

Fall 2026 HIST 1301 ENGL 1300 CoReq6 Syllabus

ENGL 1300 | Monday and Wednesday 12:30 pm to 1:45 PM | MADLA 352
Texas A&M University-San Antonio

Instructor: Sonya Barrera Eddy, PhD (Dr. Eddy) Pronouns: She/her/ella

Office: CH 222 (two twenty-two)

Office Hours: Monday- Friday 10-10:50 am and by appointment

Email: sonya.eddy@tamusa.edu (Please allow 24-hour response time on email)

Virtual Office: <https://tamusa.webex.com/meet/sonya.eddy>

Office Phone: 210-784-2806 (leave a message and I will return your call)

ENGL 1300 Course Catalog Description

ENGL 1300 Integrated Reading & Writing (Coreq 6)

Credits: 3 (3-0-0)

This course helps students improve their reading comprehension of college-level texts and their writing effectiveness. This course is corequisite with HIST 1301, and is a skilled-based course designed to support students in achieving their reading and writing goals. 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. *With INRW Director's approval, students may take [ENGL 1300](#) independent of ENGL 1301L.

Corequisites: ENGL HIST 1301.

Restrictions: Graduate level students may not enroll.

ENGL 1300 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 writing task

ENGL 1300 Required Materials

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

ENGL 1300 Grades

This course is Labor Based Assessment (LBA) and will also include group discussions over assigned texts. Please be prepared 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.

ENGL 1300 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 Blackboard for assignment sheets)

- 1. Frederick Douglas Chapter check-in:** In HIST 1301 Students Read and write an Essay after reading Narrative of the Life of Frederick Douglass. **In ENGL 1300 you will be required to read each chapter and complete the chapter activities and discussion. You will write short 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 HIST 1301 students are expected to attend class and also do well on quizzes and exams. **In ENGL 1300 students will be asked to discuss, do activities with, and reflect on the readings and videos assigned for HIST 1301. Participation in these activities is essential to your grade in both classes.**
- 3. Writing Goals Journal:** In HIST 1301 students are required to write an argumentative essay. **In ENGL 1300 students will complete course work academic reading, academic writing, the writing process, and will do all the prewriting work necessary to plan a successful essay for HIST 1301. This work will be collected in your Writing Goals Journal and assessed on a weekly basis.**
- 4. Summative Assessment (Index Cards with Quotes and Plan for your Douglas Essay):** In History 1301 students are provided a prompt and allowed to bring in index cards with quotes and plan for an in class essay about some aspect of the Narrative of Frederick Douglas. **In English 1300 Students complete a topic walk-about to determine a topic of interest and its viability to sustain research and interest.**

They will research a topic, collect quotes, and prepare their index cards for use in HIST 1301

Attendance

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.

HIST 1301 US History to 1865

Instructor: Dr. Sandra E. Lara Email: slara@tamusa.edu Office Phone: 210-784-2809 Office Location & Hours: CAB 318C Tuesday 15:30-17:30 & Wednesday 14:00-15:00 (Virtual Office) <https://tamusa.zoom.us/j/2079918482?pwd=b1FUcUESkpoRFJaQkE1OUUUjltZz09> available by appointment

HIST 1301 Course Catalog Description

This course offers an introduction to certain vital aspects of the history of the United States from European colonization to the end of the Civil War. It will focus on four: the nature and impact of European colonization; how the U.S. came to be an independent nation; how slavery almost destroyed that nation in the 1850s and 1860s; and how the U.S. has continually struggled to deal with its diversity. Through the textbook and readings, students will be exposed to the different ways that historians "do" history; thus, we have works widely regarded as a model of the new 2 "inclusive" history. To give you the experience of working with primary sources, the "stuff" of history. Toward that end, we are reading the autobiography of Frederick Douglass. The greatest problem of a course that attempts to cover over three hundred years of U.S. history in 18 weeks is that exceedingly hard choices have to be made. We cannot deal with everything that most historians would consider essential in a survey of American history, let alone all of the topics that are interesting and rewarding. Thus, I emphasize that this is an introduction to U.S. history that I hope will encourage you to explore certain aspects of it in greater depth in other courses or on your own.

HIST 1301 Learning Goals

Student Learning Outcomes
Create an argument through the use of historical evidence
Analyze and interpret primary and secondary sources
Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of US History

HIST 1301 Required Materials

1. Online Textbook: The American Yawp, <http://www.americanyawp.com/index.html>
2. Douglass, Frederick. Narrative of the Life of Frederick Douglass. New York: Dover Publications, Inc., 1995. ISBN 9780486284996 *Book available at the bookstore and library

HIST 1301 Grades

Attendance & Participation 10% Quizzes 15% (3) Exams 60% Frederick Douglass Book Essay Exam 15% Grade Scale: A (90%-up); B (80-89%); C (70-79%); D (60-69%); F (0-59%)

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Day of the Week	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm

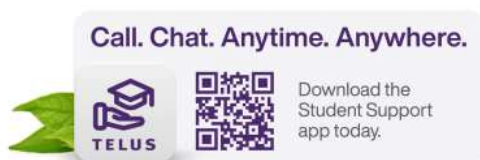
Day of the Week	Appointments available	Walk in Tutoring – No appointment needed
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: Emergency Operations Plan and the Emergency Action Plan. Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website . The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE report for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; [click here for hours and contact information](#).

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18

years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our

website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.

3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

Dates	Event

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

AI Policy

Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

ENGL 1300 Calendar

Each week's assignments are due on Friday by 11:59 pm.

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.

Unit 1: Academic Reading and Writing

Topics	Assignments
HIST 1301 Week 1: Class Introduction Unit #1: Lecture on the New World ENGL 1300 Lecture - Academic Standard English - Morphology Activities Activity 1 – Jigsaw Activity Activity 2 – Scavenger Hunt Morphology Website	Monday: Reading The American YAWP Chapter 1 American Origins Complete KLQN Chart Wednesday: Douglas Preface and Letter Written Reflection ENGL 1300 Writing Assignments (In Class) - Who am I as a reader? (BOS) - Who am I as a writer? (BOS)
HIST 1301 Week 2: Lecture European Colonization; Optional English Settlement Video ENGL 1300 Lecture - The Writing Process - Annotation Practice Activities - Watch videos about how athletes, dancers, musicians, manga artists, and composers such as BTS etc.	Monday: Reading The American YAWP Chapter 2 Making an Atlantic World Complete KLQN Chart Wednesday: Douglas Chapter 1 and 2 ENGL 1300 Assignments - Reading Annotation and Discussion - What is your annotation practice? (Reflection) Saturday: Meet at Mission San Jose at 10 am for guided tour

practice, compose, and create, and discuss how this relates to writing. • Activity 3 – <u>Writing Process activity</u> • Choose one reading to read as a class, annotate and discuss what you annotated and why.	
Week 3: British North America; Discuss Primary Sources QUIZ 1 ENGL 1300 Lecture • Prewriting Outline • Peer review outline Activities • <u>Hands on Outline Creation</u> • See Activities below • Read and annotate as a group one of the readings for HIST 1301 • Have students read and annotate one of the HIST 1301 readings with a friend. • Have students read an annotate one of the readings and then have them compare it with a neighbor	Monday: Reading The American YAWP <u>Chapter 3 Colliding Cultures</u> Complete KLQN Chart Wednesday: <u>Douglas</u> Chapter 3 and 4 ENGL 1300 Assignments 5. Create an outline for your response paper 6. Workshop your outline with your peers

Unit 2: Rhetorical Analysis

Topics	Assignments
Week 4: British North American ENGL 1300 Lectures • Rhetorical situation • T Charts (Quotes) <u>Activities</u> • Read the provided writing and translate it into a new genre. • Read and annotate as a group one of the readings for HIST 1301 • Have students read and annotate one of the HIST 1301 readings with a friend. • Have students read an annotate one of the readings and then have them compare it with a neighbor	Monday: Reading The American YAWP Chapter 4: British North American Complete KLQN Chart Wednesday: Douglas Chapter 5 and 6 ENGL 1300 Assignments 7. Annotation of one reading 8. Create a T Chart of quotes for one reading
Week 5: The American Revolution ENGL 1300 Lecture • Voice/Tone/Syntax • Explication of Quotes ACTIVITIES • Take prose that was generated from song lyrics and practice progymnasmata (see below) ie: turn into a maxim, comparison, personification etc.	Monday: Reading The American YAWP Chapter 6: The American Revolution Complete KLQN Chart Wednesday: Douglas Chapter 7 and 8 ENGL 1300 Assignments 9. Determine Audience/Purpose or change the tone of a piece of writing 10. Explication of quotes (They say I say)

Find a quote from something they are reading in HIST 1301L and 1) explain what the quote says 2) why this quote is important to your thinking about the subject/topic 3) what you think about the quote.	
Week 6: Articles of Confederation and Constitution ENGL 1300 Lecture - MLA Style - APA Style ACTIVITIES MLA Citation Activity (PDFs Provided) APA Citation Activity (PDFs Provided) - Outline Rhetorical Analysis Activity (See below) - Have students do some citation work on a paper you are planning for HIST 1301L	Monday: Reading The American YAWP Chapter 7: A New Nation Complete KLQN Chart Wednesday: Douglas Chapter 9 and 10 ENGL 1300 Assignments 11. Outline of Rhetorical Analysis 12. Peer workshop of outline

Unit 3: Analyzing Sources

Topics	Reading Bank
Week 7: Midterm Exam ENGL 1300 Lecture - Using rhetorical situation to determine reliability - Reading Rubrics and Assignment sheets ACTIVITY - BTS/Grammy Controversy Activity	Monday: Watch Columbus in America Complete KLQN Chart Wednesday: Douglas Chapter 11 Thesis Assignments 13. Assignment breakdown 14. Using a rubric to plan your assignment

• Break down the assignment sheet and rubric from HIST 1301 Essay as a group • Have students determine the reliability of the video we watched	
Week 8: WLDCC Visit ENGL 1300 Lecture • Reflection • Transfer ACTIVITY • Reflect on Frederick Douglas • Talk through your thoughts	Monday: Wednesday: ENGL 1300 Assignments (In Class) 15. How have I grown as a reader? (MOS) 16. How have I grown as a writer? (MOS)
Week 9: King Cotton and Slave Owning Families ENGL 1300 Lecture • Creating a thesis • Supporting evidence ACTIVITIES: • <u>Thesis Statement Throwdown</u> by Dr. Catilin Tucker • Use the articles from the Thesis Statement Throwdown and the generated Thesis to come up with “quotes” that support this thesis from the article. Each group must find at least 3 supports for the thesis.	Monday: Reading The American YAWP Chapter 11: Growth and Conflict Complete KLQN Chart Wednesday: Thesis Statement Throwdown ENGL Assignments 17. Practice thesis statements 18. Supporting evidence for each thesis statement
Week 10: Civil War ENGL 1300 Lectures • Transitions • Revision/proofreading/editing ACTIVITIES • <u>Stanford activity using The Simpsons</u>	Monday: Reading The American YAWP Chapter 12: National Crisis Complete KLQN Chart Wednesday: supporting your thesis ENGL 1300 Assignments 19. Outline of Scholarly Article Analysis 20. Peer workshop of outline

• revision strategies from Vanderbilt University	
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Unit 4: Persuasive Writing

Topics	Reading Bank
Week 11: Civil War ENGL 1300 Lecture • Difference between persuasion and argument • Types of argumentation ACTIVITY • Use the activity from the University of Michigan	Monday: Reading The American YAWP Chapter 13: The Civil War Complete KLQN Chart Wednesday: Transitions ENGL 1300 Assignments 21. Assignment sheet breakdown HIST 1301 individual 22. Analysis of rubric for assignment planning HIST 1301 Individual
Week 12: In Class Essay ENGL 1300 Lecture • Author's ethical responsibilities • Spotting fallacies ACTIVITY • Have students reflect on what they think an author's ethical responsibility is and why. Students should discuss in small groups and share their findings with the larger group. • You may choose to use Monty Python's Quest for the Perfect Fallacy Activity	Monday: Essay Prep Wednesday: Style and Voice ENGL 1300 Assignments 23. Reflection on my goals as a writer 24. Reflection on how to transfer my writing skills to other courses.
Week 13: Final Exam Review ENGL 1300 Lecture • Authorial Styles • Grammars ACTIVITY • Style mimicry deconstruction activity (See below) • Have students change the paragraph to a different style	Monday: Style Mimicry Wednesday: All about Grammars Assignments 25. creating a paragraph 26. changing the style

one that was used by a different person in the class.	
Week 14: Thanks Giving Break ENGL 1300 Lecture - Using AI to assist in research - Using AI to find readings ACTIVITY - Read this article from Tulane University about using AI in research then have students work in groups to create a list of do's and don'ts for college students	Monday: Lecture on AI ENGL 1300 Assignment 27. Reflection on AI
Week 15: Final Exam ENGL 1300 Lectures - Skills inventory (see below) - transfer	Monday: ENGL 1300 Assignments 28. Who am I now as a reader? (EOS) 29. Who am I now as a writer? (EOS)
Finals Week: Final Portfolio and Conference ENGL 1300 Lecture 15. NONE	ENGL 1300 Assignments 30. Choosing your best work 31. Writing about why you chose it