



English 1301.81E College Reading and Writing Course Syllabus: Fall 2026

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Preferred Form of Communication: email (see above)

Communication Response Time: within 24 - 48 hours

Office Hours: TR 12:30 pm – 2:30 pm, in person or zoom (email for appointment if zoom)

Meeting: We will meet in person *every Tuesday and Thursday on Dallas Campus room 813 11:00 am – 12:15 pm*

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.

Required Texts and Materials

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.](#))

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.

Student Responsibilities and Tips for Success

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, let's

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.

Note on Course Content and Academic Responsibility

The reading materials assigned in this course have been selected thoughtfully and purposefully for their academic, literary, and intellectual merit, and strictly for their relevance to the themes and learning objectives of the course. Some texts may contain mature, disturbing, or challenging content that may include depictions of violence, trauma, sexuality, or other difficult subject matter, which reflects the realities of human experience as examined through scholarly and literary traditions.

I encourage you to review and research assigned texts/films in advance of each class session, because it will help you prepare thoughtfully for engagement with the material. If you have concerns about specific content, please reach out to me before the relevant class session, not after.

Discomfort, whether it is intellectual or emotional, is an expected and valuable part of rigorous academic inquiry. The ability to engage critically and professionally with challenging material is a core competency of this discipline and of higher education writ large. Students are expected to approach all assigned materials with scholarly seriousness, even when—and especially when—those materials are difficult.

That said, if you find that specific content significantly affects your wellbeing I encourage you to seek support through counseling services on campus (information on page 6 of this syllabus). I am also available to discuss concerns during office hours. Requests to substitute or omit assigned readings on the basis of content preferences will not be accommodated, as the integrity of the course curriculum depends on shared engagement with the assigned texts.

Assessment and Grading

Grading Scale

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

Weighted Grade Distribution

Category	Description	Weight
Rhetorical Analysis Essay	First draft of the rhetorical analysis of a chosen artifact.	20%
Literacy Narrative Essay	First draft of the personal literacy narrative.	20%
Analysis Essay	First draft of analysis.	20%
Process Assignments	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%
Capstone Portfolio	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

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.

Interaction with Me: I am available via email and via Zoom appointments. For Zoom meetings, email to set up a time. If you send an email I will answer it within 24 hours. Please

follow proper email etiquette. I do not check D2L email, so only send emails to the university address eralda.lameborshi@etamu.edu

Course Policies

1. Attendance: You are supposed to be present every time we meet. Only three absences total are allowed, and anything after that will incur a 10% grade reduction per day missed. This includes excused or unexcused absences.
2. All Writing Projects must be turned in on D2L on the due date and time. No make-up work is allowed on major assignments. Late work will be penalized 10% of the grade per day that it is late.
3. All work needs to adhere to MLA format with appropriate documentation.
4. Plagiarism, or turning in work that is not one's own, runs counter to the most basic purposes and presumptions of higher education. The minimum penalty for plagiarism will be failure of the assignment. In repeated cases, the penalty is failure of the course and filing paperwork with the department head (see the Artificial Intelligence Policy and academic integrity provisions below).
5. All students will be graded on their ability to: (1) achieve the goal of the specific assignment; (2) efficiently and effectively communicate through writing; (3) properly format the work; and (4) avoid stigmatized grammatical and syntactical errors. Each assignment will vary, but these four factors will always determine part, or all, of your grade.

Artificial Intelligence Policy

The use of LLMs or generative AI tools (including ChatGPT, Claude, Gemini, or other ones) to produce any portion of submitted work is strictly prohibited in this course. All work you submit must be your own in its entirety.

Graduate level work requires originality and rigor. The purpose of this seminar is to develop your own understanding and your own critical voice as you engage with critical theory. In addition, it is crucial to gain command of the material, however difficult it may be, and this command cannot be outsourced to an LLM.

Submitting AI-generated work defeats the purpose of the course and constitutes academic dishonesty of the same level as plagiarism. All submissions will be screened using Turnitin's AI-detection tool. Any assignment that is flagged by the tool, will receive a grade of zero. No further substantiation will be provided, and the student's name will be reported to the Department Head and the Dean of the College.

No use of AI tools is allowed in this course.

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

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 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 hrealion@etamu.edu or go online by clicking [schedule an appointment](#).

Accessibility and Accommodations

I am committed that every student has full and equal access to this course. ETAMU provides accommodations for students with documented disabilities. If you have, or believe you may have, a disability that affects your participation in this course, you are encouraged to contact Student Disability Services to arrange accommodations. If you have an accommodation already, SDS will

contact me early in the term, and then we will meet to establish the necessary accommodations together. In addition, I am available to speak with you confidentially about barriers you encounter in the course, and I will work with you to find you the right support. Accessibility needs and issues may arise at any point in the semester, and I am committed to supporting you in the course and through the university's infrastructure. Below you will find more information about SDS:

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 <https://www.tamuc.edu/student-disability-services/>

Mental Health Services

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

Technology and Course Logistics

Technology Requirements

We will often use D2L, and in the case of web-based courses, D2L will be our virtual classroom. It is your responsibility to make sure that you have all technology requirements met for a successful interaction with online learning spaces. For more on technology requirements see here: <https://inside.tamuc.edu/facultystaffservices/academictechnology/readiness-for-online-courses.aspx>

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.

Communication

If you have any questions or are having difficulties with the course material, please contact me via email: eralda.lameborshi@etamu.edu

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>

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for me to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance and an updated copy will be posted online.

University Policies and Required Statements

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 here:

<https://inside.tamuc.edu/campuslife/campuservices/studentRights/Code%20of%20Conduct.aspx>

Student 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 the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Attendance

For more information about the attendance policy please visit the attendance webpage:

<https://inside.tamuc.edu/admissions/registrar/generalinformation/attendance.aspx>

Academic Integrity

Students at Texas A&M University-Commerce 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: <https://www.tamuc.edu/college-of-business/integrity-policy/>

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 based on race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from

discrimination based on sexual orientation, gender identity, or gender expression will be maintained. For more on this see here:

<https://inside.tamuc.edu/aboutus/administrativeoffices/academicAffairs/handbook2016/section-iii.aspx>

Campus Concealed Carry Statement

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.

For more on campus carry policy see here:

<https://inside.tamuc.edu/aboutus/CampusCarry/FAQs.aspx#:~:text=to%20carry%20guns%3F-.Any%20individual%20who%20holds%20a%20current%20and%20valid%20license%20to,where%20permitted%20on%20university%20property.>

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the accreditation, throughout the semester I may collect some of the ungraded texts you produce solely for an assessment of program effectiveness that in no way affects students' course grades or GPAs.

Tentative Calendar

Subject to change.

Week 3 — First Encounters

1. **Essay:** Henry David Thoreau, "Walking"
2. **Poem:** Mary Oliver, "Wild Geese"
3. **Framing question:** What does it mean to "go to nature," and who is imagined as doing the going?

Week 4 — Attention and Awe

1. **Essay:** Annie Dillard, "Total Eclipse"
2. **Story:** Ernest Hemingway, "Big Two-Hearted River"
3. **Framing question:** Is solitary attention to nature a retreat from the human world, or a way of returning to it?

Week 5 — Nature's Indifference

1. **Essay:** Aldo Leopold, "Thinking Like a Mountain"
2. **Poem:** Robinson Jeffers, "Hurt Hawks"
3. **Framing question:** What changes when we try to see a landscape from outside a human point of view?