

# INTEGRATED READING & WRITING SYLLABUS

ENGL 1300-002 | TR 12:30-1:45 pm | HALL 206

Texas A&M University-San Antonio

Professor Robert J. Cavazos, MFA (he/him)

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Office: HALL 314C | Walk-In Student Hours: Mondays & Wednesdays, 2-4 pm

## COURSE DESCRIPTION

Integrated Reading & Writing (INRW) explores the communication and rhetorical practices you will use in academic settings through the development of your university-level reading and writing skills. The course fosters your ability to think and respond critically to various modes of communication, and then communicate persuasively to a variety of audiences in various modes of communication.

The following goals and commitments should be viewed as an agreed-upon practice. We will discuss our course goals and commitments during our first couple of classes and make any necessary revisions.

### Course Goals

- understand the writing process and develop a personal writing practice that works for you
- understand different forms of reading (academic, rhetorical, for entertainment)
- read as a rhetorical act, requiring knowledge of audience, purpose, and context
- transfer your knowledge of reading and writing across genres and modalities
- activate prior knowledge to articulate your identity as a reader and writer
- understand and critique the conventions, origin, and purpose of ASE
- engage in the reciprocal relationship between reading and writing
- examine the ethical responsibilities of readers/writers
- articulate the ways you engage in the reading process
- use translanguaging as a method to interpret texts

### Instructor Commitments

- offer flexibility when necessary and requested
- be available for all questions without judgement
- teach reading as a conversation between author and audience
- approach reading as an act of interpretation involving intersectional lenses

### Student Commitments

- ask for help when I am in trouble or need guidance
- communicate and collaborate with peers in good faith
- attend classes or communicate circumstances in advance
- communicate when falling behind or unable to complete work
- work diligently in class to complete all readings and assignments

### Labor Logs & Unit Reflections

You will maintain and be graded on a weekly labor log, which you will then consult when composing unit reflections. These tasks will help you assess and adjust your time management in and out of class.

## Required Course Materials

All readings will be provided free of charge on Blackboard. You will need to purchase:

- a writer's notebook, graded weekly to ensure consistent and efficient notetaking.
- a laptop to bring to class and reliable internet at home. If you do not have a laptop or reliable internet at home, please contact the ITS Help Desk: (210) 784-4357 or helpdesk@tamusa.edu.

## Blackboard

This course uses Blackboard. While some instruction will be provided, it is your responsibility to learn how to attach files and submit work on Blackboard. If you have problems submitting via Blackboard, troubleshoot the issue by trying a different browser, contacting me, or contacting the ITS Help Desk.

## Writing Communities

This semester, you and your peers will work together in small groups called "Writing Communities." While you sit down and put words on the page or screen on your own, you cannot succeed as a writer on your own. You need an audience who cares about you and your work to read and to respond to your work. This is how we learn and improve as writers. Your Writing Community will be that audience. They will read your work, give you helpful feedback, and support you along the way. They will also work with you to understand our readings and complete in-class exercises. To succeed as a university-level writer and critical thinker, you need a group of supportive colleagues behind you.

## Grades

I use labor-based grading, which assesses the quality of your labor. Your grade in this course depends on the amount of work you submit, your ability to meet deadlines and fulfill expectations, and the time and effort you put toward growing as a reader and writer over the course of the semester. I will also address the quality of your work and am committed to affirming linguistic diversity. I grade assignments each week with detailed feedback. You can check your total grade any time in Blackboard.

By staying in this class, you agree to the following:

<b>Grade</b>	<b>Unexcused Absences</b>	<b>Incomplete assignments</b>	<b>Late assignments</b>	<b>Missing assignments</b>
A (100-90)	2 or fewer	2 or fewer	2 or fewer	1
B (89-80)	3	3	3	2
C (79-70)	4	4	4	3
D (69-60)	5	5	5	4
F (59-0)	6 or more	6 or more	6 or more	5 or more

## Absences

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 a community of writers. Consistent attendance is crucial.

Barring exceptional circumstances, you will fail the course if you are absent more than two weeks. If you are struggling to attend the course, please communicate with your Academic Success Coach or me, who will work with you to negotiate a plan for attending and completing the course.

## Assignments

Your assignments in this class are **incomplete** if you submit them on time, but fail to meet labor expectations (e.g., you do not meet a minimum sentence count). Your assignments are **late** if you submit them after the deadline and **missing** if not submitted. You can email me or stop by my office during walk-in student hours to request an assignment extension **in advance**, or a revision. We will agree on an updated submission deadline, and I will update your grade in Blackboard accordingly.

Assignments will be graded in Blackboard as follows:

100	On-time and complete assignments
75	Late or incomplete assignments
50	Late and incomplete assignments
0	Missing or plagiarized work

## 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 commit plagiarism as defined here, you will fail the assignment. If you commit plagiarism multiple times, I will report you for academic dishonesty, which may result in further disciplinary action.

## Respect

I am committed to fostering respectful classroom environments where diverse backgrounds and perspectives are not only respected and understood, but are also recognized as powerful resources for building communities of writers both in the classroom and across campus. While working with classmates and instructors, I ask that you: 1) respectfully share your unique experiences and perspectives, 2) demonstrate respect for and openness to the perspectives and experiences of others, and 3) value the opportunity to learn from difference. Demonstrating respect for those different from you not only prepares you for success in the classroom, but also prepares you for success as citizens and professionals in a global community. 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.

## INRW AI Statement

The INRW program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you will be asked to use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT 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 information, to circulate misinformation, and to generate writing that is, at best, mediocre. For these reasons, the INRW Program discourages you from using GAI technology to **generate written products**, however, we will teach you how to use GAI to **generate research and assist you** in refining your ideas and content. We will also teach you how to acknowledge the GAI program you have used, and how to identify which portions of the text you submit were produced by GAI. Not all instructors permit using GAI, so in courses outside of this one, you should talk directly with your professor to learn their GAI policy and you should not use GAI without your professor's permission and/or without proper attribution and citation.

## UNIVERSITY POLICIES

### **Student Services and Support**

Being a college student can be difficult. You are taking a lot of different classes that are asking you to complete a lot of different work, often at the same time. You are trying to balance that work with other responsibilities you might have like a job (or 2 or 3) and family. And you are doing all of that while you may be struggling with issues involving mental health, food insecurity, and academic success.

I know it is not easy, but you do not have to handle it all on your own. The university provides important services that can help you make it as a student. Please check out the list below, and please reach out to any that you might need. There is no shame in asking for and getting help. You can also reach out to me anytime you have a question or concern. Let me know what is going on as soon as you can, and we can work together to figure out some solutions to ensure your wellbeing and success.

Academic Accommodations for Persons 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, please contact Disability Support Services in the Central Academic Building, Suite 210, at (210) 784-1335, at <https://www.tamusa.edu/index.html>, or at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: 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](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting CAB, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or 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, call 210-784-1331 or visit Modular C, Room 166 (Rear entrance). 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 by calling the SCC at 210-784-1331 (after-hours select option '2').** For more information and self-help resources, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling).

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. 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 about [Emergency Operations Plan](#) and the [Emergency Action Plan](#) can be found by clicking on the links. Download the SafeZone App 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 the first week of class. Any student receiving federal financial aid who does not attend 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.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. 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. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

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 contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and in special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity 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 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, equality of 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 within our state, nation, and world. All decisions and actions involving students and employees should 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, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices. 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- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, 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. 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 or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto: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 reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and 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](mailto: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.

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 US citizen.

## 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, sexual orientation, 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, University Catalog and to comply with them, as well as 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 an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

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, sexual orientation or disability. Behaviors that infringe 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](#).

## Important Dates:

Aug. 26 <sup>th</sup>	First day of class
Sept. 2 <sup>nd</sup>	Labor Day Holiday
Sept. 11 <sup>th</sup>	Census Date
Oct. 7 <sup>th</sup> -18 <sup>th</sup>	Midterm
Nov. 11 <sup>th</sup>	Last day to drop with an automatic "W"
Nov. 27 <sup>th</sup> -30 <sup>th</sup>	Thanksgiving Holiday
Dec. 5 <sup>th</sup>	Last Day of Classes
Dec. 7 <sup>th</sup> -13 <sup>th</sup>	Finals Week

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/index.html>

## COURSE CALENDAR

All readings and assignments will be completed in class and are due by the end of class.

### Unit 1: Reading Skills

#### Week 1: Introducing INRW

Topics – Introductions, Writing Communities, skills and annotations, professional communication

Readings – Syllabus, Goals & Commitments, "[I am Offering this Poem](#)" by Jimmy Santiago Baca

Assignments – Performance Prediction Inventory, Weekly Notes, Labor Log

#### Week 2: Types of Reading

Topics – The WLDC, active reading, metacognition, identifying who you are as a reader

Readings – [Learning from Reading](#), "Gloria Anzaldua," *Revolutionary Women of Texas and Mexico*

Assignments – Metacognitive Reflection, Weekly Notes, Labor Log

#### Week 3: Reading Repertoire

Topics – Skimming, building a personal repertoire of reading strategies to increase comprehension

Readings – Chapter 2 of *A Writer's Guide to Mindful Reading*, "Emma Tenayuca" (RWTM)

Assignments – Weekly Notes, Labor Log

#### Week 4: Annotations

Topics – Different forms of reading, annotations, pacing

Readings – [How to Master Narrative Pacing](#), "[How to Tame a Wild Tongue](#)" by Gloria Anzaldua

Assignments – Weekly Notes, Labor Log

#### Week 5: Reading Responses

Topics – [Codemeshing](#), critical reading, how you respond to what you have read

Readings – Critical Reading handout, "[Should Writers Use Their Own English?](#)" by Vershawn Young

Assignments – Weekly Notes, Labor Log, Unit 1 Reflection

### Unit 2: Writing Skills

#### Week 6: Reading Like a Writer

Topics – The RLW strategy, disciplines, genres, identifying who you are as a writer

Readings – Abstract samples, Vocabulary for Writers, "[How to Read Like a Writer](#)" by Mike Bunn

Assignments – Weekly Notes, Labor Log

#### Week 7: The Writing Process

Topics – Identifying steps in the writing process, your written voice, product vs. process

Readings – "Essay Writing Processes," *College Writing*, "[Mother Tongue](#)" by Amy Tan

Assignments – Performance Prognosis Inventory, Weekly Notes, Labor Log

#### Week 8: Peer Review

Topics – Midterm Conferences, peer review, AI

Readings – "[How to Make the Most of Peer Review](#)," "[Bilingual/Bilungüe](#)" by Rhina Espaillat

Assignments – Midterm Conference, Weekly Notes, Labor Log



### Week 9: Revisions

Topics – Determining which feedback to incorporate into a revised draft

Readings – “[Cormac McCarthy’s Original Drafts of Blood Meridian](#)” “Revising,” *College Writing*, “[The Lesser-Known History of African American Cowboys](#)” by Katie Nodjimbadem

Assignments – Weekly Notes, Labor Log, Unit 2 Reflection

## Unit 3: Research Skills

### Week 10: The Research Process

Topics – The history of the San Antonio Missions, identifying steps in the research process

Readings – “Adina De Zavala,” *Revolutionary Women of Texas and Mexico*; [History of San Antonio](#); [San Antonio Missions National Historical Park](#); [San Antonio Missions UNESCO World Heritage Site](#), “Thesis Sentences,” “Research Writing,” and “Using Sources,” *College Writing*

Assignments – Missions Report, Weekly Notes, Labor Log

### Week 11: Generative AI

Topics – The ethical use of AI in the research process, database research

Readings – [INRW Research Guide](#), “Evaluating Sources” and “Citing Sources,” *College Writing*

Assignments – Works Cited, Weekly Notes, Labor Log

### Week 12: Research Genres

Topics – MLA & APA formatting and style guides, academic writing

Readings – “Conventions & Genres in Academic Writing,” “[Academic Writing](#)”

Assignments – Weekly Notes, Labor Log

### Week 13: Organizing Research

Topics – Developing annotated bibliographies

Readings – “[Annotated Bibliographies](#),” Purdue OWL

Assignments – Annotated Bibliography, Weekly Notes, Labor Log

### Week 14: Grammar & Syntax (No class Thursday!)

Topics – Sentence fragments, fused sentences, parallel structure, punctuation

Readings – “Grammar, Punctuation, & Writing Resources,” *College Writing*

Assignments – Weekly Notes, Labor Log

### Week 15: Reflection & Transfer

Topics – The reflection process, transfer of reading & writing skills across disciplines

Readings – “[Reflective Practice: Tips and Resources](#),” “[Writing Transfer](#)”

Assignment – Final Conference, Unit 3 Reflection

### Week 16: Final Exam

Assignment – Final Reflection date and time TBA

	Dates	Topic	Module	D1 (Video Response)	D2 (writing exercise)	Assignments
week 1	Aug 26 - 30	Orientation, syllabus, Grading System, Classroom, blackboard, ASE, WME, World English, Goals and Commitment	Getting Started	<a href="#">Linguistic Justice</a>	<a href="#">Choose your song lyrics</a>	Goal/commitments
week 2	Sep 2-6	Different Types of Reading (Pleasure, Story, Learn, Writing) - What type of reader we are	Reading 1	<a href="#">Flexibility in Ballet</a>	create a paragraph sample	who am I as a reader
week 3	Sep 9-13	Reading Repertoire and how to build a repertoire	Reading 1	<a href="#">viral Tik Tok Star</a>	<a href="#">pacing</a>	what is my reading repertoire
Week 4	Sep 16-20	annotations - reading to learn - active readings	Reading 1	<a href="#">Codemeshing</a>	<a href="#">tone</a>	annotation style log

week 5	Sep 23-27	Reading Responses - how do I respond to what I have read	Reading 1	<a href="#">codeswitching</a>	<a href="#">structure</a>	they say/I say Exercise
week 6	Sept 30-Oct 4	Reading like a writer - and who am I as a writer - process	Writing 2	<a href="#">translanguaging</a>	academic tone	Exercise - article
week 7	Oct 7-11	writing process - steps in the process	Writing 2	<a href="#">Cali vs Tejas</a>	textbook	who am I as a writer
week 8	Oct 14-18	Peer Review	Writing 2	<a href="#">Obama Meet and Greet</a>	poetry	write a letter
week 9	Oct 21-25	Revisions	Writing 2	<a href="#">Black Cowboys</a>	dialogue	Revision letter/Revised
week 10	Oct 28-Nov 1	The research process	Research 3	<a href="#">Internment Camps</a>	letter	research log
week 11	Nov 4-8	Using AI in the research process	Research 3	<a href="#">Mexican St Patricks Day</a>	<a href="#">anaphora</a>	turn in chat gpt log
week 12	Nov 11-15	Conventions of research papers - genres	Research 3	<a href="#">Filipino History</a>	<a href="#">metonym</a>	Turn in 3 -5 sources

week 13	Nov 18 - 22	organizing your research	Research 3	<a href="#">Chinese Exclusion Act</a>	<a href="#">polysyndeton</a>	annotated bib
week 14	Nov 26-29	Thanks giving	Reflection 4	<a href="#">Autism Speaks</a>	<a href="#">Indian Store</a>	Style Inventory
week 15	Dec 2- 6	Study Days - Reflection and Transfer	Reflection 4	<a href="#">Gen Z Hospital</a>		Transfer/Transferring
week 16	Dec 7-12	Finals - Using your labor journals to discover patterns	Reflection 4			Labor Logs Analysis