



**ENGL 100 [03E]**  
**College Reading and Writing**  
**Course Syllabus: Fall 2026**

**Instructor Information**

Instructor: Blaize Deere

Office Location: David Talbot Hall (Room 126)

Office Hours: Monday/Wednesday/Friday 10-10:30am

ETAMU Email Address: [Blaize.Deere@etamu.edu](mailto:Blaize.Deere@etamu.edu)

Communication Response Time: 24 hours

Class Meeting Days/Time: Monday/Wednesday/Friday 11-11:50am

Class Meeting Location: Ferguson Social Sciences (Room 304)

**Course Information**

**Textbook(s) Required:**

All required readings in ENGL 1301 are drawn from open-access repositories and OER textbooks and are available to students at no cost.

**Software Required:**

- D2L
- LeoMail
- A Word Processing Program (All ETAMU student have free access to [Office 365.](#))

**Other Materials Required:**

- **Writing utensil and paper**



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**Course Description**

**ENGL 100** is a developmental co-requisite course that builds the foundational reading, writing, and critical reasoning skills essential for success in college-level coursework. Students engage in rhetorical reading of informational and argumentative texts, practice academic writing conventions, and complete a scaffolded sequence of writing assignments that develops and reinforces the competencies they are applying in their concurrent ENGL 1301 enrollment.

**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.



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**Student Learning Outcomes**

Students completing ENGL 100 will be able to:

- **Apply** rhetorical reading strategies to identify explicit information, draw valid inferences, and analyze author's craft in informational and argumentative texts.
- **Demonstrate** understanding of purpose, audience, and organization in academic writing.
- **Synthesize** ideas across paired argumentative texts, evaluating claims, evidence, and rhetorical relationships.
- **Produce** multi-paragraph essays that demonstrate development, coherence, and command of academic conventions.
- **Apply** sentence-level editing for grammar, usage, punctuation, spelling, capitalization, and sentence variety to improve clarity and style.
- **Demonstrate** effective rhetorical judgment about the appropriateness of written material for a given purpose and audience at the sentence and paragraph level.
- **Reflect** on growth in reading and writing skill and identify transferable strategies for continued development.

**Instructional Modality**

This class is conducted face-to-face; however, there *may* be two instances throughout the semester in which we meet via Zoom.

**Assessment & Grading**

View the grade distribution chart down below as well as my attendance and late-work policies.



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**Grading Scale**

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% or Below

**Weighted Grade Distribution**

| Category                                   | Description                                                                                                                                                          | Weight   |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Entry Diagnostic (Week 1)</b>           | Ungraded, competency-referenced diagnostic across all four TSIA2 ELAR skill areas. Generates individual skill profile for instructor use.                            | Ungraded |
| <b>Reading Skills Checks &amp; Quizzes</b> | Unit 1–2 informational reading checks; inference and argument analysis quizzes across units.                                                                         | 15%      |
| <b>Sentence-Level Assessments</b>          | Style & Clarity Quiz, Grammar & Usage Quiz, Mechanics Quiz.                                                                                                          | 20%      |
| <b>Writing &amp; Revision Assessments</b>  | Paragraph analyses (Units 1–2), Short Synthesis Essay (Unit 3), Major Essay #1 with revision cycle (Unit 4), Style Revision (Unit 4), Short Argument Essay (Unit 7). | 25%      |
| <b>Final Portfolio &amp; Reflection</b>    | Revised major essay demonstrating substantive improvement; reflective essay (250–300 words) on growth in reading and writing across the semester.                    | 25%      |
| <b>Vocabulary Glossary</b>                 | Semester-long cumulative glossary (Weeks 2–14) with two submissions (Week 8 and Week 15), graded on completion, definitions, and sentences.                          | 15%      |



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**Technology Requirements**

**Learning Management System (LMS)**

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online (D2L Brightspace). 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.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](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](mailto: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, an East Texas A&M campus open computer lab, etc.



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**Course Policies & Procedures**

***Student Responsibilities and 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

This course is reading and writing intensive and requires diligent, dedicated attention throughout the semester. Students who are most successful are those who set good habits from the first day of class and follow them without exception. As your instructor, I am here to help you, and I will do that anytime; but there is only so much I can do to help. The responsibility for your success lies with you.

***Attendance and Participation***

**Class attendance and participation are essential to learning; however, I understand situations arise that will leave you unable to attend. Due to this, you all have 3 “freebies.” If you miss more than 3 class sessions without a legitimate reason, I will begin deducting 2 points off of your final calculated grade per every additional day you miss.**

***Late Work***

**I do not accept late work UNLESS you request an extension prior to the assignment deadline.**

***Communication***

Communication is key (hence my late-work policy)! Please reach out via email whenever you need.



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***Grievance Procedures***

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. Jason Walker, the Director of Writing (Jason.Walker@ETAMU.edu). In the case when the Director of Writing is the instructor, the student should contact Dr. Debbie Lelekis, Interim Chair of the Department of Literature and Languages (Debbie.Lelekis@ETAMU.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. Various circumstances and events during the semester may make it necessary for the instructor to modify the syllabus. Any changes made to the syllabus will be announced in advance in class, on D2L, and via ETAMU email.

**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.etamu.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>



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**Nondiscrimination Notice**

Your value as a member of this course and university community at large is vital to me, regardless of social identity factors. While at times, the topic of class discussions, readings, and other activities may take you out of your comfort zone or even go against your individual perception of the world, you are expected to keep an open mind and evaluate claims based on facts and knowledge, rather than preconceived notions alone. For questions or concerns, please come talk to me.

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.

**Attendance**

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

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

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Writing Program Policy on Artificial Intelligence**

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





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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

**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 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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**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.etamu.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**

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](mailto:studentdisabilityservices@etamu.edu)

Website: Office of Student Disability Resources and Services

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>



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**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>

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](http://www.etamu.edu/counsel)



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### 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.etamu.edu/library/>

- Email [libraryservice@etamu.edu](mailto:libraryservice@etamu.edu) 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! o Waters Library Research Office: Second Floor, Room 213
  - Waters Library University Archives: 4th Floor, Room 406A
  - East Texas A&M at Mesquite Metroplex Center: Second Floor, Study Room



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**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 [hrealion@etamu.edu](mailto:hrealion@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>



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**Course Calendar**

| Week | Unit                               | Topic                                                                                                           | Assignment(s)                                                                                       |
|------|------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1    | Unit 1: Reading for Meaning        | Main ideas, explicit information, and the reading process; reading like a writer                                | Diagnostic Quiz (ungraded)                                                                          |
| 2    | Unit 1: Reading for Meaning        | Drawing inferences from informational and persuasive texts; fact vs. opinion                                    | Reading Skills Check #1;<br>Vocabulary Glossary begins (weekly, Weeks 2–14)                         |
| 3    | Unit 2: Analyzing Author's Craft   | Rhetorical appeals, word choice, and text analysis; close reading of a paired op-ed/argumentative essay         | Diagnostic Essay (ungraded)                                                                         |
| 4    | Unit 2: Analyzing Author's Craft   | Writing focused analytical paragraphs; summary, paraphrase, and analysis                                        | Rhetorical Analysis Paragraph w/ Reflection                                                         |
| 5    | Unit 3: Synthesizing Across Texts  | Comparing arguments and rhetorical relationships; mapping two authors' claims and crafting synthesis statements | Synthesis Reading Assessment                                                                        |
| 6    | Unit 3: Synthesizing Across Texts  | Integrating sources and writing the synthesis essay; quoting, paraphrasing, and summarizing                     | Synthesis Essay with Collaborative Outline (350–450 words)                                          |
| 7    | Unit 4: Academic Essay Foundations | Essay structure and reverse outlining                                                                           |                                                                                                     |
| 8    | Unit 4: Academic Essay Foundations | Thesis development, organization, and drafting; prewriting and paragraph structure                              | Major Essay #1 – Expository (400–600 words, full revision cycle);<br>Vocabulary Glossary submission |
| 9    | Unit 4: Academic Essay Foundations | Revision and the writing cycle                                                                                  | Essay Revision with Conference (Style Revision)                                                     |



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| Week | Unit                                  | Topic                                                                  | Assignment(s)                                                                                                    |
|------|---------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 10   | Unit 5: Sentence Style and Clarity    | Concision, sentence variety, and academic tone; wordiness and cohesion | Style and Clarity Quiz                                                                                           |
| 11   | Unit 5: Sentence Style and Clarity    | Sentence-level judgment and revision; paragraph unity and coherence    |                                                                                                                  |
| 12   | Unit 6: Grammar, Usage, and Mechanics | Grammar and usage conventions; diction and commonly confused words     | Grammar and Usage Quiz                                                                                           |
| 13   | Unit 6: Grammar, Usage, and Mechanics | Punctuation, spelling, capitalization, and proofreading                | Mechanics Quiz                                                                                                   |
| 14   | Unit 7: Argument and Portfolio        | Thanksgiving Break; no new content introduced                          | Argument Analysis Quiz                                                                                           |
| 15   | Unit 7: Argument and Portfolio        | Constructing arguments; structure and content of an argument essay     | Major Essay #2 – Short Argument Essay (300–500 words, full revision cycle); Vocabulary Glossary final submission |
| 16   | Unit 7: Argument and Portfolio        | Portfolio assembly and reflection                                      | Final Portfolio (revised major essays plus reflection), due finals week                                          |