



EAST TEXAS A&M
UNIVERSITY

ENG 1301-28E

College Reading and Writing

Fall 2025

INSTRUCTOR INFORMATION

Instructor: George Flores

Office Location: DTH 126

Office Hours: MWF 2:00-3:00 p.m.

University Email Address: George.Flores@etamuc.edu

Zoom Link: <https://tamuc.zoom.us/j/8814885647>

Communication Response Time: 12-48 hours

COURSE INFORMATION

Textbook(s) Required: For this course, we will be using a platform called Top Hat that is included through A&M-Commerce'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.

The syllabus/schedule are subject to change.

Software Required:

- D2L
- Top Hat
- LeoMail
- A word processing program: *Students have free access to [Office 365](#).*

Course Description

ENGL 1301: College Reading and Writing, a three semester hour course, 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.

COURSE REQUIREMENTS

Minimal Technical Skills Needed:

- Writing, organizing, and editing text in an electronic word processor, like MS Word.
- Navigating and utilizing online writing-based platforms, like Google Docs.
- Submitting and uploading electronic files to the learning management system platform D2L.
- Creating multimodal work in various software programs (MS PowerPoint, Adobe Express).
- Accessing course information in D2L and student email accounts.

Instructional Methods

This class will be conducted face-to-face in Education South Sowers Building 127 every Monday, Wednesday, and Friday between 12:00 and 12:50 p.m.

Student Responsibilities or Tips for Success in the Course

Attendance:

Your success in the course is contingent on your attendance. Consistent attendance will help you be familiar with the coursework and how to complete it effectively. Equally, your attendance is important as it accounts for five percent (5%) of your overall grade in the course. However, I understand that life is full of unexpected challenges (health, work, and otherwise), so you will have four (4) opportunities to be absent without being penalized. Keep in mind, though, that you should save these absences for an emergency. Moreover, you are asked to discover what you missed from class by visiting me during office hours or, better yet, by asking a peer.

Note-Taking:

Your success in the course is contingent on your understanding of not only the course material but also how to apply what you have learned to various writing tasks. Knowledge is one thing, and wisdom is another. I challenge you to practice enhancing your note-taking skills. For instance, in addition to writing down the definition of a key term, consider noting how it relates to the real world.

Reflection:

Many students compose volumes of notes in class without taking the time to review them outside of the classroom. Similarly, students may review notes superficially, memorizing words rather than contemplating the meanings, contexts, or implications relevant to those ideas. Always take time to reflect on what you are studying (in this class, and in all of your courses). Successful reflection can include considering alternative viewpoints to issues (and speculating on the reasons for those deviations);

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creating hypothetical scenarios that reflect, or even challenge, the issues/ideas you are studying; pose questions that anticipate answers that can complement or complicate the targeted issue/idea, increasing your awareness of the material; and engaging in critical thinking (analyzing and evaluating the issue, problem, or concept). Be sure to engage in metacognition as well. Try to think about the way you think! You may just learn your own strategies and tricks for successful learning.

Scheduling:

Formulating a daily schedule can help you orient yourself to a successful academic habit. Be sure to create a realistic schedule, as opposed to an impressive one. Developing a simple, consistent pattern can help you stay on task with more focus and productivity than stress. Do not forget to include time to relax as well!

GRADING

Final grades in this course will be based on the following scale:

Writing Assignments	40%
Writing Histories and Your Goals Reflection	<i>complete/incomplete</i>
Rhetorical Analysis Projects	10%
Narrating Your Literacies	10%
Pressured to Perform	10%
Reading a Body's Rhetoric	10%
English 1301 Semester Portfolio	40%
Writing Activities	15%
Attendance/Participation	5%

Course Assessment

In this writing course, your writing assignments will always be accepted as a draft first, which means that you will always receive feedback and support from your peers and the instructor so that you may revise the work before submitting the work for a final grade. In this class, we will treat writing as a process, so do not feel like your drafts have to be perfect or that you are alone on this journey. I will provide support directly on your papers in D2L, which you can access by clicking on the assignment and the link titled "View Feedback."

My feedback will often come in the form of local and global feedback. Typically, I will aim to provide one comment per paragraph and one final summative comment at the end of your draft. Once your papers have been submitted, I will grade the work with a rubric that you will be able to review in advance of the assignment due date. Rubrics can be found in the Course Materials tab in D2L.

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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.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact me via email or zoom:

Email: George.Flores@etamu.edu

Zoom: <https://tamuc.zoom.us/j/8814885647>

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:

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<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

When you need to ask me a question, or if you have an issue with your work, you are free to send me an email or visit me in my office during office hours (no appointment is required). If you feel more comfortable requesting a Zoom meeting with a specific time in mind, you may let me know anyway you wish (after class, via email, etc.). I am here to help you, so do not be afraid to reach out!

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. All electronic essays need to be composed with a Microsoft Word processor. If you compose work in Google Docs, Apple's Pages, or any other word processor, please convert the file to an MS Word document. Doing so ensures that I can successfully open, review, and grade your work. If you do not know how to do so, please reach out to me so I can help.
2. Late submissions will be penalized one point on a one-hundred-point scale for each day the work is late. If a family, work, or health emergency threatens to interfere with your work, please let me know when you can so we can work something out. Keep in mind, though, that you will have a grace period of 24 hours to submit late work without incurring a penalty.
3. Please silence cell phones while class is in session. You may use phones during class to use online dictionaries or access pertinent information, but it is advised you use a do not disturb feature to not disrupt your classmates.
4. Attendance is critical to learning, but life happens. You have four (4) excused absences to work with this semester, but if you happen to experience a health or family emergency, please let me know so we can find a way to work through that challenge.
5. Our class will be structured according to the RAD system (Read, Apply, Discuss). Therefore, Mondays will be devoted to introducing topics through lectures and readings, Wednesdays will be centered on class activities designed to help you apply what you read/learned, and Fridays will be our chance to reflect on what we learned about the material and our understanding of it thus far.

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.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

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>

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

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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.

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

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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 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

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Week 1 (August 25)		
Topics	Assignments	Readings
<ul style="list-style-type: none"> -Introduction to the course -The Importance of goal setting -Introduction to writing (Brainstorming, Planning, Drafting) 	<ol style="list-style-type: none"> 1. Writing Histories Short Essay (Sunday) 2. Journal Writing Entry 1 (Friday, in class) 	<ul style="list-style-type: none"> • A Brief Intro to Unit 1 • Being Transparent About Course Objectives, Learning Outcomes, and Student Goals • Why A Writing Course? • Active Reading (Unit 10) • Some Habits for Success in College
Week 2 (September 1)		
<ul style="list-style-type: none"> -Introduction to Writing (Revising, Editing and Proofreading) -Reviewing Syntax (Sentence Structure) -Introduction to Rhetorical Analysis Project 	<ol style="list-style-type: none"> 1. Revised Writing Histories Short Essay (Sunday) 2. Journal Writing Entry 2 (Friday, in class) 	<ul style="list-style-type: none"> • Good Writing Is Always Hard Work (Unit 10) • Anatomy of the Academic Essay (Unit 10)
Week 3 (September 8)		
<ul style="list-style-type: none"> -Introduction to Rhetorical Writing/Communication -Cover Rhetorical Analysis Process -Review Rhetorical Analysis Project & Assign Groups 	<ol style="list-style-type: none"> 1. Discussion Board - Rhetorical Analysis (post by Thursday; respond to others by Sunday) 2. Journal Writing Entry 3 (Friday, in class) 	<ul style="list-style-type: none"> • An Introduction to Rhetorical Analysis • Analyzing Written Texts • Analyzing Visual Texts • Rhetorical Grammar (Unit 10)
Week 4 (September 15)		
<ul style="list-style-type: none"> -Collaboration Week for Rhetorical Project -Review Rhetorical Analysis Essay 	<ol style="list-style-type: none"> 1. Draft of Rhetorical Project Presentation (Thursday) 2. Rhetorical Analysis Outline (Sunday) 3. Journal Writing Entry 4 (Friday, in class) 	
Week 5 (September 22)		
<ul style="list-style-type: none"> -Presentation Week -Collaboration for Rhetorical Analysis Essay (Peer-Review) 	<ol style="list-style-type: none"> 1. Present Rhetorical Analysis Project (Monday) 2. Peer-Review Reflection (Sunday) 	

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	<ol style="list-style-type: none"> Rhetorical Analysis Essay Draft (Sunday) Journal Writing Entry 5 (Friday, in class) 	
Week 6 (September 29)		
<ul style="list-style-type: none"> -Introduction to Literacy -Review Narrating Your Literacies Essay 	<ol style="list-style-type: none"> PreWriting Activity: Identifying Your Literacies, Discourses, Sponsors (Wednesday, in class) Narrating Literacies Outline (Sunday) Journal Writing Entry 6 (Friday, in class) 	<ul style="list-style-type: none"> A Brief Intro to Unit 2 Literacy, Discourses, Sponsorship Learning to Read Definition of Literacy in the Digital Age
Week 7 (October 6)		
<ul style="list-style-type: none"> -Establishing and Enhancing Your Voice in Writing -Descriptive Writing Techniques -Peer-Review Day (Friday) 	<ol style="list-style-type: none"> Narrating Your Literacies Essay Draft (Bring to Friday's class) Peer-Review Reflection (Sunday) Journal Writing Entry 7 (Friday, in class) 	<ul style="list-style-type: none"> Making Collaboration Worth It: Giving and Receiving Feedback (Unit 10) Peer-Review (Unit 10)
Week 8 (October 13)		
-Revision Week	<ol style="list-style-type: none"> Narrating Literacies Revised Draft (Sunday) Journal Writing Entry 8 (Friday, in class) 	<ul style="list-style-type: none"> Proofread Your Essay
Week 9 (October 20)		
<ul style="list-style-type: none"> -Introduction to Code-Meshing & Pressure to Perform Essay 	<ol style="list-style-type: none"> PreWriting Activity: Identifying Themes in Our Stories (Wednesday, in class) Pressure to Perform Outline (Sunday) Journal Writing Entry 9 (Friday, in class) 	<ul style="list-style-type: none"> A Brief Intro to Unit 3: Code-Switching, Code-Meshing, and Tensions How to Tame a Wild Tongue
Week 10 (October 27)		
<ul style="list-style-type: none"> -Midterm Meeting Via Zoom (no in-person attendance this week) 	<ol style="list-style-type: none"> Pressure to Perform Draft (24 hours before instructor) 	<ul style="list-style-type: none"> So Black I'm Blue I'm Chronically Ill and Afraid of Being

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	meeting on Zoom) 2. Conference Reflection Document (Sunday)	Lazy
Week 11 (November 3)		
-Introduction to Embodiment -Review Reading the Body's Rhetoric Essay	1. Pressure to Perform Revised Draft (Sunday) 2. Reading the Body's Rhetoric Essay Outline (Sunday) 3. Journal Writing Entry 10 (Friday, in class)	<ul style="list-style-type: none"> • A Brief Intro to Unit 4 • Bodies of Knowledge • Dressed But Not to Impress (Unit 1)
Week 12 (November 10)		
-Draft Reading the Body's Rhetoric Essay	1. Reading the Body's Rhetoric Draft (Bring to Friday's class) 2. Peer-Review Reflection (Sunday) 3. Journal Writing Entry 11 (Friday, in class)	<ul style="list-style-type: none"> • Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House • Living Inside the Bible (Belt)
Week 13 (November 17)		
-Review Capstone Assignment	1. Reading the Body's Rhetoric Revised Essay (Sunday) 2. Journal Entry 12 (Friday, in class)	
Week 14 (November 24)		
-Discuss how the Revision Stage of the Writing Process Works When Composing Portfolios (Monday) -Thanksgiving Break	1. Journal Entry 13 (Monday, in class)	
Week 15 (December 1)		
-Writing Session All Week	1. Journal Entry 14 (Friday, in class)	
Week 16 (December 8)		
	1. Writing Portfolio (Wednesday, December 10)	

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