

**Course Syllabus**  
**ENGL 1301 | Fall 2024**  
**MW 11:00-12:15 | CH 206**

**Instructor:** Prof. Sam Garcia (he/him/his)

**Office:** CH 302

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

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**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

**This course is a part of a Learning Community, (LC), linked with UNIV 1301.009, facilitated by Prof. Amber Bowden, and HIST 1301.005, facilitated by Dr. Sandra Lara. Several of the readings and/or assignments from this course will be integrated into the work you do for the other courses.**

**Welcome to 1301!**

Hi, everyone! Welcome to our class. Before we get started, I want to share with you the College of Arts and Science's land acknowledgment. If you aren't familiar with them, land acknowledgements are formal statements that both recognize and show respect for the Indigenous Peoples who are the traditional stewards of the land you are on. The statements are a small step toward reconciliation with Indigenous communities for the injustices those communities have experienced.

Here's the statement. Please read it with compassion, open-mindedness, and respect:

*We acknowledge the land we are on, the Yanaguana, named for the life-giving waters of the San Antonio River. Indigenous peoples have lived in this area for approximately ten thousand years, and this long, rich history deserves telling. We pay respect to the elders past and present and future, and the many Indigenous people here today, including the Tap Pilam Coahuiltecan Nation and the Esto'k Gna/Carrizo-Comecrudo Nation. We recognize this region as home to the Payaya, Coahuilteca, Lipan Apache, and Comanche, as well as other diasporic peoples from Mexico, the Southern Plains, and the Eastern United States. A growing number of American Indians from a range of nations live here now, as Texas has the fourth largest population of American Indians in the United States. We thank the protectors of this land we all share.*

*Founded to serve the city's historically under-resourced and predominantly Mexican American Southside, Texas A&M University-San Antonio is situated on or near the ranchlands of the Mission San Francisco de la Espada and Mission San Antonio de Valero. We acknowledge the physical and cultural violence of colonialism as well as the vast contributions of Indigenous people to San Antonio. Indigenous peoples built and sustained the San Antonio area mission communities, and many of their descendants continue to maintain the vibrancy of these communities. We acknowledge the complex history of the U.S. university system, which has expanded access to education but which has also profited from the dispossession of Indigenous land and from the labor of enslaved people. In the face of this history, we commit to decolonial work and to accountability, dialogue, and collaboration that honors the Indigenous ancestry of this land and its inhabitants. We pledge to learn about and act in solidarity with Indigenous struggles for social justice.*

### **Course FAQ**

There are a lot of questions you probably have about our course right now, so let me do my best to answer them. If I don't answer a question you have, and/or if I don't answer a question in a way that's helpful, please let me know.

#### ***What am I reading here?***

This is called a syllabus, or a course policy sheet. You'll get one of these for every college course you take. Basically, a syllabus describes the course you're about to take and outlines what you can expect from the course and your professor. (It also outlines what your professor will expect from you.) One way of thinking about a syllabus: it's an agreement between you and your professor. Another way of thinking about it: it's a guide to the course. If you ever have questions about a class you're taking, you can always ask your professor. You can also check the syllabus.

#### ***What is this class?***

Good question. ENGL 1301 is the first of two courses you'll take in the First-Year Composition (FYC) program. This class is intended to help you transition as a writer from high school to college. It does so in a particular way: it validates and celebrates your language practices, it asks you to identify the strengths your languages give you, and it explores how you can use those strengths to belong as a writer at TAMU-SA.

#### ***Why do I have to take this class?***

Another good question. In short: it's a requirement. But why is it a requirement? Writing and communicating are fundamental to who you are: you're always doing it, both with words and with other forms of communication. (This, by the way, means you are a writer.)

Because you're always communicating, it's important that you do it well, especially as a college student (you're going to do a lot of writing in college). This class helps you to be a better writer.

#### ***What will I learn?***

This one's a little hard to answer. Writing is messy, complex, and individual, which means that what you learn will depend on where you are as a writer right now and what you and I think you need to learn to take the next step in your journey. While you're learning this semester may be a bit individual to you, there's one thing I hope you and your classmates will learn: how to use the strengths you already have as writers to succeed and to belong here as writers at TAMU-SA.

### ***What work will I have to do?***

We're going to do a lot of writing this semester. Mostly what's called "low stakes" writing. But there is one "high stakes" project you'll need to complete: a digital writing portfolio. We'll talk more about that in class. For now, you should know that's the one big project you'll work on all semester. You should also know you'll complete a lot of smaller writing assignments to build your portfolio. Specifically, I'll ask you to write the following:

- 1 high-stakes assignment (draft and revision)
- 5 labor journals
- in-class writing exercises as assigned

I'll also ask you to complete weekly Reading Notes and Labor Logs. I'll give you all more information about these assignments later.

In addition to writing a lot, we're also going to read a lot. Each week I'll ask you to "read" one, sometimes two, pieces. These pieces may be academic articles, they may be spoken word performances, they may be visual images, etc. The readings will inform and support the work we do as writers.

### ***Is there a textbook?***

No, there's no textbook for this class. I'll provide all of the readings through Blackboard.

Because we're using Blackboard, and because you're creating a digital portfolio, you'll need to make sure you have reliable Internet access. If that's a problem for you, let me know (if you feel comfortable letting me know), and we can figure out some solutions.

### ***How will I be graded?***

I have a lot of concerns about the "conventional" ways writing gets graded. I won't get into all of that now (but I will soon). In the meantime, you should know that I use what's called labor-based grading. I'll describe this form of grading when we review our grading contract. For now, it's enough to know that labor-based grading grades you on how hard you work.

### ***What is a "Writing Community," and why do I need to join one?***

This semester I'm asking you and your classmates to work together in groups I'm calling "Writing Communities." Sure, you may write on your own. For example, you might sit down and put words on the page or screen on your own. But you don't succeed as a writer on your own. For that to happen, you need an audience who cares about you and your work to read and to respond to your work. That's how you learn as a writer. That's how you make improvements as a writer. And that's how you make something you're writing the best it can be. Your Writing Community will be that audience. They'll read your work, give you helpful feedback, and support you along the way. They'll also work with you to understand our readings and to complete in-class exercises.

To succeed as writers—and, honestly, to succeed as students—we need a group of supportive people behind us. Your Writing Community is one of those groups.

Again, if there are any questions you have that I didn't answer, and/or if any of my answers don't make sense, please let me know as soon as you can. Thanks, y'all!

## **FYC Program Goals**

What's a goal? It's something specific that gives you focus and direction that you're working hard to achieve. You likely have individual goals you're trying to achieve this semester both as a student and as a writer (if you don't have goals right now, we'll work together to develop them). I also have goals I'm trying to achieve as an individual teacher, and those goals are different with every semester and every class. I'll share my goals with you all in class.

In addition to the individual goals I have, I'm also working to achieve the goals of the FYC program. This means that all of the work I do with you this semester is geared toward achieving the program's goals. Those goals are as follows:

- increasing students' confidence as writers and communicators
- helping students to see themselves as writers
- cultivating students' sense of belonging as writers
- increasing students' appreciation of their languaging
- increasing students' self-determination and resilience as writers
- inspiring creativity, risk-taking, and versatility in student writing
- fostering students' introspection and self-awareness as writers
- increasing students' skills and engagement as readers
- strengthening students' critical language awareness

I promise to work toward each of those goals in everything I do with and for you all this semester.

## **Course Policies**

As I wrote above, this course is part of the FYC program. This program has a few policies that I'll follow this semester, so I want to make sure you're aware of them. One of the policies involves plagiarism, one involves attendance, one involves diversity, and one involves AI programs such as ChatGPT.

### ***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.

### ***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 FYC program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on "support." GAI programs have been shown to provide biased information, to circulate misinformation, and to generate writing that is, at best, mediocre. For these reasons, FYC discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, then we ask that you consult with your professor before doing so. If your professor approves your use, you should acknowledge the GAI program you have used, and you should identify which portions of the text you submit were produced by GAI. Using GAI content without your professor's permission and/or without proper attribution qualifies as plagiarism.

## **University Policies**

The university also has policies we'll all need to follow this semester. Here they are:

### **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.

### **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.

### **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.

## **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>)

### **Student Services and Support**

Being a college student is hard. You're taking a bunch of different classes that are asking you to complete a bunch of different work, often at the same time. You're trying to balance that work with other responsibilities you might have like a job (or two or three), like family. And you're doing all of that while you may be struggling with some real issues involving mental health, food insecurity, academic success, etc. It's not easy, I know. Thankfully, you don't have to handle all of that 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's no shame in getting help.

### **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.

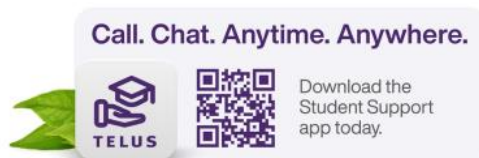
### **Counseling/Mental Health Resources**

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.

### **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.

### **General's Store**

General's Store is an on-campus food pantry to serve members of the campus community who need food assistance. Located in Patriot's Casa room 110, this service is available Wednesdays (9-11 AM), Thursdays (12-3 PM), and by appointment. For more information email [foodpantry@tamusa.edu](mailto:foodpantry@tamusa.edu) or visit <http://www.tamusa.edu/mays/generals-store/>.

### **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.

### **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, and please 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.

## Course Calendar

\*Note: This calendar is subject to change. Bring the appropriate text to class every day as indicated on the syllabus. All readings can be found on our Blackboard site, and most, of the time, I'll print them out for you beforehand. You are responsible for completing all assignments that appear on this schedule, as well as ones that are made later. All reading is to be done before the date for which it is assigned. You must come to class prepared to discuss the readings assigned for that date, and you are expected to bring writing materials with you to each class in order to complete in-class activities.

Week	Date	Class Topic	Reading Due	Assignment Due
<b>Unit 1: How Do I Belong?</b>				
Week 1	Mon, 8/26	Reviewing the Syllabus and Forming Writing Communities	None	Class Activity: Q+A Discussion Post
	Wed, 8/28	Developing the Grading Contract and Preparing for Course Assignments	None	Class Activity: Reflecting on Labor Expectations
Week 2	Mon, 9/2	<b>- Labor Day - No Class and No Assignments</b>		
	Wed, 9/4	Crafting Your Writer's Portfolio Homepage	None	Class Activity: Share Your Digication  <b>Writer's Portfolio Homepage due Sunday, 9/8, by 11:59 pm</b>
Week 3	Mon, 9/9	<b>One-on-One Conferences (No Formal Class)</b>		
	Wed, 9/11	<b>Labor Log/Labor Journal Entry 1 due Friday, 9/13, by 11:59 pm</b>		
Week 4	Mon, 9/16	Reading Like a Writer (RLW)	Read pp. 2-16 from <a href="#">"How to Read Like a Writer"</a> by Mike Bunn	Class Activity: Analysis of "How to Read Like a Writer"
	Wed, 9/18	Practicing RLW with Media	None	Class Activity: Analyzing the Rhetoric of Music Videos
Week 5	Mon, 9/23	You are a Language Architect	Read pp. 1-12 from <a href="#">"Workin' Languages"</a> by Sara P. Alvarez, Amy J. Wan, and Eunjeong Lee	Class Activity: Discussing "Working' Languages" and Illustrating Your Writing Process
	Wed, 9/25	Centering Your Voice, Centering You	None	Class Activity: Reflecting Upon Your Past Writing Class Activity: Unit 1 Reflection

Unit 2: How Do I Language?				
Week 6	Mon, 9/30	Reflecting on Who You Are and Understanding the How Do I Language? Assignment Sheet	None	Class Activity: Identity Circles Project and Reflecting on How You Language
	Wed, 10/2	Exploring Language, Identity, and Power	Read pp. 53-64 from <a href="#">"How to Tame a Wild Tongue"</a> by Gloria Anzaldúa	Class Activity: Discussion and Reflection of "How to Tame a Wild Tongue"  <b>Labor Log/Labor Journal Entry 2 due Friday, 10/4, by 11:59 pm</b>
Week 7	Mon, 10/7	The Fluidity of Language	Read <a href="#">"3 Ways to Speak English"</a> by Jamila Lyiscott	Class Activity: Examining Audience and Purpose in "3 Ways to Speak English"
	Wed, 10/9	The History and Geography of Language	None	Class Activity: Mapping Your Englishes
Week 8	Mon, 10/14	Murals, Language, and Context	Watch: <a href="#">"How San Antonio's Murals are About More than Just Beautifying City Streets"</a> by KENS 5	Class Activity: Analysis of "Jaguar Spirit"
	Wed, 10/16	Languaging in Context	None	Class Activity: Writing Community Murals: "In-Context"
Week 9	Mon 10/21	The Language of Food	Read "Pan Dulce for Breakfast" by Pricilla Celina Suarez and (PDF found on Blackboard)	Class Activity: Interrogating Food as Language
	Wed, 10/23	Standard Language Ideology	Read <a href="#">"Beyond Language Difference in Writing"</a> by Cristina Sánchez-Martin	Class Activity: Discussion Responses and Reflection on SLI in Education  <b>Labor Log/Labor Journal Entry 3 due Friday, 10/25, by 11:59 pm</b>
Week 10	Mon, 10/28	Why Language Matters	Read the <a href="#">Nobel Lecture</a> by Toni Morrison	Class Activity: Materializing Your Language Metaphor
	Wed, 10/30	Sharing Community Myths and Stories	None	<b>Writer's Portfolio Update due on Blackboard Friday, 11/1, by 11:59 pm</b>

Week 11	Mon, 11/4	Writing Workshop: Brainstorming and Planning	None	Class Activity: Brainstorming Plan for the How Do I Language Assignment
	Wed, 11/6	Writing Workshop: Drafting Day 1	None	None
Week 12	Mon, 11/11	Writing Workshop: Drafting Day 2	None	None
	Wed, 11/13	<p align="center"><b>One-On-One Conferences (No Formal Class)</b></p> <p align="center"><b>How Do I Language? Rough Draft due Friday, 11/15, by 11:59 pm</b> <b>Labor Log/Labor Journal Entry 4 due Sunday, 11/17, by 11:59 pm</b></p>		
Week 13	Mon, 11/18	Peer Reviewing Assignment Drafts	None	Class Activity: Responding to Peers and Planning for Revision
	Wed, 11/20	Revising Final Assignment Drafts		Class Activity: Unit 2 Reflection  <b>How Do I Language? Final Draft due Friday, 11/22, by 11:59 pm</b>
<b>Unit 3: How Do I Present My Language?</b>				
Week 14	Mon, 11/25	<p align="center"><b>- Thanksgiving Break -</b> <b>No Class and No Assignments</b></p>		
	Wed, 11/27			
Week 15	Mon, 12/2	Writing Workshop: Final Reflection Pomodoro	None	None
	Wed, 12/4	Writing Workshop: Portfolio Designing	Read <a href="#">Beyond Black on White</a> by Michael J. Klein and Kristi L. Shackelford	<b>Labor Log/Labor Journal Entry 5 due Friday, 11/6, by 11:59 pm</b>  <b>Complete Writer's Portfolio due Sunday 12/8 by 11:59 pm</b>
Week 16	Mon, 12/9	<p align="center"><b>Finals Week One-on-One Conferences</b> <b>No Formal Meeting During Final</b></p>		
	Wed, 12/11			