



ENGL 100 07E #84574
College Reading and Writing
Course Syllabus: Fall 2026

Instructor Information

Instructor: Andrea Miller
Office Location: Ferguson Social Sciences 304 (SS 304)
Office Hours: Before and after class, Zoom appointments
ETAMU Email Address: andrea.miller@ETAMU.edu
Communication Response Time: 24-36 hours
Class Meeting Days/Time: MWF, 3-3:50pm
Class Meeting Location: SS 304

Course Information

Textbook(s) Required:

All required readings in ENGL 100 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 students have free access to [Office 365.](#))

Other Materials Required:

Pen or pencil
Notebook (provided by professor)

Course Description

ENGL 100 is a developmental co-requisite course that builds the foundational reading, writing, and critical reasoning skills essential for success in college-level coursework. Students engage in rhetorical reading of informational and argumentative texts, practice academic writing conventions, and complete a scaffolded sequence of writing assignments that develops and reinforces the competencies they are applying in their concurrent ENGL 1301 enrollment.



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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 100 will be able to:

- **Apply** rhetorical reading strategies to identify explicit information, draw valid inferences, and analyze author's craft in informational and argumentative texts.
- **Demonstrate** understanding of purpose, audience, and organization in academic writing.
- **Synthesize** ideas across paired argumentative texts, evaluating claims, evidence, and rhetorical relationships.
- **Produce** multi-paragraph essays that demonstrate development, coherence, and command of academic conventions.
- **Apply** sentence-level editing for grammar, usage, punctuation, spelling, capitalization, and sentence variety to improve clarity and style.
- **Demonstrate** effective rhetorical judgment about the appropriateness of written material for a given purpose and audience at the sentence and paragraph level.
- **Reflect** on growth in reading and writing skill and identify transferable strategies for continued development.

Instructional Modality

This is a synchronous, in-person course. We meet Monday, Wednesday, and Friday from 3:00 to 3:50PM in the Ferguson Social Sciences building, Room 304.



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Assessment & Grading

Personal Grading Statement

I believe grades should reflect your learning while also helping you grow as a writer and thinker. I use the assignment rubrics to ensure grading is fair and consistent, and I do my best to provide feedback that is specific, encouraging, and useful...not just a score. I don't expect perfection, but I do expect genuine effort and a willingness to learn from feedback. If you ever have questions about an assignment or your grade, please reach out. I'm always happy to help you better understand the expectations and find ways to improve.

Grading Scale

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% or Below

Weighted Grade Distribution

Category	Description	Weight
Entry Diagnostic (Week 1)	Ungraded, competency-referenced diagnostic across all four TSIA2 ELAR skill areas. Generates individual skill profile for instructor use.	Ungraded
Reading Skills Checks & Quizzes	Unit 1–2 informational reading checks; inference and argument analysis quizzes across units.	15%
Sentence-Level Assessments	Style & Clarity Quiz, Grammar & Usage Quiz, Mechanics Quiz.	20%
Writing & Revision Assessments	Paragraph analyses (Units 1–2), Short Synthesis Essay (Unit 3), Major Essay #1 with revision cycle (Unit 4), Style Revision (Unit 4), Short Argument Essay (Unit 7).	25%



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Category	Description	Weight
Final Portfolio & Reflection	Revised major essay demonstrating substantive improvement; reflective essay (250–300 words) on growth in reading and writing across the semester.	25%
Vocabulary Glossary	Semester-long cumulative glossary (Weeks 2–14) with two submissions (Week 8 and Week 15), graded on completion, definitions, and sentences.	15%

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.



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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 Policies & Procedures

Student Responsibilities and Tips for Success in the Course

Students can achieve success in this class through the following:

- Attending *every* class,
- Allocating a weekly reading, and writing schedule,
- Asking for help from the Writing Center, or attending office hours

This course is reading and writing intensive and requires diligent, dedicated attention throughout the semester. Students who are most successful are those who set good habits from the first day of class and follow them without exception. As your instructor, I am here to help you, and I will do that anytime; but there is only so much I can do to help. The responsibility for your success lies with you.

Attendance and Participation

Because this is an in-person writing course, regular attendance and active participation are essential to your success. Much of our work will involve discussion, drafting, peer review, and revision that cannot be fully replicated outside of class.

If you must miss class, you are responsible for obtaining notes, checking D2L for announcements, and completing any assigned work. I recommend that you connect with a fellow student or two so you can reach out to them or get a copy of their notes if you must be absent. Please communicate with me as soon as possible if an illness, emergency, or university-sponsored activity will affect your attendance. Frequent absences may impact your ability to meet the learning outcomes of the course.



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Late Work

I understand that life happens. Assignments submitted after the deadline will generally be accepted with a 10% late deduction up to two weeks. Assignments submitted after 14 days will not be accepted. I encourage you to communicate with me if you know you will need additional time, especially if circumstances beyond your control are affecting your coursework.

If you are experiencing significant personal, medical, or family circumstances, please reach out as soon as possible. My goal is to help you stay on track while also maintaining fairness for everyone in the course.

Communication

Email is the best way to reach me outside of class. I typically respond within 24 hours on weekdays and often sooner. Messages sent on weekends or holidays may take a little longer (up to 36 hours). If your question is one that would benefit other students, I may answer it in class or post a clarification on D2L for everyone's benefit.

Please include the course meeting time in your email and use your ETAMU email account whenever possible.

Community Accountability

Learning to read and write effectively takes practice, curiosity, and a willingness to try new approaches. In this classroom, I ask that everyone contribute to a respectful, supportive learning environment where questions are encouraged and differing perspectives are discussed thoughtfully. We do not have to agree with one another, but we do need to listen respectfully, support our ideas with evidence, and engage with the course material in a professional manner. Everyone deserves the opportunity to learn in a classroom where they feel welcomed, valued, and heard.

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



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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:

<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.



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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.

- <https://www.etamu.edu/attendance/>
- <https://coursecatalog.tamuc.edu/undergrad/academic-procedures/>

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



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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," <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



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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.etamu.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.



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- **Visit Us!** We'd love to meet you in-person!
- 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](#).

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 Calendar

Week	Unit	Topic	Assignment(s)
1	Unit 1: Reading for Meaning	A one-day week! We'll do introductions and get acclimated to the class.	First Day
2	Unit 1: Reading for Meaning	Main ideas, explicit information, and the reading process; reading like a writer; inferences	Diagnostic Quiz (ungraded), Vocabulary Glossary begins (weekly, Weeks 2–14)
3	Unit 2: Analyzing Author's Craft	Rhetorical appeals, word choice, and text analysis; close reading of a paired op-ed/argumentative essay	Diagnostic Essay (ungraded baseline); Paragraph Analysis
4	Unit 2: Analyzing Author's Craft	Writing focused analytical paragraphs; summary, paraphrase, and analysis	Rhetorical Analysis Paragraph w/ Reflection; Synthesis Essay
5	Unit 3: Synthesizing Across Texts	Comparing arguments and rhetorical relationships; mapping two authors' claims and crafting synthesis statements	Synthesis Reading Assessment
6	Unit 3: Synthesizing Across Texts	Integrating sources and writing the synthesis essay; quoting, paraphrasing, and summarizing	Synthesis Essay with Collaborative Outline (350–450 words)
7	Unit 4: Academic Essay Foundations	Essay structure and reverse outlining	
8	Unit 4: Academic Essay Foundations	Thesis development, organization, and drafting; prewriting and paragraph structure	Major Essay #1 – Expository (400–600 words, full revision cycle); Vocabulary



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Week	Unit	Topic	Assignment(s)
			Glossary submission
9	Unit 4: Academic Essay Foundations	Revision and the writing cycle	Essay Revision with Conference (Style Revision)
10	Unit 5: Sentence Style and Clarity	Concision, sentence variety, and academic tone; wordiness and cohesion	Style and Clarity Quiz
11	Unit 5: Sentence Style and Clarity	Sentence-level judgment and revision; paragraph unity and coherence	
12	Unit 6: Grammar, Usage, and Mechanics	Grammar and usage conventions; diction and commonly confused words	Grammar and Usage Quiz
13	Unit 6: Grammar, Usage, and Mechanics	Punctuation, spelling, capitalization, and proofreading	Mechanics Quiz
14	Unit 7: Argument and Portfolio	Evaluating arguments; claim identification and argument mapping	Argument Analysis Quiz
15	Unit 7: Argument and Portfolio	Constructing arguments; structure and content of an argument essay	Major Essay #2 – Short Argument Essay (300–500 words, full revision cycle); Vocabulary Glossary final submission
16	Unit 7: Argument and Portfolio	Portfolio assembly and reflection	Final Portfolio (revised major essays plus reflection), due finals week