



ENG 1301-9SE 202680
College Reading and Writing
Course Syllabus: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Rachel C. Finney

Office Location: Sulphur Springs High School, Room 211

Office Hours: M-F 730 am-400 pm [Tutor: M, W 725-755 am and T, R 345-415 pm and by appt.]

Office Phone: 903.885.2158, Ext. 7211 [B lunch and 6th period conference, 1220-149 pm]

University Email Address: Rachel.Finney@etamu.edu

Preferred Form of Communication: email

Communication Response Time: 24 hours

COURSE INFORMATION

Materials—Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

All required readings in Eng 1301 are drawn from open-access repositories and open educational resources (OER) from textbooks and are available to students at no additional cost.

Software Required:

- D2L
- LeoMail (You **MUST** create a habit of regularly checking email at least twice daily.)
- A word-processing program (All ETAMU students have free access to Office 365.)

Optional Texts and/or Materials:

- Access to Google Classroom (per SSHS requirement) and access to a dictionary
- Pen / Pencil
- Spiral
- Multi-colored highlighters

Course Description

Three semester hours. English 1301 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. Additionally, English 1301 builds on rhetorical reading assignments, writing, and revision skills that students will rely on throughout college. The course will emphasize close reading, summarizing, and analysis of expository texts, including student writing. Students will analyze how popular and academic texts use rhetorical strategies for various purposes to reach different audiences. This course closes with a sustained revision cycle in which students return to previous work and strengthen written assignments using instructor and student feedback as well as skills developed and honed throughout the term. English 1301 emphasizes cross-disciplinary skills that transfer directly to writing in other courses and within other contexts. Students will write weekly and will improve essay organization, development, and voice.

Core Curriculum Course Objectives

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, 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

1. Identify and analyze rhetorical appeals, audience, and purpose in popular and academic texts.
2. 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).
3. Integrate outside evidence ethically and accurately using MLA citation conventions.
4. 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.
5. Collaborate effectively with peers to give and receive *constructive* feedback, using structured peer review to inform meaningful revision.
6. Reflect on personal growth as a writer and identify strategies that transfer to future academic writing.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students must have reliable, consistent access to internet outside of school, be familiar with Google Classroom, be able to use a laptop efficiently, have access to and regularly use email (including attaching documents), have access to and be able to use a printer, and must become familiar with navigating both MyLeo and our online course platform, D2L.

Instructional Methods

We will meet face-to-face during your scheduled class time. **If you are going to be absent, please contact me so we can create a plan for any missed instructional time, which may require attending tutorials.** All instructions and assignments will be available online; therefore, you may complete some assignments outside of class.

Student Responsibilities or Tips for Success in the Course

It is expected that you will read, annotate, write, and participate in class discussions every week, usually on multiple occasions. Students are expected to limit absences, be engaged in class, and complete all assignments in a timely manner. Students should be on task—be where your feet are. **Students in this class should recognize that even though they are in high school, they have chosen to enroll in a university course with college-level expectations of performance, participation, and behavior.**

Writing assignments need to be completed and submitted prior to or on the date. Due dates creep up on us quickly, so you need to be diligent in your efforts to give this course the time and focus that it requires. If you do not communicate with me prior to the due date, major assignments will receive a 15% grade reduction PER DAY if they are late.

Attendance is very important and is directly related to your success in this course. Per the SSHS student handbook, you must attend 90% of instructional time. Excessive absences will result in loss of credit—even if you have a passing grade. ***Be aware of accumulating excessive absences, even for school-related activities and excused absences.*** Please communicate with me before a planned absence so that we have a plan to keep you from falling behind.

GRADING AND ASSESSMENT

Please be aware that your grades, other than your nine-week grade and semester grade, will not be posted in Skyward. **Grades will only be available through D2L.** It is your responsibility to have access to MyLeo and to check grades regularly.

Final grades in this course will be based on the following scale:

A = 90%-100%

D = 60%-69%

B = 80%-89%

F = 59% or Below

C = 70%-79%

Weighted Grade Distribution

Category	Description	Weight
Rhetorical Analysis Essay	First draft of 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, discussion posts, peer review, and quizzes.	10%
Capstone Portfolio	Fully revised versions of all three essays, peer review report, and process reflection.	30%

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.tamuc.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. *Keep this information in a convenient location, as it is your responsibility to ensure that you have access to D2L inside and outside class time.*

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 AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) or SSHS email and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU or SSHS email for communication. **Students are encouraged to check university email a minimum of twice daily.** If you have any questions or are having difficulties with the course material (or any life situations that affect your success in the course), please contact your instructor as soon as possible. I want to help you succeed in any way that I can.

You will need to learn to communicate professionally via email. Please include the following in emails with your instructor:

- Course name / subject in the subject line
- Salutation (Good afternoon, Dr. Jackson,)
- Proper email etiquette (no “text” emails—use complete sentences, proper grammar, and punctuation to the best of your ability)
- Student name after the body of the email

TECHNOLOGY REQUIREMENTS AND SUPPORT

Learning Management System (LMS) – D2L

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 the technical requirements:

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

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 on the [Brightspace Support Webpage](https://community.brightspace.com/support/s/contactsupport) (<https://community.brightspace.com/support/s/contactsupport>).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

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

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Common decency and acceptable behavior include the prohibition of any derogatory terms, inappropriate references, and name-calling. The [Code of Student Conduct](#) is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

ETAMU Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#).

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. ***I cannot express to you the importance of doing your own thinking and writing. The best data center in the world is your big, beautiful brain.***

For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

Use of Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, *as determined by the instructor of the course*.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty which is considered plagiarism.

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. ***If no instructions are provided the student should assume that the use of such software is disallowed.***

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. *It is possible that students will have to verbally explain / defend an assignment if inappropriate AI use is suspected.*

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 Services](#)

Non-discrimination 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. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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 ETAMU 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.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Additional Campus Resources

East Texas A&M Supports Students' Mental Health – Counseling Services

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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>.

Velma Waters 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

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](#).

Course Calendar

The following course calendar is an overview of course readings and assignments. You will have a Weekly Syllabus (WS) posted in D2L that indicates specific readings, due dates, and other details. This calendar is subject change depending on the needs of the course.

Week	Unit	Topic	Assignment(s)
1 8/24-8/28	Unit 1: Process & Reading	Entering academic writing; reflecting on personal history as a reader and writer	
2 8/31-9/4	Unit 1: Process & Reading	Reading like a writer; genre conventions in narrative writing (conflict, detail, revelation)	Short Diagnostic Personal Narrative Essay (low stakes)
3 9/8-9/11	Unit 2: Popular Rhetorical Analysis	The rhetorical situation: author, audience, exigence, and constraints	
4 9/14-9/18	Unit 2: Popular Rhetorical Analysis	Classical rhetorical appeals: ethos, pathos, logos, and Kairos	
5 9/22-9/25	Unit 2: Popular Rhetorical Analysis	Analyzing a chosen artifact; ethical integration of source evidence	Rhetorical Analysis Essay (400–500 words)
6 9/28-10/2	Unit 3: Literacy Narrative	Mapping personal literacy history	
7 10/5-10/9	Unit 3: Literacy Narrative	Defining literacy broadly, beyond print	
8 10/12-10/16	Unit 3: Literacy Narrative	Narrating lived experience through scene and craft	Literacy Narrative Essay (400–500 words)

Week	Unit	Topic	Assignment(s)
9 10/19- 10/22	Unit 4: Rhetorical Discourse Analysis	Discourse communities and Swales's criteria; specialized lexis	
10 10/27- 10/30	Unit 4: Rhetorical Discourse Analysis	Genre conventions within a discourse community	Discourse Analysis Essay (500–600 words)
11 11/2- 11/6	Unit 5: Capstone — The Revision Cycle	Distinguishing revision, editing, and proofreading; reverse outlining	Reverse Outline & Revision Memo
12 11/9- 11/13	Unit 5: Capstone — The Revision Cycle	Structured peer review of a full draft	Peer Review Report
13 11/16- 11/20	Unit 5: Capstone — The Revision Cycle	Incorporating and triaging feedback; revision workdays	
14 11/23- 11/27	Unit 5: Capstone — The Revision Cycle	Thanksgiving Break; no new content introduced	
15 11/30- 12/4	Unit 5: Capstone — The Revision Cycle	Editing and proofreading strategies; portfolio assembly	
16 12/7- 12/9	Unit 5: Capstone — The Revision Cycle	Reflection on growth as a writer; portfolio finalization	Capstone Portfolio