



**EAST TEXAS A&M**  
UNIVERSITY

**English 1301: 01E, 02E**  
**College Reading and Writing**  
Spring 2026

### **INSTRUCTOR INFORMATION**

Instructor: Mr. Charles Stephens  
Email: Charles.Stephens@etamu.edu  
Office Location: Talbot Hall of Languages 117  
Office Hours: MWF 11-12, TTH 12:15-1  
Preferred Form of Communication: Email  
Communication Response Time: With 48 hours on weekdays

### **COURSE INFORMATION**

#### **Required Textbook**

For this course, we will be using a platform called *Top Hat* that is included through TAMUC's Inclusive Access. Through *Top Hat*, you will gain access to the following required course materials:

- *Writing Inquiry 3<sup>rd</sup> 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.)
- A Bluebook (available at the book store) for each Writing Assignment

**Note:** You should check your email and D2L daily for updates pertaining to ENG 1301.

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

## **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.

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## Instructional Methods

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

**Section 01E 9-9:50 am in Room DTH 201**

**Section 02E 10-10:50 am in Room DTH 201**

### What does a typical class look like?

We always start with taking roll, as soon as class begins. Be here on time.

We then review the syllabus and discuss the assigned readings and assignments for the week. Sometimes there will be quizzes or short writing prompts. This means that you should come to class having already read the assigned readings.

Sometimes have in-class activities related to your upcoming Writing Assignments. For activities, I often allow students to work in pairs or groups, and some assignments require working in a group.

You get out of this class what you put into it. Don't be afraid to offer an opinion or argument. We're going to do a whole lot of discussion, and it's more memorable for students who take part in that discussion.

Work weeks begin on Mondays. Part of your weekly readings/assignments is to view information from me (D2L Announcements) daily so you can keep current. **Readings for the week are expected to be completed by the time class starts on Mondays.**

### Student Responsibilities or Tips for Success in the Course

Your success in this course is tied to active participation in digital spaces (D2L, TopHat), including the completion of most readings, activities, and assignments throughout the course. **This class is completion based. That means if you do all the reading and turn in all the work, you will very likely pass the class with a decent grade.**

## 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

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## Assessments

Activities	15%
Discussion Questions	15%
Writing Assignment: Writing Histories and Your Goals Reflection	5%
Writing Assignment: Rhetorical Analysis	10%
Writing Assignment: Narrating Your Literacies	10%
Writing Assignment: Pressured to Perform	10%
Writing Assignment: Reading a Body's Rhetoric	10%
Capstone Assignment: English 1301 Semester Portfolio	25%

## 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

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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.

### **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

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course schedule during the semester. Any changes made to the syllabus and course schedule will be announced in advance and posted in D2L.

**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 specifically approved class-related research and discussion will cost you your laptop privileges.

### **Attendance Policy**

I take attendance every time class meets. But there are no penalties for missing class. You should try to be here every single day. But I don't care about excused or unexcused absences. I assume you are all adults who can manage their own time. Occasionally I am required to report attendance, and I don't lie about it.

Please do not ask me, before, during, or after class, or via email, to explain to you what you missed. That's your responsibility, and I cannot summarize a whole class in just a few minutes. I will post my class notes on a daily basis. You should consider "buddying up" with a fellow student, so the two of you can assist each other with notes when one of you misses class. You can also swing by my office during office hours, and I'll be happy to answer any class-related questions you have.

### **AI Use Policy**

As they currently exist, most AI based apps and programs are not suitable for student use. All students must do their work without using AI/LLM based apps and programs (like ChatGPT), and if I find proof that they have been used on student work, the student will have one chance 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 work written by AI. I take this very seriously, and consider the use of AI related apps to be cheating.

### **Late Work**

Turn your assignments in on time. If you need a little more time, go ahead and ask me for it via email. I will almost always give you two more days to work on things, as long as you ask before the due date and you don't abuse the privilege. If you turn in late work consistently and/or without an approved extension, it may result in grade reductions. If you turn in late work consistently, it will be very hard to pass the class with a decent grade.

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## **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>

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](#)

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<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDis honestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedur es/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](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.

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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](http://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.

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## COURSE OUTLINE / CALENDAR

ENG 1301—Fall 2025

<b>Week 1</b> <b>January 12-18</b>	
<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Unit 1: “A Brief Introduction to Unit 1”</li> <li>• <b>Read:</b> Unit 1: “Why a Writing Course?”</li> <li>• <b>Read:</b> Unit 10: “Active Reading”</li> <li>• <b>Read:</b> Unit 10: “Good Writing is Always Hard Work”</li> <li>• <b>Read:</b> Unit 1: “Being Transparent About Course Objectives, Learning Outcomes, and Student Goals”</li> <li>• <b>Read:</b> Unit 1: “Some Habits for Success in College”</li> </ul>	<p style="text-align: center;"><u>Assignments Due</u></p> <ul style="list-style-type: none"> <li>• Check Leomail email and access D2L course shell.</li> <li>• Read syllabus.</li> <li>• Set up Top Hat access to Writing Inquiry 3rd edition textbook.</li> </ul>
<b>Week 2</b> <b>January 19-25</b>	
<p style="text-align: center;"><u>Readings</u></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Unit 1: “An Introduction to Rhetorical Analysis”</li> <li>• <b>Read:</b> Unit 1 “Analyzing Written Texts”</li> <li>• <b>Read:</b> Unit 1 “Analyzing Visual Texts”</li> </ul>	<p style="text-align: center;"><u>Assignments Due</u></p> <ul style="list-style-type: none"> <li>• <b>Writing Assignment:</b> Writing Histories and Your Goals Reflection.” <b>DUE FRIDAY JANUARY 23 IN CLASS</b></li> <li>• <b>**BLUEBOOK REQUIRED</b></li> </ul>
<b>Week 3</b> <b>January 26-February 1</b>	
<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"> <li>• <b>Read:</b> Unit 1, Hull, Shelton, and McKoy, “Dressed but Not to Impress”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Questions:</b> Unit 1, Hull, Shelton, and McKoy, “Dressed but Not to Impress” due Tuesday January 27 by 11:59 pm in D2L</li> </ul>
<b>Week 4 February 2-8</b>	
<u>Readings</u>	<u>Assignments Due</u>
<ul style="list-style-type: none"> <li>• <b>Read:</b> Unit 2, “A Brief Introduction to Unit 2”</li> <li>• <b>Read:</b> Unit 2, R. McShane, “Literacy, Discourses, Sponsorship”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Assignment:</b> Rhetorical Analysis Part I: Group Project and Presentation <b>DUE FRIDAY FEBRUARY 6 IN D2L (PROJECT) IN CLASS AND FRIDAY FEBRUARY 6 IN CLASS (PRESENTATION)</b></li> <li>• <b>**BLUEBOOK REQUIRED</b></li> </ul>
<b>Week 5 February 9-15</b>	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> <li>• <b>Read:</b> Unit 2, Malcolm X, “Learning to Read”</li> <li>• <b>Watch:</b> Unit 2, Bosley literacy narrative</li> <li>• <b>Individual Choice Read EITHER:</b> Unit 2, hooks, “Confronting Class in the Classroom” <b>OR:</b> Unit 2, Green “My Uncle’s Guns”</li> <li>• <b>Read/Watch:</b> Sanchez and Fendleman;</li> <li>• <b>Look Over:</b> Faces of Courage</li> <li>• <b>Read:</b> Unit 2, “Definition of Literacy in the Digital Age”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Assignment:</b> Rhetorical Analysis Part II: <b>DUE MONDAY FEBRUARY 9 IN CLASS</b></li> <li>• <b>**BLUEBOOK REQUIRED</b></li> <li>• <b>Discussion Questions:</b> Unit 2, Malcolm X, “Learning to Read” due Tuesday February 10 by 11:59 pm in D2L</li> <li>• <b>Discussion Questions:</b> Unit 2, hooks OR Green due Tuesday February 10 by 11:59 pm in D2L</li> </ul>
<b>Week 6 February 16-22</b>	

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<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> <li>• <b>Read:</b> Unit 10, “Rhetorical Grammar”</li> <li>• <b>Read:</b> Unit 10, “Making Collaboration Work”</li> <li>• <b>Read:</b> Unit 10, “Peer Review”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Assignment:</b> Literacy Narrative <b>DUE MONDAY FEBRUARY 16 IN CLASS</b></li> <li>• <b>**BLUEBOOK REQUIRED</b></li> <li>• Possible Conferences/Catch-Up Day</li> </ul>
<b>Week 7 February 23-March 1</b>	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> <li>• <b>Read:</b> Unit 3, R. McShane, “Code Switching, Code Meshing, and Tensions: A Brief Introduction to Unit 3”</li> <li>• <b>Read:</b> Unit 3, Anzaldúa “How to Tame a Wild Tongue”</li> </ul>	<ul style="list-style-type: none"> <li>• Possible Conferences/Catch-Up Day</li> <li>• <b>Discussion Questions:</b> Unit 3, Anzaldúa “How to Tame a Wild Tongue” due Tuesday by 11:59 pm in D2L</li> </ul>
<b>Week 8 March 2-8</b>	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> <li>• <b>Read:</b> Unit 3, Young’s “So Black I’m Blue”</li> <li>• <b>Read:</b> Unit 3, Wang, “I’m Chronically Ill and Afraid of Being Lazy”</li> <li>• <b>Class Choice EITHER:</b> Listen to/analyze Unit 10, Preacher’s Kid in class together</li> <li>• <b>OR:</b> Watch and analyze Passing in class together</li> <li>• <b>Read:</b> Unit 10, “Multimodal Writing”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Questions:</b> Unit 3, Young’s “So Black I’m Blue” due Tuesday March 3 by 11:59 pm in D2L</li> <li>• <b>Discussion Questions:</b> Unit 3, Wang, “I’m Chronically Ill and Afraid of Being Lazy” due Tuesday March 3 by 11:59 pm in D2L</li> <li>• <b>Writing Assignment:</b> Pressured to Perform <b>DUE FRIDAY MARCH 5 IN CLASS</b></li> <li>• <b>**BLUEBOOK REQUIRED</b></li> </ul>
<b>Week 0: Spring Break</b>	

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<b>March 9-15</b>	
<u>Be Careful!</u>	<u>Have Fun!</u>
<b>Week 9 March 16-22</b>	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> <li>• <b>Read:</b> Unit 4, B. McShane, “A Brief Introduction to Unit 4”</li> <li>• <b>Read:</b> Unit 4, Knoblauch “Bodies of Knowledge”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Questions:</b> Unit 4, Knoblauch, “Bodies of Knowledge” due by Tuesday March 17 at 11:59 pm in D2L</li> </ul>
<b>Week 10 March 23-29</b>	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> <li>• <b>Read:</b> Unit 4, Carter, “Living Inside the Bible (Belt)”</li> <li>• <b>Read:</b> Unit 4, Measel, “Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House”</li> <li>• <b>Read:</b> Dreams and Nightmares, Introduction and Prologue</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Questions:</b> Unit 4, Carter, “Living Inside the Bible (Belt)” due Tuesday March 23 by 11:59 pm in D2L</li> <li>• <b>Discussion Questions:</b> Unit 4, Measel, “Multimodal Literacy and the Myth of Low-Skilled Labor at Waffle House” due Tuesday March 23 by 11:59 pm in D2L</li> </ul>
<b>Week 11 March 30-April 5</b>	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> <li>• <b>Read:</b> Dreams and Nightmares Chapter 1</li> <li>• <b>Read:</b> Dreams and Nightmares, first half of Chapter 2 (Stop at “Mexico City”)</li> <li>• <b>Read:</b> Dreams and Nightmares, finish</li> </ul>	<ul style="list-style-type: none"> <li>• <b>None.</b></li> </ul>

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<ul style="list-style-type: none"> <li>• Chapter 2</li> </ul>	
<b>Week 12</b> <b>April 6-12</b>	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> <li>• <b>Read:</b> Dreams and Nightmares, first half of Chapter 3 (stop at “My Two Birthday Parties”)</li> <li>• <b>Read:</b> Dreams and Nightmares, Finish Chapter 3</li> <li>• <b>Read:</b> Finish Dreams and</li> <li>• Nightmares</li> </ul>	<ul style="list-style-type: none"> <li>• <b>None.</b></li> </ul>
<b>Week 13</b> <b>April 13-19</b>	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> <li>• <b>Review:</b> Unit 10, “Making Collaboration Work” and “Peer review”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Assignment:</b> Reading a Body’s Rhetoric <b>DUE MONDAY APRIL 13 BY 11:59 PM IN CLASS</b></li> <li>• <b>**BLUEBOOK REQUIRED</b></li> </ul>
<b>Week 14</b> <b>April 20-26</b>	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> <li>• <b>None.</b> Work on Semester Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• <b>None.</b> Work on Semester Portfolio</li> </ul>
<b>Week 15</b> <b>April 27-May 1</b>	
<u>Readings</u>	<u>Assignments</u>
<ul style="list-style-type: none"> <li>• <b>None.</b> Work on Semester Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• <b>None.</b> Work on Semester Portfolio</li> </ul>

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**Week 16: Spring Finals Week  
May 2-8**

Readings

Assignments

- **Writing Assignment:** Unit 4, “Capstone Assignment: English 1301 Semester Portfolio”
- **Reflection over Goals DUE IN CLASS**
- **\*\*BLUEBOOK REQUIRED**
- **SEMESTER PORTFOLIO DUE IN D2L**

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