



English 1301.115 H1/695 H1
English 1301 | Composition I: Literacy as Power
Semester: Fall 2025 | 8/18/2025 – 10/9/2025, 8-week semester
M/W 11:00 - 12:20 pm, LRC 275, Building #8

This class is a Hybrid class. This means that we meet face-to-face twice a week and will work heavily on the course outside of the times we meet; in other words, we are doing sixteen weeks of work in eight compressed weeks.

Professor Dalel Serda, MFA
Campus Email: dserda@com.edu
Office Phone: (409) 933-8497

Student Hours/Conference/Office Hours: LRC Suite B Rm. #241 Humanities Department

Monday: 12:30 pm – 1:30 pm

Tuesday: 8:30 am – 11:00 am

Wednesday: 8:30 am – 9:30 am & 12:30 pm – 1:30 pm

Thursday: 8:30 am – 10:30 am

You can choose to see me during the above hours f2f in my office or online using Teams. I can also make myself available to you via Teams or f2f outside these hours pending our arrangements.

NOTE: Regarding Microsoft Teams, access it through the COM homepage. Access it through the “Office 365 & Email” button next to the “D2L” button. “Teams” is one of the apps available through Office 365. There is no cost as a result. It is my preferred mode of communication because of its ease and speed.

Textbooks: THERE ARE NO BOOKS REQUIRED FOR THIS CLASS. The following are suggestions for optional resources:

A Pocket Style Manual handbook by Diana Hacker and Nancy Sommers. Any edition is fine though the newest edition will have the most current MLA formatting guidelines. NOTE: Purchasing a used and/or older copy should work fine provided you are resourceful and can locate the most current MLA guidelines online if your used copy is lacking them.

FREE: The OWL Website (the Purdue University’s Online Writing Lab): <http://owl.english.purdue.edu/>

FREE: You should also have a college-level dictionary to use every time you read a college-level text, etc. Keep a list of new terms and notes that help you understand them. I recommend free online dictionaries/apps.

FREE: <https://pressbooks.pub/roughwritersguide/>

*****Core Semester Readings:** These are available for downloading and reading on **D2L Brightspace** as PDFs under the “Content” link on the menu. There are free printers on campus if you prefer to read off paper. I will hand out printed copies of these texts in class.

Framing Texts: We’ll use these texts to frame our discussion about writing all semester:

1. Stuart Greene: “Argument as Conversation: The Role of Inquiry in Writing a Researched Argument”
2. Deborah Brandt: “Sponsors of Literacy”
3. Martinez, Aja: “A Personal Reflection on Chican@ Language and Identity in the US-Mexico Borderlands: The English Language Hydra as Past and Present Imperialism”
4. Malcolm X: “Learning to Read”

Recommended Items for Class:

- Flash drive for your own storage needs (you don’t need a new one if you have one). Get into the habit of saving your work (backing it up) *many* times during a single writing session. I also recommend using Office 365 since it’s free with your COM tuition, and it provides free cloud-based storage.
- Two-pocket folder or binder for your handouts and paper drafts
- **Notebook for in-class writing/notetaking; pens, pencils, etc.**
- Near **DAILY access to the Internet (there are labs and free WiFi on campus).**
- Access to Microsoft Word or Macintosh Pages software. (Turn in all work as **.doc/.docx** files.) You may of course use Office 365 for all your word processing needs since it’s free with your COM tuition. Access it through the COM Homepage. The button for it is next to the D2L button.

General Course Description:

ENGL 1301 Composition I: The course is an intensive study of and practice in college-level academic reading and writing processes. We will practice moving from invention and researching to drafting, revising, and editing, both individually and collaboratively, and to make all writing public. We will emphasize effective rhetorical choices, including audience, purpose, arrangement, and style. Finally, we’ll focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Note: ENGL 1301 is a pre-requisite for all 2000-level literature courses. This change was a result of recommendations by the English faculty group for the 2011 Learning Objectives project.

Course Prerequisites: TSI Reading 351 and TSI Writing 340 and Essay of 4 OR TSI Writing less than 340, and ABE at least 4, and Essay of 5.

Weekend Writing Explanation

For the Weekend Writing assignments for the first few weeks of the semester, you will be responsible for downloading, printing, annotating, and responding to all assigned readings. I will have paper copies in class, but if you misplace anything, all documents are available for viewing and printing on D2L.

In your Weekend Written responses to the assigned texts, your job is to contribute to the conversation the assigned texts are helping us build. You might, *for example*, interpret the week’s authors’ arguments *then* state or assert your response. This should be your thesis. **Your thesis should apply ideas from the texts, expand/extend them, or contrast/contradict/challenge them.**

You can also consider implicit ideas in the text or explore ideas you feel the author(s) might have overlooked or under-discussed that you might have experienced personally. You will then support your position with directly quoted or paraphrased evidence from the text and your own anecdotal experiences/evidence. Include supportive analysis and explanations of the connections/points/claims you’re making.

Your weekly writing helps you synthesize and connect your understanding of the text to your personal experience as a student while contributing to our academic conversation. The goal for the weekly posts is to practice developing thesis-driven writing. Concentrate on developing and supporting your thesis with evidence, analysis, and explanation.

FOUR-Part 500+ words: Weekend Writing: These are **DUE Sundays at 8 am.**

Part #1: 250+ words: Taking a stance about the issues in the text(s): Thesis-driven, evidence supported writing. During the first few weeks, you are responsible for posting MLA formatted 250+ word (minimum, not maximum) thesis-driven, evidence-supported reading responses on the D2L Discussion Board.

Part #2: 250+ words: Primary Source + Analysis: In the second part of your Weekend Writing during the first few weeks of the semester, you will also post a primary source that you feel contributes to the week's readings and discussions. You will also analyze its meaning as you see it and include that analysis in your post. For example, you might want to do a one- or two-question interview with a loved one about their literacy experiences during the week we read Brandt's article about literacy histories. You would post the questions you asked and the answers your participants gave you as a direct quote, and then you would provide us with an analysis of what you think the brief interview contributes to your ideas or our ideas from the class discussions or your Part #1 of the post. This would be a traditional way to handle Part #2. A "nontraditional" way of handling Part #2 might be to select a song, a photo, or a meme that you think is an application, an extension, or a challenge to the class discussion. You could also compose an original song, photo, or meme that applies, extends, or challenges the week's discussions.

The point of this part of the requirements is to get you to understand what primary sources are and how to distinguish them from secondary sources. I will explain all of this in class more thoroughly.

Part #3: YOUR ORIGINAL DISCUSSION QUESTION (DQ): You will be responsible for including an original, thought-provoking, open-ended discussion question with each of your D2L Weekend Writing posts. These questions will help show me the way your brain works; they will also serve you as points of entry for developing longer writing and/or to help your peers respond to your post.

Part #4: Your responses to your peers' posts: Finally, I require that you engage in discussion on the Discussion Board with at least **two** peers each weekend. Make sure to engage with at least two peers' posts and write at least fifty words for each of your peers' responses. Meeting this word count ensures you get past superficial comments and react to the ideas in your peers' posts.

Serda Discussion Questions (Serda DQs):

As you read your assigned texts, I will ask that you consider the "Serda Discussion Questions" (Serda DQs) I provide for each reading because they help you think about the assigned texts. You can use my Serda DQs as guides for your reading. You are not required to answer the DQs though you can if you wish as they help deepen your understanding of the assigned texts.

MAJOR PROJECTS:

For the major projects in this course, I'll provide detailed assignment sheets well ahead of time as noted in your syllabus course calendar (see below). I will also provide student examples of most work in this course so that you can self-evaluate the quality of your work. Furthermore, I will provide you with marginal notes, end comments, and a grade. For the Weekend Writing D2L posts, I provide a rubric in this syllabus, student examples when available, and short content, grammar, and mechanics comments for your benefit. Should all this fail to provide you with the kind of assistance you'd like or require, please

contact me during office hours and consider visiting **The Tutoring Center in ICB 104 (details on the Center below)** or **scheduling virtual time with a tutor to get more personalized attention.**

Course Requirements/Grading Formula:

Project #1 Language or Literacy Narrative and Analysis	20%
Project #2 Annotated Bibliography	10%
Project #3 (Literacy Ethnography) Research Project	25%
Project #4 Oral and Visual Presentation Video and Peer Comments	10%
Weekend Writing Grades/Professionalism/Participation/Everything Else - AVERAGE	35%

Total:	100%

Course Grade Determination: I will use both low-stakes (weekly grades such as class participation and D2L posts) and high-stakes reading, writing, and speaking assessments (such as the major projects) to help you understand and practice the critical thinking and analytical strategies necessary to meet the course's Student Learning Outcomes. You will receive grades along with written comments on all major assignments and grades and short comments on D2L posts ***submitted on time***. All late work will receive a grade but likely no comments. Please speak to me during office hours if you feel this syllabus does not properly explain how you will be evaluated this semester.

Grading Rubric for all writing:

95+ = The writing/project is insightful, thought-provoking, and well-composed. There is a well-developed, debatable, analytical thesis. The work pushes the class conversation forward in surprising ways. The student successfully connected multiple readings to generate and support complex ideas when appropriate. All evidence is explained well and cited correctly.

90+ = The writing/project is insightful, thought-provoking, and for the most part, composed well. There is a well-developed, debatable, analytical thesis. The work attempts to push the class conversation forward; these feel somewhat original and new to the class conversation. When appropriate, the author connected more than one of the readings to attempt to generate complex ideas. All evidence is explained well and cited correctly.

80+ = The writing/project is a solid response though not overly original; it may have some grammatical and/or mechanical errors but the intent is clear. The author may have connected more than one of the readings to attempt to generate interesting claims and ideas. The evidence may or may not be cited correctly.

70+ = The writing/project is on time and meets minimum expectations. There is often no properly cited evidence in this work. There may or may not be efforts to connect multiple texts. NOTE: Late posts can earn up to a 75% if they are very high quality.

60+ = This work shows minimal effort; though, on time, the work is below average in clarity. There is rarely properly cited evidence in these.

50+ = This work is likely submitted late, and the content is at least average.

0-40+ = This work is submitted late, and the content is below average.

Grading Scale:

A 90-100% = Excellent work; superior in both style and content.

B 80-89% = Good work; solid content

C 70-79% = Average work; **meets the minimum requirements**

D 60-69% = Below average work; does not meet the requirements

F 50-59% = Failing work; deficient in mechanics, style, and content; all late work will lose half credit

Make-Up /Late Work Submission Policy:

If you submit anything late but within twenty-four hours after the assignment is due, you will automatically lose *some* credit but only *up to* a letter grade. If you submit your work past twenty-four hours, I will accept it for half credit in most cases, though if the work is strong, I might credit the work up to 75%. What this means is to always aim for high-quality writing even if the work is late. The last day I will accept any work will be Monday night (11:59 pm) of the last week of class. I will likely not provide feedback or only provide little feedback for any work submitted late after the first deadline or for work that fails to meet minimum requirements though I will assign a grade.

Attendance, Participation, & Drop by Instructor Policy: Participation contributes to your **Daily Grade average**. This is a fast-paced, f2f participation-heavy hybrid 8-week course. The success of the course depends on the community we build; thus, your presence on D2L and in class is vital. I *reserve* the right to drop you after four **consecutive** missed assignments and/or four missed classes without notice from you. In sum, your active engagement is key.

IT'S BEST TO COMMUNICATE WITH ME IF YOU KNOW YOU'LL BE UNABLE TO FINISH ASSIGNMENTS or if you are going to be absent.

Communication Policy: Email me at dsalda@com.edu using your COM email, please. I do not check D2L messages with daily frequency. I only use that function to send your major project comments. You may of course also call me during office hours and/or leave me a voicemail. Lastly, I highly recommend you message me via COM's Office 365 Microsoft TEAMS as it is convenient, and we can often dialogue quickly through it. I recommend you download the TEAMS app.

Communicating with your instructor: ALL electronic communication with course instructors must be through your COM email and COM's Microsoft Office 365 TEAMS. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Student Learning Outcomes for COM's English Department:

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to the audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.
6. Evaluate choices and actions of others or one's own and relate consequences to decision-making.

Student Learner Secondary Outcomes:

1. Demonstrate knowledge of MLA bibliographic and citation systems.
2. Use technology in the writing process.

General Education Core Objectives:

- 1. Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
- 2. Communication Skills:** Students will develop, interpret, and express ideas through written, oral, and visual communication.
- 3. Teamwork:** Students will consider different points of view and work effectively with others to support a shared purpose or goal.
- 4. Personal Responsibility:** Students will evaluate choices and actions of others or one's own and relate consequences to ethical decision-making.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TW)	D2L Discussions Peer Reviews
2. Develop ideas with appropriate support and attribution.	Unmapped	D2L Discussions Essays
3. Write in a style appropriate to the audience and purpose.	Communication Skills (COM)	D2L Discussions Essays Peer Review Oral/Visual Presentation
4. Read, reflect and respond critically to a variety of texts.	Critical Thinking Skills (CT)	D2L Discussions Essays Peer Review
5. Use edited American English in academic essays.	Unmapped	D2L Discussions Essays Peer Review Class Discussions Oral Presentation

6. Evaluate choices and actions of others or one's own and relate consequences to decision-making.	Personal Responsibility (PR)	Peer Review Essays Oral Presentation
--	------------------------------	--

Academic Dishonesty: IMPORTANT: PLEASE READ!

Any incident of academic policy will be dealt with per college policy and the Student Handbook. Academic dishonesty is an extremely serious offense and will result in a **grade of zero** on that exam, assignment, or project, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Using artificial intelligence (AI) technology to produce parts or all of your college work qualifies as academic dishonesty if your instructor didn't explicitly ask you to use it. Please avoid using AI unless your professor says otherwise. When in doubt about whether you can use any technology to help you with your work, ask your professor.

If I suspect use of AI in your written submissions, then I will run the work through various AI detectors and more importantly, ask to conference with you so we can discuss your process, and you can talk out your ideas with me. They should line up well with the written submission. The ideas you discuss in class and offer to us through less formal means such as through discussion and written low-stakes reflections should also align with your personal style and stances. I am not looking for you to sound "collegiate" or "smart" or like anyone else other than you. We are here to expand your ideas and help you develop your thinking through various speech and literacy acts and processes including reading, thinking, listening, speaking, brainstorming, note-taking, writing, rewriting, revising, and editing. Thinking, reading, and writing are messy and hard. We will embrace the mess and difficulty together.

Plagiarism:

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without proper citation and attribution, copying directly from a website, and pasting it into your paper, and/or using someone else's words without quotation marks. Any assignment containing *any* plagiarized material will receive a grade of zero, and the student will be referred to the Office of Student Conduct for appropriate disciplinary action.

Links on Avoiding Plagiarism: https://owl.purdue.edu/owl/avoiding_plagiarism/index.html

Student Concerns/Questions Statement

If you have any questions or concerns about any aspect of this course, please contact me using the contact information provided at the top of the first page of this syllabus. If, after discussing your concern with me, you continue to have questions, please contact the Humanities Department Chair, Dr. Brian Anderson at 409.933.8186 or banderson@com.edu.

About Me: My Teaching Philosophy:

Learning is fluid. Learning takes place both inside and outside the classroom. It continues long after we leave school. In this course, we will think of ourselves as creators of meaning. We will also regard ourselves as active learners and contributors. I specify "active" because I want to foster a sense of inquiry, reflection, communication, and interaction. All these lead to eventual/more *autonomy* which is related to self-determination and self-realization. In other words, I hope to help you become selfishly aware of what the world offers you and in turn, what you can offer the world.

Additionally, we will work to think objectively while valuing our subjectivity. We will acknowledge that to be good humans, we must be able to be objective and subjective in tandem. Yet, before we go off on our unique paths toward self-actualization, I ask that we learn to work together to bring what we learn from the outside in and take what we learn here outside.

I see myself as both a teacher and a student. Both identities allow me to be particularly sensitive to what works and does not work in the traditional and virtual classroom. Additionally, I push myself to make connections between what I learn and teach in a course and the life that continues outside it. Bridging the two makes what I do in school, as both a teacher and student, much more relevant and meaningful for me. I hope to encourage you to seek those connections also.

Moreover, I recognize you have been a student a long time. You will join this course with a wealth of experience, wisdom, and knowledge, and because I understand your importance, this will be a student-centered course where we will push boundaries together.

Success Tips for Students: Mechanics and The Tutoring Center – ICB 104:

I am interested most in the sharing of ideas through dialogue (that is, dialogue in the form of reading, writing, research, discussion, etc.); because of this, I will not spend *too* much time working on grammar and mechanics while in class though I will cover aspects of MLA style formatting rules and citation conventions *during* many class meetings for English 1301. You can dedicate time to improving your grammar and mechanics knowledge outside class during the first part of the semester through the self-monitored, optional Grammar and Mechanics Homework. I encourage you to become well acquainted with The Tutoring Center (ICB 104) and to actively use The OWL at Purdue Web site (<http://owl.english.purdue.edu/>). **In sum, be a true college student: Take the initiative. Be resourceful.**

Closely consider our evolving English language conventions and reinforce them each time you speak, read, or write for this class and all other speaking or writing instances. *As a college student, have dictionary.com on your computer and phone to actively expand your vocabulary. Make this a private endeavor.

The Tutoring Center (ICB 104) is staffed with tutors. Let them be a part of the team that helps you become the best communicator possible. Additionally, your peers and I will also be available to help you. I am specifically here to help you, so don't be shy; use the office hours I offer to your advantage. **Visit <https://com.mywconline.com/> to schedule a tutoring appointment with The Tutoring Center. Students come back raving about how helpful the center is. Take advantage.**

The GCIC Academic Symposium: COM's 2026 GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. To learn more, visit: com.edu/symposium. Participation in the symposium helps develop your professional skills and widen your professional networks; it should be noted on your resume/CV. The Symposium is also an opportunity for you to share work you really care about. This academic year, the Symposium is on Friday, April 10, 2026, from 9 a.m. to 2:30 p.m. in the ICB building. The abstract submission deadline was Thursday, Feb. 12, 2026, at 11:59 p.m. Please speak with me if you are interested or have questions, and visit this site for more information: <https://www.com.edu/symposium/>

Honors Contracts are special projects that extend the work we do in class. They are for ambitious and/or motivated students who wish to deepen their knowledge and experiences of the practices and ideas related to this class. They require students to earn at least a B in class and approval from me since the Honors

Contract will require the student and I to work closely together. Please speak with me if you are interested or have questions and visit this site for more information: <https://www.com.edu/honorsprogram/>.

**English 1301 | Fall 2025 H1 | 8-Week Calendar
8/18/2025 – 10/9/2025**

(Tentative/Subject to change with notice)

**MODULE 1: Learning to Join the Academic Conversation;
This is What it Means to Be a Scholar: Literacy as Power**

As a class, we will ask and attempt to answer this set of questions from as many angles as possible: What is literacy and language? What counts as “good” language, reading, and writing? What contributes to the way we think about language and literacy? What is “academic writing” and “academic discourse”? What does it mean to read, write, think, discuss, and research at the college level? Is academic discourse relevant to the non-academic world outside? Is literacy power?

Week 1: Day 1 of 2: Monday, 8/18/25 onward

Mingle and get to know your peers
Pass out the syllabus and discuss it
Show students how to get on D2L/Office 365 for Weekend Writing
Introduction: Who are you and who will you be? What is your relationship with language?
Nameplate with major and high school
Optional handbook
MLA
D2L app – called Pulse
Outlook app
Teams app
Office 365 (Word, Cloud Storage, PowerPoint, Stream)
Introduce JSTOR for primary source research (later for secondary source research)

Explain in class reflection writing and marginal annotation requirements.

Homework: Read Greene, annotate, and connect to a primary source

Please read the rest of the syllabus then read Greene’s essay and annotate it. We will begin our course reading, thinking, and writing by considering what it means to engage in academic discourse at the college level. Stuart Greene, the author of the assigned essay, sets out to explain what academic discourse is. Essentially, it is learning to thoughtfully discuss complex ideas and **argue in support of a position** using evidence, analysis, and explanation. This is how we share ideas with others. Bring the annotated article to the class. Bring a spiral notebook for in-class writing. Bring the syllabus for reference.

Connecting to a primary source: After reading, consider what questions the reading brings up for you and consider, too, what ideas you have in reaction to the reading that remind you of other “found objects” like social media influencers, memes, songs, films, etc.

Week 1: Day 2 of 2: Greene: Upload a photo of your best annotated page to D2L for a participation grade.

What is a thesis statement? What is evidence and analysis? What are in-text citations?
What are secondary and primary sources and research?

We will cover anything we didn't cover from the list on Day 1 including meeting each student in class. Discuss the syllabus again to add clarification. We will also discuss Greene's important essay.

In class writing prompt: How is writing like a conversation?

Group/classwork on Greene: According to Greene, what kind of writing do we do in college? What is Greene's central thesis regarding college writing? How does he explain and support the thesis?

Notebook reflections: Take a picture of your written reflection and submit to D2L before exiting class.

Homework: Week 1 Weekend Writing: Four Parts! Review page 3 of this syllabus for the details, please. **Post your Week 2 Weekend Writing to D2L by 8am Sunday.** These are the deadlines for all Weekend Writing. Your peer comments are due before I see you next.

Then read the first half of Brandt and annotate it for class (Week 2). Work to connect it to a primary source. **Upload a photo of your best annotated page to D2L for a participation grade before our next class meeting.**

Week 2: Day 1 of 2: Brandt (first half though page 173) | Monday, 8/25/25 onward

Group/classwork on the first half of Brandt's article: What is Brandt's central thesis about literacy? How does she explain and support the thesis? What evidence does she use? What are the major questions she raises? What are new questions that emerge for you after reading it?

Thesis/claims/evidence review; paragraph and essay writing review: essay (introduction, body, conclusion) and paragraph (claims, evidence, analysis, explanation)

In class writing prompt: Who is your reading, writing, or speaking role model and why? **Notebook reflections: Take a picture of your written reflection and submit to D2L before exiting class.**

Homework: Read the rest of Brandt and annotate it for class. Work to connect it to a primary source. **Upload a photo of your best annotated page to D2L for a participation grade before our next class meeting.**

Week 2: Day 2 of 2: Brandt (second half)

In class writing prompt: How do you think your reading, writing, thinking, and communication processes and skills will impact you in your future career and life? **Notebook reflections: Take a picture of your written reflection and submit to D2L before exiting class.**

Discuss the rest of Brandt's article. Review key points in her article and in Greene's. Draw meaningful connections between the two articles' ideas.

Homework: Week 2 Weekend Writing: Four Parts! Review page 3 of this syllabus for the details, please. **Post your Week 2 Weekend Writing to D2L by 8am Sunday.**

Then read and annotate Martinez and Malcolm X's texts. Bring your annotated texts and your notebook for in-class journaling and notes. Consider connecting your response to Martinez and Malcolm X to primary research or a primary source. **Upload a photo of your best annotated page from each of the two articles to D2L for a participation grade before our next class meeting.**

Week 3: Day 1 or 2: Monday, September 1, 2025 (holiday) onward | Martinez

Week 3: Day 2 of 2: Malcolm X

In class writing prompt: Consider your language(s). Consider your literacy or literacies. How does it/they tie to your identity? How do language and literacy shape your thoughts and your thoughts shape your language and literacy? Does language and literacy limit or constrain us? Does language and literacy empower us? How so?

Notebook reflections: Take a picture of your written reflection and submit to D2L before exiting class.

Discuss Malcolm X.

Introduce Project #1: Language or Literacy Narrative and Analysis.

Homework: Week 3 Weekend Writing: Martinez and Malcolm X (etc.)

Four Parts! Review page 3 of this syllabus for the details, please. **Post your Week 2 Weekend Writing to D2L by 8am Sunday.**

Then develop a rough sketch for Project #1, **upload a photo of your handwritten notes or copy your draft from Word and post it to D2L for a participation grade before our next class meeting.** Come to class ready to take advantage of the time in class to work on Project #1.

Week 4: Day 1 of 2: Work Day for Project #1 | Monday, September 8, 2025 onward

We will work on Project #1 in class. We will work on MLA formatting, clarifying your thesis, and ensuring you have evidence from Brandt and primary source evidence from your own life in your essay as it is a requirement. Consult with peers, me, or a tutor if you need guidance and feedback. Take advantage of my Office Hours tomorrow if you need more personalized feedback. **Post a 500+ draft by the end of class. This is as always a participation grade.**

Homework: You will finish a full draft for homework, and we will peer review during the next class. **Please post your latest draft before coming to class** and then come to class with two printed copies of your Project #1 draft. Please be sure to be in class and on time.

Week 4: Day 2 of 2: Peer Review for Project #1

We will peer review Project #1. Bring two copies of your full draft for peer review, and please be on time. We'll learn how to attach Word documents when submitting Project #1. **Your participation in class is worth a grade and there is no need to post anything before exiting class.**

Homework: Week 4 Weekend Writing: Project #1 due at 8 am on Sunday. Please submit it as a Word document attachment.

Homework: Watch the video lecture where I provide introductions for Projects #2, #3, and #4. Then read through the Project #2 - #4 handout, annotate it, and post a 100-word reflection on what you think you'll explore for Project #2+. This post is due before I see you next and is worth a participation grade. Please be sure to be in class as we will be moving fast from this point onward.

MODULE 2: Adding to the Academic Conversation; Practicing the Art and Science of Scholarship

Week 5: Day 1 of 2: Introducing Projects #2, #3, and #4 with an academic library database preview | Monday, September 15, 2025 onward

Make sure you watch the video explanations for Projects #2, #3, and #4, and write your brainstorming post before class. In class, we will discuss your ideas for Projects #2 and #3, and we will get ready for secondary research and the academic library database research next class session.

Homework: Watch the library research video and do your secondary research on the COM library database. Post citations for at least ten sources and have your JSTOR Workspace ready for my review during the next class session.

Week 5: Day 2 of 2: Academic Library Database Orientation: IMPORTANT.

Discuss your secondary research question and citations with me. Get my final approval and print your articles.

Homework: Week 5 Weekend Writing: Read and annotate all scholarly sources for Project #2. Write summaries over the weekend and post the work-in-progress draft of Project #2 and a photo of your annotated articles of Project #2 for a participation grade.

Week 6: Day 1 of 2: Secondary Research and Primary Research Preview | Monday, September 22, 2025 onward

Use class time to finish your reading, note-taking, and writing/revising/editing for Project #2. In the latter part of the class, I will discuss primary research and students will design the primary research aspect of this work.

Homework: Finish Project #2 and design all details related to the primary research requirement of Project #3. Post your Primary Research plan and timeline to D2L before I see you next.

Week 6: Day 2 of 2: Finishing Project #2 and Conducting Primary Research | Finalize all details related to the primary research requirement of Project #3 and carry out the primary research. NOTE: I NEED TO APPROVE ALL PRIMARY RESEARCH PLANS. I MUST BE A COLLABORATOR ON YOUR FORMS DOCUMENT IF YOU ARE USING FORMS.

Homework: Submit Project #2 as a Word document attachment by 8am on Sunday. Then conduct your primary research and keep a record of all the data you collect. Be ready to show evidence of your progress in class. You can show interview transcripts, for example, or your Forms collected data.

Week 7: Day 1 of 2: Analyzing Primary Research and Drafting Project #3 | Monday, September 29, 2025 onward

Analyze your primary research results and draft Project #3 and post a copy of your draft in progress before you exit the class. This is a participation grade. Please do the Course Evaluation.

Homework: Continue drafting Project #3 and post your progress before I see you next. This will be your second draft for Project #3. Please do the Course Evaluation if you haven't yet.

Week 7: Day 2 of 2: Peer Review for Project #3 | Work Day for Project #3

Optional peer review for Project #3; if you are not ready for a peer review today, schedule one outside of class with a peer and/or schedule a Tutoring Center session. Discuss Project #4. Post your updated draft to D2L before you exit. This should be draft #4.

Homework: Submit your final Project #3 essay. This should be your fourth or fifth draft. Afterward, prepare Project #4. Please do the Course Evaluation if you have not.

MODULE 3: Actively Participating in the Academic Conversation; Presenting Scholarship-Inspired Multimodal Projects

Week 8: Day 1 of 2: Monday, October 6, 2025: Project #4 Stream Video-Making Details | Work Day | Monday, October 6, 2025 onward

Final Homework: Finish your Project #4 Presentation and submit it via the D2L Discussion Board by TBA. Review at least two of your peers' submissions and post feedback by Tuesday at 11:59 pm. Note: Today is the last day I will accept Late Work per the "Late Work Submission Policy" on page five of this syllabus.

Week 8: Day 2 of 2: Selective Showcase: In class presentations and final reflections

* Grades will be available on WebAdvisor after Friday. THANK YOU for your hard work. Enjoy your break!

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook <https://www.com.edu/student-services/student-handbook.html>. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.