



**ENGL 1301 Section #17E CRN: 80557**  
**College Reading and Writing**  
**Course Syllabus: Fall 2026**

**Instructor Information**

Instructor: Karen Grace Glebe  
Office Location: Talbot Hall of Languages, Room 215  
Office Hours: TR 11:00-1:00  
ETAMU Email Address: karen.glebe@etamu.edu  
Communication Response Time: Within 48 hours  
Class Meeting Days/Time: MWF 12:00-12:50 PM  
Class Meeting Location: Sowers Education South, Room 135

**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:**

- Notebook
- Pen/Pencil

**Course Description**

**ENGL 1301: College Reading and Writing (3 credit hours):** builds the rhetorical reading, writing, and revision skills students rely on throughout college and beyond. Students analyze how popular and academic texts use rhetorical strategies to reach different audiences, compose a literacy narrative reflecting on personal history as a reader and writer, and investigate how a discourse community uses language and genre conventions to communicate. The course closes with a sustained revision cycle, in which students return to earlier work and strengthen it using feedback and skills developed across the semester. The course emphasizes cross-disciplinary skills that transfer directly to writing in other courses and contexts.



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#### 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.

#### Student Learning Outcomes

Students completing ENGL 1301 will be able to:

- **Identify and analyze** rhetorical appeals, audience, and purpose in popular and academic texts.
- **Compose** genre-appropriate writing — rhetorical analysis, personal narrative, and discourse community analysis — anchoring claims in relevant evidence, whether textual evidence from an artifact, sensory and scene-based detail from lived experience, or established analytical frameworks (Swales, Melzer).
- **Integrate** outside evidence ethically and accurately using MLA citation conventions.
- **Engage** in the revision and editing process, using strategies such as reverse outlining, structured peer review, feedback triage, and substantive revision to strengthen written work.
- **Collaborate** effectively with peers to give and receive constructive feedback, using structured peer review to inform meaningful revision.
- **Reflect** on personal growth as a writer and identify strategies that transfer to future academic writing.



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**Instructional Modality**

ENGL 1301 is an in person class that will meet every Monday, Wednesday, and Friday at 12:00 unless otherwise stated by the professor. Announcements will be posted in D2L. Students are expected to arrive on time and with a notebook and writing utensil of some kind. **It is important that you attend and are on time to every class.**

**Attendance and Participation**

**Students are given 3 excused absences for the semester. After that, 2% will be taken off your final grade for each class absent. If there is ever an issue that causes you to be absent for more than 3 class periods, please reach out to me so we can discuss make up work or a plan going forward. Remember, you are in charge of your schedule and communicating with your professors.**

**Course Requirements**

**Student Responsibilities and Tips for Success in the Course**

Each student is responsible for attending class and participating in the discussions and activities. You are also responsible for completing the reading assignments prior to class so you can participate fully and make the most of the in-class discussion. That means you should complete all readings and bring any notes or questions about the readings.

**Assessment & Grading**

Assessments will be weighted based on the distribution below. Writing assignments need to be completed and submitted prior to or on the date they are due unless arrangements have been made with me 24 hours PRIOR to the due date. If you need extra time for an assignment, let's



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talk about it. I can be flexible if I know beforehand. If you wait until after the due date, you will be subject to the penalties for late work.

You are always allowed to make corrections and do revisions on writing assignments, as long as the assignment was submitted on time and complete. Incomplete work will not be excepted unless you have come to me prior to the due date.

**Late Work**

Work is expected to be turned in by the due date. Due dates for assignments will be in D2L and you will be given in class reminders leading up to the due date. If you do not get the assignment in on time, you will have a -20 point penalty, with -10 points for every class day it is not turned in after. Once the highest grade you can receive reaches 0, you will no longer be able to turn in the assignment. This means you have three weeks to get the assignment in from the day it is due if you want any grade on the assignment at all.

**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>Rhetorical Analysis Essay</b> | First draft of the rhetorical analysis of a chosen popular artifact. | 20%    |
| <b>Literacy Narrative Essay</b>  | First draft of the personal literacy narrative.                      | 20%    |



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| Category                        | Description                                                                                                                                                                  | Weight |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Discourse Analysis Essay</b> | First draft of the discourse community analysis.                                                                                                                             | 20%    |
| <b>Process Assignments</b>      | In-class exercises and peer review taken for a grade (for example, the Reverse Outline and Revision Memo, or the Structured Peer Review Worksheet, Journals, Quizzes, etc.). | 10%    |
| <b>Capstone Portfolio</b>       | Fully revised versions of all three essays, peer review report, and process reflection.                                                                                      | 30%    |

### **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



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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.

**Course and University Policies & Procedures**

**Course Specific Policies & Procedures**

**Interaction with Instructor Statement**

If you ever have questions or wish to have a meeting, please e-mail me at the address provided ([karen.glebe@etamu.edu](mailto:karen.glebe@etamu.edu)). You must schedule a meeting with me in order to have one. Office location and hours are provided at the top of the syllabus. Please allow 48 hours for me to respond to your e-mail.

All appointments with faculty should be honored. You may reschedule any meetings before the original meeting time if you have a conflict with the scheduled meeting.

**Course Attendance Policy**

**Students are given 3 excused absences for the semester. After that, 2% will be taken off your final grade for each class absent. If there is ever an issue that causes you to be absent for more than 3 class periods, please reach out to me so we can discuss make up work or a plan going forward. Remember, you are in charge of your schedule and communicating with your professors.**

**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



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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 Policies & 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>

**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.

**Attendance**

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



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<https://www.etamu.edu/attendance/>

<https://coursecatalog.tamuc.edu/undergrad/academic-procedures/>

**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 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



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**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>

**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



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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/>

**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)

**Writing Center**



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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

**Student Career Preparedness Office**

Meet with career advisors who can help you with the resources and tools needed to prepare you



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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**

NOTE: Syllabus is subject to change. All changes will be announced on D2L as well as in class.

| Week | Unit                                         | Topic                                                                                        | Assignment(s)                                          |
|------|----------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------|
| 1    | <b>Unit 1: Process &amp; Reading</b>         | Entering academic writing; reflecting on personal history as a reader and writer             |                                                        |
| 2    | <b>Unit 1: Process &amp; Reading</b>         | Reading like a writer; genre conventions in narrative writing (conflict, detail, revelation) | Short Diagnostic Personal Narrative Essay (low stakes) |
| 3    | <b>Unit 2: Popular Rhetorical Analysis</b>   | The rhetorical situation: author, audience, exigence, and constraints                        |                                                        |
| 4    | <b>Unit 2: Popular Rhetorical Analysis</b>   | Classical rhetorical appeals: ethos, pathos, logos, and kairos                               |                                                        |
| 5    | <b>Unit 2: Popular Rhetorical Analysis</b>   | Analyzing a chosen artifact; ethical integration of source evidence                          | Rhetorical Analysis Essay (400–500 words)              |
| 6    | <b>Unit 3: Literacy Narrative</b>            | Mapping personal literacy history                                                            |                                                        |
| 7    | <b>Unit 3: Literacy Narrative</b>            | Defining literacy broadly, beyond print                                                      |                                                        |
| 8    | <b>Unit 3: Literacy Narrative</b>            | Narrating lived experience through scene and craft                                           | Literacy Narrative Essay (400–500 words)               |
| 9    | <b>Unit 4: Rhetorical Discourse Analysis</b> | Discourse communities and Swales's criteria; specialized lexis                               |                                                        |



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| <b>Week</b> | <b>Unit</b>                                  | <b>Topic</b>                                                          | <b>Assignment(s)</b>                     |
|-------------|----------------------------------------------|-----------------------------------------------------------------------|------------------------------------------|
| 10          | <b>Unit 4: Rhetorical Discourse Analysis</b> | Genre conventions within a discourse community                        | Discourse Analysis Essay (500–600 words) |
| 11          | <b>Unit 5: Capstone — The Revision Cycle</b> | Distinguishing revision, editing, and proofreading; reverse outlining | Reverse Outline & Revision Memo          |
| 12          | <b>Unit 5: Capstone — The Revision Cycle</b> | Structured peer review of a full draft                                | Peer Review Report                       |
| 13          | <b>Unit 5: Capstone — The Revision Cycle</b> | Incorporating and triaging feedback; revision workdays                |                                          |
| 14          | <b>Unit 5: Capstone — The Revision Cycle</b> | Thanksgiving Break; no new content introduced                         |                                          |
| 15          | <b>Unit 5: Capstone — The Revision Cycle</b> | Editing and proofreading strategies; portfolio assembly               |                                          |
| 16          | <b>Unit 5: Capstone — The Revision Cycle</b> | Reflection on growth as a writer; portfolio finalization              | Capstone Portfolio                       |