Syllabus

**READING IMPROVEMENT (RDG1300-P03 & P06)**

Online with Zoom Meetings Tuesdays/Thursdays 9:30 AM-10:50 AM; 11:00-12:20 PM

You can access the Zoom Room through this  <https://txstate.zoom.us/j/91610207572>

or through your phone: 1 346 248 7799 US (Houston)

Meeting ID: 916 1020 7572

Barrie McGee **e-mail:** bem80@txstate.edu

Doctoral Student/Teaching Assistant **office:** n/a

Graduate Programs in Developmental Education **phone:** n/a

# **Office Hours:**

Thursdays 1:00 – 3:00 PM

Office hours are only available remotely this semester. I will be in our Zoom Room every week during office hours, but I am often at my computer and can find another time that works for both of us if you can’t make it Thursday afternoons. The best way to get hold of me is through e-mail. Send me a message, and we’ll find a way to connect.

You can access the Zoom Room through this link:  <https://txstate.zoom.us/j/91610207572>
Phone in: 1 346 248 7799 US (Houston)

Meeting ID: 916 1020 7572

# **Welcome!**

Welcome (back) to college and welcome to RDG1300! This class is designed to expose you to a variety of forms of academic literacy. This semester, we will use various texts (written, spoken, performed, and multimodal) to explore our theme of **Truth and (Re)Presentations of the American Identity**. Together we will investigate representations of truth, American-ness, and how identities are (1) shaped by different people’s truths and (2) shared through different texts and varieties of English (including—but not limited to—“Academic English,” an idealized notion of *one* form of English which we will explore in our class).

## Your Professor

My name is Barrie Mcgee. I am third-year Doctoral student in the Program in Developmental Education (this means that I take courses about and research how college students learn and how colleges can support students’ learning). Unlike what you may have expected of college professors, I won’t do much lecturing in our class. Instead, I will work with the class to practice using language effectively through a collaborative exploration of our class themes.

Your Reading Improvement Course

This class is a corequisite class: it is paired with ENG1310. *You should be in the same section for both courses* so that you and your classmates attend both classes together. Corequisite courses allow students to receive reading and writing instruction directly related to ENG1310, which means that your learning in one course supports the other. Sometimes this happens through assignments that build off the other course or readings that extend themes between them.

I look forward to working closely with you and your ENG1310 professor this semester.

Our purposes in this class are to explore how authors, like you, can use language to present their identities and truths. Because the institutional purpose of this course is to improve our college-level reading and writing skills (I’m still reading and writing in college every day—just like you 😊 ), we will also explore and practice **rhetoric**, in other words, **how language is used to achieve a goal**.

Because this is a university class, I expect high-quality work for each of our assignments, but I also understand that one of my most important roles is to help you reach that quality level. I’m here to be your coach and cheerleader—not just the referee. Please don’t hesitate to reach out to me for assistance!

# **Course Description:**

RDG1300 provides students with instruction in various areas: vocabulary, reading comprehension, critical reading, and study/test-taking skills. Students’ TSA-I scores indicate that they would benefit from additional college-level reading and writing preparation. Concurrent enrollment in specific sections of general education courses is required. Credit earned for this course does not count toward degrees offered by the university.

# **Course Readings:**

Barrios, B. (2018). *Emerging: Contemporary readings for writers.* (4th ed.). New York: Macmillan.

Ferrera, A. (2018). American like me: Reflections on life between cultures. New York: Simon & Schuster.

Other readings as assigned and posted in Canvas.

# **Course Goals and Objectives:**

This course aligns with the [mission and shared values of Texas State University](http://universityplan2023.avpie.txstate.edu/overview/Texas-State-Mission-and-Goals.html), as outlined in the 2017-2023 Texas State University Plan.

By meeting the requirements of this course, students will be able to:

* Apply active reading strategies to a variety of academic texts
* Recognize hierarchical and relational rhetorical structures/organizational patterns
* Demonstrate appropriate vocabulary usage across multimodal, multidisciplinary texts
* Make inferences and evaluate texts for author assumptions and the validity of claims within and across texts
* Apply rhetorical strategies to convey purpose and message across a variety of texts as a text producer
* Identify and evaluate the relevance and quality of ideas in multiple modalities
* Write rhetorically sound arguments by applying multiple supports for a claim and selecting appropriate language
* Use effective drafting and revision strategies to strengthen college-level writing
* Recognize and apply conventions of academic English in reading and writing, including appropriately incorporate the ideas and words of others
* Demonstrate growth in metacognitive and self-regulatory processes related to academic reading and writing

# **Learning Assistance and Other Forms of Support**

## On-Campus Learning Assistance Programs

Please use the resources (hyperlinked) that [the Writing Center](https://www.writingcenter.txstate.edu/), [the Student Learning Assistance Center](https://www.txstate.edu/slac/), [Student Support Services](https://www.sdi.txstate.edu/sss/), [the PACE Center](https://pace.txstate.edu/advising/), [the Office of Disability Services](https://www.ods.txstate.edu/), [the Counseling Center](https://www.counseling.txstate.edu/), and the [Alkek Library](https://www.library.txstate.edu/) offer. We will be completing a campus scavenger hunt early in the semester to familiarize ourselves with these spaces and their support services.

ADA Statement

Texas State University provides, upon request, appropriate academic adjustments for qualified students with disabilities. For more information, contact [the Office of Disability Services](https://www.ods.txstate.edu/) at 512-245-3451. It is the student’s responsibility to register with Disability Services and notify their professor(s) of any required modifications within the first two weeks of the semester.

# **Community Expectations**

Our RDG1300 class is a community of learners. We all commit to a shared set of academic values and expectations for the good of the community:

## Attendance

Your attendance is vital to the success of your learning and the class dynamic. Although you attend our class through Zoom instead of a physical classroom, class meetings work as a face-to-face class. Therefore, you will be expected to arrive in our class Zoom room ready to participate by the start of class (announcements begin directly at 9:30; 11:00 AM). If extenuating circumstances interfere with your ability to attend class or complete your work, please communicate with me and/or the Dean of Student’s Office.

*What does absence look like in an online or hybrid course?*

**Per the state of Texas, students absent more than SIX classes will automatically fail the course**. You will be counted absent if you do not attend a Zoom meeting or make alternative arrangements with me in advance of your absence.

*What kind of technology is required? What if the WiFi goes out?*

Unfortunately, technology issues are not an excuse for not turning in assignments. Complete your assignments in advance just in case, but *if* the unexpected WiFi issue occurs, **please email me at** **bem80@txstate.edu**to explain that you have a WiFi issue and what you will be doing to submit your assignment. You should do this **before** the assignment is late**.**

## Engagement Expectations for Students

***In class:***Demonstrate that you are paying attention and actively learning—keep your cellphone off and find a place away from other distractions like roommates or pets. Keep your camera on *with your face visible*. You should keep your mic off until you are ready to share verbally. You can also use the reactions feature and add comments and questions to the chat.

Remain calm, polite, and respectful as you interact with your classmates, instructor, and others’ ideas in our Zoom room and our Canvas site.

Come to our online class prepared. Complete all reading and writing assignments before assignments are due.

***Outside of class:*** We will have multiple weekly assignments due in Canvas. **Assignments will be due on Tuesday and Thursday by the start of class time**. If you miss an assignment, you are not required to provide a note or excuse, but please note that your assignment grades largely determine your class grade.

E-mail is the best way to contact me if you have questions; however, please allow 24 to 48 hours for a response. Before e-mailing me, be proactive, and make sure that your question is not already addressed in this syllabus or on Canvas. Questions that likely require a discussion are better answered synchronously, so please use my office hours or make an appointment to see me.

## Engagement Expectations for the Professor

*In class:* I will have my camera on and minimize distractions for class and office hours. I come to our online class prepared and fully present. I will have completed all reading assignments before coming to class and will have graded students’ written assignments within one week of the assignment due date.

I will actively participate in this course during discussions and provide multiple forms of feedback on assignments. I will remain calm, polite, and respectful as you interact with your classmates, me, and the ideas shared.

*Outside of class:* I will respond to e-mails within 24 to 48 hours. I will be available for synchronous interactions for questions that cannot be addressed via e-mail. I will grade assignments and return them to students within a week, and I will provide feedback to you about your assignments using comments in the Canvas grade book and annotations in uploaded papers.

## General Assignment Expectations

***FORMATTING YOUR PAPERS:*** Because one of the purposes of this course is to introduce you to common academic writing conventions, all papers in this class must be MS Word files, typed, double-spaced, and in MLA format using a 12-point Times New Roman typeface with 1” margins all around. Please realize that assignments not typed and submitted in this format will be returned unread and given zero points. You will submit your papers through Canvas.

## Late Work Policy

Assignments are due **by the start of class** on the date listed in the course calendar. If there are **extreme extenuating circumstances**, please let me know: alternative arrangements should be made and mutually agreed upon **before** the assignment due date.

Academic Honesty

The Texas State University Honor Code states, “We do our own work and are honest with one another in all matters. We understand how various acts of dishonestly, like plagiarizing … conflict as much with academic achievement as with the values of honesty and integrity.” As evidence of your commitment to academic honesty, I will ask that you read and agree to the Student’s Pledge before you are able to submit your work on Canvas Assignments.

**Plagiarism comes in two forms:** intentional and unintentional. We will discuss examples of unintentional plagiarism (i.e., missing citations, poor paraphrasing) throughout the semester to raise awareness and reflect on preventing this. However, *intentional plagiarism will not and cannot be tolerated*; this includes self-plagiarism (reusing part of or all of an assignment you wrote for another class). Plagiarists will be reported and are subject to the consequences outlined in the Student Code of Conduct (read the [full text](http://www.dos.txstate.edu/handbook/rules/cosc.html)).

## Technology Policy

Because this is an online class, you will need to have access to reliable WiFi and a computer or tablet to access applications for Word processing, powerpoints, and other documents. It takes a great deal of self-restraint to use your cell phone/laptop for classwork. Make a plan for how you will use your technology for **academic purposes**, including notetaking, reading course materials, or other forms of class participation.

With the online format of this class, you will need:

* A reliable WiFi connection
* A computer or tablet to access Canvas and complete assignments, including Word, slide sharing applications, Adobe Acrobat for reading and annotating PDF documents

# **Grading Scale**

Credit (CR) - A “CR” grade is equivalent to earning 70-100% in this course. If you earn a CR, you will earn credit for the course, but the grade will not count towards your GPA.

Progress (P) - A grade of P is equivalent to earning 60-69% in this course. However, if you earn a P, you must retake RDG 1300 (meaning you will not earn any credits).

Failing (F) - A grade of F is equivalent to earning less than 60% in this course. It is also possible to earn a failing grade by accumulating six absences, per University policy.

The following breakdown of the points will help you keep track.

A = 450 – 500 points D = 300 – 349 points F = < 299 points

B = 400 – 449 points C = 350 – 399 points

|  |  |
| --- | --- |
| Participation | 50 pts (10%) |
| Campus Scavenger Hunt | 25 pts (5%) |
| 10 Discussion Participation (10points/discussion) | 100 pts (20%) |
| Midterm Exam | 50 pts (10%) |
| Critical Reaction Paper | 50 pts (10%) |
| 3 Metacognitive Reading Reflection Papers (20points/paper) | 60 pts (12%) |
| Textbook-Feature Appropriateness Report | 20 pts (4%) |
| Visual Analysis Report | 20 pts (4%) |
| Peer Response Paper | 25 pts (5%) |
| Final Exam | 50 pts (10%) |
| Portfolio | 50 pts (10%) |
| Total | 500 pts (100%) |

# **Tentative Course Schedule**

|  |  |
| --- | --- |
| Class | Assignments and PreparationComplete the listed assignments *BEFORE* coming to the class listed |
| Week 11.1Jan.19 | **Introductions to Each Other and the Course**· Complete Discussion Board Post 1 in Canvas In Class: Introductions, Syllabus Scavenger Hunt |
| 1.2Jan.21 | **Learning: In College, As Adults**· Update your picture and profile in Zoom and Canvas· Download Adobe Reader (See link in Canvas)· Read Ta-Nehisi Coates, p. 92-95, *Emerging*· Discussion Board Response 1 in Canvas In Class: Adobe for Annotating, Vocabulary Strategies |
| Class | Assignments and PreparationComplete the listed assignments *BEFORE* coming to the class listed |
| Week 22.1Jan.26 | **Diagnostic Exam**· Read and annotate *Too Fast to Be Female*· Complete Discussion Board Post 2 in Canvas In Class: Diagnostic Exam, begin MARSI (Word document) |
| 2.2Jan.28 | **Establishing Your Academic Identity**· Complete MARSI through Qualtrics Link· Complete Discussion Board Response 2 in Canvas  |
| Week 33.1Feb.2 | **Establishing Your Academic Identity**· Complete Discussion Board Post 3 in Canvas· Read and annotate, Issa Rae, p. 77-86, in American Like Me· Watch Active Reading/Listening Strategies: [Adapt to Any Class](https://drive.google.com/file/d/14uSOC2Y-vJbSN5P9dSSx9ubFVCb6BMXa/view) In Class: Active Reading Strategies and Crafting Topic Sentences |
| 3.2Feb.4 | **Establishing Your Academic Identity**· Submit Campus Scavenger Hunt in Canvas· Bring two textbooks to class (at least one should NOT be from your English classes)· Complete Discussion Board Response 3 in Canvas In Class: Textbook Features—text analysis, aligning purpose and text |
| Week 44.1Feb.9 | **Literacy And/In Mathematics**· Submit Textbook-Feature Appropriateness Report in Canvas In Class: Mathematics Lecture |
| 4.2Feb.11 | **Identity as Multifaceted**· Submit Metacognitive Reading Reflection Paper 1 in Canvas· Read and annotate Read/Watch [“The Urgency of Intersectionality”](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality/transcript?language=en) by Kimberlé Crenshaw (Your midterm exam will be based on this text) In Class: Intertextuality, Audience, and Purpose |
| Week 55.1Feb. 25 | **Identity as Multifaceted**· Complete Discussion Board Post 4 in Canvas· Read and Annotate Michelle Alexander’s “The New Jim Crow” (Your midterm exam will be based on this text) |

|  |  |
| --- | --- |
| Class | Assignments and PreparationComplete the listed assignments *BEFORE* coming to the class listed |
| Week 6 6.1Mar. 2 | **Racialized Identities*** Revise annotations of Michelle Alexander’s “The New Jim Crow” (Your midterm exam will be based on this text)
* Complete Discussion Board Response 4 in Canvas
* Submit Metacognitive Reading Reflection Paper 2 in Canvas
 |
| 6.2Mar. 4 | * **Midterm Exam Prep**
* Complete Discussion Board Post 5 in Canvas: Submit two possible test questions in the discussion board
* Prepare for Midterm Exam
 |
| Week 77.1Mar. 9 | **Midterm Exam**· Complete Discussion Board Post 5 in Canvas |
| Week 77.2Mar. 11 | **Racialized and Gendered Identities****Midterm Exam**· Complete Discussion Board Response 5 in Canvas· Watch/Read “The Difference between Being ‘Not Racist’ and Antiracist”· Complete Discussion Board Post 6/Activity in Canvas· Complete Midterm Survey (link in Canvas) |
| Week 88.1, 2Mar.16-18 | **Spring Break**No Class Meeting |
| Week 99.1Mar.23 | **Racialized and Gendered Identities**· Read and annotate Geena Rocero’s chapter in *American Like Me* (p. 132-141)· Read/Watch and annotate [Geena Rocero’s TedTalk: Why I must come out](https://www.ted.com/talks/geena_rocero_why_i_must_come_out)· Submit a copy of an ENG1310 paper for the peer response paper in Canvas |
| 9.2Mar.25 | **Establishing Our Writerly Identities*** Read and annotate your classmate’s ENG1310 paper
* Complete Discussion Board Post 6 in Canvas
* Prepare Thesis Statement and points for response
 |
|  |  |

|  |  |
| --- | --- |
| Class | Assignments and PreparationComplete the listed assignments *BEFORE* coming to the class listed |
|  |  |
| Week 1010.1Mar.30 | **Establishing Our Writerly Identities*** Complete Discussion Board Response 6 in Canvas
* Peer Response Paper draft due for peer review (submit through Discussion Board 7 in Canvas)
 |
| 10.2Ap. 1 | **Establishing Our Writerly Identities**· Submit Peer Response Paper in Canvas· Watch [*The Blind Side* trailer](https://www.youtube.com/watch?v=gvqj_Tk_kuM): Who is the white woman portrayed in the trailer (played by Sandra Bullock)? How would you describe her? Do background research if necessary. |
| Week 1111.1Ap. 6 | **Multimodal Representations of Identity and Power**· Find an image of Michael Orr from *The Blind Side* (it should be an image we have not yet analyzed). Save it or take a screen capture of it to analyze for your Multimodal Analysis Report |
| 11.2Apr. 8 | **Multimodal Representations of Identity and Power*** Watch [“What ‘Dreamers’ Gained from DACA, and Stand to Lose”](https://www.youtube.com/watch?v=65GThGSvVOI) by the *New York Times*
* Read and Annotate Jose Antonio Vargas’ [“My Life as an Undocumented Immigrant”](https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html) (you can also find the text as a Word document in Canvas)
* Submit Visual Analysis Report in Canvas Assignments before class start
* Sign up for Conference with Barrie next Thursday
 |
| Week 1212.1Apr. 13 | **Immigrant Identities**· Choose a news article, youtube video, or other text related to a theme from Vargas chapter/our in-class discussion. Read/Watch and Annotate your chosen text |
| 12.2Apr. 15 | **Conferences**· Conference with Barrie · Complete Discussion Board Post 8 in Canvas· Upload a draft of your Critical Reaction Paper to Canvas Discussion Board for Peer Review By the beginning of class, LOG INTO CANVAS and respond with your name to one peer in the Critical Reaction Paper Discussion Board. (This will allow us to see who needs a peer reviewer for their paper.) You have until the end of the class period to independently provide feedback to your peer using the assignment rubric and their requests for feedback. THERE IS NO FULL CLASS ZOOM MEETING WHILE WE CONFERENCE INDIVIDUALLY. |

|  |  |
| --- | --- |
| Class | Assignments and PreparationComplete the listed assignments *BEFORE* coming to the class listed |
| Week 1313.1Apr. 20 | **What We’ve Learned About Learning**· Complete Discussion Board Response 8 in Canvas · Submit Critical Reaction Paper in Canvas· Complete Discussion Board Post 9 in Canvas |
| 13.2Apr. 22 | **What We’ve Learned About Learning (Portfolio Work Day)**· Gather your Discussion posts, papers, annotations, and other classwork· Complete Discussion Board response 9 in Canvas |
| Week 1414.1Apr.27 | **What We’ve Learned about Learning (MARSI Reflection)**· Submit Metacognitive Reading Reflection 3 in Canvas· Read and annotate *The Desperado* for final exam· Complete Discussion board Post 10 in Canvas |
| 14.2Apr.29 | **Exam Review**· Read and annotate *The Desperado* for final exam |
| May 4 | **SUBMIT PORTFOLIO**· **NO CLASS MEETING**· Submit Portfolio in Canvas |
| Week 1515.1May 118:00-AM-10:30AM;11AM-1:30PM | **Final Exam**Final Exam is posted on Canvas. The exam will be proctored on Zoom through our regular class Zoom room. |
|  |   |