

Fall 2026 Integrated Reading and Writing Syllabus

ENGL 1101L | Friday | 10:00-10:50 | Classroom Hall 203

Texas A&M University-San Antonio

See below for attribution information¹

Professor Emily Grace | edrees@tamusa.edu

Office: Rotating locations (Check Announcements) | Office Hours: Tuesday 11:00-12:00

Course Catalog Description

ENGL 1101 Integrated Reading and Writing (Coreq 4)

Credit: 1 (1-0-0)

This course is designed to support students in improving their reading comprehension of college-level texts and their writing effectiveness. This course is corequisite with ENGL 1301L and is designed to help students stay organized and navigate that course. Successful completion of this course with a C or better fulfills INRW TSI requirements (TSI, 2002). Credit earned for this course does not count toward any degree offered by the university.

Corequisites: ENGL 1301L. TSI Restriction(s): TSI Incomplete in ELAR

Restrictions: Graduate level students may not enroll.

Student Learning Outcomes

Student Learning Outcomes
Understand Grammar, Usage, and Mechanics
Understand key concepts of audience, purpose, and genre
Read and analyze texts using annotation and discussion strategies
Develop your own individual reading and writing practices
Critically examine your language practices, goals, and needs
Apply morphology to improve comprehension
Choose proper syntax, usage level, and tone for selected writing tasks

Texas Core Curriculum Objectives

All First-Year Composition (FYC) courses are part of the Texas Core Curriculum. They are specifically designated as “Core 10” courses focused on communication.

Core Objective	Description
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.

¹ Information for Attribution: Cooper, Khimen, Christa Eshleman, S.R. Fish, and Kimberly Drodgy Stelly. “ENGL 1301 Syllabus.” *Writing and Rhetoric: First Semester Composition*, May 2026. This item is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted. For more information, see <https://creativecommons.org/licenses/by/4.0/>.

Core Objective	Description
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.

Required Materials

- All course readings provided for free on Blackboard
- Notebook and pen for journaling and drafting
- Reliable home internet, laptop, and charger

Grades

This course is Labor Based Assessment (LBA) and will also include group discussions over assigned texts. Please be prepared for each class to write about and discuss assigned texts, but do not be afraid to voice different and unique perspectives on these assigned texts. To succeed in this course, it is crucial that you read all assigned texts, develop original ideas about those texts, attend class, take detailed notes, engage with your peers during discussions and workshops, write with integrity and inspiration, and ask for help! I grade assignments each week with written feedback. You can check your total grade at any time in Blackboard. Please email me or visit my office during office hours to request an extension in advance, or a revision.

Grade Distribution

Each class task is worth 1 point. If you complete 80% of the assigned tasks you will receive a B in the class.

Numerical Grade Equivalents

Final course grades are calculated on the standard scale:

A = 100-90 | **B** = 89-80 | **C** = 79-70 | **D** = 69-60 | **F** = 59 or less

Assignments (See appendix for assignment sheets)

1. **Digital Writing Portfolio check-in:** In ENGL 1301 Students compile all their completed summative assessments and writing goals journal entries into a final digital portfolio and then write an introduction reflecting on their writing processes and language practices. **In ENGL 1101 you will be required to work on your Introduction and reflections in class. You will also be expected to upload each of these to blackboard as part of your grade.**
2. **Participation check-ins:** In ENGL 1301 students collaborate within writing workshop groups to complete formative in-class writing activities designed to assist them towards completion of summative assessments, including reading responses, prewriting, peer reviews, etc. **In ENGL 1101 students will be asked to discuss and reflect on the peer collaboration process.**

3. **Writing Goals Journal Prewriting and Check-ins:** In ENGL 1301 students are assigned a Writing Goals Journal with assignments that are intended to be an informal, low-stakes way for students to reflect on and communicate their writing strengths and areas for improvement to the instructor. There are five Writing Goals Journal assignments throughout the semester. **In ENGL 1101 students will complete initial beginning of the semester (BOS), middle of the semester (MOS), and end of the semester (EOS) reading and writing reflections that they can use as the basis for their ENGL 1301 writing journal assignments.**
4. **Unit 1 Summative Assessment (Personal Narrative):** In ENGL 1301 students complete a narrative essay about their selected topic of interest, which will inform all future assignments. This assignment serves as a diagnostic for student writing and allows students to begin a long-term research project starting from their personal interests. **In ENGL 1101 Students complete a topic walk-about to determine a topic of interest and its viability to sustain research and interest. They will learn how to use library databases, google scholar, and generative AI to help them in their research process. They will also learn prewriting techniques by using them to generate material that might be useful for their personal narratives.**
5. **Unit 2 Summative Assessment (Rhetorical Analysis):** In ENGL 1301 students complete an essay about their rhetorical analysis of a text which will inform their later research in Unit 3. This assessment shifts students from their personal interest into exploring how professional content creators develop text while introducing research strategies and ethical source integration. **In ENGL 1101 students will learn the parts of Rhetorical Analysis, by reading, writing, and discussing them in low stakes settings. They will have at least six opportunities to practice each of the different parts of rhetorical analysis.**
6. **Unit 3 Summative Assessment (Scholarly Article Analysis):** In ENGL 1301 students complete an essay about their analysis of a scholarly article's main argument and what knowledge is added to the topic by this source, allowing students to review how sources add, extend, or complicate the same topic. This assessment shifts students from professional content creators to how experts in a field develop texts to advance knowledge, while still emphasizing research strategies and ethical source integration. **In ENGL 1101 students will learn MLA, APA, and other selected citation styles. They will practice ethical source integration research strategies.**
7. **Unit 4 Summative Assessment (Persuasive Essay):** In ENGL 1301 students complete a research essay with an informed stance about their updated perspectives on the selected topic. This assignment requires students to incorporate research from their Rhetorical Analysis and Scholarly Article Analysis assignments, demonstrating their mastery of research strategies and ethical source integration. **In ENGL 1101 students will learn the difference between persuasion and**

argumentation. Students will practice writing thesis and then finding evidence to support their claims to help them with their argument and persuasive essay.

Attendance

Attendance is required. You are absent if you are not present for class and late if you arrive after attendance has been taken. You must communicate the circumstances with me in advance to be excused for an absence or late arrival. Your success and development as a writer depend on your active participation within your writing workshop group. Consistent attendance is crucial.

Respect

I am committed to fostering a respectful classroom environment in which different backgrounds and perspectives are acknowledged. While working with classmates and instructors, you will respectfully listen to others' experiences and perspectives, share your own experiences and perspectives, and value the opportunity to learn from each other. Demonstrating respect for those different from you prepares you for success in the classroom and as citizens. If you use violent, harassing, and or discriminatory language, you will be reported to the university and may be subject to Student Code of Conduct policies.

Plagiarism

Plagiarism is defined as the intentional use of another's "language, ideas, or original (not common knowledge) material" without acknowledgement ("Defining and Avoiding Plagiarism"). If you plagiarize, copy, or otherwise cheat on an assignment, you will receive a permanent zero on that assignment without the opportunity for revision.

Generative AI

The INRW program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on "support." GAI programs have been shown to provide biased or incorrect information, and to generate writing that lacks human imagination. For these reasons, the INRW program discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, consult with your professor before doing so. Using GAI content without your professor's permission and/or without proper attribution qualifies as plagiarism.

Personal Conferences

This semester, you and your peers will work together in writing workshop groups, and you will also work individually on assignments. As you work, I will circulate around the

room and talk to each of you individually. Please be prepared to share with me what you are working on, what your current reading/writing goal is, and how I can support you in this. You may also ask me to help support you in digication, blackboard, and in communication you're your professors. I will assist you in all college going habits.

Digital Tools

This course uses Blackboard. While instruction will be provided, it is your responsibility to submit assignments on time. If you experience technical difficulties with Blackboard, please try a different browser, contact me, or contact the ITS Help Desk: (210) 784-4357 or helpdesk@tamusa.edu. Links to Google Docs or SharePoint files will not be accepted, as I am often unable to access the files behind those links due to locked sharing permissions.

ENGL 1101 Calendar

Important Dates:

August 24 th	First class day
September 7 th	Labor Day Holiday – No Classes
November 13 th	Last day to drop with a “W”
November 25 th	Study day – No Classes
November 26 th -28 th	Thanksgiving Holiday – No Classes
December 5 th -11 th	Final examinations

The complete [academic calendar](#) is available online.

PowerPoints for each 10 Minute Topic and Assignments are posted on Blackboard a minimum of one week prior to the day they are covered.

Unit 1: Personal Narrative

Topics	Reading Bank
Week 1: Introducing the Course and the Writing Process • Introduction to ENGL 1301 and Academic Writing • Introduction to the Writing Process and Generating Ideas • Introduction to the Writing Goals Journal 10 Minute Topic	Syllabus Assignments 1. Quick Write 2. Exit Ticket: You as a Reader and Writer

Topics	Reading Bank
1. Academic Standard English	
Week 2: Analyzing Narrative Structure • Introduction to the Personal Narrative • Introduction to the Writing Process through Prewriting Practices • Introduction to Narrative Writing 10 Minute Topic 1. Active Reading and Annotation Activities 1. WLDCC Visit 2. Annotation Practice	Cisneros, Sandra. "Only Daughter." <i>Latina: Women's Voices From the Borderlands</i>, edited by Lillian Castillo-Speed, Touchstone, 1995, pp. 157-60. Assignments 1. Quick Write 2. Workshop: Personal Narrative
10 Minute Topic 1. Peer review Activities 1. Peer Review Personal Narrative	Assignments 1. Quick Write 2. Exit Ticket

Unit 2: Popular Rhetorical Analysis

Topics	Reading Bank
Week 1: Introducing Rhetorical Analysis and Popular Sources • Introduction to the Rhetorical Analysis • Introduction to Major Rhetorical Analysis Concepts • Introduction to Locating Popular Sources	Truth, Sojourner. "Ain't I A Woman?" Rutgers.edu, June.2026. Assignments 1. Annotation of one reading 2. Create a T Chart of quotes for one reading

Topics	Reading Bank
10 Minute Topics 1. T Charts (Quotes)	
Week 2: Developing Rhetorical Analysis in Essays - Developing Rhetorical Analysis Strategies - Reading Annotations - Introduction to Ethical Attribution 10 Minute Topic 1. Explication of Quotes	Lloyd, Amanda. “ 4.2 Body Paragraphs: An Overview. ” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i> , eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments - Quick Write - Explication of quotes (They say I say) - Exit Ticket: Rhetorical Analysis Check-In
Week 3: Refining Rhetorical Analysis and Content Development - Applying Rhetorical Analysis Skills - Coverage of Revising and Editing Strategies - Peer Review Feedback 10 Minute Topic - MLA Style - APA Style	Purdue Online Writing Lab. “APA Style Introduction.” Purdue Online Writing Lab. Purdue University, 2025. Purdue Online Writing Lab. “MLA Formatting and Style Guide.” Purdue Online Writing Lab. Purdue University, 2025. Assignments - Quick Write - MLA/APA Citation - Exit Ticket: Rhetorical Analysis Check-In

Unit 3: Analyzing Scholarly Sources

Topics	Reading Bank
Week 1: Introducing Scholarly Sources - Introduction to the Scholarly Article Analysis - Introduction to the Scholarly Article Genre - Introduction to Locating Scholarly Sources 10 Minute Topic - Using rhetorical situation to determine reliability	Jeffrey, Robin. “ 9.4 Using Effective Keywords in Your Research. ” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i> , eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments - Quick Write - Keyword Brainstorm - Exit Ticket: Scholarly Sources

Topics	Reading Bank
Week 2: Close Reading Scholarly Sources • Introduction to Reading Scholarly Sources • Developing and Organizing Ideas with Outlines • Ethical Source Integration • Student Conferences	Assignments 1. How have I grown as a reader? (MOS) 2. How have I grown as a writer? (MOS) 3. Exit Ticket: Scholarly Sources
Week 3: Developing Analysis • Developing Body Paragraphs • Peer Review Feedback • Coverage of Revising and Editing Strategies 10 Minute Topic 1. Creating a thesis	Assignments 1. Quick Write 2. Practice thesis statements 3. Exit Ticket: Scholarly Analysis Check-In
Week 4: Preparing the Final Draft • Writing Conclusions • Writing Introductions • Incorporating Feedback • Continued Coverage of Revising and Editing Strategies 10 Minute Topics 1. Revision/proofreading/editing	Lacy, Sarah M., and Emilie Zickel. “3.7 Proof-Reading and Editing Your Final Draft.” <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017, Assignments 1. Quick Write 2. Workshop: Scholarly Analysis

Unit 4: Persuasive Writing

Topics	Reading Bank
Week 1: Introducing Persuasive Writing • Introduction to the Persuasive Essay • Introduction to Persuasive Academic Writing	Horkoff, Tara. “Chapter 10.2 The Structure of a Persuasive Essay.” <i>Writing for Success – 1st Canadian H5P Edition</i>. BCcampus, Pressbooks, 2021. Assignments 1. Quick Write 2. Reading Annotations

Topics	Reading Bank
• Introduction to Persuasive Structures using Preferred Argumentation Method • Reviewing and Furthering Research 10 Minute Topic 1. Difference between persuasion and argument	3. Workshop: Persuasive Essay Pre-writing
Week 2: Developing Persuasive Writing • Guidance on Developing a Stance with the Burkean Parlor • Developing Thesis Statements • Introduction to Logical Fallacies 10 Minute Topic 1. Author's ethical responsibilities 2. Spotting fallacies	Zickel, Emilie. "8.5 Failures in Evidence: When Even 'Lots of Quotes' Can't Save a Paper." <i>1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing</i>, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017. Assignments 1. Quick Write 2. Workshop: Persuasive Essay
Week 3: Organizing Effective Persuasive Writing • Writing Introductions and Conclusions • Writing Cohesive Body Paragraphs • FYC Write-In (Required) 10 Minute Topic 1. Authorial Styles 2. Grammars	Delf, Liz. "Chapter 26. It's Not Just What You Say, It's How You Say It: Style as a Series of Choices." <i>A Dam Good Argument</i>, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks. Assignments 1. Quick Write 2. Attend FYC Write-In 3. Exit Ticket: Persuasive Essay Check-In
Week 4: Cultivating Source Integration and Attribution • Meaningful Source Integration using the Quote Sandwich • Ethical Attribution in Crafting the Final Bibliography Page • 10 Minute Topic	No assignments for Thanksgiving Break

Topics	Reading Bank
1. NONE	
Week 5: Revising and Reflecting on Persuasive Essays - Coverage of Revising and Editing Strategies - Reflecting on the Writing Process - Course Conclusion 10 Minute Topic - Revision	Irvin, Lennie L. “Changing Your Mindset about Revision.” <i>Writing Spaces: Readings on Writing</i>, Vol. 5, eds. Trace Daniels-Lerberg, Dana L. Driscoll, Mary Stewart, and Matthew A. Vetter. Parlor Press, WAC Clearinghouse, 2023. Assignments - Quick Write - Who am I now as a reader? (EOS) - Who am I now as a writer? (EOS)
Finals Week: Final Portfolio and Conference 10 Minute Topic NONE	Assignments - Choosing your best work - Writing about why you chose it