



ENGL 1301 [ENGL 1301.PLE] College Reading and Writing Course Syllabus: Fall 2026

Instructor Information

Instructor: Lauren Thompson

Office Location: A1009

Office Hours: Tuesday and Thursday, 12:00 PM - 1:30 PM

ETAMU Email Address: lauren.thompson@etamu.edu

Communication Response Time: within 48 hours except on weekends and holidays

Class Meeting Location: A1009

Course Information

Textbook(s) Required: 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 students have free access to [Office 365.](#))

Other Materials Required:

Be sure to have your charged Chromebook/MacBook, paper, and writing utensils

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.

Core Curriculum Course Objectives

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;



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- **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

You will attend in-person classes on Mondays, Wednesdays, and Fridays. Punctual attendance is expected every day we meet.

Course Requirements

Student Responsibilities and Tips for Success in the Course

Each student is responsible for attending class and participating in the discussions and activities.



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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.

Attendance and Participation

Attendance is expected and will be taken every class.

Class participation will take several forms in this course, including students sharing their writing, providing feedback to their peers, and participating in class discussions. Excused absences will not count against a student. Be sure to turn in excuse notes to the attendance clerk at Plano West.

Assessment & Grading

[enter any specifics about your assessment strategies/procedures here – ensure that you have a clear statement about late submissions, extensions, incompletes, etc.]

Essay Expectations:

Every essay will be graded with a rubric specific to the essay's purpose and topic, but these are generally the guidelines for each essay.

An A paper (90-100%) is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well-developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse.



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and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

A B paper (80-89%) is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.

A C paper (70-79%) is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppy or monotony, and significant problems with mechanics, grammar, spelling, and diction.

A D paper (60-69%) is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structure, mechanics, grammar, spelling, and diction that impede understanding.

An F paper (59% and below) is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, diction, and may fail to fulfill the assignment or may be unacceptably brief.

Late Work/Missed Assignments & Assessments

Late Process Assignments (P.A.) will not be accepted.

All longer writing assignments are to be submitted to Canvas before midnight on their due dates. Failure to do so will result in a 10-point penalty every class day it is late.

Failure to turn in work on time will result in a 10-point penalty per day it is late.

Grading Scale

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% or Below



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Weighted Grade Distribution

Category	Description	Weight
Rhetorical Analysis Essay	First draft of the rhetorical analysis of a chosen popular artifact.	15%
Literacy Narrative Essay	First draft of the personal literacy narrative.	15%
Discourse Analysis Essay	First draft of the discourse community analysis.	15%
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.).	25%
Capstone Portfolio	Fully revised versions of all three essays, peer review report, and process reflection. Editing/revision - 10% Peer review - 5% Process reflection - 5% Final draft - 10%	30%

GRADING POLICY

University grades for dual credit courses will be entered as letters (A, B, C, D, F, Q, W) for University purposes. However, University faculty members will provide School District personnel with numerical representations of those grades at the conclusion of each course. The School District will use those numerical grades for School District grading purposes. The School District accepts responsibility for addressing parent concerns about numerical grades.

The University will conduct two grade checks during the course of the semester. The first grade check is at five weeks (Early Intervention), and the second is at eight weeks (mid-term). Five-week interventions are generally for notification purposes, but if a student is still making a D or F at eight weeks, the University requires the student to drop the course.



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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.

Course and University Policies & Procedures



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Course Specific Policies & Procedures

Interaction with Instructor Statement

Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. The instructor will make every effort to respond to 3 emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line (ex. EDCB 517 – Posttest)
- Salutation (Good afternoon, Dr. Jackson)
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)

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.



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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

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



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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

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>



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<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

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



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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.

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>



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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](#).

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

The syllabus/schedule is subject to change.

Week	Unit	Topic	Assignment(s)
1	Unit 1: Process & Reading	Entering academic writing; reflecting on personal history as a reader and writer	Read ‘What to Expect in College’ Access your D2L account and view calendar. If you need help, call the Help Desk Number at the top.
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	Annotation Workshop over ‘Bunns Article’ Diagnostic Personal Narrative Essay Due E.O.C.
4	Unit 2: Popular Rhetorical Analysis	Classical rhetorical appeals: ethos, pathos, logos, and kairos	Introduce Rhetoric “17. Introduction: What is Rhetoric?” Read “3.4 What is the Rhetorical Situation?”



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Week	Unit	Topic	Assignment(s)
			Abrams Article (stop before sociocultural lenses)
5	Unit 2: Popular Rhetorical Analysis	Analyzing artifacts; ethical integration of source evidence	Convert your Artifact Paragraph into MLA Format
6	Unit 2: Popular Rhetorical Analysis	Writing a rhetorical analysis of an artifact	Rhetorical Analysis Essay
7	Unit 3: Literacy Narrative	Mapping personal literacy history	Read excerpts from Malcolm X, Algosin
8	Unit 3: Literacy Narrative	Defining literacy broadly, beyond print	Literacy Inventory Debate Brainstorm and Outline Personal Literacy Narrative Work on Rough Draft over Fall Break
9 - Fall Break	Unit 3: Literacy Narrative	Narrating lived experience through scene and craft	Draft Personal Literacy Narrative - due 11:59 PM 10/20
10	Unit 4: Rhetorical Discourse Analysis	Discourse communities and Swales's criteria; specialized lexis	Melzer, “Understanding



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Week	Unit	Topic	Assignment(s)
			Discourse Communities” Group Swales Test Application
11	Unit 4: Rhetorical Discourse Analysis	Genre conventions within a discourse community	
12	Unit 4: Rhetorical Discourse Analysis	Discourse Analysis Essay drafting	Discourse Analysis Essay
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