



ENG 1301.9BE, College Reading and Writing

COURSE SYLLABUS: FALL 2026

INSTRUCTOR INFORMATION

Instructor: Carol Dale, M.Ed.

Office Location: Boles High School

Office Hours: Tuesday-Friday 8:40-9:35am and Tuesday-Thursday 4:05-4:15pm

Office Phone: 903-883-4464

University Email Address: Carol.Dale@etamu.edu

Preferred Form of Communication: e-mail

Communication Response Time: 1-2 hours

COURSE INFORMATION

For this course, we will be using the course materials available in D2L. You will not need to purchase any additional materials. These materials are required for the course. From time to time, your instructor will add additional materials about notable authors' literacy journeys.

Software Required:

- D2L
- LeoMail
- A word processing program: *Students have free access to [Office 365](#).*
- Google Workspace for Education as found in students' Chromebooks

Course Description

ENGL 1301: College Reading and Writing. Three semester hours. Introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument and means to approaching multiple audiences. In 1301 students will write weekly, and will work on essay organization and development. The course will emphasize close reading, summarizing, and analysis of expository texts, including student writing.

The syllabus/schedule are subject to change.

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

This class meets in-person on Tuesdays, Wednesdays, Thursdays, and Fridays during 1st or 4th periods based on your schedule in Room 101.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

You will need:

The syllabus/schedule are subject to change.

- Flash drive or other means (dropbox.com account, for example) of storing digital versions of the essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A valid, working email address that you check often (everyday). I will email the class through D2L, so be sure that that email is the one you check.
- Regular internet access
- Access to a computer with a word processing program (assignments must be typed uploaded through D2L in a doc or PDF file)

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is ...

Midterm and final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weighted Grade Distribution

Category	Description	Weight
Rhetorical Analysis Essay	First draft of the rhetorical analysis of a chosen popular artifact.	20%
Literacy Narrative Essay	First draft of the personal literacy narrative.	20%
Discourse Analysis Essay	First draft of the discourse community 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%

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Category	Description	Weight
Capstone Portfolio	Fully revised versions of all three essays, peer review report, and process reflection.	30%

Assignments

Full prompts for assignments are available in D2L.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). 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, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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 AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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:

The syllabus/schedule are subject to change.

<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

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

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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

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,"

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<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

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.

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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 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

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

Technical Support

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<https://community.brightspace.com/support/s/contactsupport>

COURSE OUTLINE / CALENDAR

Week	Unit	Topic	Assignment(s)
1	Unit 1: Process & Reading	Entering academic writing; reflecting on personal history as a reader and writer	
2	Unit 1: Process & Reading	Reading like a writer; genre conventions in narrative writing (conflict, detail, revelation)	Short Diagnostic Personal Narrative Essay (low stakes)
3	Unit 2: Popular Rhetorical Analysis	The rhetorical situation: author, audience, exigence, and constraints	
4	Unit 2: Popular Rhetorical Analysis	Classical rhetorical appeals: ethos, pathos, logos, and kairos	
5	Unit 2: Popular Rhetorical Analysis	Analyzing a chosen artifact; ethical integration of source evidence	Rhetorical Analysis Essay (400–500 words)
6	Unit 3: Literacy Narrative	Mapping personal literacy history	
7	Unit 3: Literacy Narrative	Defining literacy broadly, beyond print	
8	Unit 3: Literacy Narrative	Narrating lived experience through scene and craft	Literacy Narrative Essay (400–500 words)
9	Unit 4: Rhetorical Discourse Analysis	Thanksgiving Break; no new content introduced	
10	Unit 4: Rhetorical Discourse Analysis	Discourse communities and Swales's criteria; specialized lexis	

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Week	Unit	Topic	Assignment(s)
11	Unit 4: Rhetorical Discourse Analysis	Genre conventions within a discourse community	Discourse Analysis Essay (500–600 words)
12	Unit 5: Capstone — The Revision Cycle	Distinguishing revision, editing, and proofreading; reverse outlining	Reverse Outline & Revision Memo
13	Unit 5: Capstone — The Revision Cycle	Structured peer review of a full draft	Peer Review Report
14	Unit 5: Capstone — The Revision Cycle	Incorporating and triaging feedback; revision workdays	
15	Unit 5: Capstone — The Revision Cycle	Editing and proofreading strategies; portfolio assembly	
16	Unit 5: Capstone — The Revision Cycle	Reflection on growth as a writer; portfolio finalization	Capstone Portfolio

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