ENG 100. 02E & 04E College Reading and Writing Fall 2025

ENG 100-02E: Mon/Wed/Fri 10:00–10:50 AM | Location: Room 301

ENG 100--04E: Mon/Wed/Fri 12:00–12:50 PM | Location: Room 301

INSTRUCTOR INFORMATION

Instructor: Batool M.Abukhadair

Office location: David A. Talbot Hall , Office 126

Office Hours: Mondays 1:30–2:30 pm and Wednesdays 1:30–3:30 pm.

If these times don't work for you, just let me know. I'm happy to find another time that fits your schedule.

Office Phone: Want to chat? Let's Zoom instead of chasing voicemails.

Office Fax: Fax? Let's be real, **email** is faster, easier, and **actually works**.

Zoom/Booking Link: Want to chat? **Schedule your office hours appointment here**:

https://calendar.app.google/qn7DRZZHhzQhqLxf7

University Email Address: Batool.Abukhadair@etamu.edu

Preferred Form of Communication: Feel free to email me or schedule an appointment during my office hours through the provided link. I'm happy to meet and help you whenever you need support.

Communication Response Time: I truly want you to feel supported in this class. I usually respond to emails within **24 hours on weekdays**. Weekend replies may take a little longer, but I'll get back to you as soon as I can. If you don't hear from me, it probably means I *missed* your email. Please feel free to **send a kind reminder**, talk to me after class, or book a quick appointment during office hours. **Your questions and concerns matter, and I want to make sure you get the help you need.**

COURSE INFORMATION/ Top Hat Access 🖩

For this course, we will be using a platform called **Top Hat**, which is included through East Texas A&M University's Inclusive Access fee charged to your bursar account when you registered. **This means you will not need to make any additional purchases.**

You may receive an email about opting out of Inclusive Access; **however, Top Hat is required for this course.**

To gain access, you'll need to create a Top Hat account using your LeoMail (university email). The campus bookstore will send instructions at the start of the semester, so please watch your email closely.

To join, simply use the link in our D2L course shell under the "Content" tab.

We will set up Top Hat together during our first-class meeting to make sure everyone can log in successfully. If you have any issues, please bring them to me, and if needed, I may direct you to Top Hat Support: support@tophat.com.

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Klausman, J. (2019). Active Voices: The Language of College and Composition. Fountainhead Press

Supplementary readings: Learning is personal! Throughout the semester, I'll provide **optional readings and resources** tailored to **our class interests** and the areas you want to explore further. These materials are meant to **enrich your learning experience** and offer fresh perspectives.

Software Required

- **D2L** (course shell and materials)
- **Top Hat** (course platform – required, see instructions above)
- **LeoMail** (official university email – check regularly)
- **Word Processing Program** (students have free access to **Office 365**)

All assignments must be **submitted through D2L** as either a Microsoft **Word** document or a PDF. Most work should be **typed**, but if you ever prefer to submit something **handwritten**, please **scan or photograph it** and upload it as a PDF to D2L.

💡 **Quick Tip:** You can use free phone apps like **Adobe Scan** or **CamScanner** to quickly turn handwritten work into a clean, readable PDF.

Remember: if you choose to submit handwritten work, the file **must** be clear and easy to read.

Mental Health & Well-being

Your **well-being matters both inside and outside the classroom**. College can be exciting, but it can also feel stressful and overwhelming at times, and it's okay to need support along the way. You are **not alone** in this journey, and your **mental health is just as important as your academic success**.

At the **end of each class**, I'll share a **mental health reflection card** as a short **closing activity**. These are **not graded assignments;** they're *simply* a chance to **pause, reflect, and express your thoughts before you leave**. They are meant to be **small tools that encourage self-care, reflection, and connection**, while also serving as **gentle writing prompts** that invite you to explore your **thoughts, experiences, and identity**. Sharing is **always optional,** but the goal is to create a **safe space** where you can connect with yourself through writing.

And remember — if you ever feel overwhelmed or need extra support, please don't hesitate to reach out to me, someone you trust, or our Counselling Center:

📞 **Counselling Center Contact:** 903-886-5145

🌐 Counseling Center | East Texas A&M University, ETAMU

You **belong here**, your voice matters, and your **well-being matters**. 💛

Course Description

English 100 is more than just a writing class; it's your space to grow as a reader, thinker, and writer. We'll work closely on your ENG 1301 assignments, exploring the writing process, learning how to organize your ideas, and developing strategies to express yourself clearly and effectively. **This course is designed to meet you where you are and give you the tools to succeed in college-level writing and beyond.**

Student Learning Outcomes

By the end of this course, students will be able to:

1. **Analyse and evaluate** ideas, texts, and assignments using problem-solving strategies.

2. **Communicate effectively** in writing, speech, and/or visual formats, with a clear message and organization.

3. **Collaborate** with classmates toward shared learning goals, demonstrating responsibility and respect.

4. **Understand and practice** academic honesty in all coursework.

5. **Strengthen college-level reading skills** (annotation, summarizing, critical response).

6. **Use** the **writing process** (drafting, revising, editing) to improve written assignments, especially those connected to **ENG 1301**.

7. **Apply** instructor and peer feedback to improve clarity, structure, and style in writing.

8. **Develop** greater **confidence and identity as a writer** through reflective and expressive writing practices.

Student Responsibilities & Tips for Success

Being successful in this course requires consistency, responsibility, and a willingness to stay engaged. This is a **face-to-face class**, so **showing up ready to participate matters**. **Writing takes practice, and the more energy you put in, the more confident you will become.**

Here are my best tips for succeeding in this course:

1. **Be Present & Participate**

   Attend every class and come prepared to contribute to discussions and activities. Your presence and voice are an important part of our learning community.

2. **Keep Up with Readings & Assignments**

   Complete the assigned reading before class so you can join the conversation fully. Writing assignments should be submitted through **D2L** on or before the due date. If you need extra time, please reach out *before* the deadline. I can often be flexible, but it's much harder after the fact.

3. **Respect the Learning Environment**

   Arrive on time, stay until class is dismissed, and give your **full attention** while you're here. **Please silence** phones and avoid texting or surfing the net during class. **Respect** your classmates' ideas and contributions, **even when you disagree**.

4. **Check D2L & Email Regularly**

   All course materials, announcements, and grades will be posted in **D2L**. **Make it a habit** to check both D2L and your **LeoMail** daily so you never miss an update.

5. **Communicate Professionally**

   Email is our main form of communication. Always include **our course number** in the **subject line**, start with a greeting (for example, *"Hi Ms. Abukhadair"* or *"Hi Professor Abukhadair"*), and close politely ("Thank you, **Your Name**"). Proofreading before sending clear and respectful communication **makes everything easier**.

6. **Plan Ahead & Have a Backup**

   Technology sometimes **fails**. Please have a **backup plan**, whether that's saving your work to the cloud, using a library or campus computer, or keeping copies on a USB drive. **Technical problems at home are not an excuse for missing deadlines.**

7. **Take Care of Yourself**

   Writing can be challenging, and so can life. If you ever feel overwhelmed, **talk to me.** Remember that we will end each class with a brief **Mental Health Reflection Card**, a chance to pause, breathe, and check in with yourself. **Your well-being is just as important as your grades.**

Access and Navigation

You will need your **Campus-Wide ID (CWID)** and password to log into this course. If you don't know your CWID or have forgotten your password, contact the **Center for IT Excellence (CITE)** at **903-468-6000** or **helpdesk@tamuc.edu**.

👉 **Important:** Personal computer or internet problems do **not** excuse late or missing work. Please plan ahead and have a backup option in case technology fails. **Backups** might include a second computer at home or work, using a friend's computer, visiting the local library, a campus computer lab, or even a coffee shop with internet access.

Instructional Methods

In this course, we'll build your skills as both a **reader and writer** through short readings, in-class activities, and guided writing practice. We'll begin by looking at writing as a process and developing a shared vocabulary that will help us talk about texts together. We'll also **connect our work with readings from ENG 1301** to give you extra support as you develop confidence in breaking down complex texts and responding with your own ideas. The semester will conclude with a reflection project, where you'll look back on your growth and put together a portfolio of your work.

Course Assessment

My approach to grading focuses on growth and effort. If you complete work on time, meet the assignment requirements, and show engagement with the writing process, you will do well in this course. I provide feedback on your drafts to help you improve, and I encourage revision so that each assignment helps prepare you for the next.

You may lose points if:

- **Work is submitted late without prior communication.**

- **Projects are incomplete or significantly shorter than the required length.**

- **Assignment directions are ignored or misunderstood.**

That said, life happens. If something prevents you from meeting a deadline, please reach out *before* **the due date. I can often be flexible if I know in advance.**

Grades

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

TOTAL	**100%**

Assignments

1. **Writing History & Goals Reflection** – Share your past experiences with writing, what you hope to learn, and set a few personal goals for the semester.

2. **Reading Responses** – Short reflections on assigned texts that help you practice analysis, comparison, and connection.

3. **Collaborative Writing Projects** – Work in small groups to produce essays that demonstrate thesis development, organization, and use of sources.

4. **Semester Glossary** – Collect and define new concepts, strategies, and vocabulary that you can use in your writing.

5. **Final Portfolio & Reflection** – Revise selected pieces from the semester and write a reflection on your growth as a reader and writer.

Communication and Support

If you have questions or need help with course material, please contact me directly.

Campus Resources & Support

Remember: **you are not alone in this journey**. The University provides excellent resources to help you with writing, research, career prep, and tech support. **Please take advantage of them!**

✍️ The Writing Center

The **Writing Center** offers **free**, one-on-one help for all writers, undergrads, grads, any major, any discipline. We believe every writer benefits from feedback. Sessions (face-to-face or online) begin on the hour and last up to **45 minutes**.

- You can sign up for as many appointments as you'd like (**just not back-to-back**).

How to Book an Appointment:

1. Log in to **Navigate** (web or mobile app).

2. Select **Appointments → Tutoring**.

3. Choose **Writing Center** from the list.

4. Pick the day, time, and format (in-person or online).

5. Confirm your booking and **show up ready** with your draft, notes, or questions.

📍 **Location:** Talbot Hall, Room 103

📧 **Email:** writingcenter@tamuc.edu

📚 Velma K. Waters Library

The library is here to support your **research and learning needs**. Don't waste hours on Google when you can get expert help from librarians.

Ways to connect:

- **Chat:** Live chat on the [Library Website](#)

- **Email:** ask@etamu.libanswers.com (reply within 24 hours, usually sooner)

- **Text:** 903-225-2862

- **Call:** 903-886-5718

- **Meet:** Schedule a one-on-one consultation (in-person or Zoom)

- **Visit:**

  - Waters Library Research Office (2nd Floor, Room 213)

  - University Archives (4th Floor, Room 406A)

  - ETAMU Mesquite Metroplex Center (2nd Floor, Study Room)

💼 Student Career Preparedness Office

Career advisors can help you get ready for **life after graduation,** résumés, cover letters, interview prep, and more.

- **Call**: 903-468-3223

- **Email**: hirealion@etamu.edu

- **Schedule online**: Hire a Lion – Career Services

Technical Support

If you're having technical difficulties with **D2L (Brightspace)**:

- Call **Brightspace Support** at **1-877-325-7778**

- Or visit Brightspace Help

D2L runs regular monthly updates (usually the last Wednesday of the month). During this time, you may notice small changes in performance or appearance. **If there is any major outage, it will be announced on the login page.**

Course and University Procedures / Policies

Course-Specific Policies

- **Attendance & Participation**

  You are **RESPONSIBLE** for attending class regularly and keeping track of your own attendance. **Missing a class means missing important discussions and activities**, and you are responsible for any material covered. There are **no make-up quizzes** and **no late assignments** accepted **unless** prior **arrangements are made with me**.

- **Communication**

  If you need special attention or accommodations, **please notify** me during the first week of class so we can plan together.

- **Syllabus Change Policy**

  This syllabus is a guide. Circumstances such as student progress may make it necessary to modify the syllabus. **Any changes will be announced in advance**.

University Policies

Student Conduct

All students are expected to follow the tenets of **common decency and respectful behavior** conducive to a positive learning environment. See the ***Code of Student Conduct*** in the Student Guidebook.

Attendance Policy

For official details, please refer to University Procedure **13.99.99.R0.01**: Attendance Policy

Academic Integrity

Texas A&M University-Commerce students are expected to maintain high standards of honesty in all coursework. For details, see:

- Undergraduate Academic Dishonesty: **13.99.99.R0.03**

- Academic Dishonesty Form

Students with Disabilities (ADA Statement)

The Americans with Disabilities Act (ADA) guarantees reasonable accommodations for students with disabilities. If you require accommodations, please contact:

Office of Student Disability Resources and Services

Velma K. Waters Library, Room 162

📞 (903) 886-5150 or (903) 886-5835

📠 (903) 468-8148

✉ studentdisabilityservices@ETAMU.edu

🌐 Student Disability Services Website

Non-discrimination Notice

A&M–Commerce complies with federal and state laws **prohibiting discrimination based on race, color, religion, sex, national origin, disability, age, genetic information, or veteran status**. The University also maintains an environment free from discrimination based on sexual orientation, gender identity, or gender expression.

Campus Concealed Carry

Texas Senate Bill 11 authorizes licensed individuals to carry concealed handguns in campus buildings, except in restricted areas. Open carry is not permitted. For details, see Campus Carry Policy Link. Report violations to University Police at **903-886-5868** or call **9-1-1** in emergencies.

Mental Health Support

The **Counselling Center** (Halladay Building, Room 203) offers confidential services, crisis assessment, and community referrals. Students have 24/7 access to crisis services by calling **903-886-5145**. For more information, visit the **Counselling Center Website**.

AI Use Policy

A&M–Commerce acknowledges that there are legitimate uses of Artificial Intelligence (AI), such as ChatBots or text-generation tools, but their use is subject to **instructor approval**. Any use of AI must be documented; undocumented use constitutes academic dishonesty (plagiarism). **If no**

instructions are provided, assume AI use is not allowed. Regardless, students are fully responsible

for the content of all assignments submitted.

- **13.99.99.R0.03 Undergraduate Academic Dishonesty**

- **13.99.99.R0.10 Graduate Student Academic Dishonesty**

COURSE OUTLINE / CALENDAR

The schedule is subject to change based on class needs. Any updates will be

announced in class and on D2L

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)
2	• Rhetorical Situation & Device • Collaborative writing • Essay structure • Practice essay writing	• Who am I graphic? • Your Voice as a Writer!	• What Paragraphs Do (AV) • What Modes and Genres Are (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 the Rhetorical Situation Is (Parts 1&2) (AV) • What Ethos, Logos, Pathos, and Kairos Are (AV) • What Counts as Text (AV) • What a Thesis Is (AV) • What Summary, Paraphrase, and Quotation Are (AV)
4	• Collaborative writing	• First writing project Due, Friday at the end of the class meeting	• What Quoting Sources Looks Like (AV) • What Argument Means (AV) • What Counts as Evidence (AV) • What Integrating Sources Means (AV) • What Plagiarism Is (AV) • What Analyze, Report, and Respond Mean (AV)
5	• Writing support	• Revised version of the first draft	• How to Write a Clear Email to Your Teacher

	• Generate ChatGPT feedback • Reviewing feedback • Discussing feedback • Incorporating feedback	• Written reflection	
6	• Practice integrating sources • Discuss plagiarism • Writing support	• Response to Anchor Text #2 with source integration due	• What Point-and-Support Writing 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	
8	• Writing Support • Reviewing feedback • Discussing feedback • Incorporating feedback	• Revised version of the first draft • Written reflection	• What Analytical Summary Is (AV)
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
	  • Practice engaging with a text
	  • Review rhetorical vocabulary
		• Class writing activities
		• Semester glossary
		• Response to Anchor Text #3 Due
			• 1301 Anchor Text (instructor choice) (WI)
			• What Critique and Application Are (AV)
			• What Problematizing Is (AV)

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	Class writing activities	• *Return to* What Prewriting, Drafting, and Revising Are
14	Unit 4: Interpreting Your Writing • • Workshops and writing support for final assignments	• Semester Glossary due	
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>	