

**Course Syllabus**  
**Integrated Reading and Writing**  
**INRW - ENGL 1300**

**Instructor:** Prof. Sam Garcia *Pronouns:* He/Him/His

**Office:** CH 302

**Office Hours:** Fridays 11-12 pm or by appointment

**Email:** [sgarcia6@tamusa.edu](mailto:sgarcia6@tamusa.edu) (Please allow 24-hour response time on email)

**Office Phone:** 210-784-2216 (leave a message and I will return your call)

**Important Dates**

September 2	Labor Day (No Classes)
September 11	Census Date
November 11	Last day to drop with an automatic grade of "W"
November 19	Last day to withdraw from the university
November 27	Study Day (No Classes)
November 28-30	Thanksgiving Holiday (No Classes)
December 6	Study Day (No Classes)
December 7-13	Final Exams

**Course Description**

ENGL 1300 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.

**INRW Course Goals**

- 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 transanguaging 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

### **Instructor Goals**

As an instructor, I work to accomplish these goals by

- teaching reading/writing 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

### **Required Course Material**

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.

Supplies:

- 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. Loaner computer are available in the library and can be checked out.

### **Blackboard**

This course uses Blackboard extensively; most writings will be submitted as attachments on Learn, as will much of the homework. 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/Labor Based Assessment**

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/writing process over 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.

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

<b>Grade</b>	<b># of unexcused absences</b>	<b># of incomplete assignments</b>	<b># of late assignments</b>	<b># of missed assignments</b>
A (4.0-3.5)	0	1 or fewer	1 or fewer	0
B (3.45-3.0)	1	2	2	0
C (2.95-2.5)	2	3	3	1
D (2.45-2.0)	3	4	4	2
F (1.95-0.0)	4 or more	5 or more	5 or more	3 or more

#### *Absences*

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. You will also earn an absence every three times you are “late” to our class meetings. I will consider you “late” if you arrive after we have circulated our sign-in sheet.

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. Please note that attendance is mandatory. You will not be able to pass the class if you miss more than two weeks.

#### *Incomplete, Missed, and Ignored Assignments*

I will consider your assignments in this class “incomplete” if you submit them by a given deadline, but they fail to meet labor expectations (e.g., you didn’t meet a minimum word count, you didn’t provide required information, and so on). Your assignments will be “late” if you submit them within two days (48 hours) of an initial deadline. If you submit an assignment at any point in the semester after 48 hours of the initial deadline, I will consider it “missed.”

#### *Open Revision Policy*

I have an open revision policy. This means that you may revise and resubmit an “incomplete” or any other “graded assignment” for a higher grade. If you turn in an assignment, and you do not feel like it was your best work, you can request a meeting with me or come to office hours. I will give you suggestions for revision so that you can achieve the type of writing you are aiming for. We will agree on a timeframe for revisions, and I will regrade your work after your revisions. NOTE: You cannot revise

missed assignments for a higher grade; you will simply complete them to earn back half credit.

### *Your Grade in Blackboard*

I will assign your grade in blackboard as follows:

<b>1</b>	The work was complete and on time (even if several revisions were necessary or you had to ask for a deadline extension)
<b>0.75</b>	The work was 48 hours late, and I had to contact you to ask you to turn in your work.  Even if the work meets all of the requirements, credit is reduced because I had to seek you out 48 hours after the deadline.
<b>0.50</b>	The work was over 48 hours late, and I had to contact you to ask for the work. But, the work was also incomplete or did not meet all of the assignment requirements.
	The work was on time, but there was no effort put into meeting the assignment requirements.
<b>0</b>	The assignment was never completed. A “missed” assignment is one in which you did not turn in any work, and you did not contact me to request an extension.
<p><b>Examples of what you will see in blackboard</b></p> <p>1 = Full Credit (even if student needed to ask for an extension or a revision)  0.75 = Late without contact or unfinished but on time  0.50 = Late and unfinished with no contact  0 = missed</p>	

### *Final Grade*

There is a column in blackboard to gives you your course average. Your final grade will be determined by the average of all your grades combines.

### *Incompletes (IN)*

You will only be eligible for a grade of incomplete (IN) in this class if (a) you can demonstrate documented medical hardship or personal trauma (e.g., extended hospitalization, the death of a family member, divorce, etc.) and (b) if you have completed the labor to earn a passing grade at the time you request an incomplete.

### **Labor Journals**

You will keep a weekly labor journal. It can be in one of the following formats: written, voice recording, or vlog. Journal entries are DUE EVERY FRIDAY AT MIDNIGHT on Blackboard.

## 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](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 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](http://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](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 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](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 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](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 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 Statement*

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.

	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