

ENGL 1300 INTEGRATED READING AND WRITING

FALL 2024



INSTRUCTOR

Petra Baruca

EMAIL:

pbaruca@tamusa.edu

OFFICE: HALL 320

STUDENT HOURS:

In person: Mondays
and Wednesdays 12:30-
1:30 pm

Virtual: by
appointment at
[https://tamusa.zoom.us
/j/9766415472](https://tamusa.zoom.us/j/9766415472)

TEXTBOOK & MATERIALS:

All texts and materials
will be available through
Blackboard. No
purchase of a textbook
is required.



TEXAS A&M UNIVERSITY
SAN ANTONIO

Course Description

ENGL 1300 Co Req introduces students to college-level reading and writing through the development of reading habits and composing practices that will enable students to respond critically and communicate persuasively to a variety of audiences in various modes of writing. The course is split into three modules, Reading, Writing, and Research.

ENGL 1300 Course Goals

We will work with you this semester to

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

ENGL 1300 Section Goals

As an instructor, I work to accomplish these goals by

- teaching reading as a conversation between author and audience
- examining the difference between intended audience and actual audience
- approaching reading as an act of interpretation involving intersectional lenses

ENGL 1300

INTEGRATED READING AND WRITING

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COURSE POLICIES

Plagiarism

We recognize that what constitutes plagiarism depends upon context. As such, we work with you to learn how different genres, professions, and academic disciplines define plagiarism. In the context of your FYC classes, 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 are found to have committed plagiarism as defined here, your instructor may report you for academic dishonesty, and you may be subject to failing the assignment or even failing the class.

Attendance

Your success and development as a writer depends upon your active participation within a community of writers. Consistent attendance in your FYC classes is, therefore, crucial. Barring exceptional circumstances, students who are absent more than two weeks may not earn a passing grade. If you are struggling to attend class, we urge you to communicate both with your Academic Success Coach and with your FYC instructor, who will work with you to negotiate a plan for attending and completing the class. Attendance in this class counts as part of your overall grade.

Diversity

We are committed to fostering inclusive 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, we ask that you:

- respectfully share your unique experiences and perspectives
- demonstrate respect for and openness to the perspectives and experiences of others
- value the opportunity to learn from difference

Demonstrating respect for those different from you not only prepares you for success in the classroom, but it also prepares you for success as citizens and professionals in a global community.

Because we value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language, including, but not limited to, sexist, racist, homophobic, classist, ableist, and/or anti-ethnic language, will be reported to the university and may be subject to Student Code of Conduct policies, as well as any classroom conduct or civility policies your instructor has established.

Lastly, the FYC program is committed to affirming linguistic diversity in student communication. We approach style and grammar as context-specific and do not advocate the use of Edited American English except when appropriate for the writer's genre and audience.

GAI Technology

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.

Here are some additional policies and requirements I would like you to remember:

- All materials must be posted in Blackboard via the designated submission pages.

- I do not accept hard copy assignments or assignments submitted via email, unless pre-approved.
- If an assignment is submitted late, I am not obligated to provide feedback on it.
- You should check your official TAMUSA email at least twice daily. You will receive class announcements and personal emails from me and other professors there. Make sure that emails from Blackboard are not sent to Clutter or Junk.
- Please use the official TAMUSA email to communicate with me.
- Because a lot of work will be completed in class, you need to ensure you bring a work device (like a laptop or tablet) with you to every class. You won't be able to complete and submit all work by using your phone only!
- You are always welcome to come see me during my student/office hours. If you would like to meet with me online, you need to send me an email to schedule an appointment.

REQUIRED COURSE MATERIALS

All materials needed for this course are available through Open Education Resources and links will be provided on Blackboard. I encourage you to look through these resources because there might be topics you are interested in learning about that we do not cover in class. Reading assignments will also be made available as pdf copies on Blackboard before the assigned dates.

- **A composition book/journal** – writer's notebook. This will be used not only for note taking, but for writing during class, recording ideas, song lyrics, drawing pictures, and reading and writing analysis. Keeping a writer's notebook is part of your grade for this class.
- **Access to a computer and reliable internet** – computer labs are available on campus. If you do not have a computer or reliable internet at home and you would like this technology, please contact the ITS Help Desk at (210) 784-4357 or HelpDesk@tamusa.edu to request assistance. There are a limited number of supplies that are distributed on a first come, first-served basis.

Blackboard

This course uses Blackboard extensively; all work will be turned in exclusively through Blackboard. While some instruction will be provided, it is the student's personal responsibility to learn how to attach files and submit work on Blackboard. There may occasionally be problems submitting work. In that case, try again. Try with a different browser. Contact the help desk. When all else fails, contact me via email and attach your assignment.



GRADING OVERVIEW

How will you earn grades?

- I treat learning as a recursive and exploratory process involving continual revision, and reflection. I am also committed to affirming linguistic diversity and decolonial practices. For these reasons, I will use a labor-based approach to assessment. Labor-based assessment assesses you on the quality of your labor rather than the quality of your finished product. That is, I will assess your progress this semester based on the amount of work you complete, on your ability to meet deadlines and fulfill expectations, and on the time and effort you put toward achieving course goals. Yes, your colleagues and I will address the quality of your work. We will also expect you to put forward the substantial time and effort it takes to improve upon the quality of your work; that is, we will expect you to demonstrate significant growth and improvement in your reading and writing process over the course of the semester. But you will not be graded on the quality of a single piece of writing, nor will you be assessed using high stakes testing methods. In short, the more you work, the better your grade—and the better you'll position yourself to learn and grow.

The following provides an explanation and a breakdown of the grading system and explains how you will earn grades this semester.

- During the semester, you will collect labor points for all the work you complete and submit in Blackboard.
- Each assignment is worth 100 labor points.
- If your assignment meets the labor expectations, you will earn 100 points, regardless of the quality of your writing.
- If your assignment doesn't meet the labor expectations, I will consider your submission as a "work in progress," and you will earn 50 labor points for it. You will have a chance to revise or complete the assignment to earn 100 labor points.
- If you will turn in an assignment late, you will earn 75 out of 100 labor points.
- At the end of the semester, I will add up the points you have earned this semester. The percentage of labor points you need to collect for a specific grade is shown here:
A..... 90-100% B.....80-89% C.....70-79% D.....60-69% F.....0-59%

Attendance and Participation

Attendance in this class is mandatory and graded. I will consider you “absent” if you are not physically present for a designated class meeting and you have not communicated with me about the circumstances. I will consider you “late” if you arrive after we have started with our daily activities. Please note that I will excuse absences for documented instances of sickness or hospitalization, including those for whom you are a caregiver; a death in the family; court-related issues; and religious holidays. You must communicate with me about these in advance when possible. Class attendance is mandatory and will be graded.

Assignments

In-class assignments: During every class meeting, you will work on at least one assignment (individually or as a group). You will be asked to submit these assignments on Blackboard by the end of the class. **These assignments will be graded.**

Labor Logs and Labor Journals: You will keep a weekly labor log and a labor journal. The labor log and journal are **DUE EVERY FRIDAY AT MIDNIGHT. I will respond to these and grade them!**

Unit reflection: You will write and submit a unit review at the end of each unit. These will be graded.

Individual conferences: Each student will meet with me individually to discuss their progress and enhance success in this class.

Final Exam: A reflection essay completed asynchronously during week 16.

Final Note



I really am committed to you and your success, so please know that I’m part of the team rooting you on. This means you can reach out to me any time you have a question or a concern. It also means you can reach out to me if you ever feel like you’re falling behind. Let me know if that’s happening as soon as you can, and we can work together to figure out how to get you where you want to be. You can also let me know if you’re finding any parts of our class exciting or interesting. In other words, you

don't just have to reach out if you're having trouble. I want you to succeed as a writer this semester, and I'm going to do what I can to help make that happen.



IMPORTANT POLICIES AND RESOURCES

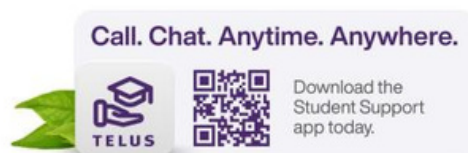
Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation 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 <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at 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, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

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, call 210-784-1331 or visit Madla 120. 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. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, 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. 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 here: <https://www.tamusa.edu/about-us/emergency-management/>.

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 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://www.tamusa.edu/academics/>.

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 referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

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 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 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 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 within their respective units.

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. 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 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.

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, sexual orientation, gender identity, gender expression, 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, sexual orientation, 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 (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

AI Use: Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course 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>

INRW 2024 SCOPE AND SEQUENCE

	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	Linguistic Justice	Choose your song lyrics	Goal/commitments
week 2	Sep 2-6	Different Types of Reading (Pleasure, Story, Learn, Writing) - What type of reader we are	Reading 1	Flexibility in Ballet	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	viral Tik Tok Star	pacing	what is my reading repertoire
Week 4	Sep 16-20	annotations - reading to learn - active readings	Reading 1	Codemeshing	tone	annotation style log
week 5	Sep 23-27	Reading Responses - how do I respond to what I have read	Reading 1	codeswitching	structure	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	translanguaging	academic tone	Exercise - article
week 7	Oct 7-11	writing process - steps in the process	Writing 2	Cali vs Tejas	textbook	who am I as a writer
week 8	Oct 14-18	Peer Review	Writing 2	Obama Meet and Greet	poetry	write a letter
week 9	Oct 21-25	Revisions	Writing 2	Black Cowboys	dialogue	Revision letter/Revised
week 10	Oct 28- Nov 1	The research process	Research 3	Internment Camps	letter	research log

week 11	Nov 4 - 8	Using AI in the research process	Research 3	Mexican St Patricks Day	anaphora	turn in chat gpt log
week 12	Nov 11-15	Conventions of research papers - genres	Research 3	Filipino History	metonym	Turn in 3 -5 sources
week 13	Nov 18 -22	organizing your research	Research 3	Chinese Exclusion Act	polysyndeton	annotated bib
week 14	Nov 26-29	Thanks giving	Reflection 4	Autism Speaks	Indian Store	Style Inventory
week 15	Dec 2- 6	Study Days - Reflection and Transfer	Reflection 4	Gen Z Hospital		Transfer/Transferring
week 16	Dec 7-12	Finals - Using your labor journals to discover patterns	Reflection 4			Labor Logs Analysis