



Course Syllabus Integrated Reading and Writing
Course Jaguar Bootcamp
INRW - ENGL 1101 J
11:00 am – 11:50 am
Classroom Hall 205

Instructor: Tajé Gabbedon, Mr. (Mr. Gabbedon) *Pronouns:* He/Him

Student Open Hours: Fridays 12:00 pm – 1:00 pm

On-on-One appointments - Scheduled through email

Email: tgabb01@jaguar.tamu.edu (Please allow 24-hour response time on email)

Meeting Office: CH 314 Conference Room. (During student open hours)

Course Description

ENGL 1101 introduces students to college-level reading and writing through the development of reading habits and composing practices that will enable students to respond critically and communicate persuasively to a variety of audiences in various modes of writing.

ENGL 1100 helps students become comfortable and/or build confidence in their college-level reading and writing abilities through the practice of scholarly habits that enable students to develop their own processes to respond critically and communicate persuasively in their chosen languages, in various modalities, to a variety of audiences, and with a variety of purposes.

At the beginning of the semester, we will unpack the statement above and discuss and agree upon course goals; student and instructor commitments to reach our agreed-upon goals. Students will be placed into their writing groups for this discussion.

INRW Programmatic Goals

- Center intersectional understandings of identity, reading and writing practices
- Privilege Cultural Knowledge and Provide Opportunities to Connect It to Course Content and Programmatic Practice
- Encourage Linguistic Diversity and Decenter Standard American English (SAE)
- Foster antiracist practices
- Decenter Western Academic Epistemologies and Practices
- Collaborate with students and fellow faculty with care and compassion

Suggested Course Goals:

- understand different forms of reading (e.g., academic reading, reading for entertainment, rhetorical reading)
- read as a rhetorical act, requiring knowledge of audience, purpose, and context

- activate your prior knowledge to help you articulate your identity as a reader and writer
- transfer your knowledge of reading and writing across genres and modalities
- understand and critique the conventions, origin, and purpose of ASE and WME
- use translanguaging as a method to interpret texts
- articulate the ways you engage in the reading process
- sharpen your ability to engage in the reciprocal relationship between reading and writing (i.e., strategies to use writing to engage in reading and to use reading to engage in writing)
- examine the ethical responsibilities of readers/writers

Suggested Instructor Goals: (we will discuss these on the first day of class)

As an instructor, I work to accomplish these goals by

- Honor students' previous knowledge and draw upon community knowledge's
- teaching reading/writing as a conversation between author and audience
- examining the difference between intended audience and actual audience
- approaching reading as an act of interpretation involving intersectional lenses
- Honoring students reading/composing practices to build a strong reading and writing life

Suggested Student Goals (we will revise these on the first day of class)

- Read the syllabus/calendar and know what assignments are due and the due dates
- Communicate with the instructor and peers each week
- Ask for clarification or help when needed
- Show up to class meetings and participate
- Let the instructor know if you can't make a class or fall behind in work

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.

Textbooks:

- **Hello, Writer** - David Starkey

Supplies:

- A composition book/journal – writer's notebook. This will be used not only for note taking, but for writing during class, recording ideas, song lyrics, drawing pictures, and reading and writing analysis. Keeping a writer's notebook is part of your grade for this class.

- Access to a computer and reliable internet – computer labs are available on campus.
- If you do not have a computer or reliable internet at home and you would like this technology, 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 serve 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

I treat learning as a recursive and exploratory process involving continual revision, and reflection. I am also committed to affirming linguistic diversity and decolonial practices. For these reasons, I will use a labor-based approach to assessment. Labor-based assessment assesses you on the quality of your labor rather than the quality of your finished product. That is, I will assess your progress this semester based on the amount of work you complete, on your ability to meet deadlines and fulfill expectations, and on the time and effort you put toward achieving course goals. Yes, your colleagues and I will address the quality of your work. We will also expect you to put forward the substantial time and effort it takes to improve upon the quality of your work; that is, we will expect you to demonstrate significant growth and improvement in your reading and writing process over the course of the semester. But you will not be graded on the quality of a single piece of writing, nor will you be assessed using high stakes testing methods. In short, the more you work, the better your grade—and the better you'll position yourself to learn and grow.

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

Grade	# of unexcused absences	# of incomplete assignments	# of late assignments	# of missed assignments	# of ignored assignments
A (4.0-3.5)	0	1 or fewer	1 or fewer	0	0
B (3.45-3.0)	1	2	2	0	0
C (2.95-2.5)	2	3	3	1	0

D (2.45-2.0)	3	4	4	2	1
F (1.95-0.0)	4 or more	5 or more	5 or more	3 or more	2 or more

Absences

I will consider you “absent” if you are not physically present for a designated class meeting and you have not communicated with me about the circumstances. You will also earn an absence every three times you are “late” to our class meetings. I will consider you “late” if you arrive after we have circulated our sign-in sheet. Please note that I will excuse absences for documented instances of sickness or hospitalization, including those for whom you are a caregiver; a death in the family; court-related issues; and religious holidays. You must communicate with me about these in advance when possible. Please note that attendance is mandatory. You will not be able to pass the class if you miss more than two weeks.

Incomplete, Missed, and Ignored Assignments

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

Open Revision Policy

I have an open revision policy. This means that you may revise and resubmit an “incomplete” or any other “graded assignment” for a higher grade. If you turn in a paper and you do not feel like it was your best work, you can request a meeting with me or come to office hours. I will give you suggestions for revision so that you can achieve the type of writing you are aiming for. We will agree on a timeframe for revisions, and I will regrade your work after your revisions. NOTE: you cannot revise missed 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) E
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 of what you will see in blackboard	1 = Full Credit (even if student needed to ask for an extension or a revision) 0 = ignored
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Final Grade

There is a column in blackboard to gives you your course average, this is an estimate of your grade. I will determine your final grade in the course by averaging your performance in each category of labor using a four-point scale. For example, if you earn an A in each category of labor, you will earn 4 points per category, equaling 20 points. Twenty-four points divided by 5 categories equals 4.0, which equals an A on a four-point scale.

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.

Weekly Quick Writes

You will be given prompts in class based off the work you have done in the other classes this semester. **It is DUE EVERY FRIDAY AT MIDNIGHT. These will appear under the course content.**

Reflection Activity

You will be given prompts in class based off the work you have done in the other classes this semester. **It is DUE EVERY FRIDAY AT MIDNIGHT. These will appear under the course content.**

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA 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 accommodations of their disability. If you have a 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.

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 a.m. and 5 p.m., Day 1 – Friday. After-hours crisis support is available by calling 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent.

All mental health services provided by the SCC are free, confidential (to the extent permitted by law), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff, and faculty who are registered in JagE Alert, 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. Students can schedule appointments with the Writing Center in JagWire under the student services tab. 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. In addition, you may notify the instructor if you are comfortable doing so.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance, if possible, about 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 A&M System 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.

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 classroom, 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.
- 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 an incident 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 of students’ freedoms and responsibilities 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, including the A&M-San Antonio Student Code of Conduct.

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 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.
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, genetic information, 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 staff, and the administration.

2. A student has the responsibility to be fully acquainted and compliant with the University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and in the University Catalog.

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.

6. 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. Behaviors that infringe on the rights of another individual will not be tolerated.

ENGL 1101 Class Overview

Face-2-Face:

You will be expected to attend weekly lecture/workshop

- 10-minute - Lesson plan
- 30-minute - Independent work with conferencing
- 10 minute - Writers share time and check-in

Week 1 – Course Introduction – Orientation, Syllabus, Blackboard, Goals and Commitments

Week 2 – Narrative Writing – Different Types of Reading (Pleasure, Story, Learn, Writing) What type of reader we are

Week 3 – Reading like a Writer – Reading repertoire and how to build your own

Week 4 – Reading Strategies for Writing Success (The Real Writer) – Annotations (Reading to learn and active readings)

Week 5 – Giving and Receiving Responses – Reading Responses (How do I respond to what I have read)

Week 6 – Composing your voice – The Process (Reading like a writer and who am I as a writer)

Week 7 – Being Translingual – Writing Process (Steps in the process)

Week 8 – You don't just language with language – Peer Review

Week 9 – Ethnographic Writing – Revisions

Week 10 – Ethnographic Research – The Research Process

Week 11 – Writing Workshop – Using AI in the research process

Week 12 – Your language, Your identity – Conventions of research papers (genres)

Week 13 – The Measures of our Lives – Organizing your research

Week 14 – Thanksgiving

Week 15 – Visual Design (Collection, Selection, Reflection – Study Days

Week 16 – Conferences – Finals