



EAST TEXAS A&M

— UNIVERSITY —

ENG 1301: 32W and 33W College Reading & Writing

COURSE SYLLABUS: FALL 2025

INSTRUCTOR INFORMATION

Instructor: Mo Reeves
Office Location: Binnion Hall 126
Office Hours: Tuesdays 12-2
Office Phone: 214.537.0338
University Email Address: mo.reeves@etamu.edu
Preferred Form of Communication: **Email or Text**
Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: None.

Software/Platforms Required: D2L, LeoMail, word processing program (Students have free access to [Office 365](#))

Optional Texts and/or Materials: Available via D2L

Course Description

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.

The syllabus/schedule are subject to change.

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. The syllabus/schedule are subject to change.
11. 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 Internet access for this course. It will take place on D2L, with the course documents, discussions, and assignments due on D2L, and the course readings will be on TopHat. D2L is found through your MyLeo platform. You will need to be able to navigate and use D2L to complete the course. New content will be posted to D2L for the course weekly.

You will also need access to your LeoMail student email account in case I need to email the class. I will email the class weekly with updates on the course schedule and any other announcements relevant to course updates as they occur.

You will need a word processor as well for writing projects for the course. When turned in, assignments must be either .doc, .docx, or .pdf files. Students can get Microsoft 365 for free. Instructions are here:

https://inside.tamuc.edu/facultystaffservices/academictechnology/_documents/Office-365-Students.pdf

We will have assignments that are multimodal, so they can be slide presentations, posters, videos, podcasts, etc. You can use a wide variety of programs to create these, but as TAMUC students you get Adobe's Creative Campus for free! Take advantage of this wonderful opportunity! Information & instructions here:

[Adobe Creative Campus - Texas A&M University-Commerce \(tamuc.edu\)](https://www.adobe.com/creativecloud/education/creativecampus.html)

Instructional Methods

This is an online class. All class materials will be found on TopHat. Students will complete writing tasks to hone their critical thinking and communication skills. Submission, assessment, and revision-based feedback on all writing activities and major writing assignments occur via D2L.

Student Responsibilities or Tips for Success in the Course

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:

- Successful students refer to the syllabus frequently throughout the semester.
- Successful students attend class regularly.
- Successful students communicate with their professors and peers regularly and respectfully.
- Successful students plan their weeks with organizational tools.

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- Successful students study effectively with techniques like practice testing and distributed practice.

GRADING

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.

Writing Histories and Your Goals Reflection:	10%
Rhetorical Analysis:	10%
Narrating Your Literacies:	10%
Reading a Body's Rhetoric	10%
Capstone Assignment	40%
Writing Activities, Assignment, & Discussions	20%
TOTAL	100%

Assessments

- **Writing Histories and Your Goals Reflection:** Briefly describe your previous experiences with writing, what the course objectives mean to you, and create 2-4 learning goals.
- **Rhetorical Analysis:** Create a multimodal advertisement for a new product of your own invention. Use your understanding of rhetorical appeals for design and content decisions. Write an essay explaining the rhetoric behind your advertisement.

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- **Narrating Your Literacies:** Create your own literacy narrative by identifying by a discourse that you are a part of and the knowledge and skills required to be part of that discourse.
- **Reading a Body's Rhetoric:** Tell the story of your body or analyze the way a piece of media interfaces with bodies.
- **Capstone Assignment:** an assignment which tasks you with reflecting on your work in ENG 1301 and propels you into ENG 1302.

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 ETAMU 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.

The syllabus/schedule are subject to change.

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>

Interaction with Instructor Statement

My goal is to be as flexible and compassionate as possible. If you have questions or need support, ask during your class period, email me, or come to my class with your questions. East Texas A&M University is student ready university, and I am a student-ready instructor. If you have questions or need assistance, please ask!

Attendance

Your timely presence and active participation are essential to the productivity of the classroom community. Please arrive on time and prepared to complete the course activities for the day. I know people get sick, cars break down, and emergencies happen. As your instructor, I will do everything I can to work around these issues as they arise. The primary thing to remember is early, consistent communication with me if you are going to be absent.

Late Work

Timely completion of all course work is essential to the productivity of the classroom community. East Texas A&M is a student ready university that values flexibility and respect for students. Do you need an extension? Please ask. Do you need extra help so you don't miss a deadline? Email me. As your instructor, I want to work with you and will do everything I can to accept and assess your work without compromising my values as an educator.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific 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.

The syllabus/schedule are subject to change.

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://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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 Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.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

The syllabus/schedule are subject to change.

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Student Disability Services](#)

<https://www.tamuc.edu/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 Texas A&M University-Commerce 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:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University 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 www.tamuc.edu/counsel

Mental Health and Well-Being

The syllabus/schedule are subject to change.

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.



<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

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

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

The syllabus/schedule are subject to change.

ENGLISH 1301 Semester Outline Fall 2025	
Week #1: August 25-Aug 31 <i>Monday, August 25 is the first day of class.</i>	
Course Introduction <ul style="list-style-type: none"> ● Writing Histories Reflection due at the end of Week 2 ● Readings <ul style="list-style-type: none"> ○ “A Brief Introduction to Unit 1”, ○ “Why a Writing Course?”, ○ “Being Transparent About Course Objectives, Learning Outcomes, and Student Goals”, ○ “Some Habits for Success in College” 	
Week #2: September 1-7 <i>Observe Labor Day Campus closed September 1</i>	
Unit 1 <ul style="list-style-type: none"> ● Rhetorical Analysis Assignment due 9/21 ● Readings <ul style="list-style-type: none"> ○ “An Introduction to Rhetorical Analysis”, ○ “Analyzing Written Texts”, ○ “Analyzing Visual Texts” in Unit 1 ● Due: Writing Histories 	
Week #3: September 8-14 <i>Census Day is September 10.</i>	
Unit 1 continued <ul style="list-style-type: none"> ● Continue discussion of rhetoric ● Work on rhetorical analysis assignments ● Readings <ul style="list-style-type: none"> ○ Hull, Shelton, and McKoy, “Dressed but Not to Impress” ○ Unit 10 The Writing Center ○ “Active Reading” in Unit 10 ○ “Good Writing is Always Hard Work” in Unit 10. 	
Week #4: September 15-21	
Unit 2 <ul style="list-style-type: none"> ● Introduce literacy as a key concept ● Readings <ul style="list-style-type: none"> ○ “A Brief Introduction to Unit 2,” ○ R. McShane “Literacy, Discourses, Sponsorship,” ○ Malcolm X, “Learning to Read” ○ Watch Bosley literacy narrative ● Rhetorical Analysis Assignment due this week 	
Week #5: September 22-28	

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Unit 2 continued

- Continue discussion of literacy
- Introduce Narrating Your Literacies assignment
- Reading options
 - hooks “Confronting Class in the Classroom” **or** Green “My Uncle’s Guns”
- Read/watch
 - Sanchez and Fendleman
 - “Definition of Literacy in the Digital Age”
 - Begin *Faces of Courage*

Week #6: September 29-October 5

Unit 2 continued

- Continue discussion of literacy
- Draft Narrating Your Literacies
- Peer Review
- Readings
 - Finish *Faces of Courage*
 - “Making Collaboration Work”
 - “Peer Review” in Unit 10

Week #7: October 6-12

Unit 3

- Introduce code-switching and code-meshing
- Readings
 - R. McShane “Code Switching, Code Meshing, and Tensions: A Brief Introduction to Unit 3”
 - Anzaldúa “How to Tame a Wild Tongue”
- Watch and discuss The Hamilton Mixtape in class
- Introduce “Pressure to Perform” assignment
- **Narrating Your Literacies assignment due this week**

Week #8: October 13-19

Unit 3 continued

- Continue discussion of code-switching and code-meshing
- Readings
 - Young’s “So Black I’m Blue”
 - Wang, “I’m Chronically Ill and Afraid of Being Lazy”
 - **OPTION A:** Listen to/analyze *Preacher’s Kid* in class together; Read “Multimodal Writing” in Unit 10
 - **OPTION B:** Watch and analyze *Passing* in class together; Read “Multimodal Writing” in Unit 10
- Students work on Pressure to Perform essay

The syllabus/schedule are subject to change.

<p>Week #9: October 20-26 <i>Midterm grades due October 20 at 5:00 pm</i></p>
<p>Unit 3 continued/Catch up week</p> <ul style="list-style-type: none"> • Students continue working on Pressure to Perform essay • <i>optional midterm/writing meetings with students</i>
<p>Week #10: October 27-November 2</p>
<p>Unit 4</p> <ul style="list-style-type: none"> • Introduce embodiment and review rhetoric and other key terms • Introduce Reading the Body's Rhetoric assignment • Readings <ul style="list-style-type: none"> ◦ B. McShane "A Brief Introduction to Unit 4" ◦ Knoblauch "Bodies of Knowledge," ◦ Carter, "Living Inside the Bible (Belt)" OR Measel, "Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House" • Pressure to Perform essay due this week
<p>Week #11: November 3-9</p>
<p>Unit 4 continued</p> <ul style="list-style-type: none"> • Continue discussion of embodiment • Students begin drafting Reading the Body's Rhetoric assignment • Readings <ul style="list-style-type: none"> ◦ Begin <i>Dreams and Nightmares</i>, Introduction and Prologue; Chapter 1s & 2
<p>Week #12: November 10-16</p>
<p>Unit 4 continued</p> <ul style="list-style-type: none"> • Continue discussion of embodiment • In class workshops and peer reviews • Readings <ul style="list-style-type: none"> ◦ <i>Dreams and Nightmares</i>, Chapters 3 and conclusion ◦ Review "Making Collaboration Work" and "Peer review" in Unit 10
<p>Week #13: November 17-23</p>
<p>Capstone</p> <ul style="list-style-type: none"> • Introduce Capstone Assignment • Writing workshops and discussions about revision • Reading the Body's Rhetoric due this week
<p>Week #14: November 24-30 <i>Observe Thanksgiving. Campus closed/no classes November 26-28</i></p>

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Capstone continued	
<ul style="list-style-type: none"> • Continue working on Capstone Assignment • Writing workshops and discussions about revision 	
Week #15: December 1-7	
<i>Last Day of Classes December 5</i>	
Capstone continued/ Last Week of Class	
<ul style="list-style-type: none"> • Continue working on Capstone Assignment • Writing workshops and discussions about revision • Wrap up class • Reflect on semester objectives, outcomes, and goals • Remind students about course evaluations 	
Week #16: December 8-12	
<i>Finals Week. No regular classes held. Final Grades due December 15 at 5:00 pm</i>	
Finals Week	
<ul style="list-style-type: none"> • Capstone Assignment due this week 	

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