



ENGL 1301 – 29E

College Reading and Writing

Course Syllabus: Fall 2026

Instructor Information

Instructor: Wemimo Aluko

Office Location:

Email: wemimo.aluko@etamu.edu

Communication Response Time: 48 hours

Office Hours: Monday, Friday 3PM-5PM (The specific time will be determined with students by appointment)

Communication Response Time: 48 hours (Will reply to emails on M-F, 9 AM - 5 PM)

Class Meeting Days/Time: Mon, Wed, Fir, 1:00 PM-1:50 PM, Campus: Main, Building: Education South Sowers, Room: 127.

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.](#))

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.

Instructional Modality

All the classes will be face-to-face.

Consistent attendance and punctuality are important for success in college courses.



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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. 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, please feel free to talk about it. I can be flexible if I know beforehand. If you wait until after the due date, there is very little I can do for you. That means you should complete all readings and bring any notes or questions about the readings. 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. If you have a conflict with any scheduled appointments, meetings with faculty should be honored.

Attendance and Participation

You will not receive points for attendance if you have more than six absences.

Assessment & Grading

If arrangements about writing assignments have been made with the instructor 24 hours PRIOR to the due date, the highest grade for late submissions will be 80%, to be fair to classmates who submit assignments on time.

Extensions for the final assignments in the final week are unavailable.

Grading Scale

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% or Below



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Weighted Grade Distribution

Here's the table version:

Assignment	Description	Weight
Rhetorical Analysis Essay	First draft (10%) + Revised draft (10%)	20%
Literacy Narrative Essay	First draft (10%) + Revised draft (10%)	20%
Discourse Analysis Essay	First draft (10%) + Revised draft (10%)	20%
Process Assignments	In-class exercises and peer review taken for a grade (e.g., Reverse Outline and Revision Memo, Structured Peer Review Worksheet, Journals, Quizzes, etc.)	10%
Capstone Portfolio	Fully revised versions of all three essays, and process reflection	30%
Total		100%

Note: After submitting a first draft, you'll receive feedback and have about 4 days to revise and resubmit. Since you'll already have completed the revised version of each essay along the way, the Capstone Portfolio simply brings those revised versions together.

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>



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LMS Browser Support:

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

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, an East Texas A&M campus open computer lab, etc.

Course and University Policies & Procedures

Interaction with Instructor Statement

For a light-hearted and humorous explanation of academic email etiquette, read “How to Email Your Professor (without being annoying AF)” by Laura Portwood-Stacer [here](#).

In sum, all emails to your instructor should include the following elements:

1. Subject Line: Your subject line should be clear and specific. Recommended format: Name. Class and Section #. Topic of Email.
2. Salutation: Greet your instructor by their preferred name.
3. Body: Keep your message clear, concise, and respectful (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and that every interaction is a reflection of your academic persona.
4. Closing: End your email with an appropriate closing followed by your full name.



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Course Attendance Policy

As mentioned earlier, active participation is the key to success in this section of ENG 1301. Therefore, timeliness is required for assignments. Consistently failing to actively participate or submit assignments on time will impede your ability to pass this class.

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 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.



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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 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

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu



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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

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



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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 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 for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing hirealion@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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Schedule is flexible and subject to change. Readings are hyperlinked and should be completed before the class session listed. Highlighted rows mark university holidays. All essay page counts are approximate; consult the assignment sheet posted in D2L for full instructions and rubrics.

Course Calendar

Days	Before Class (Readings & Prep)	In Class (Topic & Activity)	Assignments Due
Fri, Aug 21	—	Welcome & introductions Syllabus overview: goals, grading, AI policy, Writing Center requirement Threshold concepts for the course	—
Mon, Aug 24	Drummond, "Welcome to Another Writing Class!"	Unit 1: Process & Reading Discussion: "Why am I taking writing again?"	—
Wed, Aug 26	Guptill, "Really? Writing? Again?"	In-class activity: Literacy quickwrite & partner interviews 10-minute quickwrite on your history as a reader/writer, then partner interviews and introductions	—
Fri, Aug 28	Lacy, Gagich & Pantuso, "2.2 What is the Writing Process?"	Discussion: stages of the writing process Intro to reading-like-a-writer strategies	—
Mon, Aug 31	Bunn, "How to Read Like a Writer"	In-class activity: Annotation workshop Annotate a sample personal narrative using Bunn's read-like-a-writer questions and a genre lens (conflict, detail, revelation)	—
Wed, Sep 2	Continue drafting your Short Diagnostic Personal Narrative	Workshop day: Short Diagnostic Personal Narrative Essay	—



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		Small-group sharing of drafts-in-progress	
Fri, Sep 4	—	Share-out and class discussion Preview Unit 2: Popular Rhetorical Analysis	Short Diagnostic Personal Narrative Essay)
Mon, Sep 7	—	<i>No class — Labor Day</i>	—
Wed, Sep 9	Carroll, "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis"	Unit 2: Popular Rhetorical Analysis Intro to the rhetorical situation: author, audience, exigence, constraints	—
Fri, Sep 11	Jeffrey, Zickel, Pantuso, et al., "3.4 What is the Rhetorical Situation?"	In-class activity: Rhetorical situation speed rounds Ads, memes & PSAs projected 3 min. each — identify author, audience, exigence, constraints	—
Mon, Sep 14	Jones, "3.5 Classical Rhetoric"	Defining terms: ethos, pathos, logos, kairos	—
Wed, Sep 16	Purdue OWL, "Elements of Rhetorical Situations"	In-class activity: Appeals gallery walk Tag ethos/pathos/logos/kairos on posted artifacts with color-coded sticky notes; debrief overlaps	—
Fri, Sep 18	Abrams, "Ch. 8: Interpretation, Analysis, and Close Reading"	Analyzing an artifact: how claims are anchored in described/quoted evidence	—
Mon, Sep 21	Cohn, "Understanding Visual Rhetoric"	In-class activity: Guided analysis + solo paragraph Whole-class analysis of one commercial; students draft one	—



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		analytical body paragraph on their own artifact	
Wed, Sep 23	Jeffrey & Lloyd, "10.2 Reading Popular Sources"	Workshop: selecting and evaluating your popular artifact	—
Fri, Sep 25	Stedman, "Annoying Ways People Use Sources"	In-class activity: Source repair shop Repair passages with dropped quotations/uneven citation; apply the same fixes to your own draft evidence	—
Mon, Sep 28	Purdue OWL, "MLA Formatting and Style Guide"	MLA formatting & Works Cited check-in Draft workshop: Rhetorical Analysis Essay	—
Wed, Sep 30	—	Full-draft peer workshop Sign up for optional Writing Center or instructor conference	—
Fri, Oct 2	—	Turn in and reflect: what worked, what's still fuzzy Preview Unit 3: Literacy Narrative	Rhetorical Analysis Essay — First Draft (400–500 words, MLA w/ Works Cited)
Mon, Oct 5	Review instructor feedback on your Rhetorical Analysis draft	Revision conferences / workshop time	—
Wed, Oct 7	Li, "Reflecting on Literacy Identities Through Writing Personal Narratives"	Unit 3: Literacy Narrative begins Discuss literacy identities and personal narrative	Rhetorical Analysis Essay — Revised Draft
Fri, Oct 9	Hoermann-Elliott & Quesenbury, "Literacy Narrative"	In-class activity: Literacy inventory debate List literacies beyond print (digital, athletic, musical, mechanical,	—



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		spiritual)); debate which qualify and why	
Mon, Oct 12	Ramsdell, "Storytelling, Narration, and the 'Who I Am' Story"	Revisit scene, dialogue & sensory detail (Bachelor Robinson et al., "4.3 Glance at Genre," from Unit 1)	—
Wed, Oct 14	Chart 5–7 moments that shaped you as a reader/writer/communicator	Literacy timeline mapping Mark each moment as gain or struggle; identify the one with enough tension for your essay	—
Fri, Oct 16	—	In-class activity: Scene vs. summary workshop Draft one full scene with dialogue & sensory detail; read aloud in trios	—
Mon, Oct 19	—	Full-draft peer workshop Preview Unit 4: Rhetorical Discourse Analysis	Literacy Narrative Essay — First Draft (400–500 words, MLA; Works Cited only if outside sources used)
Wed, Oct 21	Review instructor feedback on your Literacy Narrative draft	Revision conferences / workshop time	—
Fri, Oct 23	Melzer, "Understanding Discourse Communities"	Unit 4: Rhetorical Discourse Analysis begins	Literacy Narrative Essay — Revised Draft
Mon, Oct 26	—	In-class activity: The Swales test Apply Swales's six criteria to candidate communities (marching band, nursing majors, a gaming Discord, a congregation) and defend a verdict	—



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Wed, Oct 28	Dirk, "Navigating Genres"	In-class activity: Lexis scavenger hunt List 10 insider terms from your major/community; a classmate outside it attempts cold definitions	—
Fri, Oct 30	Kahn, "Putting Ethnographic Writing in Context" (excerpt)	In-class activity: Genre show-and-tell Bring one authentic genre from your community (group chat, lab report, playbook page, meeting agenda); analyze audience, purpose, conventions with Melzer's heuristic questions	—
Mon, Nov 2	—	Draft workshop: Discourse Analysis Essay Applying your chosen framework and heuristic questions to your own evidence	—
Wed, Nov 4	—	Peer feedback MLA citation & Works Cited check-in	—
Fri, Nov 6	—	Turn in and reflect Preview Unit 5: Capstone — The Revision Cycle	Discourse Analysis Essay — First Draft (500–600 words, MLA w/ Works Cited)
Mon, Nov 9	Review instructor feedback on your Discourse Analysis draft	Revision conferences / workshop time	—
Wed, Nov 11	Giles, "Reflective Writing and the Revision Process: What Were You Thinking?"	Unit 5: Capstone — The Revision Cycle begins	Discourse Analysis Essay — Revised Draft



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Fri, Nov 13	—	In-class activity: Three-pass demonstration Work the same flawed paragraph three times: re-seeing the argument, editing sentences, proofreading surface errors	—
Mon, Nov 16	Lacy, Gagich & Pantuso, "2.2" — revision & proofreading sections (revisited)	In-class activity: Reverse outline & revision memo Reverse-outline one of your three drafts, one sentence per paragraph; write a short revision plan naming your two biggest structural problems	—
Wed, Nov 18	Kelly, "The Good, the Bad, and the Ugly of Peer Review"	In-class activity: Structured peer review workshop Exchange full drafts using a protocol: writer states goals/concerns, reviewer writes a summary of observations	—
Fri, Nov 20	Grauman, "What's That Supposed to Mean? Using Feedback on Your Writing"	In-class activity: Feedback triage Sort every peer comment: act on it, decline with a stated reason, or flag for instructor input; rank revision priorities	Peer Review Report
Mon, Nov 23	—	Revision workdays Student–instructor conferences (5–7 min. each) — sign up in advance	—
Wed, Nov 25	—	<i>No class — Thanksgiving Break</i>	—
Fri, Nov 27	—	<i>No class — Thanksgiving Break</i>	—
Mon, Nov 30	—	Editing stations	—



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		Rotating stations: reading aloud, backwards proofreading, MLA format checks	
Wed, Dec 2	—	Portfolio checklist review Timed freewrite seeding your process reflection	—
Fri, Dec 4	—	Course wrap-up: reflecting on growth as a writer Last day of class	Capstone Portfolio — revised Rhetorical Analysis, Literacy Narrative & Discourse Analysis essays, Peer Review Report, and Process Reflection