



**EAST TEXAS A&M**  
UNIVERSITY

**English 1301.34E, 1301.35E, College Reading and Writing**  
COURSE SYLLABUS: FALL 2025

**INSTRUCTOR INFORMATION**

Instructor: Mrs. Britt Beatte  
Office Location: Ed South, 201  
Office Hours: Mondays and Wednesdays, 5PM-6PM or by appointment as needed  
Office Phone: 903-886-5537  
University Email Address: [Brittany.Beatte@etamu.edu](mailto:Brittany.Beatte@etamu.edu)  
Preferred Form of Communication: **email**  
Communication Response Time: Within 24 hours on Weekdays

**COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: For this course, we will be using a platform called Top Hat that is included through East Texas A&M University's Inclusive Access fee that was charged to your bursar account when you registered for this course.

**You will not need to make any additional purchases.**

Top Hat will be accessible through our course shell in D2L. While you will receive an email about being able to opt out of this inclusive access, Top Hat is required for the course.

To gain access to Top Hat, you will create an account using your LeoMail (university email) when you receive an email from the campus bookstore. Be on the lookout for this email at the start of the semester. If you have any issues with Top Hat, you should contact [support@tophat.com](mailto: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 with their Leomail account

### Course Description

Note: This course satisfies the “Communications” option in the Core Curriculum.

English 1301: College Reading and Writing 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.

Three semester hours. 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.

### Student 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;
10. **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

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## COURSE REQUIREMENTS

To be successful in this course, students should be prepared to:

- **Be communicative**- maintain open communication with the instructor and participate in class
- **Be prepared**- be aware of readings and assignments expected of them
- **Be flexible**- not everyone learns and listens the same! Please be respectful of other students' differences.

For more information on being successful in this course, please see "Some Habits for Success in College" in our textbook *Writing Inquiry* on Top Hat.

### ***Student/Class Civility Policy:***

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

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

***Civil disagreement, especially for the sake of academic argument, is entirely allowed and encouraged!***

If any student feels uncomfortable with anyone in the class, please discuss this with the instructor. If the instructor is the source of discomfort, please contact the program director, Dr. Charles Woods at [Charles.Woods@etamu.edu](mailto:Charles.Woods@etamu.edu).

**THERE WILL BE ZERO (0) TOLERANCE FOR BULLYING OR HARASSMENT OF ANY AND ALL FORMS.**

## Instructional Methods

### GRADING

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

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D = 60%-69%

F = 59% or Below

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

Example:

Writing Assignments            40% (10% Each)

- *Writing Histories*
- *Rhetorical Analysis Projects*
- *Narrating Your Literacies*
- *Reading a Body's Rhetoric*

Semester Portfolio            40%

Participation                    20%

TOTAL                            100%

## Assignments

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

1.     **Writing Histories and Your Goals Reflection:** This first writing assignment invites you to compose a short reflection that addresses each of the following prompts in a well-thought-out, polished piece of academic writing. You will return to this reflection throughout the semester to review and reassess your goals for the course.
2.     **Rhetorical Analysis Projects:** This project contains two parts—a group project and an individual essay. For the group project, create a multi-modal advertisement that utilizes at least 2 rhetorical appeals. Consider your audience supportive. For the second part, individually write a 1-2-page, double-spaced essay arguing that the rhetorical appeals in your advertisement successfully (or unsuccessfully) persuaded the target audience.
3.     **Narrating Your Literacies:** For this assignment, you will create your own short Literacy Narrative. Identify a discourse you are a part of, and what knowledge, skills, or things you need to be a part of that discourse. Then talk about people, places, things, or events that helped you become a part of that group.
4.     **Reading a Body's Rhetoric:** In a short composition, tell the story of your body OR in a short composition, analyze the way a piece of media (news report, political speech, meme, advertisement) "reads" a body.
5.     **Semester Portfolio, AKA Capstone Assignment:** Compose a portfolio that documents and reflects your writing and learning throughout English 1301. For this portfolio, first gather all your writing assignments as well as your instructor's feedback

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on your writing. You will include four (4) of these assignments in this portfolio, so keep them clearly labeled and nearby.

## 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](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](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](mailto: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 your Instructor.

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## 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

Please email me any time with any difficulties you are having in class, need suggestions for getting started, help understanding a prompt, have suggestions for classroom improvement attendance issues, personal issues, advice for where to turn for assistance, etc. I am more than happy to help and have been at this campus in nearly every capacity in the past years. If I don't know how to help, I WILL find someone who does. I am fine with both formal or informal communication, but if you would like advice on professional/formal communication, please let me know! In the meantime, here is a basic "formula" for emailing a professor 'professionally':

In the "subject" line of your email, please give a very short summary, in no more than a few words, as to why you are emailing (i.e., "Sick— Will Not Be in Class Today"). Also, please compose your email with proper introductions (ex: "Mrs. Beatte"), followed by your body paragraphs, and then end with proper salutations (ex: "Sincerely," "Best", etc.) with your name underneath them.

**IMPORTANT NOTICE:** While I myself am more comfortable with the informal communication genre, this is college, an institution of higher learning, and therefore, we are in a setting where everyone, including the instructor, is expected to act with a certain level of professionalism.

Please see the example of a professional email below:

"Dear Mrs. Beatte,

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

Sincerely, John Doe"

## 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.

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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>

## Attendance

Personal Attendance Policy: I will be taking attendance at the beginning of each class. I will not be penalizing you for every absence, however, if absences become excessive (more than 3) without university excuses like athletics, the student and instructor will need to meet to discuss the source of the attendance issue, makeup work, and any resources the student may need to get back on track.

For more information about the university 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>

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## **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](mailto: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>

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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.etamu.edu/counseling-center](http://www.etamu.edu/counseling-center)

### **Writing Center**

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit <https://www.etamu.edu/writing-center/>

### **Library**

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

#### **Chat with a Librarian!**

Get immediate assistance with our chat service on the main Library page:  
<https://www.etamu.edu/library>

- Text your question to 903.225.2862.
- Call the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.

#### **Meet With Us!**

Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.

#### **Visit Us!**

We'd love to meet you in-person!

Waters Library Research Office: Second Floor, Room 213  
Waters Library University Archives: 4th Floor, Room 406A

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East Texas A&M at Mesquite Metroplex Center: Second Floor, Study Room

### **Student Career Preparedness Office**

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, email [hirealion@etamu.edu](mailto:hirealion@etamu.edu) or go online by clicking [schedule an appointment](#).

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

## **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 Dr. Charles Woods, the Director of Writing ([Charles.Woods@etamu.edu](mailto:Charles.Woods@etamu.edu)).

If the instructor is the Director of Writing, the student should contact the Department Head, Dr. Hunter Hayes ([hunter.hayes@etamu.edu](mailto:hunter.hayes@etamu.edu)) or Assistant Department Head, Dr. Karen Roggenkamp ([karen.roggenkamp@etamu.edu](mailto:karen.roggenkamp@etamu.edu)) by completing a Student Grievance Form (available in the main office, HL 141).

If 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.

### ***AI Use in Courses***

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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

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## COURSE OUTLINE / CALENDAR

Week	Unit in Top Hat	Readings	Due Dates
Week 1-3	Restructured	“	“
Week 4  <b>Writing Histories DUE Monday, 9/15</b>	Finishing Unit 1	“Analyzing Visual Texts”  “Sample Analysis of a non-profit Advertisement”  Hull, Shelton, and McKoy, “Dressed but not Tryin’ To Impress”	Writing Histories DUE MONDAY  Review Writing Histories and discuss revision Activity- In class Ad Analysis  Discussion Friday- Ad proposal
Week 5  <b>Rhetorical Analysis Project DUE Thursday, 9/25 11:59PM Present Friday</b>	Unit 2	“A Brief Introduction to Unit 2”  “Literacy Discourses, Sponsorship”  Malcolm X, “Learning to Read” Bosley Literacy Narrative	Read and discuss Literacy Narratives  Read and discuss  Rhetorical Analysis Ad Project DUE THIS WEEK- START PRESENTING FRIDAY
Week 6  Narrating Your Literacies DUE WEEK 8	Unit 2 cont	Hooks, “Confronting Class in the Classroom”  “Faces of Courage”  “Making Collaboration Work”  “Peer Review”	Introduce Literacy Narrative assignment  Watch “Faces of Courage”  Read “MCW” and “PW”  Work in class to begin Literacy Narrative workshop
Week 7  Narrating Your Literacies DUE Monday	Unit 3	“Code Switching, Code Meshing, and Tensions: A Brief Intro to Unit 3”	Reading Unit 3 intro, work on glossary

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		Anzaldua, "How to Tame a Wild Tongue"  "The Hamilton Mixtape: Immigrants"	Read Anzaldua, "How to Tame a Wild Tongue"  Watch "The Hamilton Mixtape: Immigrants"  Narrating Your Literacies DUE MONDAY
Week 8  <b>Narrating Your Literacies DUE Monday, 10/13 11:59PM</b>	Unit 3	Young, "So Black I'm Blue"  Wang, "I'm Chronically Ill and Afraid of Being Lazy"  "Multimodal Writing"  EITHER: <i>Preacher's Kid</i> , or <i>Passing</i>	Review Pressured to Perform Assignment  Read and Discuss the week's readings  Watch/Listen to our Multimodal reading
Week 9  "Pressured to Perform" DUE WEEK 11	Unit 3	Writing Workshop Week  Neurodivergent Work Around Materials  "Pressured to Perform" Assignment Prompt	Writing Workshop Week  Introduce Neurodivergent Work Around in relation to writing  Drawing Your Writing Process activity  Work on "Pressured to Perform" in class
Week 10  "Pressured to Perform" DUE Monday	Unit 4	McShane, "A Brief Introduction to Unit 4"  Knoblauch, "Bodies of Knowledge"	Read and Discuss the Week's readings  Embodied Rhetoric Return to "I'm Chronically Ill and

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		<p>“Living Inside the Bible (Belt)” OR  “Multimodal Literacy and the Myth of Low-Skilled Labor at the Waffle House</p>	<p>Afraid of Being Lazy”</p> <p>Intro to “Reading a Body’s Rhetoric” Assignment</p> <p>Pressured to Perform DUE MONDAY</p>
<p>Week 11</p> <p><b>Pressured to Perform DUE Monday, 11/03 11:59 PM</b></p>	Unit 4	<p>Embodied Rhetoric Activity</p> <p><i>Dreams and Nightmares</i></p> <ul style="list-style-type: none"> <li>• Intro/prologue</li> <li>• Ch. 1, Ch. 2</li> </ul> <p>Writing Assignment “Reading the Body’s Rhetoric”</p>	<p>Embodied Rhetoric</p> <p>Read and discuss <i>Dreams and Nightmares</i></p> <p>Review “Reading a Body’s Rhetoric” assignment and talk about Workshop</p>
<p>Week 12</p> <p>Reading the Body’s Rhetoric DUE end of Week 13</p>	Unit 4	<p>Writing Assignment, “Reading the Body’s Rhetoric”</p> <p><i>Dreams and Nightmares</i>, ch. 3 and conclusion</p> <p>Review: “Making Collaboration Work” and “Peer Review” in Unit 10</p>	<p>Read and discuss week’s materials</p> <p>Writing Workshop 2: Return of the Workshop</p> <p>Be ready to bring your rough draft/outline with thesis statement to class by Friday!</p>
<p>Week 13</p> <p><b>Reading the Body’s Rhetoric DUE Sunday, 11/24 11:59PM</b></p>	Capstone	<p>Assignment: Capstone</p> <p>Unit 10 Readings Review</p>	<p>Introduce Capstone Assignment</p> <p>Discuss Revision in class</p> <p>Writing Workshop 3: Writing Never Ends</p>
Week 14	No Classes	Capstone	No class! Work on your Capstone and spend time with friends and family

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<p>Week 15</p> <p>Last Week of Classes</p>	<p>Capstone</p>	<p>Capstone Assignment</p> <p>Semester reflection</p> <p>Course Evaluations</p>	<p>The Final Writing Workshop: Endgame</p> <p>Discuss Reflections, Revisions, and Capstone organization</p> <p>Capstone Assignment DUE WEDNESDAY</p>
<p>Week 16</p> <p><i>FINALS WEEK</i></p> <p><b>Capstone Assignment DUE Wednesday, 12/10 11:59PM</b></p>	<p>No Classes</p>	<p>No reading</p>	<p>Happy Winter Break!</p> <p><b><i>FINAL DUE DATE- WEDNESDAY</i></b></p>

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