class writing activities • Semester glossary	• 1301 Anchor Text (instructor choice) (WI) • What Critique and Application Are (AV) • What Problematizing Is (AV)

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	• Practice engaging with a text • Review rhetorical vocabulary	• <mark>Response to Anchor Text #3 Due</mark>	
12	• Continue discussion • Writing support	• Class writing activities	• What Topic Selection and Topic Narrowing Are (AV) • *Revisiting* What a Thesis Is (AV)
13	• Work on Final Portfolio & Reflection Assignment • Review Semester Glossary • Writing support		• *Return to* What Prewriting, Drafting, and Revising Are
14	Unit 4: Interpreting Your Writing • • Workshops and writing support for final assignments	• <mark>Semester Glossary due</mark>	
15	• Unit 4 continued • Workshops and writing support for final assignments		
16	• Workshops and writing support for final assignments • Reflect on semester objectives, outcomes, and goals	• Fill out course evaluation survey • Work on the final project	*Last Day of Classes May 2*
Week 17		<mark>Final Portfolio & Reflection assignment due</mark>	

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