English 1301, Section 10E

College Reading and Writing

COURSE SYLLABUS: SPRING 2026

INSTRUCTOR INFORMATION

Instructor: Ms. Haomei Meng

Office Location: DTH 302

Office Hours: Tuesday, Thursday, 3:30 pm - 5 pm

University Email Address: Haomei.Meng@etamu.edu

Communication Response Time: 24 hours on weekdays. One week for

feedback for assignments.

COURSE INFORMATION

Textbook(s) Required: For this course, we will be using a platform called Top Hat that is

included through A&M-Commerce's Inclusive Access fee, which 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**.

The join code for our course section is: <mark>**671541**</mark>

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.

Software Required

D2L

Top Hat

LeoMail

A word processing program: Students have free access to Office 365.

Course Description

ENGL 1301: College Reading and Writing. 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

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.

Instructional Methods

I prefer a student-centered approach to teaching—this class is about you and your learning experience. This class is delivered face-to-face, and therefore, I will spend some of my time lecturing at the front of the classroom, and the rest of class time will be spent with students engaging with me and each other through critical discussion on the day's topics and readings.

These student-led discussions on the readings, assignments, and papers will be done with my guidance, as I will delegate the groups (if this is group work) and facilitate the discussions as the instructor. Students will also be peer-reviewing each other's papers. In addition, the course information builds as we proceed with each new reading and/or chapter. Therefore, it is imperative that students come to class with the proper materials and have already read and/or completed the assignment.

I know that a lot of this may seem intimidating, do not worry, I am here to help my students and guide all of you. I remember being in your position very well, and I want everyone to know that I am in your corner, this course may be challenging, and some may get frustrated, but we can only grow through facing challenges ☺

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

Tophat	D2L	Student email expectations	Classroom expectations
Check/Logon: Every day	Check/Logon: Every day	Ideally, Every day	Since we have In-Class Activities for most class periods, attendance makes up an important portion of the participation score.
* Textbook Access * Respond to questions * Pay attention to the due date.	* Read Course Announcements * Submit major writing assignments * Q & R	Online class discussion	Come in on Time and Leave When Class is Officially Over
Read the assigned reading essay before coming to the class	Check the feedback from the instructor and your scores	* Address me as "Mrs. Briscoe". * Fill in the "subject" line * A brief greeting and a reminder of who you are * Explain your problem and offer your proposal or available times. *A closing	When writing, be quiet. Phones, pads, and computers

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 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).

I have ZERO (0) TOLERANCE FOR BULLYING OR HARRASSMENT OF ANY AND ALL FORMS.

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment centers on revision, and student growth. Students are encouraged to revise the first draft multiple times to get the scores improved. But remember the revision chances are based on punctual submission of the first draft. Midterm and 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   100%

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

1. **Writing Assignments   40%**

- Writing Histories and Your Goals Reflection   complete/incomplete

- Rhetorical Analysis Projects   10%

- Narrating Your Literacies   10%

- Pressured to Perform Reading a Body's Rhetoric   10%

- Reading a body's rhetoric   10%

2. **Capstone Project Portfolio**   **30%**

3. **Participation**   **25%**

- Q & A (10%)

- Peer review (5%)

- In-class writing activities and discussion

   (10%)

4. **Top Hat Questions**   **5%**

Bonus:

Student-led discussions and presentations on the reading essays will earn 5 extra points.

Assignments

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

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.

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.

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.

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.

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

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the 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?s ource=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Interaction with Instructor Statement

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. Gavin P. Johnson, the Director of Writing** (gavin.johnson@tamuc.edu). In the case when the Director of Writing is the instructor, the student should contact **Dr. Hunter Hayes, Chair of the Department of Literature and Languages** (hunter.hayes@tamuc.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

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.

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

Nondiscrimination Notice

Texas A&M University-Commerce 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.

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

AI Use in Courses (Draft)

Texas A&M University-Commerce 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

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholarly 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

Collection of Data for Measuring Institutional Effectiveness

To measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

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

Texas A&M University-

Commerce Velma K. Waters

Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServ

i ces/

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/rulesProcedures/34Safe

t yOfEmployeesAndStudents/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.

RESOURCES

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, 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

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.tamuc.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.tamuc.edu/library/
- **Email** ask@tamuc.libanswers.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: 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, emailing hirealion@tamuc.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

COURSE OUTLINE / CALENDAR

Week	Date	Topic	Homework Due
Week 1		Introduction to the Course & Unit 1	
	1/13 First Day of Class	TUE: Self-introduction Discuss important syllabus policies.	TUE: Check Leomail email and access D2L course shell. Read syllabus. Set up Top Hat access to Writing Inquiry 3ʳᵈ edition textbook.
	1/15	THUR: Demonstrate navigation of D2L and Top Hat. Introduce "Writing Assignment: Writing Histories and Your Goals Reflection"	W: Before class, read "A Brief Introduction to Unit 1", "An Introduction to Rhetorical Analysis", and "Analyzing Written Texts" in Unit 1.
Week 2 **WRITING ASSIGNMENT: WRITING HISTORIES AND YOUR GOALS**	1/20	Unit 1 TUE: Review key terms; discuss reading.	TUE: Read "Sample Rhetorical Analysis"

REFLECTION	1/22	THUR: An introduction of the thesis statement and topic sentence; Discuss "Sample Rhetorical Analysis" in detail	F: Read "Analyzing Visual Texts" and "Sample Rhetorical Analysis of a Non-Profit Advertisement" in Unit 1 Writing Assignment: Writing Histories and Your Goals Reflection **DUE 1/25**
Week 3	1/27	Unit 1 TUE: Go over analyzing visual texts; Introduce "Writing Assignment: Rhetorical Analysis"; allow students to work in class	TUE: Proposal for the group project
	1/29	F: Brainstorming; Allow students to do in-class work for Rhetorical Analysis Assignment	THUR: Work on Rhetorical Analysis **WRITING ASSIGNMENT: RHETORICAL ANALYSIS PART 1 DUE 2/1, 8 P.M.**
Week 4	2/3	Unit 1/ Unit 2 TUE: In-Class presentation of rhetorical analysis project	M: No homework
	2/5	THUR: Further explanation of Individual Essay Sample Individual essay-sharing	W: Read "A Brief Introduction to Unit 2" and R. McShane "Literacy, Discourses, Sponsorship" in Unit 2 **WRITING ASSIGNMENT: RHETORICAL ANALYSIS PART 2 DUE 2/8, 11:59 P.M.**
Week 5			

		Unit 2	
	2/10	TUE: Discuss key concepts and readings for Unit 2 (Literacy, Discourses, Sponsorship); do "Activity" at the end of the article in class together	TUE: Read Malcolm X, "Learning to Read"
	2/12	THUR: Discuss reading and how the key terms apply to Malcom X's writing. Introduce "Writing Assignment: Narrating Your Literacies" in class	THUR: Watch Bosley literacy narrative in Unit 2; Watch Sanchez and Fendleman in Unit 2

		Unit 2	
Week 6		Unit 2	
	2/17	TUE: Discuss how they apply to Bosley's narrative AND Sanchez and Fendleman's video; Brainstorming of WA 2	TUE: Outline for WA 2
	2/19	*Literacies*; How to tell stories?	**WRITING ASSIGNMENT: NARRATING YOUR LITERACIES DUE 2/22, 8 P.M.**
Week 7		Unit 3	
	2/24	TUE: Peer review of the first draft	TUE: Read R. McShane "Code Switching, Code Meshing, and Tensions: A Brief Introduction to Unit 3" in Unit 3
	2/26	THUR: Review key terms. Discuss how they apply.	THUR: Read Anzaldúa "How to Tame a Wild Tongue" in Unit 3. **Submission of Revised Narrative Literacy assignment Deadline: 3/1 midnight**

Week 8			
	3/3	Unit 3

TUE: In-class discussion of "How to Tame a Wild Tongue" | TUE: Read Young's "So Black I'm Blue" in Unit 3 |
| | 3/5 | THUR: Discuss how they apply to Young's article; introduce "Writing Assignment: Pressured to Perform" | THUR: Read Wang, "I'm Chronically Ill and Afraid of Being Lazy" from Unit 3 |
| Week 9 | Spring Break | | |
| Week 10 | 3/17 | Unit 3/ Unit 4

TUE: Discuss how they apply to Wang's article

Thesis statement practice. | TUE: Read B. McShane "A Brief Introduction to Unit 4" |
| | 3/19 | THUR: Introduce key terms of Unit 4; Allow students to work on "Pressured to Perform" assignment in class | THUR: Read Knoblauch "Bodies of Knowledge" in Unit 4
WRITING ASSIGNMENT: PRESSURED TO PERFORM DUE 3/22, 8 P.M. |

Week 11			
	3/24	Unit 4

TUE: Discussing readings of Knoblauch. Peer review of WA 3 | TUE: Read Carter, "Living Inside the Bible (Belt)" in Unit 4 |
| | 3/26 | THUR: Introduction of WA 4; Discuss key terms and how they apply to Carter's article | **Submission of revised WA 3 DUE 3/29 8 PM** |
| Week 12 | 3/31 | Unit 4

TUE: Brainstorming and | TUE: Read *Dreams and Nightmares* |

	4/2	outline of WA 4 THUR: Discuss readings	*THUR: Dreams and Nightmares*
Week 13	4/7	Unit 4 TUE: Discuss readings; Introduce "Writing Assignment: Reading a Body's Rhetoric"	TUE: No homework
	4/9	THUR: Brainstorming and outlining practice for WA4	*Submission of the first draft WA 4 "Reading a Body's Rhetoric" due 4/12*
Week 14	4/14 4/16	Unit 4 TUE: Peer review THUR: Introduce Capstone assignment	**TUE: Revise WA 4** **Submission of revised draft WA 4 due 4/19 8 pm**
Week 15	4/21 4/23	TUE: In-class work on Capstone assignment THUR: In-class work on Capstone assignment	TUE: No homework—in class work on assignments as needed THUR: No homework—in class work on assignments as needed
Week 16 FINALS WEEK	4/28 & 4/30	No regular classes—attend only your final exam times.	CAPSTONE ASSIGNMENT DUE TBD, 8 P.M.

The syllabus is subject to change throughout the semester.