

ENGL 1302 Composition II: Rhetoric in Composition

Fall 2025 Face to Face, CAB 426, 9:30 and 11:00

Instructor: Dr. Yvette Chairez

Email: yvette.chairez@tamusa.edu

Student Hours: MW 1:00-2:00, T 2:00-3:00; in-person or on Zoom

Campus Office: CH 226

Virtual Office: <https://tamusa.zoom.us/j/7184953715>

Course Description

In ENG 1302, students continue to develop and practice both standard and advanced approaches for composing, interpreting, and researching a variety of texts. Through an introductory survey of the concept of rhetoric (i.e. the study of how we talk about things) as it applies to the discipline of composition, students will learn close reading methods, practice critical thinking, engage in scaffolded writing processes, and nuance their approach to rhetorical analysis. Furthermore, rhetoric is a study that transcends the Composition classroom; it includes concepts that can be applied to course work across every discipline.

Each semester, Dr. Chairez's sections of 1302 take up a contemporary issue in Rhetorical Studies for students to discuss, research, and write about. Fall 2025's issue is Misinformation. As such, this class may touch upon topics that may be political, controversial, or otherwise sensitive in nature.

Assignments

Introduction to Classmates.....	2pts
Introduction to Someone Famous.....	2pts
Comparative Analysis of Intros.....	4pts
Rhetorical Triangle Diagram and Abstract.....	5pts
Rhetorical Triangle Response Paper.....	15pts
STIR in Your Field Essay Abstract.....	5pts
STIR Annotated Bibliography.....	10pts
STIR First Draft.....	5pts
STIR Peer Review Analysis.....	10pts
STIR Final Draft.....	20pts
Discourse Community Activities.....	20pts
Participation/Attendance.....	8pts

First-Year Composition Commitments

This course fulfills a Core Curriculum communication requirement and is part of Texas A&M University-San Antonio's First-Year Composition (FYC) Program. This program supports your ongoing growth as a writer and prepares you to use your writing to contribute in academic, civic, and professional contexts. We will fulfill the FYC program's commitments this semester by working together to:

- bring writing journal and laptop/tablet/word processing device to each class period
- develop and achieve your individual writing goals
- see yourself as an active member of a community of writers both in and outside the university
- articulate your prior knowledge about writing and draw from this knowledge to inform your current writing
- explore language and communication as a function of culture
- identify and understand the expectations of a range of audiences across academic, civic, and professional contexts
- employ rhetorical strategies to communicate in different situations, genres, and media
- analyze and critique a variety of texts for rhetorical effectiveness
- acquire critical reading skills
- develop writing projects through invention, drafting, and revision
- reflect on and revise individual and collaborative writing processes
- engage in primary and secondary research
- adapt your organization, style, grammar and citation conventions as appropriate for different audiences and contexts
- transfer your knowledge about writing to different contexts

Student Commitments

- 1) Attend class as often as possible
- 2) Work on a weekly basis to complete the assigned tasks
- 3) Participate in class discussions to the best of my ability
- 4) Communicate when falling behind or are unable to complete work
- 5) Ask for help when guidance is needed
- 6) Talk with Writing Community for extra support

Labor-Based Grading Contract

In the FYC program each professor enacts a form of labor-based grading. What this means in this course is that I allow you to turn in assignments “as is” for an appropriate grade. Therefore, if you turn in an assignment that is half done, you will get half credit. If you turn in an assignment that is a quarter done, you will get a quarter of the credit. The catch is that this must be quality work that demonstrates you understand the material the assignment is meant to measure, but perhaps you are having a difficult week and know you will not be able to complete the assignment, nor do you want to keep putting it off.

Late Work, Re-works, and Extra Credit

Yes, yes, and yes. I accept, allow, and assign, respectively, all of these. Please schedule a time to talk with me about any of the above should you want to request any of these.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

FYC Policy on AI in the Classroom

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.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services

offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student's academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text "HOME" to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

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 and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

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.

Jaguar Writing Center

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. 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 www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

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 contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@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 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.

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 child care. They may even enjoy some of our group activities! Also, nursing parents are welcome to breastfeed in our classroom.

Respect for Diversity

We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.

Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

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, equality of 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, diversity, pluralism 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, or gender expression. 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 helping create 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 has staff members trained to support survivors 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 university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other

healthcare providers 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 or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

Students' Rights

- A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
- 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, genetic information or veteran status in accordance with applicable federal and state laws.
- 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.
- Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

- A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
- 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, University Catalog and students must comply with them and the laws of the land.
- A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
- A student has the responsibility to recognize the University's obligation to provide an environment for learning.
- A student has the responsibility to check their university email for any updates or official university notification.

- 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

ENG 1302 Composition II: Rhetoric in Composition Weekly Schedule

Unit 1 What is Rhetoric and its Basic Elements?

Week 1 / Aug 25 – 29 / Introduction Week

Day 1: Introductions, syllabus, and discuss “What is Rhetoric?”

Day 2: Form Discourse Communities (DC); DC activity: Sidelinks icebreaker

Week 2 / Sept 1-5 / The Nature of Rhetoric

Day 1: No Class, Labor Day

Day 2: Read and discuss Aristotle’s “The Nature of Rhetoric”; discuss the Basis of Truth, and the Art of Persuasion; go over Introduction to Classmates assignment

Due Sunday: Introduction to Classmates

Week 3 / Sept 8-12 / The Three Rhetorical Appeals

Day 1: Read and discuss “[Rhetorical Strategies for Persuasion](#)”; discuss: Using more than one appeal; go over Weekly Schedule

Day 2: Read “[It’s the Algorithms, Stupid](#)” and discuss “Pathos”; DC activity: Social Media and Algorithmic Appeals

Due Friday: Introduction to a Notable Figure

Week 4 / Sept 15-19 / The Three Rhetorical Appeals cont’d

Day 1: Read “[How Does Reading Fiction Influence Empathy?](#)” and discuss “Logos”; DC activity: Logical Fallacies

Day 2: Read “What is Code-Switching?” (PDF Week 4 folder) and “[A Code-Switching Model for Healthcare Communication](#)” and discuss “Ethos”; in-class work time for Comparative Analysis

Due Friday: Comparative Analysis of Introductions

Week 5 / Sept 22-26 / The Three Rhetorical Elements

Day 1: Read “Language Policy and Ideology in the United States” (PDF in Week 5 folder); discuss Rhetoric’s Structural Element

Day 2: Read “[Military Phrases You Have Probably Used in Conversation](#)”; Discuss Rhetoric’s Linguistic Element; DC activity “Rhetorics of ___”

Unit 2: Performing a Rhetorical Analysis

Week 6 / Sept 29-Oct 3 / The Three Rhetorical Elements cont’d and The Rhetorical Situation Triangle

Day 1: Read and Discuss Rhetoric's Visual Element; **DC activity**: Invisible Sculptures

Day 2: Understanding and using the Rhetorical Situation Triangle to determine the Purpose of a text

Week 7 / Oct 6-10 / The Rhetorical Situation Triangle cont'd

Day 1: Using the Rhetorical Triangle: nuancing the Author; nuancing the Audience

Day 2: In-class work time for Rhetorical Triangle Analysis Essay

Due Sunday: Rhetorical Triangle Analysis Essay

Week 8 / Oct 13-17 / Rhetorical Analysis

Day 1: Using the Rhetorical Triangle: Finding the Context – Paratext, Subtext, Intertext

Day 2: In-class work time for Rhetorical Triangle Diagram and Abstract

Due Wednesday/Thursday: Rhetorical Triangle Diagram and Abstract

Week 9 / Oct 20-24 / Rhetorical Analysis cont'd

Day 1: Read and Discuss: Complementary, Contradictory, and Alternative Rhetorics

Day 2: In-class Workshopping for Rhetorical Triangle Response Paper

Due Sunday: Rhetorical Triangle Response Paper

Unit 3: Special Topic in Rhetoric (STIR): Misinformation, Disinformation, and Propaganda

Week 10 / Oct 27-31 / STIR

Day 1: Discuss Misinformation and Disinformation; **DC Activity**

Day 2: Read "[Nazi Propaganda](#)"; Discuss Propaganda; watch "[How Cults Use Language to Control](#)"; In-Class Workshopping for STIR Essay Abstract

Due Friday: STIR in Your Field Essay Abstract

Week 11 / Nov 3-7 / STIR: Bullshit

Day 1: NO Class – Election Day

Day 2: Discuss Lying, Gaslighting, and Bullshitting; read "[A Children's Story](#)", **DC activity**; In-Class Workshopping for STIR Anno Bib

Week 12 / Nov 10-14 / STIR: AI and Conspiracy Theories

Day 1: Read "[Dead Internet Theory](#)"; watch "[How Language Nerds Solve Crimes](#)"; **DC Activity**: Linguistic Analysis of AI content

Day 2: Read TBD and discuss Rhetorical Strategies of Conspiracy Theories; Class visit by Dr. Sonya Eddy; DC activity: TBD

Week 13 / Nov 17-21 / STIR: TBD

Due Monday: STIR Annotated Bibliography

Day 1: In-Class Work Time for Annotated Bibliography

Day 2: cont'd; In-Class Workshopping for STIR First Draft

Unit 4: Final Exam

Week 14 / Nov 24-28 / Thanksgiving Break

No Class

Week 15 / Dec 1-5 / Finals Week Eve

Day 1: In-Class Peer Reviewing

Due Tuesday: STIR First Draft

Day 2: In-Class Peer Reviewing

Due Friday: STIR Peer Review Rhetorical Analysis

Week 16 / Dec 8-12 / Finals Week

No class

Due Thursday: STIR Final Draft