



EAST TEXAS A&M
UNIVERSITY

English 1301, Section 02E
College Reading and Writing
COURSE SYLLABUS: Fall 2025

INSTRUCTOR INFORMATION

Instructor: Ms. Stormy Montes

Office Location: DTH 126

Student Visiting Hours (Office Hours): 11am to 1pm **Mondays**, 3pm to 4:30pm **Wednesdays**

University Email Address: Stormy.Montes@etamu.edu

Communication Response Time: Within **24 hours** on weekdays

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**.

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.

Software Required:

- D2L
- Top Hat
- LeoMail

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

Course Description

ENG 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

1. **Define** important terms/concepts including, but not limited to, literacy, sponsor, code switching, code-meshing, embodiment, and writing processes;
2. **Discuss** the ways these terms expand based on cultural and communicative practices;
3. **Examine** scholarly, personal, and/or multimodal course texts that detail varying understandings and applications of key terms/concepts;
4. **Develop** writing processes that allow for personal exploration of key terms/concepts;
5. **Engage** in collaboration that supports individualized and communal understanding and writing development;
6. **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), practices, styles, and/or languages;
7. **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;
8. **Reflect** on your writing experiences and literacy practices;

9. **Design** individualized learning goals appropriate for a first-year writing course; and
10. **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

Instructional Methods

This is a face-to-face class. We will meet on Mondays, Wednesdays, and Fridays from 10am to 10:50am in 201 David Talbot Hall

I prefer a student-centered approach to teaching—this class is about you and your learning experience. This class is delivered face-to-face, and therefore, I will spend some of my time lecturing at the front of the classroom, and the rest of class time will be spent with students engaging with me and each other through critical discussion on the day’s topics and readings. Students will also be peer-reviewing each other’s papers. In addition, the course information builds as we proceed with each new reading and/or chapter. Therefore, it is imperative that students come to class with the proper materials and having already read and/or completed the assignment.

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

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

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

1. Successful students refer to the syllabus 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.

Student/Class Civility Policy:

Your instructor reserves the right to ask any student to leave class if any student proves

distracting, hostile, and/or disruptive to either the instructor and/or classmates. If a student is asked to leave, the student will meet with the instructor during the instructor's office hours before returning to class.

If incivility occurs, the student(s) may also have a "0" entered in the gradebook for any activities, quizzes, etc. that were to be completed in class on the day in question. If incivility occurs during group work, ALL parties will meet in my office, and the student(s) at fault may or may not receive a "0" for the assignment(s).

I HAVE ZERO (0) TOLERANCE FOR BULLYING OR HARASSMENT OF ANY AND ALL FORMS.

COURSE ASSESSMENT

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	40%
Writing Histories and Establishing Goals Reflection	<i>complete/incomplete</i>
Rhetorical Analysis	<i>10%</i>
Narrating Your Literacies	<i>10%</i>
Pressured to Perform	<i>10%</i>
Reading the Body's Rhetoric	<i>10%</i>
English 1301 Semester Portfolio Writing Activities	40%
Top Hat Questions	10%
Classroom Activities	10%
TOTAL 100%	

Assignments

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

- 1. Writing Histories and Your Goals Reflection:** This first writing assignment invites you to compose a short reflection that addresses each of the following prompts in a well-thought-out, polished piece of academic writing. You will return to this reflection throughout the semester to review and reassess your goals for the course.
- 2. 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. Consider your audience supportive. 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.
- 3. 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.
- 4. 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.
- 5. 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.

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 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

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@etamu.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

Attendance Policy

Though I do not use attendance records to penalize your grade, I do take attendance at the beginning of each class session, and I do take note if you are tardy. That being said, please come to class and come to class on time. When you miss class, you are not only missing out on vital learning time and instruction, you are also missing out on announcements and the collaborative nature of the higher education classroom setting.

“What should I do when I miss class?”

If students need to miss class, it is the student's responsibility to ask a classmate what we did in class that day or go to D2L and/or Top Hat to find out what you missed in class. However, this does not necessarily mean you will be able to make up the work you missed in class!

Make-Up Work Policy

Students must discuss the make-up work with me before the assignment is due. As the instructor, it is my prerogative to approve or deny a student's request for make-up work.

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your instructor.

Please reach out to me, I want to hear from you! I am your instructor, but I am also here to be your mentor. I care about you and your academic experience in my class. Suggestions to make my course better? Trouble understanding the content? Need suggestions and advice on

papers and assignments? Have you come down with an illness or any other kind of emergency? Simply want to stop and chat? Need letters of recommendation? Please email me as soon as possible or drop by during office hours! I am in your corner, and I want you to succeed in my class.

Emails: If you need to email me, please do so in the proper format. In the “subject” line of your email, please give me a *very short* summary, in no more than a few words, as to why you are emailing me (i.e., “Sick— Will Not Be in Class Today”). Also, please compose your email with proper introductions (ex: “Ms. Montes”), followed by your body paragraphs, and then end with proper salutations (ex: “Sincerely,” “Best”, etc.) with your name underneath them. **IMPORTANT NOTICE:** This is college, an institution of higher learning, and therefore, we are in a setting where everyone is expected to act with professionalism. Everyone in class, including the instructor, is expected to conduct themselves as adults, which entails; following the schedule, turning in work on time, time management, communicating with the instructor and classmates, completing the readings on time, and professionalism, etc. Therefore, I expect ALL OF US to behave in a dignified and professional manner in class, with assignments, during office hours, and especially with emails.

Please see the example of a full proper email below:

“Dear Ms. Montes,

I am emailing you today to let you know that I am sick and will not be in-class. I will ask a classmate and/or lookout on D2L or Top Hat for assignments due today and the next class period of the week.

**Sincerely,
John Doe”**

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@etamu.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@etamu.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](https://www.etamu.edu/student-guidebook/). <https://www.etamu.edu/student-guidebook/>

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](#)
<https://inside.tamuc.edu/admissions/registrar/generalinformation/attendance.aspx>

<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/>

AI Use in Courses

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

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](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyForm.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," <https://www.etamu.edu/institutional-effectiveness>). 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@etamu.edu

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

<https://www.etamu.edu/student-disability-services/>

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 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:

<https://inside.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 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

<https://www.etamu.edu/counseling-center/>

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.etamu.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.etamu.edu/library>

- **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 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@etamu.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

Week	Date	Topic	Homework Due
<p style="text-align: center;">Week 1</p> <p>WRITING ASSIGNMENT: WRITING HISTORIES AND ESTABLISHING GOALS REFLECTION DUE 08/31, 11:59 P.M.</p>	08/25 (M)— First Day of Class	<p>Introduction to the Course & Unit 1</p> <p>M: Discuss important syllabus policies. Demonstrate navigation of D2L and Top Hat.</p>	M: Check Leomail email and access D2L course shell. Read syllabus. Set up Top Hat access to Writing Inquiry 3 rd edition Textbook
	08/27 (W)	W: Discuss readings, Semester Glossary activity	W: Read “A Brief Introduction to Unit 1,” “Why a Writing Course,” “Active Reading,” and “Good Writing is Always Hard Work”
	08/29 (F)	F: Discuss readings, Brainstorming Goals activity, introduce “Writing Histories and Establishing Goals Reflection”	F: Read “Being Transparent about Course Objectives, Learning Outcomes, and Student Goals” and “Some Habits for Success in College”
<p style="text-align: center;">Week 2</p>	09/01 (M)	<p style="text-align: center;">Unit 1</p> <p>M: No Class – Labor Day</p>	M: No Class
	09/03 (W)	W: Review Readings; go over “Sample Rhetorical Analysis” in class together	W: Read “An Introduction to Rhetorical Analysis” and “Analyzing Written Texts” in Unit 1
	09/05 (F)	F: Review key terms; discuss reading; go over “Sample Analysis of a non-profit Advertisement” together in class	F: Read “Analyzing Visual Texts” in Unit 1

Week 3	09/08 (M)	Unit 1 M: Review Rhetorical concepts; discuss how they apply to Hull, Shelton, and McKoy	M: Read Hull, Shelton, and McKoy, “Dressed but Not to Impress” in Unit 1.
	09/10 (W)	W: Introduce “Writing Assignment: Rhetorical Analysis”; allow students to work in class	W: No homework
	09/12 (F)	F: Allow students to do in-class work for Rhetorical Analysis Assignment	F: Work on Rhetorical Analysis

Week 4	09/15 (M)	Unit 1/ Unit 2 M: In-Class presentation of rhetorical analysis project	M: Come to class prepared to present Rhetorical Analysis project
	09/17 (W)	W: BUFFER DAY—if needed, use this day to continue presentations; Discuss key concepts and readings for Unit 2 (Literacy, Discourses, Sponsorship); do “Activity” at the end of the article in class together	W: Read “A Brief Introduction to Unit 2” and R. McShane “Literacy, Discourses, Sponsorship” in Unit 2
	09/19 (F)	F: Review key terms. Discuss Reading and how the key terms apply to Malcom X’s writing. Introduce “Narrating Your Literacies” in class	F: Read Malcolm X, “Learning to Read” and watch Bosley literacy narrative in Unit 2

**WRITING
ASSIGNMENT:
RHETORICAL
ANALYSIS PART 1
DUE 9/21, 11:59
P.M.**

Week 5	09/22 (M)	Unit 2 M: Continue Discussion from Friday	M: Read Malcolm X, "Learning to Read" and watch Bosley literacy narrative in Unit 2
	09/24 (W)	W: Review key terms. Discuss how they apply to reading	W: OPTION A: Read hooks "Confronting Class in the Classroom" in Unit 2 OPTION B: Read Green "My Uncle's Guns" in Unit 2
	09/26 (F)	F: Review key terms. Discuss how they apply to Sanchez and Fendleman and <i>Faces of Courage</i> .	F: Read/watch Sanchez and Fendleman; look over <i>Faces of Courage</i> ; read "Definition of Literacy in the Digital Age" in Unit 2

Week 6	09/29 (M)	Unit 2 M: Finish <i>Faces of Courage</i>	M: No Homework
	10/01 (W)	W: Allow Students time to brainstorm, outline, and/or draft Literacy Narrative in class	W: No Homework
	10/03 (F)	F: In class peer review of Literacy Narrative	F: Read "Making Collaboration Work" and "Peer Review" in Unit 10; Bring in draft of Literacy Narrative

<p style="text-align: center;">Week 7</p> <p>WRITING ASSIGNMENT: NARRATING YOUR LITERACIES DUE 10/12, 11:59 P.M.</p>	10/06 (M)	<p style="text-align: center;">Unit 3</p> <p>M: Review key terms. Discuss readings.</p>	M: Read R. McShane “Code Switching, Code Meshing, and Tensions: A Brief Introduction to Unit 3” in Unit 3
	10/08 (W)	W: Review key terms. Discuss readings.	W: Read Anzaldúa “How to Tame a Wild Tongue” in Unit 3.
	10/10 (F)	F: Review key terms. Discuss how they apply. Watch “The Hamilton Mixtape: Immigrants (We Get the Job Done)”; Introduce “Pressure to Perform” assignment	F: No Assignments

<p style="text-align: center;">Week 8</p>	10/13 (M)	<p style="text-align: center;">Unit 3</p> <p>M: Review key terms and discuss how they apply to Young’s article</p>	M: Read Young’s “So Black I’m Blue” in Unit 3
	10/15 (W)	W: Review key terms, discuss how they apply to Wang’s article	W: Read Wang, “I’m Chronically Ill and Afraid of Being Lazy” from Unit 3
	10/17 (F)	F: OPTION A Introduce <i>Preacher’s Kid</i> in class; discuss “Multimodal Writing” reading OPTION B Watch Reed and Rosenberg-Lee’s <i>Passing</i> in class ; discuss “Multimodal Writing” reading	F: OPTION A: Listen to/analyze <i>Preacher’s Kid</i> in class together; Read “Multimodal Writing” in Unit 10 OPTION B: Watch and analyze <i>Passing</i> in class together; Read “Multimodal Writing” in Unit 10

Week 9	10/20 (M)	M: Allow students to work on “Pressured to Perform” assignment in class	M: No homework
	10/22 (W)	W: Allow students to work on “Pressured to Perform” assignment in class	W: No homework
	10/24 (F)	F: Allow students to work on “Pressure to Perform” assignment in class	F: No homework

Week 10 WRITING ASSIGNMENT: PRESSURE TO PERFORM DUE 11/02, 11:59 P.M.	10/27 (M)	M: Discuss readings	M: Read B. McShane “A introduce Unit 4 Brief Introduction to Unit 4” and Knoblauch “Bodies of Knowledge”
	10/29 (W)	W: Discuss readings	W: Read Carter “Living Inside the Bible (Belt)” OR Measel “Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House
	10/31 (F)	F: Embodied Rhetoric Activity Presentation; Introduce “Reading a Body’s Rhetoric” assignment	F: No homework

Week 11		Unit 4	
	11/03 (M)	M: Continue Embodied Rhetoric Activity Presentation	M: No homework
	11/05 (W)	W: Introduce <i>Dreams and Nightmares</i> , discuss reading	W: Read <i>Dreams and Nightmares</i> , Introduction and Prologue
	11/07 (F)	F: Discuss reading	F: Read <i>Dreams and Nightmares</i> , Ch 1&2

Week 12		Unit 4	
	11/10 (M)	M: Discuss readings; Introduce “Writing Assignment: Reading a Body’s Rhetoric”	M: Read <i>Dreams and Nightmares</i> , Chapter 3 and conclusion
	11/12 (W)	W: Discuss readings.	W: Review “Making Collaboration Work” and “Peer review” in Unit 10
	11/14 (F)	F: Peer Review Workshop	F: Bring “Reading the Body’s Rhetoric” draft to class

Week 13 WRITING ASSIGNMENT: READING THE BODY'S RHETORIC DUE 11/23, 11:59 P.M.	11/17 (M)	M: Introduce Capstone Assignment; Discussing Revision	M: No homework—in class work on assignments as needed
	11/19 (W)	W: In class work on Capstone assignment	W: No homework—in class work on assignments as needed
	11/21 (F)	F: In-class work on Capstone assignment	F: No homework—in class work on assignments as needed

Week 14 Thanksgiving Break	11/24 (M) 11/26 (W) 11/28 (F)	No Classes	No Classes, continue working on Capstone
Week 15 Last week of Classes	12/01 (M)	M - Continue working on Capstone assignment	M - No homework—in class work on assignments as needed
	12/03 (W)	W - Reflect on semester objectives; Continue working on Capstone assignment	W - No homework—in class work on assignments as needed
	12/05 (F) - Last day of classes	F - Course evaluations; Continue working on Capstone assignment	F - No homework—in class work on assignments as needed
Week 16 Finals Week	12/6 to 12/12	No Classes	Capstone assignment due Wednesday 12/10, 5pm

The syllabus/schedule are subject to change.