



ENG 1301, SECTION 03 E, 04 E, 25 E
College Reading and Writing
COURSE SYLLABUS: 2025

INSTRUCTOR INFORMATION

Instructor: Zeeshan Siddique (Dr. Sidd/ Dr. Zee)

Office Location: 316

Office Hours: TBD

University Email Address: Zeeshan.Siddique@tamuc.edu

Preferred Form of Communication: **Email/ Office hour drop-in (TBD)**

Communication Response Time: 48 hrs.

COURSE INFORMATION

Class Location: EDS 309, DTH Room 302, DTH 201

Class Time: 9:00-9:50 AM, 11:00-11:50 A.M., 12:00-12:15 P.M. on Monday, Wednesday, and Friday

Textbook(s) Required: For this course, we will be using a platform called Top Hat, which is included through A&M-Commerce's Inclusive Access fee, charged to your bursar account when you registered for this course. There are additional texts that I recommend as part of the readings, which can be found on D2L. **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.

Tom Keelin, Paul Schoemaker, and Carl Spetzler, *Defining Decision Quality: The Six Elements of Decision Quality*

Sue Hertz, *Write Choice*

Graff and Birkenstein, *They Say I Say*

Software Required:

- [D2L](#)
- [Top Hat](#)
- [LeoMail](#)
- [Twinery.org](#)

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

COURSE INFORMATION

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.

Every day, you make thousands of decisions on your own. You can either hope to make good decisions or learn how. Though the objectives of every section of ENGL 101 are the same, most instructors focus on a topic or a question they're interested in. That's the case here. One of my research topics is decision literacy—the decisions we take or reject to read, write, grow, succeed, fail, think, live, communicate, challenge, win, lose, play, perform, and all other ways in which decisions shape our personal and public lives. In this course, you'll write about the ways decisions shape our lives, write a literacy narrative about the importance of decision-making in your life, write about a process known as "decision literacy," and write an interactive digital text that educates readers about a significant aspect of personal or professional decision-making.

To accomplish those goals, we'll do a lot of writing and talk and write a lot about the writing we do. This course is designed to help you develop three writing skills: (1) Making decisions to write effectively in different formats for different audiences, under different situations, and for different purposes; (2) Choosing, analyzing, and incorporating words and ideas of others into your writing so you come across as an informed member of discourse community; (3) and developing a process

of decision making that will help you be a successful writer in the future.

CORE CURRICULUM COURSE OBJECTIVES

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, 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 to build better decision-making skills for better writing.
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. The syllabus/schedule are subject to change.
11. Assess individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

Student Responsibilities or Tips for Success in the Course

1. Please don't miss class.

- I designed this course so that our class time will help you develop the skills to succeed on the course projects. If you miss class, achieving success on those projects will be difficult.
- Missing more than **two classes** will impact your final grade.
- If you do miss class, **please email me**.
- If you must be isolated due to COVID-19 or another significant illness, like a cold or the flu, please let me know, and I will help you contact the right person.
- Our schedule will change. Up-to-date details will be projected on the screen at the start of every class meeting and in the announcements I send you every Sunday and Wednesday

2. Do your homework.

- You'll have something to read, watch, and write before almost every class meeting.
- I don't assign busy work. Everything I ask you to do will help you develop the skills to succeed.
- If you don't do the daily reading and writing, you could be behind and might lose your total points for the semester (see **Major assignments and percentage of final grade**). More importantly, you'll lose the learning experience.
- **Late work is accepted only on condition.** Please email and clarify the reason for your late work, and I will believe you. Uninformed late work (Submitting work after 48 hours without notice) is unprofessional and will impact the total grade.

3. Pay attention.

- I'm going to call on you. Be attentive to what's being said so you can do your best.

4. Do your best.

- This course is designed to challenge and help you achieve those challenges. I don't expect you to do everything perfectly, but I hope you do your best.

5. Ask questions!

- Ask if you have a question about a concept, an assignment, or anything.

6. Read instructions carefully.

- Details matter. Please read all instructions with care so you can complete tasks fully.

7. Keep communication lines open.

- Life is complicated. Let me know if you're in a situation that makes it difficult to succeed.
- Email. I get many emails. When you write to me, put "ENGL 13901" with "CRN" on it and put a subject heading briefly describing what you're writing to me about (for example, ENGL 101: I was absent Monday/ need help with x assignment). If you don't hear back from me within 24 hours, please email and remind me.
- Make sure to check D2L announcements.

8. If you are working on a computer

There will be many occasions when I need you to have a computer in class. Let me know

if you don't have one so I can help you get a loaner.

9. Technology use

Use your technology only when I tell you. Looking, using, or being on the phone while I am teaching is disrespectful.

COURSE POLICIES

1. How many absences and late arrivals are allowed?

- Absences
 - **2 absences** are allowed with no penalty.
 - No excuse is required. I respect your privacy.
 - If absent more than **2 times**, please email/ inform me.
 - If you're in a situation where you expect many absences, let me know.
- Late arrival
 - **2 late arrivals** are allowed.
 - If you're late more than two times, you will be **notified by me so that it doesn't impact your performance.**

2. What to do if you miss class

- Contact me by email.
 - Please make sure to put "ENGL 101: Absence" in the subject line.
 - If there was a graded activity that day, I'll let you know how to make it up.

3. Let me know about anything that affects your learning.

Do you have a disability, learning challenge, or other condition affecting your learning or participation in class? Let me know. I want you to be the best learner you can be. See [More Details About Learning Support and Reasonable Accommodations](#) below for more details.

4. Show respect to yourself, your work, and others.

- Listen, speak, read, and write thoughtfully and with an eye on how others perceive and feel.
- Respect the people around you. Please make our classroom a clean, safe, professional, collaborative environment for everyone. If someone is harming your experience, let me know.
- Respect each other's privacy. It's illegal to record audio or video or take pictures without the explicit consent of the other students and me. Do not share other people's writing without their permission.

5. Use your technology wisely.

- You're expected to have a working laptop computer, but you don't always need it in class. If you don't have one, let me know, and I'll help arrange a loan.
- If you prefer to work on a laptop in class, no problem.
- Please don't check messages, email, or social media during class. If you're off task, I'll give you one warning. After that, I'll count you absent for each additional warning.

6. No cheating

- You are expected to do your work. Use the words or ideas of others (family, friends, books, websites, whatever) without clearly signaling that you're doing so, and you're committing plagiarism. Committing plagiarism results in, at a minimum, earning a zero on the assignment.

ASSESSMENTS

THIS SYLLABUS MAY CHANGE

Life is complicated and so is teaching and learning. I'll project up-to-date details on the screen at the start of each class meeting, and in the Announcements, I send you every Sunday and Wednesday morning. Please pay attention to these so you don't get confused.

GRADING

MAJOR ASSIGNMENTS AND PERCENTAGE OF FINAL GRADE

Assignment	Description	Percent of final grade
Attendance	You need to be present. A significant number of absences would affect your grade.	10%
Text check	These are honor-based assignments. I'll ask if you read/watched/played the assigned texts for the day.	5%
Note check	1 pt each: These are short writings to prepare for class meetings or that are written during class meetings/ after class meetings. You will get a total of five of those (5x2=10). These are higher value-based assignments (Part of the grade)—you must turn them in. I'll give you specific submission directions and time to turn those in. Please type it on the computer and upload it to a particular space in the D2L .	10%
Reflection Check	You will have to do 3 of these more extensive writing assignments. They would be centered explicitly around tasks that would connect to Project 1/ Project 2/ Project 3	15%
Project 1 Decision Literacy Narrative	A 500-word story about a decision that has been significant to your life. It can be anything. But it must be relevant to your life and only to your life. Please don't makeup stories; we want to hear you out. You must develop a PPT/ Poster/ etc. (your choice) and present this in class (Grading rubrics and samples will be provided). Due: TBD	15%

Project 2 Pressured to perform, reflective essay	Research-based analysis of 500-700 words about your decisions that you made while you were performing an activity under pressure: <ul style="list-style-type: none"> ● Find a complex moment when you made tough decisions to perform ● Write a narrative about the performance Due: TBD	15%
Project 3 Reading a Body's Rhetoric	A short composition, tell the story of your body/body of someone you know, (might be your pet). Argue why body matter's, agency matters, and above all, writing about body matters?	15%
Project 4 Interactive decision-literacy text	An interactive digital story game that educates a reader about significant personal or professional decisions. Due: Saturday 6/5 by 11.59 pm	15%
Total	FINAL PORTFOLIO	100%

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

Total points corresponding to the final letter grades

- A = 451- 500 Points
- B = 401- 450 Points
- C = 351- 400 Points
- D = 301- 350 Points

F = 300 & > Points

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

Example:

Attendance 10%

Textchecks 5%

Notechecks 10%

Reflection Check 15%

Project 1: Decision Literacy Narrative (choice of medium) 20%

Project 2: Analysis/ Argument Essay on decision-making 20%

Project 3: Interactive decision-literacy narrative/ Videogame 20%

TOTAL 100%

Course Outline/Calendar

SCHEDULE

How to use it? Each day shows what you need to read, watch, play, or write before class. Will it change? Yes. Life and learning are complicated, so minor changes will occur, including assignments not listed here. Need up- to-date details? I'll put the assignments for the next two days on the screen at the start of each class meeting and send you reminders every Sunday and Wednesday morning.

WEEK 1

INTRODUCTIONS / WHAT IS A WRITING COURSE AND DECISIONS FOR THAT

MONDAY 8/25

- **In Class/ Check**

- Syllabus
- Course Goals
- Outcomes
- Please check/ set/ retrieve D2L Account

WED 8/27

- A Brief Introduction to Unit 1 (TopHat)
Writing, Rhetoric, and Analysis in college.
Text Check: Individual Task
- Write down at least 2 things that worry or concern you about having to take a college-level writing course.
- Write down two things that you liked about the intro and why?
- **SMALL-GROUP TASK #1:** 5 minutes
To identify personal learning goals for the semester and (2) to identify decisions and decision-making experiences that have been significant to you.

Keelin and Spetzler, "Six Elements of Good-Decision Making" (D2L)

- What are the six elements?
- How do you think they are gonna be helpful?

FRI. 8/29

- **Why a Writing Course Explanation and Invitation?**
- Decision-making in a Writing Class?
- How do you think Writing Class offers decision-making or ethical decision-making opportunities

WEEK 2 WRITING A CONVERSATION / WHAT IS DECISION LITERACY? PART 1

MON 9/1 NO CLASSES/ LABOR DAY

WED 9/3. **Read before the class:**

- Before class: Read "A Brief Introduction to Unit 2"
- Active Reading
- Good Writing is Always Hard

Write

- **Textcheck: TBD**
- NOTECHECK #1: Individual task:** Identify elements of quality decision-making that will help you achieve your learning goals this semester, and why?

FRI. 9/5

- **Read before class**
 - Malcom X Learning to Read
 - **Write**
 - **Textcheck: TBD**
- NOTECHECK #1: Individual task:** Identify elements of quality decision-making that will help you achieve your learning goals this semester, and why?

WEEK 3 WRITING A CONVERSATION / WHAT IS DECISION LITERACY? PART 1

MON 9/8

- **Read before the class:**
'Literacy, Discourse, Sponsorship'
- **In class:**
 - Discuss:
 - Watch: Bosely Literacy narrative,

WED 9/10

- **Read before the class:**
 - "Definition of Literacy in the Digital Age"
- **In class:**

Discuss: Project 1: Decision Literacy Narrative: Identify something in your personal or professional life where you see decision-making playing an important role—and that you'd like to learn more about. Develop a Poster, a Prezi, or a Presentation about what decisions you choose to incorporate this semester. You might use the six elements of decision quality poster (Not a requirement, though). Connect to your major. If you are undecided, focus on the goal and come up with 8 to 10 points (500 words).

Discuss: Rubric

- **Start your literacy narrative draft**

NOTE: Please find the rubric for the decision literacy narrative on D2L

Write: Textcheck: A 100-word short paragraph about your topic for decision literacy narrative and why it matters.

FRI 9/4

Read before the class:

- In class
- Let's play with AI

Design your outline for literacy narrative

WEEK 4

PROJECT 1: DECISION LITERACY NARRATIVE

MON 9/9

● **Read before the class**

- Sue Hertz, Chapter 1 *Write Choices* (D2L Readings)
- "Making Collaboration Worth It" in Unit 10

Discuss: Choices of Literacy Narrative (Genre, Media, and Writing)

WED 9/11

In class

- **Write**
 - **Text check:** What are your hooks for your narrative
 - **Literacy Narrative:** Work on your decision literacy blueprint.
 - **Collaborative task**

DUE FIRST DRAFTS OF YOUR DECISION LITERACY NARRATIVE BY WED 9/10 ON D2L AT 8 AM (SHARP) (SEE INSTRUCTIONS)

FRI 9/11

● **Read before class:**

- Peer Review
- In-class Peer Review of Drafts

● **Write**

- **Note check #2:** Identify at least 3 quality decision-making that you can observe/ relate from the

deo/ identify at least 3 decisions that are not happening in the video and why.

DUE ON D2L Reflection Check #1: "Definition of Literacy in the Digital Age" by FRIDAY 8 AM

WEEK 5 WHAT IS A DECISION- LITERACY PART 2/WHAT MAKES AN EFFECTIVE DECISION- MAKING NARRATIVE?

MON 9/14

- **Read**
 - How to write and design literacy narratives through technology.
 - Play with Adobe Suites and templates (D2L)
- **Sample graded literacy narratives (D2L Readings)**
- **Sample ungraded literacy narrative (D2L Readings)**

WED. 9/16

- **Textcheck:** Identify how the graded literacy narrative will help you.
- **WORK ON THE REVISIONS OF YOUR DECISION LITERACY NARRATIVE**

Watch

- **Writing Literacy Narrative in the Age of AI/YouTube**

FRI. 9/18

- In class
- Peer review
- Discussions

DUE FINAL DECISION LITERACY NARRATIVE BY WED 9/19 ON D2L AT 8 AM (SHARP) (SEE INSTRUCTIONS)

WEEK 6

PRESENTING YOUR DECISION LITERACY NARRATIVE

TBD

Presentation (Group 1)

TBD

Presentation (Group 2)

WEEK 7

DECISIONS TO PERFORM: CODE SWITCHING AND MESHING

MON 9/29

- **Read: In Class**
 - A Brief Introduction to Unit 3: Code Switching and Code Meshing
 - Bringing back *They Say I Say* Chapter 1
- **In Class**
 - **Text check:** Write about code switching and Code Meshing
 - **What kind of decision-making do you think you see?**

WED 10/1

- **Read before class**
 - *How to Tame a Wild Tongue*

Text check: Write in 100 words: What you found useful about good decision-making in *How to Tame a Wild Tongue*

In class:

- 1 paragraph proposal for your *Pressure to Perform Essay*
NOTE: Please check the rubric on the D2L

FRI 10/3

Read before class: Graff and Birkenstein, *They Say I Say* Chapter 3.

- Reed and Lee *Passing*

- Write: Peer Review of proposal

DUE: TODAY BEFORE MIDNIGHT ON D2L (SEE SECTION)

WEEK 8 DECISIONS TO PERFORM: CODE SWITCHING AND CODE MESHING

MON 10/6

- **Read before class:**
 - Sample pressure to perform an essay (D2L)
- **In Class**
 - Start your pressure to perform essay.

WED 10/8.

- **Read before class:**
 - "The Hamilton Mixtape"

- **In class:**
 - Revise your pressure to perform essay

FRI 10/10

- **Read**
 - Bruce Ballenger, "Plagiarism: What It Is, Why It Matters, and How to Avoid It" (D2L Readings)
- **NOTECECK#:** Identify your decision to avoid plagiarism in your Pressure to Perform Essay

○ **DUE: FINAL PEER REVIEWED PRESSURE TO PERFORM ESSAY**

WEEK 9. DECISION ON EMBODIMENT: RHETORIC OF BODIES

MON 10/13 **NO CLASSES/ COLUMBUS DAY**

WED 10/15

Read before class

- A Brief Introduction to Unit 4
- **In class:**

Write

- **Notecheck #5:** Answer the following questions in 2-3 sentences each:
- What is embodiment?
- What are some of the key concepts of the Unit?
 - **In Class:**
 - Write your 1-page proposal for your Reading the Bodies of Rhetoric paragraph

NOTE: Please check the rubric on the D2L

FRI 10/17

- **Read before class**

- Bodies of Knowledge: Definitions, Delineations, and Implications of Embodied Writing in the Academy
 - Sue Hertz: How do you structure an analysis/write about your argument?
- **In class**
 - Peer Review Proposal

WEEK 10 ARGUING ABOUT STATEMENTS: WRITING YOUR ANALYSIS/ARGUMENT ESSAY PART 3

MON. 10/20

- **Read before class**
 - **Continue:** Bodies of Knowledge: Definitions, Delineations, and Implications of Embodied Writing in the Academy
 - **In class: Start your essay**

WED 10/22

Revise your essays: Please work on my feedback

FRI. 10/24.

Final revisions on your essay

WEEK 11 ARGUMENT ABOUT CONCLUSION: WRITING YOUR ANALYSIS/ARGUMENT ESSAY, PART 4

MON 10/27

- **In Class:**
 - **WORKSHOP:** final version of your argument essay
 - Peer Review of your Essay

WED 10/29

- Identify problems or confusion on your essay

FRI. 10/31

TBD

WEEK 12: WRITING TO DESIGN: INTERACTIVE STORY FOR DECISION MAKING PART 1

MON 11/3

- **NOTECHECK:** Write a two-page description of any game you have played (video games to tabletop/role-playing games) that has developed your decision-making.
- **Write**
- **Textcheck:** Why did you like the game? What are the best moments? Is the game helpful in developing your decision-making? Do you find any connections with the six elements?

WED 11/5

- **Read before Class:**
- Chapter 1 from Melissa Ford

In Class

- **Discuss:** What is your idea of Choose Your Adventure? Do you think it can help you build a decision literacy app?
- WAIT! WHAT IS A TWINE GAME ANYWAYS?
- D2L: ASSIGNED TWINE **Play it at least 2 times**

DUE: SECOND REVISED/ POLISHED DRAFT of your argument essay (upload to D2L by 11.59 PM)

FRI 11/7

- Demo Twine/ Play
- Learn how to start a Twine
- Build: Start your narrative design/ blueprint of your game.

DUE: Reflection Check 3# Write a 300-word essay on your critique of the game. Please provide examples of how it is going to help you build your interactive essay and why.

NOTE: Please check out the examples of the blueprint of the decision literacy app on D2L

WEEK 13: DESIGNING AN INTERACTIVE TEXT TO EDUCATE ABOUT DECISION-MAKING

MON 11/10

- **In Class:**
- Discuss: Thoughts on the decision literacy app. What/ Why/ How?
- Start your decision literacy app
- **Discuss: Identifying the following things as you are building your blueprint**

- Identify a significant decision you made in the game.
- Identify the point of the game where the decision you made created a difference in the gameplay?

WED 11/12

- **Read before class**
- Sections from the article “Decision Literacy, Multimodal Storytelling.”
 - Demo how to design a Twine
 - “How to Download and Play a Twine Storygame” (D2L)
 - Start building your decision literacy Twine

FRI 11/14

- **Rewatch:** Presentation “How to design a twine Game”?
 - Create a decision tree for the significant personal or professional situation you will explore in this unit. See Ford 23-24 for additional details.
 - Start/ Play/ Save your Twine

DUE: FINAL POLISHED DRAFT of your argument essay (upload to D2L by 11.59 pm)

WEEK 14 DESIGNING AN INTERACTIVE TEXT TO EDUCATE ABOUT DECISION-MAKING

MON 11/17

- **In class**
- Presentation: Conditions and Variables
 - “Assignment description: Interactive text to educate about decision-making” (D2L Assignments)

WED 11/19

- **Peer Review**
 - In class: Form groups and exchange the decision tree, watch the decisions reflected in the gameplay, and provide feedback
 - Revise your decision literacy Twine.

FRI 11/21

- In Class
- **Presentation: Conditions and Variables**
- Share your branching narrative with your peers to give and get feedback. Discuss your decision tree and revise it.

DUE: 2nd Draft of the Essay TB

WEEK 15 DESIGNING AN INTERACTIVE TEXT TO EDUCATE ABOUT DECISION-MAKING PART 1

MON 11/24 Conference with Dr. S (Group 1)

WED 11/26 NO CLASSES/ THANKSGIVING

FRI 11/27 NO CLASSES/ THANKSGIVING

WEEK 16 DESIGNING AN INTERACTIVE TEXT TO EDUCATE ABOUT DECISION-MAKING PART 2

MON 12/1 TWINE PLAY TEST DAY 1

WED 12/ 3 TWINE PLAY TEST DAY 2

FRI 12/ 5 Final feedback on decision-making

WEEK 17 FINALS WEEK

MON 12/ 8 (NO CLASSES) Complete your Argument Essay by 8 AM.

FRI 12/ 12. UPLOAD YOUR PORTFOLIO: YOUR REVISED AND PROOFREAD ARGUMENT ESSAY AND BETA VERSION OF THE DECISION LITERACY TWINE

TECHNOLOGY REQUIREMENTS

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?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@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.

COMMUNICATION AND SUPPORT

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

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>

STUDENT RESPONSIBILITIES FOR COURSE

CWID and Password

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.

Technology-Related Issues

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 ETAMU campus open computer lab, etc.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Minimal Technical Skills Needed

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Learning Management System (LMS) - D2L

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:

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

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 on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line
 - Salutation (Good afternoon, Dr. Jackson)
 - Proper email etiquette (no “text” emails – use proper grammar and punctuation)
 - Student name and CWID after the body of the email (possibly add to student signature on email)
-

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

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 online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

ETAMU Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

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

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

Use of Artificial Intelligence

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

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 Services](#)

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.

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 ETAMU 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.

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.

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.



As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: [Musician Health and Safety - East Texas A&M University](#)

Department and Accrediting Agency Statements:

School of Music Mission Statement:

The School of Music at East Texas A&M University promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

