



EAST TEXAS A&M

— UNIVERSITY —

ENGL 1301.03E

College Reading & Writing | Spring 2026

1301.03E MWF 11.00 AM – 11.50 AM

Talbot Hall #201

INSTRUCTOR INFORMATION

Instructor: Gunderson, Joseph D.

Office Location: Talbot 119

Office Hours: MWF, 9.30 AM-10.30 AM, 1.30 PM-2.30 PM

Office Phone: N/A

Office Fax: N/A

University Email Address: joseph.gunderson@etamu.edu

Preferred Form of Communication: email

Communication Response Time: within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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.

To join Top Hat, you must click on the Top Hat link in your D2L course on a web browser. A Deep Link or the Top Hat launch link should be in the "Content" menu. Upon being redirected to Top Hat, you can create an account if you are new to Top Hat or log in if you have an existing account. Please follow your teacher's specific directions and report any access issues immediately.

Through Top Hat, you will gain access to the following course materials:

The syllabus/schedule are subject to change.

Johnson, Gavin P., Ashanka Kumari, Emily Littlejohn, Brian McShane, and Rachel McShane, Eds. Writing Inquiry [2023 edition]. Top Hat.

Additional Software Required:

- D2L
- An active LeoMail account that you check daily
- A word processing program: Students have free access to Office 365.

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.

Core Curriculum and 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
The syllabus/schedule are subject to change.

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

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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.

Discussion Boards	5%
Rough Drafts	5%
Rhetorical Analysis Project	10%
Rhetorical Analysis Essay	10%
Narrating Your Literacies Essay	15%
Pressured to Perform Essay	15%
Reading a Body's Rhetoric Essay	15%
Capstone Portfolio	25%
TOTAL	100%

Student Responsibilities or Tips for Success in the Course

Students can achieve success in this class through the following:

- Attending *every* class,
- Allocating a weekly reading and writing schedule,
- Asking for help from the Writing Center, or attending office hours

TECHNOLOGY REQUIREMENTS

Minimal technical skills needed.

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

The syllabus/schedule are subject to change.

https://inside.etamu.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@etamu.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

Late Work

Late work will be penalized or will earn zero points, at the instructor's discretion. Missed assignments will earn zero points, unless PRIOR arrangements had been made with the instructor. In the case of extenuating circumstances beyond the students' reasonable control, the instructor will make a decision on a case-by-case basis. Failure to back up your work, system failures within the last 30 minutes of a submission window, or student error do not fall under extenuating circumstances. It is the students' responsibility to make sure that the assignments are properly submitted, on time, and backed up in multiple locations.

Interaction with Instructor Statement

You are encouraged to communicate with the instructor as frequently as you deem necessary to ensure your success in the course. It is the goal that emails be answered within 24 hours to answer questions in a timely fashion. Emails should be formatted professionally and written in an appropriate tone and voice for professional communication. Emails that fail to include a subject, greeting, properly formatted body, and a salutation may not receive responses. Be respectful. Be professional.

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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.

Community Accountability

I strongly recommend that you get contact information for one or two other classmates. If you are absent, contact one of these classmates to ask about what you might have missed, provide one another support. These classmates might be the first ones you turn to when you are confused, have a question about what's due/when it's due, or are running late to class.

Attendance

Attendance in this course is mandatory. Successful completion of this course is dependent on regular attendance in class. It is your responsibility to log your attendance on the sign-in sheet that will be in the classroom during each class session. Students who do not sign in or who are more than 30 minutes late to class will be considered absent.

You are allowed 3 “free” absences during the term. For each absence over three, you will receive a 2.5% deduction in your final grade in the course. So, for example, if you miss 7 class meetings, there will be a 10% deduction in your final grade (essentially the loss of one letter grade). If you know you will miss class, you should contact me prior to your absence.

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, Interim Chair of the Department of Literature and Languages** (Charles.woods@etamu.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

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.etamu.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>

TAMUC Attendance

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

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

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Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.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.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

AI Use Policy

The East Texas A&M University (ETAMU) Writing Program acknowledges that there are legitimate uses of Artificial Intelligence (AI), Generative Artificial Intelligence (GenAI), and Artificial General Intelligence (AGI). The ETAMU Writing Program is guided by national, flagship organizations representing the discipline of English and the field of Writing Studies, including the Modern Language Association (MLA), National Council on the Teaching of English (NTCE), and the Conference on College Composition and Communication (CCCC) regarding the theorization and teaching of critical AI literacy. ETAMU Writing Program values a spectrum of beliefs about AI, GenAI, and AGI, ranging from ethical integration to absolute refusal. ETAMU Writing Program believes in and practices critical AI literacy alongside ethical, responsible integration of AI, GenAI, and AGI in our writing instruction, appropriately. We teach students to document their AI use in their writing and other curriculum deliverables while highlighting educational concerns about using these technologies. ETAMU Writing Program instructors share their position on and preferences for AI, GenAI, and AGI integration with students, and students follow the instructor's guidelines and the requirements of the course. Undocumented uses of AI, GenAI, and AGI can constitute an instance of academic dishonesty, including cases related to issues like plagiarism and misrepresentation in student deliverables.

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@etamu.edu

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Website: [Student Disability Services](https://www.etamu.edu/student-disability-services/)
<https://www.etamu.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 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.etamu.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.

RESOURCES

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/counsel

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

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>
- **Email** ask@etamu.libraryanswers.com . We will respond to your email within 24 hours, often much sooner.
- **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
A&M – Commerce at Mesquite Metroplex Center: 2nd Floor, Study Room

COURSE OUTLINE / CALENDAR

<u>Week 1</u>	
12-Jan	
14-Jan	
16-Jan	~~~
<u>Week 2</u>	
	Unit 1 – Rhetorical Analysis
19-Jan	MLK Jr. Day (No Class)
21-Jan	In class: Reorientation/Introduction/Syllabus
	For next class: Read Anatomy of the Academic Essay
23-Jan	In class: Activity: Annotating an Assignment Prompt
	For next class: Read An Introduction to Rhetorical Analysis. Writing Histories and Goals due 1/25 by 11.59 PM.
<u>Week 3</u>	
	Unit 1 – Rhetorical Analysis
26-Jan	In class: Discuss Rhetorical Analysis
	For next class: Read Analyzing Written Texts Locate and read a news or magazine article (physical or online). Complete online discussion board. Due by next class.
28-Jan	In class: Discuss readings
	For next class: Read Analyzing Visual Texts
30-Jan	In class: Discuss Analyzing Visual Texts.
	For next class: Locate a video advertisement on YouTube Complete online discussion board. Due by next class.

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<u>Week 4</u>		Unit 1 – Rhetorical Analysis
2-Feb	In class:	Discuss advertisements
	For next class:	N/A
		Discuss preparation for Rhetorical Analysis Project/Paper. Determine groups.
4-Feb	In class:	Brainstorming. Preparing a Rhetorical Analysis: Writing Activity #1 (Group). Due before next class
	For next class:	N/A
6-Feb	In class:	Multimodal Project Group Work. Project Due 2/8 by 11.59 PM.
	For next class:	N/A

<u>Week 5</u>		Unit 1 – Rhetorical Analysis
9-Feb	In class:	Rhetorical Analysis Group Multimodal Project Presentations
	For next class:	Complete Preparing a Rhetorical Analysis: Writing Activity #2 (Individual). Due before class on 2/11.
11-Feb	In class:	Rhetorical Analysis Group Multimodal Project Presentations
	For next class:	Complete rough draft Rhetorical Analysis Essay
13-Feb	In class:	Bring a rough draft for peer review
	For next class:	Read A Brief Introduction to Unit 2 Final draft of Rhetorical Analysis Essay due 2/15 by 11.59 PM.

<u>Week 6</u>		Unit 2 – Narrating Literacies
16-Feb	In class:	Read Literacy, Discourse, Sponsorship Activity: Identifying Your Literacies Discussion.
	For next class:	Bizzell (1982)
18-Feb	In class:	Discuss Bizzell (1982)
	For next class:	Bartholomae (1985)
20-Feb	In class:	Discuss Bartholomae (1985) Read excerpt from <i>Educated</i> .
	For next class:	Begin working on rough draft Narrating Your Literacies Essay (mode of your choice).

<u>Week 7</u>		Unit 2 – Narrating Literacies
23-Feb	In class:	Discuss <i>Educated</i>
	For next class:	Read Malcolm X: Learning to Read
25-Feb	In class:	Discuss Malcolm X
	For next class:	Bring rough draft
27-Feb	In class:	Peer-review. Be prepared to share multimodal work for peer comments.
	For next class:	N/A

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<u>Week 8</u>		Unit 2 – Narrating Literacies
2-Mar	In class:	Instructor Meeting/Check-In (only needs to be 5 or so minutes and depends on what you need help with, if anything).
	For next class:	N/A
4-Mar	No class:	Complete discussion board: In what way(s) are you actively engaged in developing different forms of literacy?
	For next class:	N/A
6-Mar	No class:	Work Day.
		Read A Brief Introduction to Unit 3
	For next class:	Final draft of Narrating Your Literacies Essay due 3/8 by 11.59 PM.

SPRING BREAK 3/9 - 3/13

<u>Week 9</u>		Unit 3 – Code-Switching, Code-Meshing, and Tensions in Literacies
16-Mar	In class:	Discuss Code-Switching.
	For next class:	Read excerpt from An Introduction to Sociolinguistics
18-Mar	In class:	Discussion: Code-Switching/Meshing and the College Classroom
	For next class:	Read Anzaldua: How to Tame a Wild Tongue
20-Mar	In class:	Discuss Anzaldua
	For next class:	Brainstorm topic for Pressured to Perform Essay

<u>Week 10</u>		Unit 3 – Code-Switching, Code-Meshing, and Tensions in Literacies
23-Mar	In class:	Pre-write discussion groups for Pressured to Perform Essay
	For next class:	Rough draft of Pressured to Perform Essay due by the beginning of class on 3/25. Bring draft to class.
25-Mar	In class:	Peer reviews. Bring rough drafts
	For next class:	N/A
27-Mar	In class:	Instructor Meeting/Check-In
	For next class:	Final draft of Pressured to Perform Essay due 3/29 by 11.59 PM.

<u>Week 11</u>		Unit 4 – Considering Embodiment
30-Mar	In class:	Discussion of Embodied Rhetoric
	For next class:	Read excerpt from <i>Ninth House</i> ; Complete discussion board
1-Apr	In class:	Discuss <i>Ninth House</i> reading and the application to ourselves
	For next class:	Read Henke (2017)
3-Apr	In class:	Discuss Henke (2017)
	For next class:	Locate film or television series that demonstrates embodied rhetoric; complete discussion board.

<u>Week 12</u>		Unit 4 – Considering Embodiment
6-Apr	In class:	Discussion of film/television examples
	For next class:	N/A
8-Apr	In class:	Pre-writing Groups: Discussion and examination of initial ideas
	For next class:	Narrow down topics for focused discussion
10-Apr	In class:	Pre-writing Groups
	For next class:	Rough draft of Reading a Body's Rhetoric Essay due before class on 4/13.

The syllabus/schedule are subject to change.

<u>Week 13</u>		Unit 4 – Considering Embodiment
13-Apr	In class:	Peer-reviews. Bring Rough Drafts (mode of choice)
	For next class:	N/A
15-Apr	In class:	Instructor Meeting/Check-In
	For next class:	N/A
17-Apr	No class:	Work Day.
	For next class:	Final Draft of Reading a Body's Rhetoric Essay due 4/19 by 11.59 PM.

<u>Week 14</u>		Capstone Portfolio
20-Apr	In class:	Narrating Your Literacies: Peer-reviews, revising
	For next class:	N/A
22-Apr	In class:	Writing Histories and Goals: Peer-reviews, revising
	For next class:	N/A
24-Apr	In class:	Instructor Meeting/Check-In
	For next class:	N/A

<u>Week 15</u>		Capstone Portfolio
27-Apr	In class:	Chosen Project: Peer-reviews, revising
	For next class:	N/A
29-Apr	In class:	Reading a Body's Rhetoric: Peer-reviews, revising
	For next class:	N/A
1-May	In class:	Course Wrap-Up
	For next class:	Capstone Portfolio due by 5/3 by 11.59 PM.

<u>Week 16</u>		
<u>FINALS WEEK 5/4-5/8</u>		Students may choose to present to the class one of their essays/projects from the capstone for extra credit.

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