



**ENG 1301.08E College Reading and Writing**  
**Tuesday/Thursday 12:30 pm – 1:45 pm**  
**COURSE SYLLABUS: Spring 2019**

Always visit the course shell in D2L for the most recent/updated version of the syllabus

**Instructor:** Shelby Miller  
**Office Location:** TBD  
**Office Hours:** TBD  
**University Email Address:** [Shelby.Miller@tamuc.edu](mailto:Shelby.Miller@tamuc.edu)

**PLEASE NOTE:** This is a common syllabus used by graduate assistants teaching sections of this course.

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings:**

Textbooks Required for ENG 1301:

*Writing Inquiry*. Eds. Shannon Carter, Donna Dunbar-Odom, Tabettha Adkins, and Jessica Pauszek. Fountainhead Press, 2017.

*Dreams and Nightmares / Sueños y pesadilla*. Liliana Velásquez. Edited and Translated by Mark Lyons. Parlor Press. 2017.

*Pro(se)letariets*. Eds. Audrey Burns, Alicia Landsberg, Evan Smith, and Jesse Uruchima. New City Community Press. 2011.

Other readings as assigned by the instructor (available online).

#### **Course Description:**

English 1301 - (formerly ENG 101) - 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.

#### **Student Learning Outcomes:**

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.

2. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
3. Students will be able to work together toward a shared purpose relevant to the course or discipline with a sense of shared responsibility for meeting that purpose.
4. Students will understand and practice academic honesty.

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

#### Conferences:

These conferences are one-on-one conferences scheduled between the instructor and student. It is your responsibility to sign up for a meeting time with your instructor prior to the conferences week. See the course calendar at the end of the syllabus for dates.

## COURSE REQUIREMENTS

You **must** be present in class to complete the course. You may **not** complete this course outside of class via online class meetings/correspondence.

**Major Writing Assignments (WAs):** See *Writing Inquiry* for full descriptions of WAs

Grading		
Assignment Name	Percentage of Grade	Corresponding Points
Writing Assignment #1: Narrating Literacy	20%	200
Writing Assignment #2: Expanding Literacy	20%	200
Midterm Group Presentation and Reflection	5%	50
Writing Assignment #3: Tensions in Literacy	20%	200
Writing Assignment #4: Final Project and Reflection	20%	200
Quizzes, Participation, In-class writing, Reading Responses, Homework, any other assigned work	15%	150
<b>Total Percent/Points:</b>	<b>100%</b>	<b>1000 points</b>

Grade Scales		
Grade:	Percentage:	Corresponding Points:
A	90%-100%	900-1000
B	80%-89%	800-899
C	70%-79%	700-799
D	60%-69%	600-699
F	<b>59% and Below</b>	<b>599 or Below</b>

## TECHNOLOGY REQUIREMENTS

You will need:

- 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)
- Regular internet access (additional readings available online)
- Access to a computer with a word processing program and a printer (assignments must be typed and printed)
- Ability to print 30-50 pages throughout the semester (funds, ink, paper, etc.)
- Many teachers require students to access an eCollege course shell for supplemental course information

## COMMUNICATION AND SUPPORT

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: [Shelby.Miller@tamuc.edu](mailto:Shelby.Miller@tamuc.edu). Also, each instructor in the department of literature and languages is required to keep at least three office hours per course per week.

### **Grievance Procedure:**

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 the Director of Writing, Dr. Jessica Pauszek, by completing a student grievance form available on the program website:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>).

Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Departmental Chain of Command for ENG 100/1301/1302 courses: Instructor –Shelby Miller -> Dr. Jessica Pauszek, Director of Writing -> Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

### **Collection of Data for Measuring Institutional Effectiveness**

In order 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.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students’ course grades or GPAs.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### *Attendance Policy*

- Students need to attend the class to gain their attendance grade, which is 30% of their final grades.
- The only “excused absences” are for university-sanctioned events. In case of these events, students must show evidences, such as coaches’ emails, invitation letters, etc, to gain your instructor’s permission for missing the class.
- In case of absences for illness, court appearances, child care arrangements, and other situations when you must miss class, please email your instructor [Shelby.Miller@tamuc.edu](mailto:Shelby.Miller@tamuc.edu) to acknowledge the instructor before the class starts and provide any related documentations as a proof later when you come back to the class. Failure to acknowledging your instructor about the reasons of your absences will be counted as absences and affect your final grades.
- There is no such thing as “partial attendance”—students are either present for the entire course or they are absent.
- Habitual tardiness is unacceptable. You are expected to come to class before its scheduled start. Your late arrivals will count as absences starting with the fourth time you are late.

#### *Academic Honesty/ Plagiarism*

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonestly. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

#### *On University-Sanctioned Activities*

To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program offers sections of this course at various times of the day and

week. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day.

**University Specific Procedures:**

Tenets of Common Behavior statement: All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook);

Campus Concealed Carry statement: Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce 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 A&MCommerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Nondiscrimination notice: A&M–Commerce 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.

Students with Disabilities information: 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: Student Disability Resources & Services Texas A&M University-Commerce Gee Library, Room 162 Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148 [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu).

**COURSE OUTLINE / CALENDAR**

		<b>In Class</b>
Week 1	1/15	Syllabus/Introductions
	1/17	Writing Inquiry (Introduction)
Week 2	1/22	Brandt & Introduce WA1: Narrating Literacy (See p. 48)
	1/24	Continue discussing Brandt and WA1; Have read/discuss Adkins (pgs. 22-23)

Week 3	1/29	Have read/discuss Opperman (7 pages); Malcolm X (5 pages); WA1 Peer Review (if time)
	1/31	Have read/discuss Bartholomae (11 pages); Alexie (2 pages)
Week 4	2/5	WA1 due; Introduce WA2: Expanding Literacy (See p. 119); Have read/discuss Pritchard (9 pages); Green (6 pages)
	2/7	Have read/discuss Carter (15 pages); Young (8 pages); Sign-up for Student Conferences (for next week)
Week 5	2/12	Have read/discuss Mellix (6 pages)
	2/14	Student Conferences
Week 6	2/19	Have read/discuss hooks (6 pages); Have read/discuss Selections from Pro(se)letariats (See sections on p. 145 of Writing Inquiry); Discuss WA 2 Peer Review process for next class
	2/21	WA2 Peer Review; Introduce Midterm Group Project and Reflection; Divide into groups for project
Week 7	2/26	Catch up/check in; Further discuss Midterm Group Project; Work on Midterm Group Project during class
	2/28	TBD
Week 8	3/5	Work in Groups on Midterm Project; WA2 due
	3/7	Group Presentations due
Week 9	3/12	Group Presentations due
	3/14	Introduce WA3: Tensions in Literacy (See p. 194); Have read/discuss Moss (21 pages)
Week 10		Spring Break
		Spring Break
Week 11	3/26	Have read/discuss Miller (5 pages)
	3/28	Have read/discuss Skilton-Sylvester (18 pages)
Week 12	4/2	WA3 Peer Review; Sign-up for Student Conferences (for next week)
	4/4	Have read/discuss Mills (5 pages); Catch up (if necessary); Introduce WA4: Final Project and Reflection (See p. 222)
Week 13	4/9	Student Conferences
	4/11	Student Conferences
Week 14	4/16	WA 3 due; Have read/discuss Velásquez (pgs. 1-35); Have read/discuss pgs. 220-221 of Writing Inquiry
	4/18	TBD
Week 15	4/23	Have read/discuss Velásquez (pgs. 38 -117)
	4/25	Have read/discuss Velásquez (pgs. 191-207)
Week 16	4/30	Work on WA 4: Final Project
	5/2	Work on WA 4: Final Project
Week 17	5/7	TBD
	5/9	TBD