



TEXAS A&M UNIVERSITY
SAN ANTONIO

Course Syllabus First Year Composition

Fall 2024

Composition I ENGL 1301-011

Class Time: 11:00-12:15 pm Tuesday and Thursday

Room: 122 Science and Technology Hall

Instructor: Yvette Torres (Mrs. Torres) pronouns she/her

Office: Classroom Hall rm. 228

Office Hours: Monday and Wednesday 11:00 am-12:30 pm, Fridays online from 9:00 am-11 am or by appointment.

Email: ctorres@tamusa.edu , I usually respond to all emails within 24 hours on Monday-Thursday. I do not check my email on Fridays, the weekends, or on holidays.

Virtual Office: <https://tamusa.webex.com/meet/carmen.torres>

Office Phone: 210 784-2645

This syllabus is subject to change at any time during the semester. I will notify you of any changes.

Important Dates

August 26	First day of classes
September 2	Labor Day Holiday-No Classes
September 11	Census Date
October 7-19	Midterm grading period
November 11	Last day to drop with an automatic "W"
November 27	Study day-no classes
November 28-30	Thanksgiving Holiday-No classes
December 5	Last day of scheduled classes
December 6	Study day-No classes
December 7-13	Final Examinations
December 13	End of Fall Semester

Course Description

ENGL 1301 supports students in their belonging as writers. The course validates, celebrates, and explores students' languaging while introducing concepts and practices essential for success in writing. Students examine and explore their language practices and develop a digital writing portfolio.

ENGL 1301 FYC Course Goals

The FYC program is dedicated to achieving the following goals:

- 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-tasking, 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

FYC Program Key Terms

- *Languaging*: the ongoing process of developing and communicating meaning and ideas
- *Translanguaging*: the ability to fluidly access and use one's full linguistic repertoire
- *Standard Language Ideology*: the belief that a language has an ideal, consistent, and "correct" form that should be privileged
- *Critical Language Awareness*: the ability to examine and understand the social, political, and ideological aspects of language and communication
- *Portfolio*: a collection of writing samples that demonstrate a student's languaging
- *Reflection*: the act of examining and learning from one's actions, experiences, and writing
- *Audience*: the person or people students wish to affect through their languaging
- *Purpose*: the intended effect students wish to have on their audience
- *Genre*: a specific type or form of writing/communication that is shaped by social convention and audience expectation
- *Context*: the social, historical, and cultural circumstances in which students read and compose texts

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:

- 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 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; 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

In this class I utilize labor-based assessment which assesses you on the quality of your labor rather than the quality of your finished product. This means that you will be assessed on the work that you complete. There will be a special emphasis on your ability to meet deadlines and meet or exceed assignment expectations. Quality and attention to detail will ensure that your level of writing will improve and that you will grow as a scholar. In short, the more you work, the better your grade—and the better you'll position yourself to learn and grow. This will be covered in more detail when we create our class Labor Based Contract.

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. 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. If you are struggling to attend class, I urge you to communicate both with your Academic Success Coach and with me, (your instructor), so that we can 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 I approve 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 my permission and/or without proper attribution qualifies as plagiarism.

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." If you do

not submit an assignment at all, I will consider it “ignored.” Please note that I do not respond to “missed or ignored” assignments, and they will be counted as zeros in my gradebook. Remember that I set reasonable due dates for all of my assignments, and I am always cognizant that you have numerous responsibilities outside of my classroom. If an assignment falls under the ignored or missed category, it can no longer be submitted for a grade. In summation please make a conscious effort to submit work when it is due.

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. Several times throughout the semester I will present the class with this opportunity. NOTE: you cannot revise missed or ignored assignments.

Your Grade in Blackboard

I will assign your grade in blackboard as follows:

Full credit	if the work was complete and on time (even if several revisions were necessary or you had to ask for a deadline extension)
Three quarters credit	if 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. OR if the work was on time but did not meet the assignment requirements.
Half Credit	If the work was over 48 hours late, I had to contact you to ask for the work, and the work was incomplete or did not meet all of the assignment requirements. Or the work was on time but there was no effort put into meeting the assignment requirements.
Zero	These are for missed or ignored assignments. A “missed” assignment is one in which you did not turn in any work and you did not contact me. An “ignored” assignment is one where we made contact and you said you would turn something in, but you never did.
Examples	10 pts = Full Credit and 7.5 pts = late or unfinished

Final Grade

There is a column in blackboard that gives you your course average, this is an estimate of your grade.

Incompletes (IN)

You will only be eligible for a grade of incomplete (IN) in this class (a) if 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.

Please remember that my ultimate goal for this class is for all my students to succeed. If you have any questions or concerns, please do not hesitate to email me or arrange a time to meet. Whether you need assistance with an assignment or just need someone to talk to as you adjust to college life, know that I am always happy to help.

Course Assignments

Labor Journals

Five times throughout the semester, you will be required to submit a journal discussing what form of labor you have done for this course. This can pertain to any readings you may have completed and your thoughts on them, discussion boards, major assignments, etc. Labor journals should be at least a page long.

Labor Logs

I'd like all of you to maintain a labor log that will track all of the work you do this semester. Every time you sit down to complete work for our class, I'd like you to log that work using the labor log file you can download from Blackboard. You'll submit your labor log to me each week.

Reading Notes

I'd like all of you to take notes on every assigned reading you complete this semester. When I say "take notes," I mean that I'd like you to show me (1) that you completed the reading and (2) that you were active while reading. By "active," I mean that you highlighted or underlined important passages, made in-text notes or comments, wrote brief summaries of what you read, and so on. However you take notes is up to you. What matters is that you take notes and share those notes with me.

Writing Assignments

There will be low-stakes writing assignments given throughout the semester that will allow you to creatively express yourself and share your story.

Unit Assignment

In this course you will complete one unit assignments pertaining to language. I will provide more information about these assignments later.

Writer's Portfolio

All assignments, revisions, edit and reflections will be uploaded to your digication portfolio. At the end of the semester, I will review your portfolio for a grade.

University Policies

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.

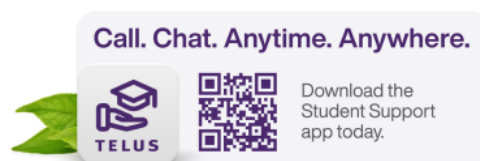
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *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. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

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>).

Course Schedule and Overview

Unit 1: Getting Started

- Week 1 8/26-8/30: Getting Started

Goals for the week: Introduction of the course, arranging students into their writing communities, developing of the class labor contract, and introduction of course assignments and projects.

Assigned readings for the week: All assignments sheets for the course.

- Week 2 9/2-9/6: Building Portfolios, Building Allies

Goals for the week: Introduction of Digication, student's development of of initial draft of portfolio homepage, and student introduction of the WLDCC.

Assignments due: Labor Log

- Week 3 9/9-9/13: Conferences

Goals for the week: Professor will meet individually with students. Students will complete Labor Journal 1.

Assignments due: Labor Log and Labor Journal 1.

- Week 4 9/16-9/20: Reading Like a Writer

Goals for the week: Students will be introduced to the following terms and their definitions: "RLW," "audience," "purpose," "genre," and "context."

Assigned readings for the week: "How to Read Like a Writer" by Mike Bunn:
<https://wac.colostate.edu/docs/books/writingspaces2/bunn--how-to-read.pdf>

Assignments due: Reading Notes and Labor Log.

- Week 5 9/23-9/27: You Are a Language Architect

Goals for the week: students will be introduced to the terms and definitions of "languaging" and "translanguaging." As a class we will review the existing Labor Contract and decide if it needs to be modified.

Assigned readings for the week: "Workin' Languages: Who We Are Matters in our Writing" by Sara P. Alvarez, Amy J. Wan, and Eunjeong Lee:

<https://writingspaces.org/past-volumes/workin-languages-who-we-are-matters-in-our-writing/>

Assignments due: Reading Notes and Labor Log

Unit 2: How Do I Language

- Week 6 9/30-10/4: Your Language, Your Self

Goals for the week: As a class we will review, discuss, and create an inventory of students' languages. Review and help students develop an understanding of the correlation of language and identity.

Assigned readings for the week: "How to Tame a Wild Tongue" by Gloria Anzaldúa:

https://english.washington.edu/sites/english/files/documents/ewp/teaching_resources/anzaldua_how_to_tame_a_wild_tongue.pdf

Audio version: https://www.youtube.com/watch?v=oT_TaQcGKMA

"Words" by Rita Ortiz

"(Un)furbished History de Mi Lengua" by Michelle R. Garza

Assignments due: Reading Notes, Labor Log, Labor Journal 2, and all work completed toward the "How Do I Language?" Assignment.

- Week 7 10/7-10/11: The Englishes You Speak

Goals for the week: Students will create maps of their Englishes, and discuss how they gain strength from their Englishes.

Assigned readings for the week: "3 Ways to Speak English" by Jamila Lyiscott: https://www.youtube.com/watch?v=k9fmJ5xQ_mc.

Assignments due: Reading Notes and Labor Logs.

- Week 8 10/14-10/18: You Don't Just Language with Language

Goals for the week: Expanding the definition of, "linguaging." Developing strategies for reading and interpreting non-verbal linguaging and discussing the strengths that students gain from it.

Assigned readings for the week: "How San Antonio's Murals are About More Than Just Beautifying City Streets," KENS 5:

<https://www.youtube.com/watch?v=vxDviU4fc6g>

"Reimagining How to Represent Black Lives through Art":

<https://www.youtube.com/watch?v=QVDK3Wx9ikM>

"Pan Dulce" by Jose Hernandez Diaz:

<https://www.poetryfoundation.org/poetrymagazine/poems/154216/pan-dulce>

"Pan Dulce for Breakfast" by Priscilla Celina Suarez

Assignments due: Reading Notes and Labor Logs.

- Week 9 10/21-10/25: Writing Workshop

Goals for the week: Continue working on the “How Do I Language?” assignment.
Assignment due: Labor Log, Labor Journal 3, and all work completed toward the How Do I Language? Assignment.

- Week 10 10/28-11/1: Midterm Conferences

Goals for the week: Professor will meet individually with students. Students will publish first draft of the “How Do I Language?” Assignment.

Assignments due: Completed draft of the How Do I Language? Assignment.

- Week 11 11/4-11/8: Writing Workshop

Goals for the week: Continue working on the “How Do I Language?” assignment. As a class we will review the existing Labor Contract and confer with the students if it needs to be modified.

Assignments due: Labor Log, and all work completed toward the, “How Do I Language?” assignment.

- Week 12 11/11-11/15: On Being Translingual

Goals for the week: Discussing translinguaging and how to use it. Students will be introduced to “Standard Language Ideology,” and its definition.

Assigned readings for the week: English, *Español, or Los Dos*” by Isabel Baca
“Tex-Mex Code-Switching” by Jacinto Jesus Cardona
“Beyond Language Difference in Writing: Investigating Complex and Equitable Language Practices” by Cristina Sánchez-Martin: <https://writingspaces.org/wp-content/uploads/2021/09/sanchez-martin.pdf>.

Assignments due: Reading Notes, Labor Log, Labor Journal 4, and all work completed toward the How Do I Language? Assignment.

- Week 13 11/18-11/22 : The Measure of our Lives

Goals for the week: Reflect on languages and language practices as well as Unit 2.

Assigned readings for the week: Nobel Lecture, Toni Morrison: <https://www.nobelprize.org/prizes/literature/1993/morrison/lecture/>

Assignments due: Reading Notes, Labor Log, and revised draft of the “How Do I Language?” Assignment.

Unit 3: How Do I Present My Languageing?

- Week 14 11/25-11/29: Collection, Selection, Reflection

Goals for the week: Identify, publish, and curate portfolio writing samples. Revise portfolio homepage, and publish first draft of the Final Reflection.

Assignments due: Labor Log and completed draft of the Final Reflection.

- Week 15 12/2-12/6: Visual Design

Goals for the week: Introduce design principles and help students to develop and enact a portfolio design.

Assigned readings for the week: “Beyond Black on White: Document Design and Formatting in the Writing Classroom” by Michael J. Klein and Kristi L. Shackelford (pgs. 333-340): <https://writingspaces.org/wp-content/uploads/2021/03/Beyond-Black-and-White.pdf>.

Assignments due: Labor Log and Labor Journal 5.

- Week 16 12/9-12/13: Final Conferences

Goals for the week: Complete final conferences and encourage students to submit and complete the Writer’s Portfolio project.

Assignments due: Completed version of the Writer’s Portfolio project.