

Fall 2024 – ENG 1301_901

COMPOSITION 1

English Department

Texas A&M University-San Antonio

Instructor: Dr. Victoria Ramirez Gentry

Classroom: Science & Technology 122

Office Hours: Tuesdays 1:00pm-3pm via Zoom.

E-mail: vgentry@tamusa.edu

Course Format: This course is a mix of online and in-person. We meet once a week. These in-person meetings will occur on Wednesdays at 3:30pm-4:45pm.

COMMUNICATION PLAN

There are several ways you can communicate with me:

- ✓ Email me directly at vgentry@tamusa.edu. **This is my preferred way of communicating and emailing me through my TAMUSA address will guarantee I see your email.** Please use your official TAMUSA email account rather than a personal email account.
- ✓ I do not always see Blackboard messages so use email.
- ✓ Meet with me during my virtual office hours or by appointment via Zoom.
- ✓ I respond to all messages within 24 hours on business days.

INSTRUCTOR BIO

I am Dr. Gentry (she/her/ella). I'm excited to be a part of your academic journey this semester. I have been teaching at the university level since 2018. I earned my B.A. in English with a minor in technical writing from Texas A&M University-Corpus Christi in 2016 where I then continued my degree path and obtained my M.A. in English in 2019. In Spring 2024, I defended my dissertation, "Navigating Multiracial Latinx Identity: A Hybrid Rhetorical Redefinition Through Counter-Narratives," and earned my doctorate in English and a certificate in Rhetoric and Composition from The University of

Texas at San Antonio. I enjoy living here in San Antonio with my husband, our two-year-old son, and two rescue dogs.

FYC PROGRAM 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-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

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

COURSE DESCRIPTION

ENGL 1301 is the first of two courses you'll take in the First-Year Composition (FYC) program. This course supports you (the student) in your belonging as a writer. The course validates, celebrates, and explores students' languaging while introducing concepts and practices essential for success in writing. You will examine and explore your language practices and develop a digital writing portfolio. 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.

COURSE STRUCTURE STUDENTS

ENGL 1301 features three units, each focused on a specific question:

UNIT ONE: HOW DO I BELONG?

This unit orients you both to ENGL 1301 and to the FYC program more generally. You will form Writing Communities; negotiate labor contracts; create digital writing portfolios; gain familiarity with the Writing, Language, and Digital Composing Center (WLDCC); and start developing definitions to key programmatic terms. You also explore reading strategies and frameworks for understanding who you are as a writer. In the first unit, you participate in exercises related to the readings, engage in reflective writing and discussion, submit Reading Notes and Labor Logs, and complete your first Labor Journal assignment.

UNIT TWO: HOW DO I LANGUAGE?

In the second unit, you examine and celebrate your language practices and articulate the strengths those practices afford you as a writer and communicator. The unit invites you to explore your language practices, to gain a deeper understanding of those practices, and to learn to draw from your languages to succeed as a college-level writer. You read a variety of texts about languages and languaging, complete exercises related to those texts, and explore your writing processes through extensive in-class writing and reflection. The unit asks you to compose an assignment that invites you (1) to interview people who have shaped your languaging, (2) to tell a story about how you developed your languaging, (3) to teach an audience about one of your specific language practices, or (4) to write an autoethnography that examines your languaging. You also continue to submit Reading Notes, Labor Logs, and Labor Journals. Importantly, "language" is not limited to writing or speech and may include other forms of communication such as images, sound, fashion, food, etc.

UNIT THREE: HOW DO I PRESENT MY LANGUAGING?

You will engage this question primarily by refining your digital writing portfolios. You work through the collection, selection, and reflection process; compose final versions of your portfolio homepages; publish all final writing samples and materials; and finalize your portfolios' designs. The unit culminates in the publication of your first completed version of your Writer's Portfolio project, including the publication of a Final Reflection assignment.

COURSE MATERIALS

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.

ASSESSMENT

The assessment of student writing in ENGL 1301 reflects the values and commitments of the FYC program. At minimum, assessments resist Standard Language Ideology, including the imposition of a single standard against which student writing is judged. Specific assessment practices used in ENGL 1301 include, but are not limited to, labor-based grading and gamification.

LABOR-BASED GRADING

In the FYC program each professor enacts a form of labor-based grading. What this means in this class is that your grade for the course will be determined by the quality of your labor, meaning the amount of work you complete and the effort you put forward to achieve goals, to learn, and to improve on your abilities as a writer/communicator. If you do all that is asked of you in the manner and spirit it is asked, then you'll earn a passing grade (think "A" or "B"). It will not matter what your colleagues or I think of your writing, nor will it matter if we disagree with or misunderstand your work. What matters is that you listen to our feedback compassionately and that you put in the labor to learn and improve. If you do that much, you will pass with an "A" or a "B." If, however, you don't complete assignments, you turn in work that shows minimal effort, and/or you take no steps to learn and improve, you'll get a lower course grade. More information will be provided in class as we negotiate as a community what actions reflect what letter grade.

COURSE REQUIREMENTS & ASSIGNMENTS

More information will be provided in class for each of these assignments. The following is a brief overview of each one:

WRITING COMMUNITIES & WORKSHOPS

You and your classmates will work together in groups called “Writing Communities.” Your Writing Community will 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. **Throughout the semester I will ask you to take part in writing workshops with your writing communities and these activities will be a part of your grade.**

LABOR JOURNALS & LABOR LOGS

We will keep track of your labor each week in this course and reflect on this labor through the process of journaling. Journaling helps strengthen writers’ abilities to brainstorm, revise, and reflect. Journaling also aids in one’s metacognitive awareness as a writer. Practicing writing also, of course, makes a person a better writer. You will keep track of your labor in your Labor Logs, and you will then use those logs to reflect on your work and compose Labor Journals (**you will produce 5 Labor Journals over the course of the semester**).

READING NOTES

You will 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 (see assignment description for examples). What matters is that you take notes and share those notes with me (**you will produce about 8 Reading Notes over the course of the semester, but you may produce more depending on how you decide to take the notes**).

“HOW DO I LANGUAGE?”

For this assignment, pick the language you “speak” that is most important to you and to explore it further than what you can in class. You have five options for what you can do for this assignment, and I will go over these options in further detail during class (see also the assignment description).

WRITER'S PORTFOLIO

For this project, I'd like you to use Digication to compose a digital writing portfolio. Although you are completing the portfolio for an FYC class, your portfolio does not need to be limited to the writing you've completed in the FYC program. Rather, you may include writing you've completed in other courses as well as personal and/or professional writing you've completed outside of the classroom. I will go over more information in class.

IN-CLASS WRITING ACTIVITIES

Most class sessions, I will ask you to participate in in-class exercises or writing activities. I will not collect these, but I am asking you to keep the material you generate from these exercises, or take screenshots of handwritten material, etc., because you may use them for your labor journals or final portfolio.

CHANGES & COURSE SCHEDULE

The syllabus is subject to change at the discretion of the instructor. Any changes/corrections to the course materials, assignment dates, or other updates will be communicated to the students ahead of time. It is your responsibility to check Blackboard for corrections or updates to the syllabus and course schedule.

COURSE POLICIES

ATTENDANCE

- ✓ I ask that you come to class having read what was assigned for that day and contribute to the class discussion.
- ✓ Three absences are permitted without penalty; after three absences, your grade will be impacted. Please speak with me if you need to miss more than three classes.
- ✓ **If you feel sick/unwell, please stay home and rest. Try to save your three absences for illnesses if possible.**

INSTRUCTOR POLICY REGARDING STUDENTS WHO ARE PARENTS

Children are allowed in our classroom. Please do not ever feel as though you need to miss a class due to a lapse childcare. They may even enjoy some of our group activities! Also, nursing parents are welcome to breastfeed in our classroom.

LATE WORK

Yes, I accept late work! But please email me requesting extensions if possible before the due date so that I can best accommodate your needs.

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. 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.

DIVERSITY & RESPECT

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 AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If

you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

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

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. 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>).

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

- ✓ Assistant Director: mercedes.torrez@tamusa.edu
- ✓ Location: CAB 202
- ✓ Phone: 210-784-1332
- ✓ Email: tutoring@tamusa.edu
- ✓ Website: <https://www.tamusa.edu/student-resources/academic-success-center/tutoring-services/index.html>

Disability Support Services

- ✓ Director: kimele.carter@tamusa.edu
- ✓ Assistant Director of Assistive Technology: sherry.patrick@tamusa.edu
- ✓ Location: CAB 210
- ✓ Phone: 210-784-1335
- ✓ Website: <https://www.tamusa.edu/disability-support-services/index.html>

General's Store

- ✓ Location: Patriot's Casa, Room 110
- ✓ Tuesday: 12:00-4:00 p.m.
- ✓ Wednesday: 10:00 a.m.-2:00 p.m.
- ✓ Thursday: 8:00 a.m.-12:00 p.m.
- ✓ By appointment (Call the Mays Center at 210-784-1356)
- ✓ Email: foodpantry@tamusa.edu
- ✓ Website: <https://www.tamusa.edu/mays/students/generals-store.html>

Office Of Military Affairs

- ✓ Location: Patriot's Casa, Room 202

- ✓ Hours: 8:00 a.m.-5:00 p.m. M-F
- ✓ Phone: 210-784-1397
- ✓ Website: <https://www.tamusa.edu/student-resources/military-affairs/index.html>

Student Academic Success Center

- ✓ Staff Information: <https://www.tamusa.edu/student-resources/academic-affairs/meet-your-team.html>
- ✓ Website: <https://www.tamusa.edu/student-resources/academic-success-center/index.html>

Student Counseling Center

- ✓ Location: Modular C, Room 166 (rear entrance)
- ✓ Phone: 210-784-1331 (available 24 hrs.)
- ✓ Email: stucounseling@tamusa.edu
- ✓ Website: <https://www.tamusa.edu/student-resources/support/student-counseling-center/index.html>

WLDCC

The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

- ✓ Director: Dr. Katherine Bridgman (katherine.bridgman@tamusa.edu)
- ✓ Assistant Director: Sam Garcia (samuel.garcia1@tamusa.edu)
- ✓ First-Year Liaison: Sthefany Garcia (sgarcia1@tamusa.edu)
- ✓ Locations: CAB 208 and CH 304
- ✓ Email address: wldcc@tamusa.edu
- ✓ Website: <https://www.tamusa.edu/WLDCCenter>

FINAL NOTE

I really am committed to you and your success, so please know that I'm part of the team rooting you on. This means you can reach out to me any time you have a question or a concern. It also means you can reach out to me if you ever feel like you're falling behind. Let me know if that's happening as soon as you can, and we can work together to figure out how to get you where you want to be. You can also let me know if you're finding any parts of our class exciting or interesting. In other words, you don't just have to reach out if you're having trouble. I want you to succeed as a writer this semester, and I'm going to do what I can to help make that happen.