



EAST TEXAS A&M
UNIVERSITY

English 1301: 14E, 26E
College Reading and Writing
Fall 2025

INSTRUCTOR INFORMATION

Instructor: Mr. Charles Stephens
Email: Charles.Stephens@etamu.edu
Office Location: Talbot Hall of Languages 117
Office Hours: T/Th 12:15-2:00, 3:15-3:30
Preferred Form of Communication: Email
Communication Response Time: With 48 hours on Week Days

COURSE INFORMATION

Required Textbook

For this course, we will be using a platform called *Top Hat* that is included through TAMUC's Inclusive Access. This is the same online book used for 1301. No new purchase required unless you did not gain access previously. Through *Top Hat*, you will gain access to the following required course materials:

- *Writing Inquiry 3rd Edition*. Fountainhead Press, 2023

To gain access to Top Hat, it is your responsibility to create an account when you receive an email from the campus bookstore at the start of the semester. If you have any issues with Top Hat, you should contact support@tophat.com

Additional Required Materials

- Course readings (articles, excerpts) made available via D2L
- Digital storage (flash drive, cloud storage, etc.)

Note: You should check your email and D2L daily for updates pertaining to ENG 1302.

The syllabus/schedule are subject to change.

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

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

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

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

You will need regular access to the internet, digital storage (hardware or cloud storage), a valid working TAMUC email address, knowledge of D2L, and a computer with a word processing software.

Instructional Methods

This class meets face-to-face on **Monday** and **Wednesday** and **Friday** from

Section 14E 9-9:50 am in Room EDS 135

Section 26E 10-10:50 am in Room SS 309

What does a typical class look like?

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

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

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

Student Responsibilities or Tips for Success in the Course

Your success in ENG 1301: College Reading and Writing is tied to active participation in digital spaces (D2L, TopHat), including the completion of all readings, activities, and assignments throughout the course.

General Overview of Expected Work

As a student enrolled in ENG 1301: College Reading and Writing, expect to post regularly to discussion boards and prepare weekly deliverables related to ethics, genre, audience, etc. as they develop an overview of professional writing.

In brief, you will work through the following tasks each week. Further details are provided on the ENG 1301: College Reading and Writing Course Schedule document.

- Work weeks begin on Mondays. Part of your weekly readings/assignments is to view information from me (D2L Announcements) on that day.

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- You should use the provided book and additional resources to complete activities and assignments for the course.
- You will perform assignments designed to hone your understanding of literacy and writing. This includes discussion questions and writing assignments, among other activities.

GRADING

Grading Scale

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

Assessments

Activities	10%
Discussion Questions	10%
Writing Assignment: Writing Histories and Your Goals Reflection	P/F
Writing Assignment: Rhetorical Analysis	10%
Writing Assignment: Narrating Your Literacies	10%
Writing Assignment: Pressured to Perform	10%

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Writing Assignment: Reading a Body's Rhetoric	10%
Capstone Assignment: English 1301 Semester Portfolio	40%

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@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus and course schedule are guides. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus and course schedule during the semester. Any changes made to the syllabus and course schedule will be announced in advance.

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

You may use a laptop or tablet if you like during class time, but using said device for anything other than class-related research and discussion will cost you your laptop privileges.

Attendance Policy

As mentioned earlier, active participation is the key to success in this section of ENG 1302: GLB/US-Written Argument/Research. Therefore, timeliness is required for assignments. Consistently failing to actively participate or submit assignments on time will impede your ability to pass this class.

AI Use Policy

As they currently exist, most AI based apps and programs are not suitable for student use. I encourage all students to do their work without using AI based apps and programs, and if I find proof that they have been used on student work, I will ask the student to repeat the work without them.

Short and Sweet: ChatGPT and related programs can and will destroy your ability to learn and think critically unless used with extreme caution. I also don't want to grade

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work written by AI. I take this very seriously, and consider the use of AI related apps to be cheating.

Late Work

It is imperative to our success as a class that your assignments are turned in on time. The acceptance and assessment of late work in this section of ENG 1302: GLB/US-Written Argument/Research is on a case-by-case basis. Late work will result in a grade reduction at the discretion of the instructor. Consistently turning in late work will impede your ability to pass the class. Extensions for the final exam are unavailable and Incompletes are reserved for extreme circumstances.

Statement on Antiracism

This course discusses things like economic class, educational opportunities, and other aspects of access to literacy that present a racial disparity in America. It is the position of this class to identify such structural deficiencies as wrong. This subject will potentially cause some discomfort, so please be patient as we discuss these topics together. This course does not tolerate willful insensitive language with respect to sex, race, gender, or orientation, but does attempt to understand how things like racism and sexism create barriers for people.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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>

TAMUC 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>

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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>

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@tamuc.edu

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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.

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

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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

Department or Accrediting Agency Required Content

Departmental-Specific Procedures

Student 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 the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the

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main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult [University Procedure 13.99.99.R0.05 \("Student Appeal of Instructor Evaluation"\)](#).

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the accreditation, throughout the semester I may collect some of the ungraded texts you produce solely for an assessment of program effectiveness that in no way affects students' course grades or GPAs.

COURSE OUTLINE / CALENDAR

ENG 1301—Fall 2025

Week 1 August 25-31	
<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • Read: Unit 1: “A Brief Introduction to Unit 1” • Read: Unit 1: “Why a Writing Course?” • Read: Unit 10: “Active Reading” • Read: Unit 10: “Good Writing is Always Hard Work” • Read: Unit 1: “Being Transparent About Course Objectives, Learning Outcomes, and Student Goals” • Read: Unit 1: “Some Habits for Success in College” 	<p style="text-align: center;"><u>Assignments Due</u></p> <ul style="list-style-type: none"> • Check Leomail email and access D2L course shell. • Read syllabus. • Set up Top Hat access to Writing Inquiry 3rd edition textbook.
Week 2 September 1-7	
<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • Read: Unit 1: “An Introduction to Rhetorical Analysis” • Read: Unit 1 “Analyzing Written Texts” • Read: Unit 1 “Analyzing Visual Texts” 	<p style="text-align: center;"><u>Assignments Due</u></p> <ul style="list-style-type: none"> • Writing Assignment: Writing Histories and Your Goals Reflection.” DUE MONDAY SEPTEMBER 8 BY 11:59 PM <ul style="list-style-type: none"> ○ Submit to D2L
Week 3 September 8-14	
<p style="text-align: center;"><u>Readings</u></p>	<p style="text-align: center;"><u>Assignments Due</u></p>

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<ul style="list-style-type: none"> • Read: Unit 1, Hull, Shelton, and McKoy, “Dressed but Not to Impress” 	<ul style="list-style-type: none"> • None.
Week 4 September 15-21	
<u>Readings</u>	<u>Assignments Due</u>
<ul style="list-style-type: none"> • Read: Unit 2, “A Brief Introduction to Unit 2” • Read: Unit 2, R. McShane, “Literacy, Discourses, Sponsorship” 	<ul style="list-style-type: none"> • None.
Week 5 September 22-28	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> • Read: Unit 2, Malcolm X, “Learning to Read” • Watch: Unit 2, Bosley literacy narrative • Individual Choice Read EITHER: Unit 2, hooks, “Confronting Class in the Classroom” OR: Unit 2, Green “My Uncle’s Guns” • Read/Watch: Sanchez • and Fendleman; • Look Over: Faces of Courage • Read: Unit 2, “Definition of Literacy in the Digital Age” 	<ul style="list-style-type: none"> • Writing Assignment: Rhetorical Analysis (Both Parts) DUE MONDAY SEPTEMBER 29 BY 11:59 PM <ul style="list-style-type: none"> ○ Submit to D2L • Discussion Questions: Unit 2, Malcolm X, “Learning to Read” due Tuesday September 30 by 11:59 pm • Discussion Questions: Unit 2, hooks OR Green” due Thursday October 2 by 11:59 pm
Week 6 September 29-October 5	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> • Read: Unit 10, “Rhetorical Grammar” 	<ul style="list-style-type: none"> • Writing Assignment: Literacy Narrative DUE MONDAY OCTOBER 6 BY 11:59 PM

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<ul style="list-style-type: none"> • Read: Unit 10, “Making Collaboration Work” • Read: Unit 10, “Peer Review” 	<ul style="list-style-type: none"> • Bring in copy of Literacy Narrative for discussion and Peer Review all this week • Possible Conferences/Catch-Up Day
Week 7 October 6-12	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> • Read: Unit 3, R. McShane, “Code Switching, Code Meshing, and Tensions: A Brief Introduction to Unit 3” • Read: Unit 3, Anzaldúa “How to Tame a Wild Tongue” 	<ul style="list-style-type: none"> • Possible Conferences/Catch-Up Day • Discussion Questions: Unit 3, Anzaldúa “How to Tame a Wild Tongue” due Tuesday by 11:59 pm
Week 8 October 13-19	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> • Read: Unit 3, Young’s “So Black I’m Blue” • Read: Unit 3, Wang, “I’m Chronically Ill and Afraid of Being Lazy” • Class Choice EITHER: Listen to/analyze Unit 10, Preacher’s Kid in class together • OR: Watch and analyze Passing in class together • Read: Unit 10, “Multimodal Writing” 	<ul style="list-style-type: none"> • Discussion Questions: Unit 3, Young’s “So Black I’m Blue” due Tuesday by 11:59 pm • Discussion Questions: Unit 3, Wang, “I’m Chronically Ill and Afraid of Being Lazy”
Week 9 October 20-26	
<u>Readings</u>	<u>Assignments</u>

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<ul style="list-style-type: none"> • Read: Unit 4, B. McShane, “A Brief Introduction to Unit 4” • Read: Unit 4, Knoblauch “Bodies of Knowledge” 	<ul style="list-style-type: none"> • Discussion Questions: Unit 4, Knoblauch, “Bodies of Knowledge” due by Tuesday at 11:59 pm
Week 10 October 27-November 2	
<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • Read: Unit 4, Carter, “Living Inside the Bible (Belt)” • Read: Unit 4, Measel, “Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House” • Read: Dreams and Nightmares, Introduction and Prologue 	<p style="text-align: center;"><u>Assignments</u></p> <ul style="list-style-type: none"> • Writing Assignment: Pressured to Perform DUE MONDAY NOVEMBER 3 BY 11:59 PM <ul style="list-style-type: none"> ○ Submit to D2L • Discussion Questions: Unit 4, Carter, “Living Inside the Bible (Belt)” due Tuesday by 11:59 pm • Discussion Questions: Unit 4, Measel, “Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House”
Week 11 November 3-9	
<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> • Read: Dreams and Nightmares Chapter 1 • Read: Dreams and Nightmares, first half of Chapter 2 (Stop at “Mexico City”) • Read: Dreams and Nightmares, finish Chapter 2 	<p style="text-align: center;"><u>Assignments</u></p> <ul style="list-style-type: none"> • None.
Week 12 November 10-16	
<p style="text-align: center;"><u>Readings</u></p>	<p style="text-align: center;"><u>Assignments</u></p>

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<ul style="list-style-type: none"> • Read: Dreams and Nightmares, first half of Chapter 3 (stop at “My Two Birthday Parties”) • Read: Dreams and Nightmares, Finish Chapter 3 • Read: Finish Dreams and • Nightmares 	<ul style="list-style-type: none"> • None.
Week 13 November 17-23	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> • Review: Unit 10, “Making Collaboration Work” and “Peer review” 	<ul style="list-style-type: none"> • Writing Assignment: Reading a Body’s Rhetoric DUE MONDAY NOVEMBER 24 BY 11:59 PM • Bring in copy of Reading a Body’s Rhetoric for discussion and Peer Review all this week
Week 14 November 24-30	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> • None. Work on Semester Portfolio 	<ul style="list-style-type: none"> • None. Work on Semester Portfolio
Week 15 December 1-7	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> • None. Work on Semester Portfolio 	<ul style="list-style-type: none"> • None. Work on Semester Portfolio
Week 16 December 8-14	
<u>Readings</u>	<u>Assignments</u>

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	<ul style="list-style-type: none">• Writing Assignment: Unit 4, “Capstone Assignment: English 1301 Semester Portfolio.”<ul style="list-style-type: none">○ Submit to D2L
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