



EAST TEXAS A&M — UNIVERSITY —

English 1301, SECTION G3E College Reading and Writing

COURSE SYLLABUS: 2026

INSTRUCTOR INFORMATION

Instructor: Michelle Bartlett

Office Location: A416

Office Hours: T&Th 8:25-8:45 a.m.(in A416); T&Th 4:15-5:00 p.m. (in B408)

University Email Address: michelle.bartlett@etamu.edu

Communication Response Time: Within 48 hours on weekdays

COURSE INFORMATION

Textbook(s) Required: You will not need to make any additional purchases. All assigned reading materials will be provided on D2L.

Software Required:

- D2L
- LeoMail
- A word processing program: *Students have free access to [Office 365](#).*

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.

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.

English 1301 Learning Outcomes

- **Define** important terms/concepts including, but not limited to, literacy, sponsor, code-switching, code-meshing, embodiment, and writing processes;
- **Discuss** the ways these terms expand based on cultural and communicative practices;
- **Examine** scholarly, personal, and/or multimodal course texts that detail varying understandings and applications of key terms/concepts;
- **Develop** writing processes that allow for personal exploration of key terms/concepts;
- **Engage** in collaboration that supports individualized and communal understanding and writing development;
- **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), practices, styles, and/or languages;
- **Compose** texts across different genres and media of writing that further expand key terms/concepts based on personal experiences and engagement with important course texts;
- **Reflect** on your writing experiences and literacy practices;
- **Design** individualized learning goals appropriate for a first-year writing course; and
- **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

Instructional Methods

This is a face-to-face course, meeting on-campus at Dubiski in A416.

COURSE REQUIREMENTS

- Be on time and prepared for class (completing readings and homework assignments)
- Submit assignments on time following the stated expectations
- Check grades frequently and communicate with your instructor regarding any questions or concerns
- Participate in class activities
- Be respectful of each other
- Follow Dubiski campus expectations (cell phone policy, etc.)

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is two-fold. I will provide you with evaluative feedback on final drafts, but I welcome you to schedule individual writing conferences with me to more specifically address any concerns prior to the due date. You will also provide each other with peer feedback according to provided guidelines.

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

Weights of the assessments in the calculation of the final letter grade.

Writing Assignments/Projects	35%
Diagnostic Personal Narrative	5%
Rhetorical Analysis	10%
Literacy Narrative	10%
Discourse Analysis	10%
Semester Portfolio (Capstone Assignment)	35%
Participation (Class Activities/Homework)	30%
TOTAL	100%

Assignments

Full prompts for assignments are available in D2L.

Policy on Late Assignments

Late essays will be penalized one letter grade per class meeting that they are late. Other late class assignments (homework, etc.) will **not** be accepted unless approved in advance. Students are expected to communicate their needs for extensions to their instructor (to be granted at the instructor's discretion).

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.

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 ETAMU 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.

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>

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. The Code of Student Conduct is described in detail in the Student Guidebook.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

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 Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

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: [Student Disability Services](http://www.etamu.edu/student-disability-services/)

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

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. 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 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.etamu.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.

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

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.



<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

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 (NCTE), 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

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE / CALENDAR

The syllabus/schedule are subject to change to suit course needs.

Week	Assignments/Activities	Readings
1	Literacy quickwrite and partner interviews	Drummond, "Welcome to Another Writing Class!: Or, Why the &*%# Am I Taking Writing Again?"

		Guptill, “Really? Writing? Again?”
2	Annotation workshop	Lacy, Gagich, and Pantuso, “2.2 What is the Writing Process?” Bachelor Robinson et al., “4.3 Glance at Genre: Conflict, Detail, and Revelation” Bunn, “How to Read Like a Writer”
3	Diagnostic Personal Narrative Essay Rhetorical situation speed rounds Appeals gallery walk	Carroll, “Backpacks vs. Briefcases: Steps toward Rhetorical Analysis” Jeffrey, Zickel, Pantuso, et al., “3.4 What is the Rhetorical Situation?” Jones, “3.5 Classical Rhetoric”
4	Guided Whole-Class Analysis Solo Analysis and Paragraph Source Repair Shop	Abrams, “Chapter 8. Interpretation, Analysis, and Close Reading” Cohn, “Understanding Visual Rhetoric” Stedman, “Annoying Ways People Use Sources” Jeffrey and Lloyd, “10.2 Reading Popular Sources” Van Kampen, “Evaluating Resources and Misinformation” Purdue Online Writing Lab, “MLA Formatting and Style Guide”
5	Peer Review Workshop Rhetorical Analysis Essay	Li, “Reflecting on Literacy Identities Through Writing Personal Narratives”
6	Literacy timeline mapping Literacy inventory debate.	Hoermann-Elliott and Quesenbury, “Literacy Narrative” Ramsdell, “Storytelling, Narration, and the ‘Who I Am’ Story” Bachelor Robinson et al., “4.3 Glance at Genre: Conflict, Detail, and Revelation”
7	Scene vs summary workshop Peer Review Workshop Literacy Narrative Essay	Melzer, “Understanding Discourse Communities”
8	The Swales test Lexis scavenger hunt	Dirk, “Navigating Genres”
9	Genre show-and-tell	Melzer, “Understanding Discourse Communities” (revisited)

10	Peer Review Workshop	
11	Discourse Analysis Essay Three-pass demonstration	Giles, "Reflective Writing and the Revision Process: What Were You Thinking" Lacy, Gagich, and Pantuso, "2.2 What is the Writing Process?"
12	Reverse outlines and revision memos Structured peer review workshop Feedback triage with revision workdays	Kelly, "The Good, the Bad, and the Ugly of Peer Review" Binder et al., "Strategies for Peer Reviewing" Grauman, "What's That Supposed to Mean? Using Feedback on Your Writing"
13	Student-Instructor Conferences: Rhetorical Analysis	
14	Student-Instructor Conferences: Literacy Narrative and Discourse Analysis	
15	Editing stations and portfolio assembly	
16	Capstone Portfolio	